

Self-Efficacy and Learning Motivation as Predictors of Geography Academic Performance

Fajri Irfani Riswan¹, Yunus Aris Wibowo², Ratih Puspita Dewi³

^{1,2,3} Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

Purpose: This study aims to analyze the correlation between self-efficacy and learning motivation on student performance in geography at SMA Negeri 1 Cawas, Klaten Regency.

Methodology: This study was conducted at SMA Negeri 1 Cawas using descriptive quantitative methods and data analysis using multiple correlations.

Results: The findings show that the self-efficacy index is 75.85%, and the learning motivation index is 87.89%, both of which are relatively high. As many as 81% of students have high learning outcomes. Multiple correlation analysis shows a strong and significant relationship ($R = 0.800$; $\text{Sig.} = 0.000$) between self-efficacy, motivation, and learning outcomes.

Applications/Originality/Value: These findings emphasize the importance of building self-confidence and motivation to improve academic achievement, which requires learning strategies that support students' psychological readiness to study geography.

Keywords : Self-Efficacy, Learning Motivation, Academic Performance, Geography

Introduction Section

Education is a very important requirement in order to improve the quality of human life because education contains values and knowledge that will certainly be very useful for human life (Fahrinuiddin et al., 2023). One important indicator for assessing understanding of a concept or material in educational success is student learning outcomes Chamidawati and Ratih Puspita Dewi (2025). Learning outcomes reflect the abilities acquired through the learning process and encompass changes in an individual's knowledge, attitudes, skills, and behavior ((Sailer et al., 2021); (Zakaria et al., 2025)). Recognizing that internal and external factors influence these outcomes can help the audience feel respected for their understanding of the complex factors that shape student success. According to (Sihombing et al., 2021) low learning outcomes can be caused by a lack of interest, motivation, understanding, and creativity among students. Factors that influence learning outcomes can originate from within the student (internal) or from outside (external) (Lena et al., 2019).

Internal factors include students' physical and psychological conditions, such as health problems, fatigue, and emotional problems. Meanwhile, external factors include the learning environment and teaching quality. (Hardiyanto, 2016) found that environmental factors have a 30% influence on learning outcomes, while student abilities contribute 70%. Setiyadi and Loviansi (2020) noted that classroom characteristics and the learning climate also significantly influence student learning outcomes. Teachers play an important role as facilitators and motivators who are required to be able to develop and foster students' enthusiasm and motivation for learning so that all lessons can be well received and understood by students, thereby achieving maximum results Wulandari & Widiyatmoko (2024). Therefore, exploring in greater depth the factors that contribute to academic achievement, particularly in specific subjects such as Geography, can help the audience appreciate the importance of subject-specific factors in educational success.

Learning is an effort made by teachers to facilitate the acquisition of knowledge, mastery of skills, and the formation of student attitudes and beliefs (Pratiwi et al., 2024). Geography is a subject that studies the relationship between humans and the environment and helps shape students' spatial and environmental awareness. In Geography learning, student success is determined not only by academic intelligence but also by affective factors such as self-efficacy and learning motivation (Sari et al., 2021) Self-efficacy is a person's belief that they are capable of performing and completing the tasks they face. According to Mukti and Tentama (2019), self-efficacy is influenced by internal factors, such as interest, resilience, character, and motivation, as well as external factors, such as social support, prior successful experiences, and verbal persuasion. Highlighting these factors can empower the audience to understand their importance in fostering student success.

* Corresponding author: yaw222@ums.ac.id

In an academic context, students with high self-efficacy tend to be confident and able to overcome learning challenges, including in Geography. Conversely, students with low self-efficacy often feel doubtful and unsure of their abilities. Research by Siregar (2019) shows a significant relationship between self-efficacy and elementary school students' mathematics learning outcomes, reinforcing the assumption that self-efficacy is an important predictor of academic success. Therefore, understanding the role of self-efficacy is crucial in improving student learning outcomes.

