The Role of Self-Motivation in Self-Regulated Learning

Muhammad Nur Wangid*

*Correspondent Author

Muhammad Nur Wangid
Universitas Negeri Yogyakarta
Jalan Colombo, Yogyakarta
Indonesia
Email: m_nurwangid@uny.ac.id

Page
14-21

ABSTRACT

Studies on self-regulated learning (SRL) have been well-established and draw education and psychology researchers' attention. This paper focuses on self-motivation as an important element of self-regulated learning. Self-motivation is the first stage an individual needs before acting and determining the success of his/her act. Self-motivation encompasses self-efficacy, intrinsic interest, goal orientation, outcomes expectations, and activation of knowledge. This correlational study involved 100 randomly recruited guidance and counseling department students. The data were collected using self-motivation and self-regulated learning scales and analyzed using regression analysis. This study showed that not all aspects of self-motivation play important roles in self-regulated learning. Goal orientation was found to be the most influential aspect, followed by self-efficacy, activation of knowledge, outcomes expectations, and intrinsic interest/value. This result implies that the learning goal may serve as a strong motivating factor in self-regulated learning. Self-efficacy may invoke psychological energy that drives individuals to perform self-regulated learning. The process and its rationalization are discussed further in this paper.
Keywords: self-motivation, self-regulated learning.

INTRODUCTION

Self-regulated learning has become a very popular and important research topic in the last few decades. This is because studies have shown that self-regulated learning correlates positively with numerous measures of academic success, both for high school and college students. Research that links self-regulated learning with learning achievement (Dent & Koenka, 2016; Wolters & Hussain, 2015; Lim, et al., 2020) is similar to research that links self-regulated learning with academic giftedness (Zimmerman, 2013) and research that links self-regulated learning with academic emotions (Zimmerman, 2013), and so on. Because of this, there is more and more trust in the usefulness of self-regulated learning in the academic world. "Self-regulated learning just might have the horsepower, or solar power, for the ride to new territory," say some experts and researchers (Duckworth, et al., 2016)

Since the 1980s, numerous training and development programs designed to promote student self-regulated learning have been created and implemented, but few have been empirically evaluated (Goetz, Nett, & Hall, 2013). This study was designed to test the hypothesis that self - motivation has a role in students' capacity to engage in self-regulated learning.

The SCENT model (Self-Concept Enhancing Tactician) is used as a basis for self motivation; as an example of a self-motivated approach (Low, et al., 2014). The SCENT model suggests four types of reasons, which will be discussed briefly below.

The self-enhancement motive leads people to have and improve a positive self-concept while avoiding and protecting people from a negative self-concept. Motives can be determined from actions such as preferring downward social comparisons, perceiving oneself as "better than average" on many dimensions, describing good qualities in terms of one's talents, and connecting failure to external and success to internal factors. The self-assessment motive drives people to get an accurate assessment of their own situation. In general, people will seek diagnostic information regardless of the positive or negative implications for themselves or whether the information confirms or contradicts their existing self-concepts. Self-evaluations were inferred from pursuing performance feedback, focusing on tasks that permitted feedback, favoring diagnostic tasks, and attributing failure to oneself.

Self-verification motivates individuals to maintain coherence between their self-concept and new information about themselves. This can be inferred from behaviors such as favoring consistent information and choosing interaction partners who confirm one's self-image.

The self-improvement motive may drive individuals to enhance their characteristics, skills, health, and well-being. This encourages the individual to pursue genuine personal growth and development. This type of motivation can be inferred from actions such as a proactive approach to problem-solving, the pursuit of information that enables development, the exercise of existing skills, and the selection of remedial tasks that reduce deficiencies.

Self-motivation is an attempt to enhance one's nature or condition, abilities, skills, health status, or well-being through self-assessment and self-verification of information provided by others in the context of self-improvement. Self-motivation emphasizes the self's responsibility to consciously enhance one's own condition. Because of this, the first stage needs people to be aware of themselves in order to make changes. Improvements are made based on the outcomes of self-evaluation and/or information and verification from others. These efforts at self-improvement aim to attain a higher quality or category. This means that the individual's awareness and motivation to better self-quality or desired outcomes serve as the foundation for the self-regulation mechanisms that carry out these enhancements.

