



THE INFLUENCE OF LEARNING MOTIVATION AND SELF EFFICACY ON STUDENT LEARNING OUTCOMES WITH THE SCHOOL ENVIRONMENT AS A MODERATION VARIABLE IN STUDENTS OF EAST JAKARTA PRIVATE VOCATIONAL SCHOOL

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Abstract: This research is motivated by internal factors such as learning motivation and self-efficacy as well as external factors such as the school environment, which can affect learning outcomes. This study aims to determine the effect of learning motivation on learning outcomes, self-efficacy on learning outcomes, the effect of learning motivation on learning outcomes with the school environment as a moderating variable, and the effect of self-efficacy on learning outcomes with the school environment as a moderating variable. This type of research is quantitative research with a survey method. The population taken was SMKN 46 Jakarta, SMKN 48 Jakarta, and SMKN 40 Jakarta, a total of 176 students. The sample was taken using simple random sampling in order to obtain 124 students. The results of the analysis requirements test show that the data is normally distributed and has a linear relationship. The results of this study indicate that there is an effect of learning motivation on learning outcomes, there is no effect of self-efficacy on learning outcomes, there is no effect of learning motivation on learning outcomes with the school environment as a moderating variable, and there is no effect of self-efficacy on learning outcomes with the school environment as a moderating variable.

Keywords: Learning outcomes, learning motivation, self-efficacy, school environment

Background

Education plays an important role in life so as to create quality and quality human resources to face the future. Learning is a business process in human life to obtain a change in behavior that lasts a lifetime. According to Bloom in Sardiman (2018), learning outcomes can be achieved through three domains, namely: cognitive, affective and psychomotor. I mean cognitive is knowledge, affective is attitude, and psychomotor is a skill. It can be concluded that learning outcomes are abilities acquired after a learning process takes place which can provide changes in behavior knowledge, understanding attitudes, and skills so that students become better than before as evidenced by the evaluation results in the form of grades. One of the internal factors of learning outcomes is learning motivation. Learning motivation has become the most important aspect of a learning process because in the absence of a student's learning motivation, a learning process does not occur. In Agung Hidayatullah's research (2021) concluded that learning motivation has a significant effect on student learning outcomes. This means, the higher the learning motivation of a student, the higher the learning outcomes obtained. In learning motivation there are several elements, namely, encouragement and desire to succeed, enthusiasm for learning, opportunities for the future, appreciation for learning, interesting activities for learning and a conducive learning environment (Uno, 2021) .



In addition to learning motivation factors, there is *self-efficacy* or self-efficacy in the internal factors of this learning outcome. Self-efficacy can be interpreted simply, namely the self-confidence possessed by students. In a study by Turner et al., (2021) said that when students believe that their behavior can affect positive results, they have the confidence to get even higher achievements. After the existence of internal factors, there are also external factors that affect learning outcomes, namely the school environment. The learning environment is a place where learning activities take place that can affect a student's learning outcomes. The learning environment is divided into 3 dimensions, namely the family, school and community environment (Slameto, 2015) . The environment is one of the factors that play an important role in the development of human behavior, especially the school environment. The problem of learning outcomes is certainly an important thing in the learning process. Learning outcomes are very important in the learning process because learning outcomes or grades can be said to be students' motivation in learning. As a teacher, giving rewards in the form of values is very important to serve as student motivation so that students learn to be even more active.

Based on the background of the problems that have been described by the researcher, it is known that the results of each research conducted by several experts obtain different results and there are problems of boredom and disinterest of students in learning, causing student learning outcomes to decrease under the KKM. This can be proven from the results of observations at SMK Negeri 46 East Jakarta, many students are less enthusiastic about participating in learning through zoom meetings and doing assignments, so many students who join the zoom meeting are late and submit assignments past the specified deadline. This proves students have low self-efficacy and motivation to learn. As well as a learning environment that does not support students in carrying out learning that experiences constraints on infrastructure for online learning. Another problem that the researchers got was the daily test scores of financial accounting or the learning outcomes of SMK Negeri 46 students in the class XI Financial Accounting subject which only met the Minimum Completeness Criteria (KKM). Therefore, the authors want to conduct new research on the factors that influence learning outcomes that are reinforced by the school environment.