Learning motivation also plays a crucial role in achieving learning outcomes. Motivation is an independent drive that moves a person to achieve a specific goal (Fortuna et al., 2022). According to Hardiningrum (2018), learning motivation is influenced by intrinsic factors such as aspirations, physical and mental conditions, and student abilities, as well as extrinsic factors such as the learning situation and teacher's role. A study by (Putri et al., 2021) found that students with high learning motivation are better able to complete the learning process optimally and achieve better learning outcomes.

To obtain a realistic picture of the situation, interviews were conducted with three 12th-grade social studies students at SMA Negeri 1 Cawas. The first informant (P1) stated that her motivation to learn was quite good but not optimal due to organizational activities and physical exhaustion. The second informant (P2) stated that her enthusiasm for learning depended on her mood and on her use of gadgets. Meanwhile, the third informant (P3) admitted to having sufficient enthusiasm for learning but still lacking confidence in the results. All three demonstrated the dynamics of self-efficacy and learning motivation that influence their learning outcomes, particularly in Geography.

Based on the above description, self-efficacy and learning motivation play a significant role in determining student learning outcomes. SMA Negeri 1 Cawas was chosen as the research location because few similar studies have been conducted at this school. Therefore, this study aims to analyze the relationships among self confidence, motivation to learn, and student academic performance in Geography at SMA Negeri 1 Cawas, Klaten Regency, to contribute to the development of more effective learning strategies.

Method

This research was conducted at SMA Negeri 1 Cawas, Klaten Regency. This study used a quantitative descriptive method with multiple correlation research. The population in this study was all 242 students of SMA Negeri 1 Cawas. The sampling technique used was stratified random sampling, a method based on class strata that ensures all students have an equal opportunity to become respondents. The research location is shown in Figure 1.

