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The Effect of Self-Regulated Learning, Self-Efficacy and Learning Motivation on Economic Learning Achievement with Gender as Moderating Variable

Leny Noviani, Istiqomah, Feri Setyo Wibowo, & Muhammad Sabandi

Department of Economic Education, Universitas Sebelas Maret, Indonesia

*Corresponding email: lenynoviani@sstaff.uns.ac.id

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Abstract: The Effect of Self Regulated Learning, Self Efficacy and Learning Motivation on Economic Learning Achievement with Gender as Moderating Variable. **Objective**: This study analyzes whether gender moderates the effect of self-regulated learning, self-efficacy, and learning motivation on economic achievement. **Methods**: This research is a quantitative research with a correlational. The population in this study was students of Social Studies XI in Boyolali, as many as 1,284 students. This research uses cluster random sampling. The number of samples is 308 students. Data collection techniques using a questionnaire. Data analysis technique uses moderated regression analysis (MRA). **Findings**: The self-regulated learning variable obtained a t-count: 1.385 <1.656 with a sig. 0.167 > 0.05, self-efficacy variable, t-count: 1.929 > 1.656 with a sig. 0.055 > 0.05. The learning motivation variable obtained a t-count: 2.122 > 1.656 with a sig. 0.035 <0.05. **Conclusion**: There is no difference in self-regulated learning between male and female students. Gender has a positive but not significant effect on self-efficacy. Gender has a positive and significant influence on learning motivation.

Keywords: self regulated learning, self efficacy, motivation, learning achievement, gender

Abstrak: Pengaruh Self Regulated Learning, Self Efficacy dan Motivasi Belajar terhadap Prestasi Belajar Ekonomi dengan Jenis Kelamin sebagai Variabel Moderasi. ***Tujuan:*** *penelitian ini untuk menganalisis apakah jenis kelamin memoderasi pengaruh self-regulated learning, self-efficacy, dan motivasi belajar terhadap prestasi belajar ekonomi.* ***Metode****: Penelitian ini merupakan penelitian kuantitatif dengan jenis korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPS jenjang SMA di Kabupaten Boyolali sebanyak 1.284 siswa. Penelitian ini menggunakan cluster random sampling. Jumlah sampel 308 siswa. Teknik pengumpulan data menggunakan angket. Teknik analisis data menggunakan Moderated Regression Analysis (MRA).* ***Temuan:*** *Berdasarkan uji MRA diperoleh variabel self-regulated learning memperoleh t-hitung 1,385 < 1,656 dengan tingkat sig. 0,167 > 0,05. Variabel self-efficacy, t-hitung: 1,929 > 1,656 dengan nilai sig. 0,055 > 0,05. Variabel motivasi belajar memperoleh t-hitung 2,122 > 1,656 dengan nilai sig. 0,035 < 0,05.* ***Kesimpulan:*** *Tidak ada perbedaan self -regulated learning antara siswa laki-laki dan perempuan. Jenis kelamin memiliki pengaruh positif namun tidak signifikan pada self-efficacy. Jenis kelamin memiliki pengaruh positif dan signifikan motivasi belajar terhadap.*

Kata kunci: *self regulated learning, self efficacy, motivasi, prestasi belajar, jenis kelamin*

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INTRODUCTION

The covid-19 has a great impact on education around the worlds, specifically on the teaching and learning from elementary to high school (Toquero, 2020). Starting from March 2020 to June 2022, many schools in Indonesia have embraced the online learning. The sudden changes to digital learning methods undoubtly faced many obstacles and barriers (Crawford et al., 2020). Students were also falling behind on their academic achivements because this sudden shifts (Meji & Dennison, 2020). Many of the subject courses never completed the intended subject materials ((Patricia, A., 2020). Most of these students were not able to passed the minimum criteria of the learning processes (Argaheni, 2020).

One of the possible reason that student not be able to achive maximum score in their study was may be due to the lack of stable internet connections, which may lead to the absence (Limbong, 2020). Beside that, the students achievements are also influenced by internal and external factors (Altun & Erden, 2013). Self regulated learning and self efficacy are the examples of internal factors influences the students academic achievements (Agustiani et al., 2016). Self regulated learning defined as the students ability to understand and control the methos they use to learn and to make changes in the learning processnthat affected emotions and academic achievement (Harris et al., 2011). Zimmerman (1989) defined self regulated learning as the ability to actively participate in learning to achive a goal at metacognitive, motivational, and behavioral level. There are three self-regulated learning strategies, namely: 1) cognitive learning strategies; 2) metacognitive and self-regulated learning strategies; and 3) resource management and regulatory learning strategies.