According to the social cognitive theory model of self-regulation, which consists of three cyclical phases and is known as the cyclical model of self-regulation, there are three cyclical phases (Zimmerman, 2013). The first phase of forethought (thinking ahead) guides the learning process and sources of motivation that come before learning efforts. It also affects how students are ready and willing to self-regulate their learning process (self-regulated learning process). The second phase, the performance phase, involves learning-related mechanisms that influence concentration and performance. And the third phase, self-reflection phase (self-reflection phase), is the last step that comes after the learning process but affects how students react to the things they learn. This is a reflection on the student-led learning activities. The self-regulation cycle is complete when these self-reflections change how the person thinks about their next learning attempts. It's important to remember that the length of a student's self-regulation cycle depends on how often and when feedback is given. This, in turn, depends on

both external and internal sources of information, like grades, reactions from the environment, and so on, as well as the progress of learning activities. documented in the diary, etc.

Examining the relationship between self-motivation and the implementation of self-regulated learning, this study concentrates primarily on the first phase (the forethought phase) of self-regulated learning. Self-motivation consists of belief in one's own abilities (self-efficacy), expectations of the results obtained (outcome expectations), interest in the task or task value for individuals (task interest/value), and orientation toward goals (goal orientation) (Zimmerman, 2013). This study found a new one: the activation of knowledge (Hatan, Singer, Loughlin, & Alexander, 2015).

Belief in self-efficacy, which is the belief that one can study or work at a certain level, has been shown to be able to predict student learning goals and existing strategic choices (Zimmerman, 2013). So, during the performance phase, a student's self-efficacy beliefs can directly affect his or her learning through activity choices, effort, and persistence. Positive perceptions of students' self-efficacy beliefs can influence the use of learning strategies in a variety of disciplines, including reading, writing, time management, the ability to resist harmful temptations and peer pressure, and the capacity to evaluate self-development.

The second essential source of self-motivation is outcome expectations, which are beliefs regarding the ultimate objective of one's performance, such as receiving social recognition from one's surroundings or achieving a desirable social position. Expectations of student outcomes are dependent upon students' knowledge or awareness of the possibility of diverse outcomes, such as prospective compensation, the value of the quality of life experienced, and the social benefits of a professional activity. Self-efficacy beliefs have a significant effect on the expectation of this outcome, which is one of the positive effects of alluring outcomes. For instance, a student may believe that having skills in business accounting is advantageous. However, without confidence in his or her ability to acquire these skills, he or she will not be motivated to enroll in a college accounting course. Thus, the motivation of students to manage the implementation of self-regulated learning can be influenced by a variety of factors, including self-efficacy beliefs and outcome expectations (Zimmerman, 2013).

Student interest or evaluation of their assignments (task interest/value) is the third source of student self-motivation. This motivation can be observed when a student likes or dislikes a task based on its inherent nature, rather than its utility in achieving other outcomes. This type of motivation is frequently referred to as intrinsic motivation (Deci & Ryan, 1985). Typically, such motivations are understood as interest values, which are described as the same motivations as interests, which are viewed as cognitive and affective tendencies to re-engage with class material, activities, or particular ideas. Harackiewicz, et al. , 2016). Thus, there is no doubt that the process of analyzing student assignments is linked to task values as a source of motivation for students.

The fourth source of motivation to motivate students is their attitude or tendency toward learning objectives (goal orientation). This is accomplished by incorporating students' beliefs or sentiments regarding the purpose of the learning process. Therefore, students who strictly maintain goal-oriented performance will attempt to safeguard their perceptions of competence through favorable comparisons with others' performance. Thus, the orientation of students' learning goals is based on their beliefs that their abilities and skills can be improved and modified progressively, whereas the orientation of students' performance goals is based on their beliefs that their mental abilities are a permanent personality trait (Zimmerman, 2013).

Knowledge activation is the sixth source of self-motivation. Activating prior knowledge is crucial to the student learning process and frequently serves as a catalyst for the emergence of learning behavior. Activating prior knowledge can therefore motivate students to engage in self-regulated learning.

Due to the fact that prior knowledge is positioned at the center of all learning processes, it is stated that meaningful learning will occur when students integrate new information into their existing knowledge structures (Ausubel, 1968). Numerous specialists stress the significance of prior knowledge in the learning process. The significance of prior knowledge for learning has been established by more than two centuries of theoretical and empirical research (Hatan et al., 2015).