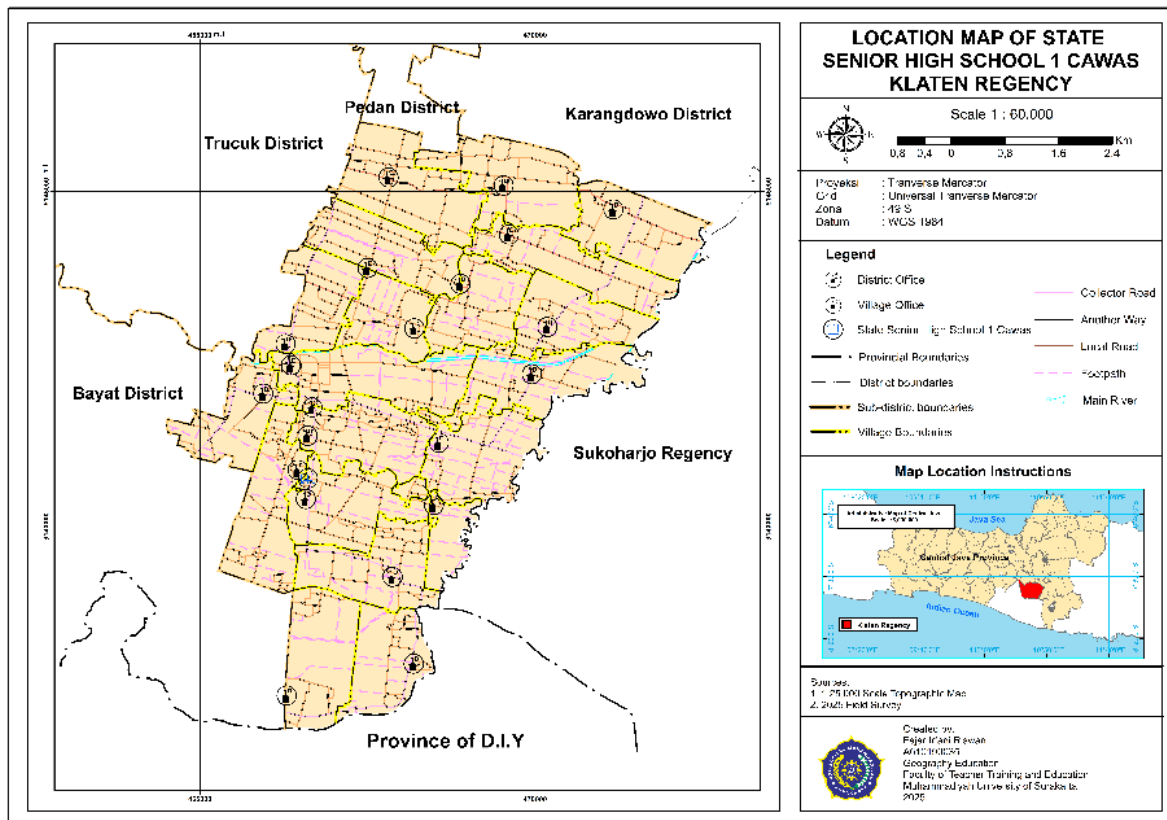


Figure 1. Research Location Map

The data collection techniques in this study consisted of: 1) documentation, to obtain data on student learning outcomes based on End-of-Semester Assessment (PAS) scores; 2) a closed-ended Likert-scale questionnaire to measure student self-efficacy and learning motivation, developed based on theoretical indicators; and 3) unstructured interviews with several students to strengthen the questionnaire findings and explore the factors influencing student motivation and confidence in learning.

The data analysis techniques used were descriptive and inferential analysis. Descriptive analysis was used to describe the distribution of scores for each variable, presenting average (mean), maximum, minimum, and standard deviation values. The data distribution was also presented as a frequency table and a histogram. Inferential analysis was conducted using multiple correlation tests using SPSS version 26 to analyze the correlation between self confidence and motivation to learn on academic performance. This study used instruments to measure these outcomes, based on indicators derived from theory and previous research. The instruments used included a self-efficacy questionnaire, a learning motivation questionnaire, and student learning outcome documents in the form of final grades for the Geography subject, which are presented in Table 1.

Table 1. Self Confidence Instrument, Motivation to Learn, and Academic Performance

Number	Instrument	
1	<i>Self-Efficacy</i>	The self-efficacy instrument is based on the theory Sagone and Caroli (2014), which includes the dimensions: Self-Engagement, Self-Oriented Decision-Making, Others-Oriented Problem-Solving, and Interpersonal Climate.
2	Learning Motivation	The learning motivation instrument refers to the motivation theory by (Aydin et al., 2014), which includes Intrinsic Motivation (IM), Extrinsic Motivation Career (EMC), and Extrinsic Motivation Social (EMS).
3	Learning Outcomes	The learning outcome instrument is measured using student report card scores in the Geography subject for the even semester of the 2023/2024 academic year, obtained from official school data.

Validity and reliability tests are then conducted. Validity tests are used to assess a questionnaire's validity. An instrument or questionnaire is valid if it can measure what it purports to measure Ghozali (2018). Validity tests can be calculated by comparing the calculated r value with the table r for degrees of freedom ($df = n-2$ (n is the number of samples)). The method for testing this validity is using SPSS, because the criteria for testing indicator instruments are as follows:

- 1) If the calculated r is greater than the value in the table (at a significance level of 0.05 or 5%), then the questionnaire is valid.
- 2) If the calculated r is less than the value in the table (at a significance level of 0.05 or 5%), then the questionnaire is invalid.

The next stage is to test the instrument's validity. The test was carried out using the product-moment correlation in SPSS Version 26 to assess the relationship between variables. In this research, test reliability uses the Cronbach's alpha formula., computed in SPSS 26 for Windows. The basis for decision-making in this reliability test is that if the Cronbach's alpha value is > 0.60 , the questionnaire is declared reliable or consistent. Moreover, if the Cronbach's alpha value is < 0.60 , the questionnaire is considered unreliable or inconsistent Ghozali (2018).