Theoretical Framework

Learning outcomes

In Pratama & Ghofur's research , (2021) Attribution Theory is used as a theoretical basis, which is basically a cognitive approach used to explain the causes of a person's behavior including achievement behavior or success in obtaining learning outcomes at school. Someone's behavior here is expressed in the form of student learning outcomes. According to Chairunnisa et al., (2021) states that creating a dynamic and fun learning atmosphere in the learning process is a determinant of student success. Students who can organize a good and fun learning atmosphere can get good learning outcomes, learning outcomes are strongly influenced by internal factors and external factors . Learning outcomes can also be interpreted as skills and results achieved through the learning process in schools which are expressed in numbers or grades based on the results of learning tests. In Bloom's Taxonomy theory states that student learning outcomes can be achieved through three types, namely, cognitive, affective and psychomotor (Rochmah & Kurniawan, 2022) . The learning outcomes used in this study are cognitive learning outcomes, namely focusing on the amount of student scores obtained after passing a series of evaluation tests.

Motivation to learn

Learning motivation is one of the internal factors that influence learning outcomes. Learning motivation is an internal and external encouragement that is carried out to students to get changes in behavior that contain the desire to move, channel and direct individual attitudes and behavior in learning. Motivation can also be said to be a person's desire to achieve goals in achieving the learning process (Saputra et al., 2021) . Motivation is divided into two factors, namely internal and external



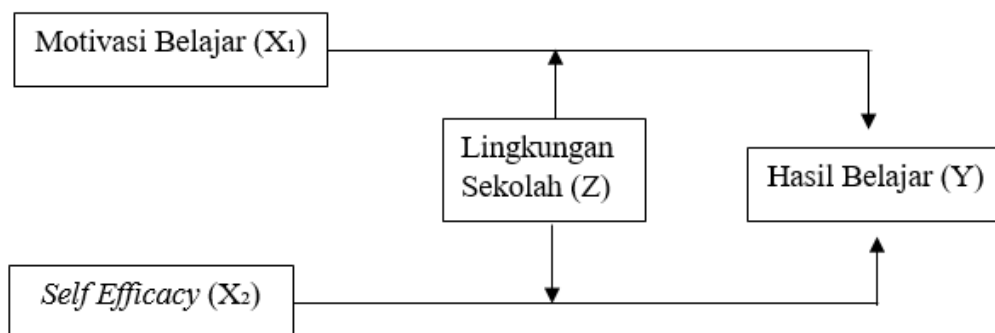
motivation. External motivation is a change in behavior that is based on outside the individual such as from the environment, while internal motivation is someone who has the intention and pleasure in themselves for the activities carried out. The motivation here is that they make a change for themselves not because of pressure or coercion, but on their own to achieve a goal or to gain profit (Hatlevik & Bjarnø, 2021) . According to Tampubolon et al., (2021) the indicators used in his research are: willingness or enthusiasm to learn, encouragement and need for learning, appreciation and learning environment.

Self Efficacy

Self-efficacy is a belief that an individual has in his ability to show his level of success. A process of thinking and acting can be influenced by self-efficacy (Chairunnisa et al., 2021) . Self-efficacy is a person's belief regarding an ability in himself to perform and the effort needed to achieve certain results, students who have the ability, confidence and good motivation to learn and complete assignments correctly can achieve better goals. So that self-efficacy is able to achieve through three aspects, namely the level of difficulty, the general situation and the strength of belief (Rochmah & Kurniawan, 2022) . Self-efficacy for each student is different, this difference is based on the level of confidence and ability of each student. According to Sihaloho et al., (2018) *self efficacy* or self-efficacy is measured through indicators of level, strength, generality.

School environment

According to Slameto (2018) one of the influences that gets support from a learning motivation is the learning environment factor. The learning environment consists of the family environment, school environment and community environment . Supriantoro, (2022) suggests that the environment around can be used as a source and learning media. The school environment provides stimulation (stimulus) for students and vice versa students respond to the school environment. The school environment consists of two aspects, namely physical and social. Included in the physical environment are school facilities, school rules and classroom conditions, while included in the social environment are the relationships between teachers, classmates and school employees that influence the learning process (Sasmi et al., 2022) . The indicators used from the school environment are the physical and social environment.