Students use the cognitive learning strategy in order to comprehend material in their study. Cognitive learning strategies are classified into three types: organization, elaboration, and training. The student attempted to memorize and comprehend what was taught by reciting phrases and recalling keywords. Students understand theory with a method for summarizing problems, drawing equations, connecting past knowledge with new information, and collecting information. While in metacognitive learning strategies, students regulate, monitor and control various study activities to reach learning objectives. Students filter information before reading or learning, ask questions, monitor comprehension of readings that have been explained by the teacher, monitor speed in answering quiz questions, effectively change study methods, and adjust study style with type lesson. The third strategy, resource management strategies, requires students to control and manage the environment using technique. Make time to learn and create a positive learning environment; collaborate with other students; seek guidance if a problem arises; and manage effort to overcome inability to study.

Students with higher levels of self-regulation are better in coping with the environment learning and performs better academically (Barnard-Brak et al., 2010; Wang et al., 2013). Several empirical research on the effect of self regulation on academic performance on various education level (elementary, middle school, high school and colleges) has been reported (Fredericks et al., 2004). It has been reported, student with stronger self regulated learning can exceeded the learning standard (Xiao et al., 2019; Guo et al., 2019). According to Saraswati (2017), there is no correlation between self regulated learning anda student achievement outcomes. Similarly, Tarumasely (2021) reported that self-regulated learning had no effect with results-oriented students.

Self-efficacy is another factor that migtht influences performance study students (Martin et al., 2019; Ayllon et al., 2019; Mohebi et al., 2018 Self-efficacy influence the learning environment to support one's attitude to develop and to act to achieve their learning goals (Surjanti et al., 2020). Bandura (1994) defines self-efficacy as the confidence in one's ability to reach success. Confidence is defined as the ability to put someone in control and achieve desired results (Santrock, 2011). However, self-efficacy is not the same as self-esteem; for it is related to value and respect for someone. While self-efficacy is more of a measure of student's trust in themselves to perform certain activities (Akraam & Ghazanfar, 2014).

There are three dimensions to measure self-efficacy according to Bandura (1977), namely magnitude, generality, and strength. The magnitude describes the perceived difficulty of the tasks that can be resolved. Generality describes the various contexts where self-efficacy could be used. While the third dimensions, the strength is related to a person's assessment of his beliefs. A strong belief will drive someone to persevere in the face of adversity. This strength dimension is associated with someone's determination to continue a particular behavior.

Students with high self-efficacy will be able to set their own goals, set their own plans to achieve those targets, so they will be more motivated to achieve those targets and thus can achieve higher learning (Roick & Ringeisen, 2017). Students with high self-efficacy showed to have better results where learning is also high (Honicke & Broadbent, 2016). However, results from the study of Alafgani & Purwandari (2019) shows contradiction that self-efficacy has a negative relationship toward academic performance.

Aside from the aforementioned factors, motivation in learning also influences student achievement in achieving learning objectives (Uno, 2019). Motivation is defined as the mental impulse to self-study in order to push activity and achieve goals (Winkel, 2015). Motivation to study, as an impetus that comes from within the student as an internal factor rather than from external, has the potential to arouse interest and the passion of the student in order to achieve the desired results. Because its existence create wants and needs, therefore a motivation is a driver for behavior change (Sulfemi, 2018). However, research by Cahyani et al. (2020) shows that student basically has a low motivation. During online learning in COVID-19 pandemic, according to Wijaya and Bukhari (2017), there is a positive relationship between motivation and student achievement. Motivated students have better results, but students with lower motivation get lower results.

According to Harso and Merdja (2019), female students are more motivated than their counterparts. Taasoobshirazi et al. (2019) propose that motivation in male and female students have no effect on achievement, but female students have higher self-efficacy than male students. Furthermore female students are more self-assured, more diligent, and have better timing (Pajares et al., 1999). In contrasts to male students, who were engage in slightly more non-productive and annoying activities (Kenney-Benson et al., 2006). An investigations using various hypotheses proposed by Naderi et al. (2008) and Atonum (2018) show that there is no effect of gender type on students academic performance.