Result and Discussion

Result

The research began with a preliminary analysis through the distribution of questionnaires and interviews with students at SMA Negeri 1 Cawas—the questionnaire aimed to assess students' self-belief, motivation to learn, and learning achievement mes in Geography.



Figure 2. Interview With Students



Figure 3. Class Documentation



Figure 4. Filling Out the Questionnaire



Figure 5. Complete the Questionnaire



Figure 6. Some Students as Respondents



Figure 7. Respondents

The identification results show that students with high self-efficacy generally demonstrate strong enthusiasm for learning and achieve good learning outcomes. Conversely, students with low self-efficacy tend to have difficulty understanding the material and are less motivated to achieve their full potential. This situation demonstrates that students' beliefs in their abilities directly influence their attitudes and efforts in the learning process. Students with high self-efficacy are generally more willing to take on challenges, more persistent in the face of setbacks, and able to find alternative strategies when faced with difficulties. Meanwhile, students with low self-efficacy are more prone to anxiety, doubt, and lack of confidence, which results in lower participation in learning activities. Therefore, teachers need to notice the differences in students' self-efficacy levels to provide appropriate support that improves their learning outcomes. Before conducting the inferential statistical analysis, the results of the descriptive analysis for each research variable: self-belief, learning motivation, and student academic achievement in Geography are presented. This descriptive analysis aims to provide a general overview of respondents' perceptions and achievement levels regarding each variable studied. Data presentation includes the minimum, maximum, average (mean), and standard deviation values for each variable. This information is essential for understanding the data's overall characteristics before testing relationships between variables. The results of the descriptive analysis are presented in Table 2.

Table 2. Descriptive Analysis Results

Variable	N	Minimum	Maximum	Mean	Std. Deviation
<i>Self-Efficacy</i>	242	36	71	55.27	5.477
Learning Motivation	242	21	32	27.64	2.391

Learning Outcomes	242	70	92	87.31	3.015
Valid N (listwise)	242				

Source: Data Analysis, 2024

From the results of the data analysis depicted in Table 2, it can be described that 242 students were sampled for this study. Regarding the self-efficacy variable, the lowest score was 36 and the highest was 71, the results of the analysis produced an mean of 55.27 and a standard deviate of 5,477. The learning motivation variable for 242 samples ranged from 21 to 32. The average value was 27.64, and the standard deviation was 2,391. Furthermore, the learning outcome variable for 242 samples ranged from 70 to 92, with an average of 87.31 and a standard deviation of 3.015.

Analysis of Student Self-Efficacy at State Senior High School 1 Cawas, Klaten Regency

Student self-efficacy was measured using a questionnaire with four different response options: strongly agree, agree, disagree, and strongly disagree. Before calculating self-efficacy scores, it is crucial to understand the data's frequency distribution. Based on a research sample of 242 students, the process for determining self-efficacy scores is outlined in Table 3.

Table 3. Analysis of Students Self-Efficacy Values

Table 1: Analysis of Respondents' Self-Efficacy Values							
Question Indicator	Question Number	Self Efficacy				Index %	
		Average Frequency of Respondent Answers					
		1	2	1	2	Statement	Indicator
Self-Engagement	1	22.73	71.90	4.96	0.41	79.24	78.10
	2	34.30	62.81	2.89	0	82.85	
	3	44.21	53.72	1.65	0.41	85.43	
	4	14.46	58.26	22.31	4.96	70.56	
	5	12.40	66.12	20.25	1.24	72.42	
Self-Oriented Decision-Making	6	31.82	59.50	7.44	1.24	80.48	74.75
	7	5.37	45.04	40.91	8.68	61.78	
	8	24.38	68.60	6.61	0.41	79.24	
	9	9.92	59.92	25.21	4.96	68.70	
	10	36.78	60.74	2.48	0	83.57	
Others-Oriented Problem-Solving	11	33.88	61.16	4.55	0.41	82.13	76.12
	12	11.16	63.64	23.14	2.07	70.97	
	13	9.92	59.92	25.62	4.55	68.80	
	14	31.82	64.05	4.13	0	81.92	
	15	21.07	66.94	9.92	2.07	76.76	
Interpersonal Climate	16	37.19	60.74	2.07	0	83.78	74.41
	17	33.88	61.57	4.13	0.41	82.23	
	18	11.16	63.22	23.55	2.07	57.23	
Variable Index Value						75.85	