Source: processed by researchers, 2023

Picture 1. Conceptual Framework

Based on literature, the researcher assumes hypotheses in answering research questions and develop a research model for the following topics:

H1: There is an influence of learning motivation on learning outcomes.



H2: There is an effect of *self-efficacy* on learning outcomes.

H3: The school environment can moderate the effect of learning motivation on learning outcomes.

H4: The school environment can moderate the effect of *self-efficacy* on learning outcomes

METHODS

This research will be conducted at a State Vocational School located in East Jakarta. This research is a quantitative research, namely a study that presents data in the form of numbers. The research method used is the survey method, in which a researcher collects data by distributing questionnaires as a research instrument. The questionnaire is a list containing structured questions (Priyono, 2016) . The use of this survey method can make it easier for researchers to obtain data or information about the variables to be studied, which will then be processed with the aim of solving problems as the ultimate goal of research . The researcher then obtained primary data by distributing questionnaires to students as respondents regarding the independent variables X1 and X2 and Z, namely learning motivation as X1, self-efficacy as X2 and the school environment as Z. Meanwhile, the dependent variable Y, namely learning outcomes, was taken using the data secondary from the daily test scores that have been processed by the supporting teacher. After collecting data, it will enter into the analysis phase with a statistical approach. This data analysis is expected to make it easier to make decisions on existing hypotheses. Calculation techniques and data analysis in this study using *Simple Linear Regression* and *Moderating Regression Analysis* (MRA). Simple linear regression is a method for testing the extent to which a causal relationship between causal factors (X) and effect variables (Y), while *Moderating Regression Analysis* (MRA) is used as a moderating variable (Z) to influence the independent variable on the dependent variable.

RESULTS

Test Requirements Analysis

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		124
Normal Parameters ^{a,b}	Means	.0000000
	std. Deviation	3.15185108
Most Extreme Differences	absolute	.077
	Positive	.077
	Negative	-.068
Test Statistics		.077
asymp. Sig. (2-tailed)		.069 ^c

Source: Data processed by researchers

From the results of this normality test it can be seen that the significance value is 0.069. According to the provisions of the *Kolmogorov Smirnov statistical test* , namely $0.069 > 0.05$, the data is normally distributed.



Linearity Test of Learning Motivation with Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes *	Between Groups	(Combined)	279,038	28	9,966	.943	.554
		Linearity	54,265	1	54,265	5.136	.026
		Deviation from Linearity	224,773	27	8,325	.788	.756
Learning Motivation	Within Groups		1003696	95		10,565	
	Total		1282,734	123			

Source: Data processed by researchers

Judging from the calculations above, it can be concluded that the variables of learning motivation and learning outcomes have a linear relationship which can be seen from the *Sig Deviation from linearity value* , which is equal to 0.756. Where according to decision making, namely the value of *Sig Deviation from linearity* of $0.756 > 0.05$.

Hypothesis testing

The t test was conducted to find out whether the independent variables have a partial influence on the dependent variable (alone). The t test is done by comparing the value t_{hitung} with t_{tabel} . Following are the results of testing the t test in this study.

T Test Table

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error			
1					
	(Constant)	77,160	2,647		
	Motivation to learn	.112	055	.267	2058
	Self-efficacy	-.024	038	-.084	-.648

a. Dependent Variable: Learning Outcomes

Source: Data processed by researchers

Based on the t test table of the equation above shows that. The value of t_{hitung} the learning motivation variable (X1) is $2.058 >$ a value t_{tabel} of 1.980 ($df = nk-1 = 124-3-1 = 120$), and a significance value of $0.042 < 0.05$, then **H₁ is accepted** and H₀ is rejected. This means that the learning motivation variable (X1) has a significant and positive effect on learning outcomes. The value of t_{hitung} the self-efficacy variable (X2) is $-0.648 <$ a value t_{tabel} of 1.980 ($df = nk-1 = 124-3-1 = 120$), and a significance value of $0.518 > 0.05$, then H₀ is accepted and **H₁ is rejected** . This means that the self-efficacy variable (X2) has no significant effect on learning outcomes.