METHODS

Participants

The population in this study were the high school students in class XI IPS in all public high schools in Boyolali on the 2021–2022 school year. The total population counted as

many as 1,284 students. But for this research, in determination of sample is using the cluster random sampling, that divided Boyolali into two areas for the school sampling, which are the South and North Boyolali. In choosing the sample school is at random from each section. So for this purpose, the school that became the sample are SMA-1 Klego, SMA-1 Simo, SMA-1 Banyudono, and SMA-1 Boyolali. We handed out the questioners to students majoring in social studies, aged 15 to 16, who participate in online learning through the Zoom and WhatsApp applications in those highschools. For research purposes the amount of sample were 308 students.

Research Design and Procedures

This research is a quantitative research with a correlational. Quantitative or statistical research is used to collect data. The established hypotheses were tested using quantitative research techniques. The independent variables in this study are self-regulated learning, self-efficacy, and motivational learning. The dependent variable is student achievement in economics subjects. The moderator variable in this study is gender. Data collection used questionnaire were given to 308 students. Data analysis was then carried out, namely data coding, filtering the appropriate data and analysing, data analyzing data. Research prosedure of this research following: questionnaire distributions, questionnare analysis, results and conclusion.

Instrument

To collect data, a questionnaire is administered to prospective respondents. The questionnaire is in forms of close ended statements to collect the respondent's perception on those variables. The number of statement items as many as 30 valid statements using a likert scale. The sccale concist of 5 points. Instruments for measuring self-regulated learning use indicators: training strategies, development, organizing, metacognitive settings, time and learning environment, business settings, and seeking help. The number of statement items is 10. Indicators for measuring self-efficacy use magnitude dimensions with 4 statements, generality with 3 statement items, and strength with 3 statement items, while indicators for measuring learning motivation use indicators: intrinsic goal orientation, extrinsic goal orientation, value task, control of learning beliefs, and test anxiety. Questionnaire using a Likert scale.

The ability to set and develop learning strategies (3 items), to organize learning (2 items), to set metacognitive goals (2 items), study time allocation and study environment (1 item), ability to provide study effort (1 item), and seek assistance (1 item) are the indicators of self-regulated learning (Zimmerman, 1989). There are three indicators used to measure self-efficacy, according to Bandura (1977), which are magnitude (4 items), generality (3 items), and strength (3 items). The study on **motivation** according to Duncan and McKeachie (2005) consists of five components: orientation destination intrinsic (2 items), orientation destination extrinsic (2 items), value task(2 items), control confidence learning (2 items), and anxiety (2 items). While for the **student achievement**, the research used the students' cognitive, affective, and psychomotor related to economies are studied.

The performance data study is collected at the end of the 2021-2022 school year's second semester. Three variables are declared valid with test results > 0.5. While the reliability test showed that the three variables were declared reliable with test results > 0.70. The all the items in the instrument had gone through valid and reliable and classical asumption test.

Data analysis

The data analysis technique was moderated regression analysis (MRA) to test the connections and causal relationships between the independent variables with dependent variables which might strengthen by the presence of a variable moderator. In this study, the variable moderator is type gender. In this study, the moderated regression analysis model serves as the analytical framework. The MRA test uses an analytical strategy to maintain the research sample while trying to control the influence of the moderating variable (Ghozali, 2018). Moderating variables, especially gender, are involved in the relationship between self-regulated learning, self-efficacy, and motivation.