Source: Data Analysis, 2025

Based on Table 3, the self-efficacy variable index value is 75.85%. Based on the Three Box Method criteria, it falls into the high category, with the most prominent indicator among the self-efficacy variables being self-engagement, with an index value of 78.10%. Conversely, the indicator with the lowest index value is interpersonal climate, at 74.41%.

Analysis of Student Learning Motivation at State SMA Negeri 1 Cawas, Klaten Regency

Before calculating learning motivation scores, it is crucial to understand the data's frequency distribution. Based on a research sample of 242 students, the process for determining the learning motivation variable scores is outlined in Table 4.

Table 4. Analysis of Student Learning Motivation Values

		<i>Learning Motivation</i>					
Question Indicator	Question Number	Average Frequency of Respondent Answers				Index %	
		1	2	3	4	Statement	Indicator
<i>Intrinsic Motivation (IM)</i>	1	40.91	46.69	11.57	0.83	81.92	81.90
	2	46.28	45.87	7.85	0	84.61	
	3	33.06	55.79	11.16	0	80.48	

	4	29.75	63.22	6.61	0.41	80.58	
<i>Ekstrinsic Motivation</i>	5	73.97	23.97	2.07	0	92.98	
<i>Career (EMC)</i>	6	66.94	30.17	2.89	0	91.01	91.99
<i>Ekstrinsic Motivation Social</i>	7	50.83	44.63	4.55	0	86.57	
<i>(EMS)</i>	8	72.73	26.45	0.83	0	92.98	89.77
Variable Index Value							87.89

Source: Data Analysis, 2025

Based on Table 4, the index value of the learning motivation variable is 87.89%, which is included in the high category, with the most prominent indicator among the learning motivation variables being Extrinsic Motivation Career (EMC) with an index value of 91.99% and the lowest indicator index value in the learning motivation variable is Intrinsic Motivation (IM) at 81.90%.

Analysis of Student Learning Outcomes at State Senior High School 1 Cawas, Klaten Regency

Learning outcomes are the dependent variable in this study, denoted by Y. They are derived from students' final summative assessment scores at SMA N 1 Cawas, Klaten Regency, reflecting students' proficiency in understanding and mastering Geography learning materials. Student assessment is based on a minimum score of 75; scores from 76 to 84 are categorized as moderate, and scores above 85 are considered good. The student learning outcome scores are described in Table 5.

Table 5. Analysis of Student Learning Outcomes

Category	Value	Frequency	%
High	85-100	197	81%
Medium	76-84	43	18%
Low	0-75	2	1%

Source: Data Analysis, 2025

Based on Table 5, 81% are included in the high category, comprising 197 students. In addition, 18% are in the medium category (43 students), and 2 students (1%) are in the low category.

Analysis of Self-Efficacy and Learning Motivation on Student Academic Performance at State Senior High School 1 Cawas, Klaten Regency

In the next stage, a multiple correlation analysis was conducted to examine the relationships among self-efficacy, learning motivation, and student academic performance at SMA N 1 Cawas, Regency, as presented in Table 6.

Table 6. Multiple Correlation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0,800	0,640	0,637	2,015	0,640	212,159	2	239	0,000

Source: Data Analysis, 2025

Table 6 shows that the F change is significant ($p = 0.000$), indicating a relationship between self-efficacy and learning motivation in student academic performance. The formulated hypothesis (H_a) remains valid because the existence of a relationship between self-efficacy, learning motivation, and academic performance in the field of Geography at SMA N 1 Cawas, Klaten Regency. The correlation coefficient of 0.800 indicates a strong relationship between self-efficacy and learning motivation towards student academic performance.