F Test Table

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	58,510	2	29,255	2,891	.059 _b
residual	1224,224	121	10.118		
Total	1282,734	123			

a. Dependent Variable: Learning Outcomes
b. Predictors: (Constant), *Self efficacy* , Learning Motivation

Source: Data processed by researchers

Value F_{tabel} can be calculated by the formula $df = k ; nk$, where k is the number of dependent variables while n is the number of samples. The results of the calculation above show that the value F_{hitung} is $2,891 > F_{tabel} 2,680$ ($df = 3 ; 124 - 3 = 121$). Or a significance value of $0.059 < 0.05$. Then it can be concluded that **H_1 is accepted** . This proves that the variable learning motivation (X1) and learning efficacy (X2) together influence learning outcomes (Y).

Determination Coefficient Test

The value of the coefficient of determination ranges from 0 to 1 which is denoted by the percentage size. The results of the test for the coefficient of determination in this study are as follows.

Table of Coefficient of Multiple Regression Determination

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.214 ^a	.046	.030	3,181

a. Predictors: (Constant), *Self efficacy* , Learning Motivation

Source: Data processed by researchers

The table above shows the value of the coefficient of determination (R^2) of 0.046, which means that the contribution of learning motivation and self-efficacy variables to learning outcomes is 0.5% and the rest comes from other variables or factors outside of learning motivation and self-efficacy variables.

Moderation Regression Determination Coefficient Table

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.255 ^a	.065	.025	3,188

a. Predictors: (Constant), *Self efficacy* *School Environment, Learning Motivation, School Environment, *Self efficacy* , Learning Motivation*School Environment

Source: Data processed by researchers



In the table above it is known that after the presence of the moderating variable shows an increase in the value of the coefficient of determination (R^2) of 0.065, which means that the contribution of the presence of school environment variables the moderating variable can increase the effect of learning motivation and self-efficacy on learning outcomes by 0.6%. This does not show a significant difference between the coefficient of determination between multiple linear regression and moderation regression.

MRA test

In testing *the moderated regression analysis* or interaction test whether a variable that is a moderating variable can strengthen or weaken the relationship between the independent variable and the dependent variable.

Table of Moderation Regression Test Results

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients				
	B	std. Error			
1 (Constant)	69,754	17,733		3,934	.000
Motivation to learn	-.252	.454	-.600	-.556	.579
<i>Self-efficacy</i>	.470	.356	.1614	1,321	.189
School environment	.095	.306	.235	.310	.757
Learning Motivation* School Environment	.006	.007	.1698	.788	.433
<i>Self efficacy</i> *School Environment	-.007	.005	-.2,747	-1,365	.175

a. Dependent Variable: Learning Outcomes

Source: Data processed by researchers

Based on the results of the MRA analysis table, the analysis can be identified as follows: The SPSS output results show that the effect of moderating learning motivation and learning environment (X_1Z) on learning outcomes (Y) has a significance value of 0.433 > 0.05, meaning that the interaction of learning motivation and the environment learning does not affect learning outcomes. In addition, it can be seen that the calculated t value of the interaction of learning motivation with the learning environment (X_1Z) is $-0.788 < t$ table value of 1.980 ($df = n - k - 1 = 124 - 3 - 1 = 120$), then H_0 is accepted and H_a **rejected**. It can be concluded that school environment variables do not moderate the effect of learning motivation on learning outcomes. So that it can be interpreted that the school environment does not strengthen or weaken the influence of learning motivation on learning outcomes.



From the results of the SPSS output above, it shows that the effect of moderating *self-efficacy* and the learning environment (X_2Z) on learning outcomes (Y) has a significance value of $0.175 > 0.05$, meaning that the interaction of *self-efficacy* and the learning environment does not affect learning outcomes. In addition, it can be seen that the calculated t value of the interaction of learning motivation with the learning environment (X_2Z) is $-1,365 <$ the t table value of 1,980 ($df = n-k-1 = 124-3-1 = 120$), then H_0 is accepted and **H_1 is rejected**. It can be concluded that school environment variables do not moderate the effect of *self-efficacy* on learning outcomes. So that it can be interpreted that the school environment does not strengthen or weaken the effect of *self-efficacy* on learning outcomes.