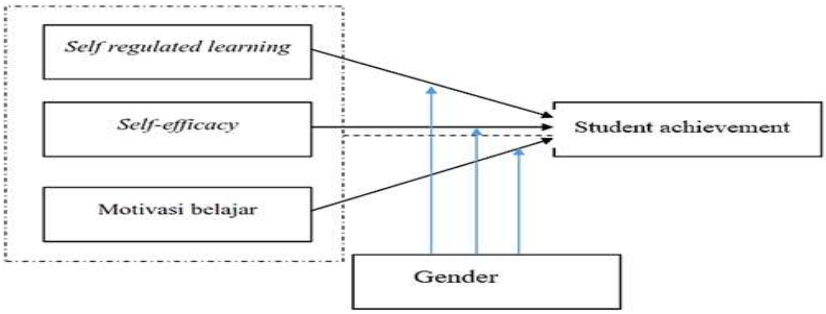

Figure 1. Conceptual Model

RESULTS AND DISCUSSION

Before testing the hypothesis, a classic assumption test was carried out, which included the multicollinearity test, heteroscedasticity test, and normality test. Based on the results of the multicollinearity test, it shows that the tolerance value is greater than 0.10 from the VIF value of 10, so there is no multicollinearity in this research. The heteroscedasticity test results show that the self-regulated learning variable has a sig value of 0.619 > 0.05.The self-efficacy variable has a sig value greater than 0.05.The learning motivation variable gets a sign value. 0.678 > 0.05. Thus, it can be concluded that the data of this study did not exhibit heteroscedasticity or homoscedasticity. The normality test shows that the asymptote Sig. The two-tailed analysis shows that 0.275 > 0.05.Based on these results, it can be concluded that the variables of self-regulated learning, self-efficacy, and learning motivation, as well as learning achiev variables, are normally distributed.

Self-regulated learning for high school students majoring in social sciences in Boyolali Regency can be presented as follows:

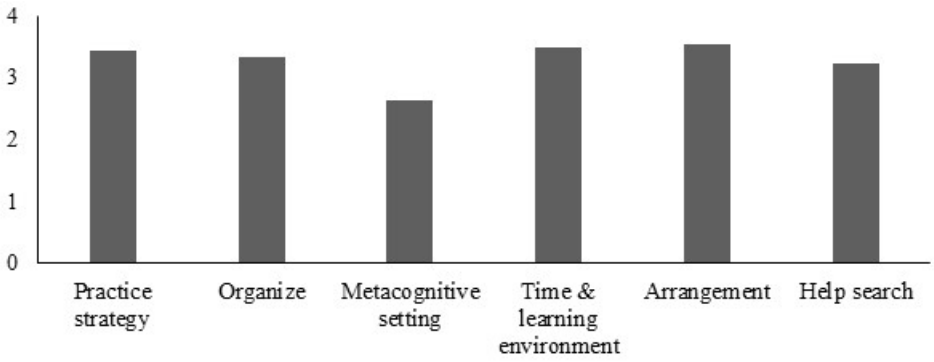

Figure 2. Data description of self-regulated learning

Based on Figure 2. high school students in Boyolali have high abilities in:managing academic assignments, class environment and dynamics, managing effort and time spent on assignments, arranging and building a fun learning environment, recognizing and applying cognitive strategies that can aid in the transformation of information, organizing, elaboration, and recovery, and being able to organize, direct, and plan thought processes. While the ability to control the desire to maintain focus and motivation when carrying out academic activities is included in the moderate category, Likewise, the ability to control emotions when carrying out academic activities is also included in the moderate category.

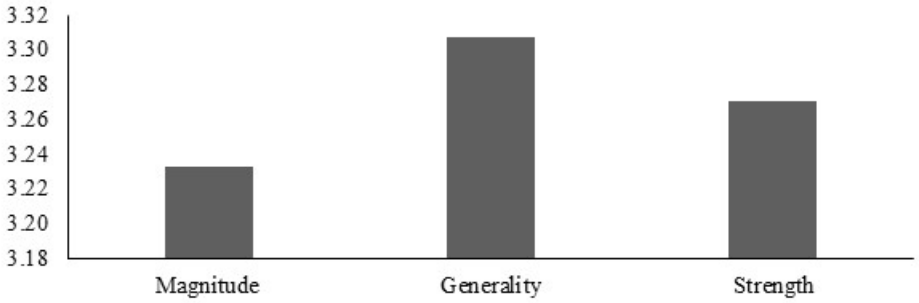

Figure 3. Data description of self-efficacy

Based on Figure 3, it shows that students have high confidence in achieving success. This can be seen from the three indicators of self-efficacy on the magnitude dimension: 1) Students have high confidence in their ability to take action; 2) students have confidence in their ability to take the necessary actions to achieve results, even when facing difficulties; and 3) students have a clear positive view of the task at hand. On the generality dimension, students have a positive attitude when responding to various situations and show confidence in the economics learning process. On the strength dimension, 1) students have a strong belief in their own potential in completing economic tasks, 2) they have enthusiasm for completing economic tasks, and 3) they have a high level of commitment to completing economic tasks well.