Discussion

The findings from questionnaires and interviews conducted at SMA Negeri 1 Cawas indicate that most students with high levels of self-efficacy demonstrate strong learning motivation. It means that self-efficacy gives students confidence that they can complete academic tasks, and learning motivation provides an internal drive to continue learning the material. According to Schunk and Dibenedetto (2021), self-efficacy directly influences learning motivation, and these two variables influence each other, thereby shaping the extent of students' learning efforts and strategies. Thus, the relationship between these two variables is key in understanding variations in student learning outcomes in the context of Geography learning. It is also in line with research by (Zusmita Wasni et al., 2024), which found that self-efficacy influences student learning motivation, such that when both are high, goals are more easily achieved. Furthermore, research

by (Bettri Yustinaningrum et al., 2024) confirms that self-efficacy is significantly related to learning achievement. Thus, the relationship between these two variables is key to understanding variations in student learning outcomes in the context of Geography learning.

Conversely, students with low self-efficacy have weak learning motivation. They often lack confidence in their abilities and are less driven to pursue academic success. When faced with challenging material, students in this group tend to be passive, give up easily, or rely on their peers and teachers. Decreased self-confidence weakens the internal drive to learn, resulting in poor learning outcomes. Research by ((Agusnaya et al., 2024); (Malau et al., 2022)) suggests that self-efficacy plays a mediating role in influencing motivation, affecting student engagement and digital learning outcomes. It means that even if students are motivated, if they lack confidence in their abilities, their learning outcomes will be suboptimal.

Furthermore, research by (Shofiah et al., 2023) empirically found that self-efficacy mediates the relationship between academic motivation and academic achievement. Based on these findings, it can be concluded that self-efficacy and learning motivation have a mutually reinforcing relationship and both influence student learning outcomes in Geography at SMA Negeri 1 Cawas. Therefore, the learning strategies implemented by teachers need to be continuously developed, using approaches that foster student self-confidence while strengthening their interests and learning goals. Approaches such as project-based learning, real-world assessments, and individual guidance can be efforts to improve both. Teachers are encouraged to provide positive reinforcement, appropriate challenges, and a classroom environment that supports students' academic and psychological development. By creating a learning environment that facilitates increased self-efficacy and learning motivation, it is hoped that student learning outcomes in Geography can improve sustainably and evenly.

Conclusion

Based on the results of this study, several conclusions can be drawn, including: self-efficacy analysis with a variable index value of 75.85%; the most prominent indicator among self-efficacy variables is self-engagement, with an index value of 78.10%. On the other hand, the indicator that displays the lowest index value is interpersonal climate with an index value of 74.41%, learning motivation analysis with a variable index value of 87.89% with the most prominent indicator among learning motivation variables is Extrinsic Motivation Career (EMC) with an index value of 91.99% and the lowest indicator index value in the learning motivation variable is Intrinsic Motivation (IM) of 81.90%. 81% are in the high category, comprising 197 students. In addition, 18% are in the medium category (43 students), and 2 students (1%) are in the low category. Research conducted at SMA Negeri 1 Cawas, Klaten Regency it has been confirmed that there is a relationship between self-efficacy and learning motivation as well as learning outcomes, multiple correlation test results show coefficient of 0.800 and a significance value of 0.000. It means that both provide a significant contribution to student learning outcomes. Strengthening self-efficacy and increasing student motivation for learning together can be an effective strategy for improving student learning outcomes, especially in Geography subjects at SMA Negeri 1 Cawas, Klaten Regency. This research was conducted at a single school, so further in-depth research is needed to provide a more detailed picture of the importance of self-efficacy and learning motivation in improving student academic performance. The research conducted can serve as a basis for other longitudinal studies to track student development over time, as well as for comparative research to evaluate the effectiveness of various learning strategies in improving student self-efficacy and learning motivation.