Discussion

Based on data analysis and hypothesis testing that has been carried out in this study, it can be seen that learning motivation has a significant and positive effect on learning outcomes. This research shows that if learning motivation increases, student learning outcomes will increase. The results of this test are supported by research conducted by Primary & Ghofur, (2021) which proves learning motivation has a positive and significant effect on student learning outcomes. In addition, research conducted by Hidayatullah, (2021) draws the conclusion that learning motivation has a significant effect on learning outcomes. Apart from that, research conducted by Rosit, (2021) proves that there is a significant effect of learning motivation on student learning outcomes, which means that the higher a student's learning motivation, the higher the learning outcomes, but vice versa if the lower the student's learning motivation, then the lower the learning outcomes. Furthermore, research conducted by Tampubolon et al., (2021) said that learning motivation contributed to the learning outcomes of class III students at the IBA Palembang Elementary School by 15.9%, meaning that learning motivation has a significant influence on learning outcomes. According to Rochmah & Kurniawan, (2022) learning motivation can be said to be a trigger in achieving a learning process goal. Motivation in the process of learning is divided into two, namely intrinsic motivation as an impulse that occurs from within the student and extrinsic as an encouragement obtained from outside the student himself. Learning motivation is an internal factor of learning outcomes. This is in line with the results of this study which proves that learning motivation influences learning outcomes.

Based on data analysis and hypothesis testing that has been done in this study, it can be seen that *self-efficacy* has no significant effect on learning outcomes. The results of this test are in line with research conducted by Rochmah & Kurniawan, (2022) which proves self-efficacy has no effect on student learning outcomes. A student who has high self-efficacy in doing assignments has the confidence to complete his assignments without doubt. Conversely, students who do not have self-efficacy in carrying out assignments, these students are unable to carry out or are hampered in carrying out assignments. However, the results of this test are different from research conducted by Sihaloho et al., (2018) which states that self-efficacy has a significant and positive effect on economic learning outcomes in this study which has implications related to the importance of self-efficacy in the learning process, this implies the attainment of goals optimal learning, the teacher should pay attention to the level of self-efficacy of students and motivate students to be able to increase self-efficacy within themselves. This is different from the results of this study which prove that self-efficacy does not have a significant influence on the learning outcomes of class XI students in the Financial Accounting Vocational School, East Jakarta 40, 48 and 46. In addition, there is also research conducted by Chairunnisa et al., (2021) which states that self-efficacy has a partial effect and improves students' cognitive learning outcomes. This means that students who have high self-efficacy will have implications for their achievements in achieving their potential development targets both internally and externally within these students. This research is also not in line with research conducted by Ayub et al., (2022) which shows that there is a positive and significant relationship between learning environment variables and self-efficacy. This means that the higher the learning environment, the higher the self-efficacy. With the influence of the learning environment on self-efficacy by 47% and the rest



is determined by other variables. Self-efficacy is one of the internal factors that influence learning outcomes. According to Turner et al., (2021) said that when students have the belief that their behavior can affect positive results, they have the confidence to get even higher achievements. However, in contrast to the research stated by Turner et al., (2021), this study proves that self-efficacy does not affect student learning outcomes.