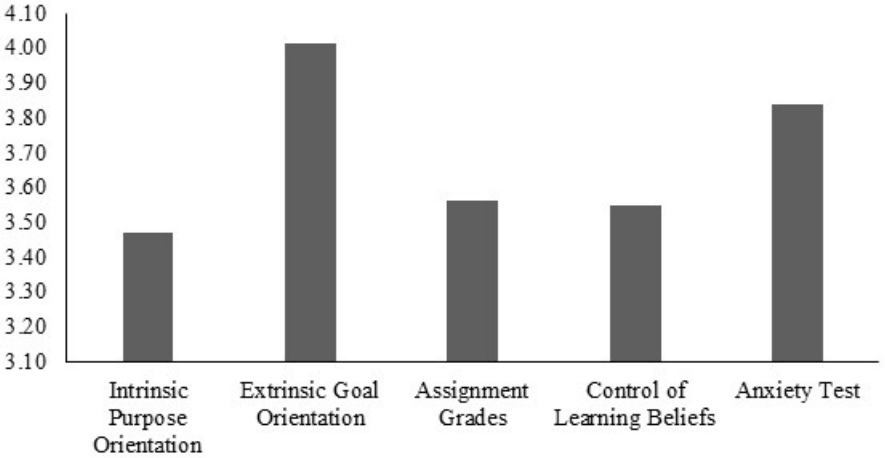

Figure 4. Data description of motivation

Based on Figure 4, this shows that students have high learning motivation. Students have a high intrinsic goal orientation, namely, an interest and enthusiasm for learning the material and a strong desire to achieve goals through learning. Students have a strong extrinsic orientation; they regard economics as a difficult subject that necessitates not only memorization but also a higher level of thinking ability.Students have the ambition to get the best grades in economics lessons. Students are able to control their individual beliefs and have high confidence when economics lessons take place. In addition, students feel able to control their feelings in order to get better grades in economics subjects.

Gender was tested using MRA to see if it could strengthen or weaken the variables of self-regulated learning, self-efficacy, and learning motivation on economic learning achievement. The results of the MRA test are presented in Table 1 below:

Table 2. MRA test results

	t	Sig.
Constant	297.33	.000
Gender	-4.529	.000
SRL x Gender	1.385	.167
Efficacy x Gender	1.929	.055
Motivation x Gender	2.122	.035

Based on Table 1 above, it shows that the gender variable obtained a result of 4,529, meaning that in this study, the number of female students was greater than the number of male students. The male category uses dummy one (1), and the female category uses dummy zero (0). This number is only a classification or grouping. Variable X_1.Z (Self-regulated learning * gender) displays the results of a t-count< t-table, 1.385< 1.656 with a significance value of 0.167 > 0.05, indicating that gender has no effect on economic learning achievement and does not moderate self-regulated learning. Based on the results of the study, it was found that there was no significant difference in self-regulated learning between male and female students. Both male and female students have and show the same characteristics of independent learning on the seven indicators of self-regulated learning, namely training strategy, development, organizing, metacognitive regulation, learning time and environment, business management, and seeking help. These findings support the research by Ruminta et al. (2018), which states that there is no significant difference in self-regulated learning between male and female students. Nurdian et al.'s (2020) research, which confirms that there is no difference in the impact of self-regulated learning on learning achievement between male and female students, supports the findings of this study.

The results of this study contradict the results of research by Bidjerano and Dai (2007), where the gender differences found may be a function of the stereotypical belief that women are expected to be conscientious, organized, and skilled in managing their learning environment. These stereotypes can be dispelled if those who believe in them can be controlled. Psychologically, there is no theory that men are smarter than women. The results of intelligence tests show that women also get the same scores as men (Pajares & Valiante, 1999).

According to Yukselturk and Bulut (2009), there is no statistically significant difference in learning achievement between

male and female students' learning independence.Individuals who have self-regulation and are good at learning will be able to employ various self-regulated learning strategies, especially cognitive and metacognition strategies, which will result in higher levels of academic achievement than individuals who cannot. The absence of a significant difference indicates that the level of self-regulated learning of male and female students is almost the same. Male and female students have the same responsibility, namely to themselves and their parents.