References

- Agusnaya, N., Wahid, A., Akbar, Muh., Hidayat M, W., Sanatang, S., Soeharto, S., & Lavicza, Z. (2024). Enhancing Digital Learning in Higher Education: The Mediating Role of Academic Self-Efficacy in Motivation and Engagement. *Online Learning In Educational Research (OLER)*, 4(2), 167–183. <https://doi.org/10.58524/oler.v4i2.505>
- Aydin, S., Yerdelen, S., Gurbuzoglu Yalmanci, S., & Goksu, V. (2014). Academic Motivation Scale for Learning Biology: A Scale Development Study. *Ted Editim Ve Bilim*, 39(176). <https://doi.org/10.15390/EB.2014.3678>
- Bettri Yustinaningrum, Fina Melini Panduwinata Tanjung, & Leny Agustina Daulay. (2024). Kajian Meta Analisis: Effect Size Hubungan Self Efficacy Terhadap Prestasi Belajar. *Primatika: Jurnal Pendidikan Matematika*, 13(2), 165–174.
- Chamidawati, T., & Dewi, R. P. (2025). Pengaruh Minat Siswa pada Mata Pelajaran Geografi terhadap Hasil Belajar di SMA Muhammadiyah 1 Karanganyar. *Media Komunikasi FPIPS*, 24(2), 75–86.
- Fahrianuddin, Happy Fitria, & Mulyadi. (2023). Evaluasi Pengembangan Profesionalisme Guru Mata Pelajaran Ekonomi Di SMA Negeri Kecamatan Muara Kuang. *Manajemen Pendidikan*, 18(1), 42–57.
- Fortuna, A., Saputra, A., Ramadhan, A., Prasetya, F., Primawati, & Rahmadhani, D. (2022). Development of Physics Learning Media Based on Augmented Reality Newton's Law Material. *Seminar Nasional Pendidikan Fisika VII 2022 "Transformasi Dan Inovasi Pembelajaran Di Era Digital"*, 1–8.

- Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Pogram IBM SPSS*. Badan Penerbit Universita Diponogoro.
- Hardiningrum, R. S. (2018). Faktor-Faktor yang Mempengaruhi Motivasi Belajar Siswa Kelas V SD Negeri Se-Kecamatan Ngluwar Kabupaten Semarang. *Jurnal Pendidikan Guru Sekolah Dasar*, 322–330.
- Hardiyanto. (2016). *Teori dan pengembangan : iklim kelas & iklim sekolah* (1st ed.). Kencana.
- Lena, M. S., Hilmi, N., Elviana Zekri, N., & Amini, R. (2019). Students' Learning Outcomes Using Problem-Based Learning and Discovery Learning Models in Thematic Integrated Learning. *International Journal of Innovation, Creativity and Change. Www.Ijicc.Net*, 5(5), 448–457. www.ijicc.net
- Malau, M., Indartono, S., & Tianawati, A. K. A. (2022). Learning Motivation and Authoritative Parenting for Self-Regulated Learning: The Mediation of Self-Efficacy. *JPI (Jurnal Pendidikan Indonesia)*, 11(4). <https://doi.org/10.23887/jpiundiksha.v11i4.49822>
- Mukti, B., & Tentama, F. (2019). Faktor-Faktor yang Mempengaruhi Efikasi Diri Akademik. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 341–347.
- Pratiwi, S., Wibowo, Y. A., & Rahayu, W. Y. (2024). Peningkatan Kedisiplinan dan Hasil Belajar Matematika Melalui Metode Reward and Punishment Pada Siswa Sekolah Dasar. *FONDATIA*, 8(2), 329–338. <https://doi.org/10.36088/fondatia.v8i2.4740>
- Putri, W. A., Fitriani, R., Setya Rini, E. F., Aldila, F. T., & Ratnawati, T. (2021). Pengaruh Motivasi terhadap Hasil Belajar Siswa IPA di SMAN 6 Muaro Jambi. *SAP (Susunan Artikel Pendidikan)*, 5(3), 248–254. <https://doi.org/10.30998/sap.v5i3.7760>
- Sagone, E., & Caroli, M. E. De. (2014). Locus of Control and Academic Self-efficacy in University Students: The Effects of Self-concepts. *Procedia - Social and Behavioral Sciences*, 114, 222–228. <https://doi.org/10.1016/j.sbspro.2013.12.689>
- Sailer, M., Schultz-Pernice, F., & Fischer, F. (2021). Contextual facilitators for learning activities involving technology in higher education: The Cb-model. *Computers in Human Behavior*, 121, 1–13. <https://doi.org/10.1016/j.chb.2021.106794>
- Sari, D. P., Yana, Y., & Wulandari, A. (2021). Pengaruh Self Efficacy dan Motivasi Belajar terhadap Hasil Belajar Matematika Siswa MTs Al-Khairiyah Mampang Prapatan di Masa Pandemi Covid-19. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 13(1), 1–11. <https://doi.org/10.37640/jip.v13i1.872>
- Schunk, D. H., & Dibenedetto, M. K. (2021). *Self-Efficacy and Human Motivation* (pp. 153–179). <https://doi.org/10.1016/bs.adms.2020.10.001>
- Setiyadi, B., & Loviansi, L. (2020). Hubungan Iklim Kelas dan Motivasi Belajar Dengan Hasil Belajar Peserta Didik. *Jurnal Manajemen Pendidikan*, 8(1), 26–30. <https://doi.org/10.33751/jmp.v8i1.1960>
- Shofiah, V., Taruna, R., & Asra, Y. K. (2023). Academic Self-Efficacy as A Mediator on The Relationship Between Academic Motivation and Academic Achievement of College Students During the Online Learning Period. *International Journal of Islamic Educational Psychology*, 4(1). <https://doi.org/10.18196/ijiep.v4i1.18247>
- Sihombing, S., Silalahi, H. R., Sitinjak, J. R., & Tambunan, H. (2021). Analisis Minat dan Motivasi Belajar, Pemahaman Konsep dan Kreativitas Siswa terhadap Hasil Belajar Selama Pembelajaran dalam Jaringan. *Jurnal Pendidikan Matematika (Judika Education)*, 4(1), 41–55. <https://doi.org/10.31539/judika.v4i1.2061>
- Siregar, N. (2019). Hubungan Self-Efficacy Dengan Hasil Belajar Matematika Siswa Kelas Rendah. *Journal of Mathematics Science and Education*, 1(2), 64–72. <https://doi.org/10.31540/jmse.v1i2.459>
- Wulandari, D. R. A., & Widiyatmoko, W. (2024). Upaya Meningkatkan Hasil Belajar IPAS Materi Wujud Zat dan Perubahannya melalui Media Video dan Benda Konkret. *FONDATIA*, 8(2), 443–454. <https://doi.org/10.36088/fondatia.v8i2.4804>
- Zakaria, G. A. N., Yusmaliana, D., Abdullah, Z. H., Abubakari, M. S., Narongrakshakhet, I., & Amonov, B. (2025). Gender-Neutral Pathways to Positive Behavior: Investigating the Role of Self-Actualisation and Academic Achievement in Secondary Education. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 7(1), 1–17. <https://doi.org/10.23917/ijolae.v7i1.23679>
- Zusmita Wasni, N., Sembiring, D. A. E. P., Yusuf, M., Hendra, R., & Febriyanti, E. (2024). The Influence of Emotional Intelligence, Self-Efficacy, and Learning Motivation on Student Achievement. *Edukasi*, 18(2), 105–120. <https://doi.org/10.15294/edukasi.v18i2.16416>