Based on the data analysis and hypothesis testing that has been carried out in this study, it can be seen that there is no effect of learning motivation on learning outcomes with the school environment as a moderating variable or there is no influence between the interaction of learning motivation and the school environment (X_1Z) on learning outcomes, or variables the school environment does not moderate the influence of learning motivation on learning outcomes. This study proves that the existence of a moderating variable in the school environment does not strengthen learning motivation on student learning outcomes or the school environment does not moderate the effect of learning motivation on student learning outcomes. The school environment as one of the external factors of learning outcomes has not been able to strengthen student learning motivation. Thus this hypothesis is rejected. Similar research, conducted by Hami & Yuhendri, (2021) , said that there was no influence between the role of the school environment on student learning outcomes. This means that the school environment does not strengthen the relationship to student learning outcomes. Furthermore, research conducted by Rochmah & Kurniawan, (2022) said that the learning environment indirectly had no influence on learning outcomes through learning motivation. This means that the learning environment does not have an indirect influence on learning outcomes through learning motivation. However, this research is not in line with research conducted by Zuhri, (2021) there is an influence from the environment on economic learning outcomes so that the school environment needs to provide maximum support for students to be more enthusiastic about participating in the learning process which can later improve their learning outcomes. And research conducted by Pratama & Ghofur, (2021) says that learning motivation and learning environment are important and significant factors for improving student learning outcomes. This means that when a student's motivation and learning environment are good, the learning outcomes obtained will also be good. Motivation to learn as one of the internal factors of learning outcomes and the school environment as one of the external factors of learning outcomes, proves that with the interaction between internal and external factors learning outcomes do not affect learning outcomes. Although in the first hypothesis, learning motivation influences learning outcomes, when there is an interaction between learning motivation and the school environment it turns out that there is no effect on learning outcomes. The school environment or conditions at school as one of the external factors of learning outcomes, namely the calm condition of the school when the learning process is carried out or the social relations of a student do not affect students' learning. So the interaction between learning motivation and the school environment does not affect student learning outcomes.

Based on the data analysis and hypothesis testing that has been carried out in this study, it can be seen that there is no effect of self-efficacy on learning outcomes with the school environment as a moderating variable, or there is no effect between the interaction of self-efficacy and the school environment (X_2Z) on learning outcomes, or school environment variables do not moderate the effect of self-efficacy on learning outcomes. This study proves that the existence of a moderating variable in the school environment does not strengthen or moderate self-efficacy towards learning outcomes. The school environment as one of the external factors of learning outcomes has not been able to strengthen students' self-efficacy. Thus this hypothesis is rejected. This research is in line with research conducted by Rochmah & Kurniawan, (2022) which states that self-efficacy does not directly affect learning outcomes. This is in accordance with the fact that there are some students who cheat when doing assignments or tests, so students don't feel hampered when working on them. Furthermore, research conducted by (Sasmi et al., 2022) school environment has a positive and insignificant influence on learning outcomes on interest in continuing education to tertiary institutions. However, the school environment itself has a positive and significant influence on learning outcomes and self-efficacy also



has a positive and insignificant influence on learning outcomes. However, this is not in line with research conducted by Supriantoro, (2022) who said that there is a significant influence between the use of the school environment and student learning outcomes. That is, individuals cause changes in the environment, both positive and negative, which shows that the function of the environment is an important factor in the teaching and learning process. Self-efficacy is the result of thinking in the form of a person's decisions and beliefs, with self-efficacy it can motivate students to learn and do exercises independently, students can have the confidence to work on questions even at a high level of difficulty. This condition allows students to get good grades, not just achieve KKM (Sri Redjeki, 2022) . However, in this study, the interaction between self-efficacy and the school environment did not result in the influence of internal factors, namely self-efficacy and external factors, namely the school environment on learning outcomes.

CONCLUSION

There is an influence between learning motivation on learning outcomes. This shows that the higher the student's learning motivation, the higher the learning outcomes. On the other hand, the lower the learning motivation of students, the lower the student's learning outcomes will be. There is no influence between self-efficacy on learning outcomes. These results indicate that the higher or lower self-efficacy in students has no effect on the learning outcomes obtained by these students. There is no influence between learning motivation on learning outcomes with the school environment as a moderating variable. The school environment has no effect and does not moderate the effect of learning motivation on student learning outcomes. There is no influence between learning self-efficacy on learning outcomes with the school environment as a moderating variable. The school environment has no effect and does not moderate the effect of self-efficacy on learning outcomes. There are several indicators that are still low in the variables of learning motivation, self-efficacy, school environment and student learning outcomes, this can be influenced by these students and the teacher who teaches them. The results of research test data conducted are far from perfect. As well as having lots of minus numbers generated and the value of the strength of the relationship between the variables is low.

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