Male and female students have the same independent learning strategies. There is no significant difference between male and female students in the self-regulated learning of high school students in Boyolali because students have equal opportunities. Students who score low on the midterm assessment will receive additional lessons to improve their understanding of the material. Students have the ability to control themselves so that they continue to study on their own, even though they are not trained by the teacher. This habit will encourage students to always be ready to face the various lessons given by the teacher. For both boys and girls to succeed academically, self-learning is an important factor, which serves as the basis for understanding and realizing each student's level of self-learning. Self-regulated learning has a significant effect on academic achievement and inspires children to achieve the highest level of academic success for each student (Dent & Koenka, 2016).

This study found that X_2.Z (self-efficacy*gender) showed t-count > t-table results with a value of 1.929 > 1.656 and a significance value of 0.055 > 0.05. This explains that gender has an effect on self-efficacy but not on economic learning achievement. Thus, it can be concluded that gender is able to strengthen self-efficacy but is not significant for students' economic learning achievements. Female students have higher persistence than male students. Female students are slightly better at managing their learning strategies than male students. Female students are better able to take the time to study economics compared to male students. Students who believe in their own abilities are more likely to be motivated to study and work harder on challenging schoolwork. Female students show a higher level of self-efficacy than male students. Female students are better able to use various techniques and time management to study economics.

The results of this study are in line with the research of Suryono (2018), which states that there are differences in the self-efficacy of male and female students towards learning achievement. Adilla and Muzakki (2019) state that there is an influence between self-efficacy and gender on student learning outcomes. Hartono et al., (2019) explained that female students are better at doing assignments, paying attention to educators during learning, preparing for learning activities, and also having better relationships with educators. According to Alishah and Dolmaci (2013), female students are more active during the learning process. Research from Kenney-Benson et al. (2006) found that female students rarely engage in behaviors that disturb other students in class.

The findings of Research show that the variable X_3.Z (learning motivation*gender) showed t-count > t-table results with a value of 2.122 >1.656 and a significance value of 0.035 < 0.05. The gender moderation variable has a positive effect. It can be concluded that gender has a positive and significant influence on learning motivation and economic achievement. The learning motivation of female students is higher than that of male students. The existence of differences in behavior is one of the factors that supports female students' having higher learning motivation than male students. The

findings of this study are in line with the research of Saragi and Suryani (2018), which found that the learning motivation of male and female students was significantly different and had an impact on academic success. Ayu et al., (2018) stated the same thing: there are differences in learning outcomes between men and women that are influenced by learning motivation. Harso and Merdja (2019) state that one of the factors suspected of causing women's learning motivation to be higher than men's is an authentic assessment system that is comprehensive and objective. This assessment system helps students who were previously unable to understand the material be motivated to take part in learning. Willingness, need, desire, and a strong drive to participate and succeed in learning are the fuel for learning motivation. Students who are less enthusiastic about learning will not complete their learning assignments, therefore motivation is needed during the learning process. Female students always complete the homework given by the teacher before the deadline. More time is spent by male students outside the classroom than on the activities given to them.

■ CONCLUSIONS

Based on the findings of the preceding analysis, it is possible to conclude that type sex has no effect on self-regulated learning in study economy participants educated at a state high school in Boyolali. When compared to performance, economy, or participant education, type sex has a positive influence but has no significant effect on self-efficacy. For participants educated at a state high school in Boyolali, type sex has influenced positive and significant motivation studies for economic performance. The invention of Zimmerman and Martinez-Pons results in no difference in self-regulated learning between male and female students, according to research findings. Based on the findings of the study, this could be used as a reference in future research.

This study reveals that self-regulated learning, self-efficacy, and learning motivation have a positive and significant influence on achievement in studying economics online. In this study, gender has a negative effect on or weakens the effect of self-regulated learning on learning achievement. The results of this study can be used as input for teachers and prospective teachers in improving self-regulated learning, self-efficacy, and learning motivation. Efforts to improve self-regulated learning, self-efficacy, and learning motivation can be done by applying interesting learning methods so that students are enthusiastic and active during learning and can also take advantage of various facilities provided by schools to support learning activities.

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