Self-motivation can be achieved by amplifying self-positive values to boost self-confidence through a sense of ability, intrinsic interest, orientation of learning objectives, expectations of results, and the capacity to activate prior knowledge. All of these factors will promote the implementation of self-directed learning activities. These five items are prerequisites for engaging in self-directed learning activities. The more a person believes he is capable of completing academic assignments, the simpler it will be for him to complete these tasks. As a result, the individual will be motivated to complete the task cheerfully and without pressure, making it simpler for them to organize their activities. The greater the expectations for the results achieved, the greater the motivation to achieve these results, i.e., the greater the effort made to identify the most effective behavioral strategy. The greater a person's interest in his activities or responsibilities, the more at ease he will be carrying out those responsibilities. The more positive an individual's attitude toward learning objectives, the simpler and more tranquil his work will be, and the easier it will be to manage his behavior. And finally, the more experience and knowledge a person has, the more confident and simple it will be for him to carry out his duties, allowing him to regulate his behavior more effectively.

Thus, every aspect of self-motivation is theoretically linked to to the implementation of self-regulated learning among students. While self-regulated learning has been shown to be effective, little is known about the function of different types of motivation. Consequently, based on the preceding description, this study will determine the extent to which self-motivating abilities, such as self-efficacy, intrinsic interest, goal orientation, outcomes expectations, and knowledge activation, play a role in the implementation of self-regulated learning.

METHODOLOGY

This study employed a quantitative correlational design. Self-motivation was examined as the independent variable, which consists of several sub-variables: sensation of capability, intrinsic interest, orientation of learning objectives, expectations of results, and the capacity to activate prior knowledge. Meanwhile, self-regulated learning constituted dependent variable. The two variables were measured using scales. The self-motivation ability scale fulfilled the validity requirements for its 21 items. Using the Aplha method, it was determined that all scale components met the reliability requirements, rtt = 0.903%. While the scale of self-regulated learning consists of 17 items, testing with the Aplha technique indicates that the scale of implementation of self-regulated learning satisfies the reliability requirements, with an rt rate of 0.909%. Therefore, the self-motivating ability scale and the self-regulated learning implementation scale have satisfied the validity and reliability criteria, and can be used in this study. The research sample consisted of 100 Guidance and Counseling department students in Faculty of Education, Yogyakarta State University, with 30 male students and 70 female students. The correlation technique and the multiple regression technique were employed for data analysis (ANAREG).

RESULT AND DISCUSSION

Result

According to the data obtained from the self-motivating ability scale, the self-motivating ability data received a minimum score of 62 and a maximum score of 83. The calculated mean was 72.66, and the standard deviation was 4.96. The data can be depicted using the following frequency distribution.

Table 1.
Frequency Distribution of
Self-Motivation Scores

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	81.5 − 85.5	6	60.0 0 %
2.	77.5 − 81.5	14	14.00 %
3.	73.5 − 77.5	19	19.00 %
4.	69.5 − 73.5	34	34.00 %
5.	65.5 − 69.5	21	21.00 %
6.	61.5 - 65.5	6	6.00 %
		100	100,00 %

Meanwhile, we may deduce that a minimum score of 40 was attained for self-regulated learning implementation and a maximum score of 61 was achieved, based on the data we have. The calculated mean was 47.68, and the standard deviation was 4.77. The data can be shown using the frequency distribution below.

Table 2.
Frequency Distribution of Scores for Self-
Regulated Learning

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	59.5 − 63.5	3	30.0 0 %
2.	55.5 − 59.5	3	3.00 %
3.	51.5 − 55.5	18	18.00 %
4.	47.5 − 51.5	18	18.00 %
5.	43.5 − 47.5	37	37.00 %
6.	39.5 - 43.5	21	21.00 %
		100	100,00 %

The first phase was testing a hypothesis about whether or not there is a connection between students' intrinsic motivation and their capacity for self-regulated learning. Self-motivation as measured by self-regulated learning was correlated with a 0.351 (p=0.001), with an effective contribution of 23.234 %. This results in the rejection of the null hypothesis (Ho) and the acceptance of the working hypothesis (Ha). In other words, there is a significant relationship between students' motivation and their capacity to engage in self-regulated learning.

However, tracing these variables further reveals the following information. The ability to motivate oneself, which consists of a feeling of ability, intrinsic interest, orientation of learning goals, expectations of results, and the ability to activate old knowledge, is influenced by a number of factors that are quite unique in determining BK FIP UNY

students' capacity for self-regulated learning. Detailed submissions can be made as follows.

Table 3.
Effective Contribution Weight and Value of r
(partial) Component of Self-Motivating Ability

No.	Self Motivating Components	Effective Contribution	Partial r value	P
1.	Capable	19.271	0.206	0.042
2.	Intrinsic Interest	0.535	0.015	0.881
3.	Learning Objectives Overview	27.087	0.549	0.000
4.	Results Expectations	1.181	-0.014	0.890
5.	Knowledge Activation	2.048	0.048	0.646
		50.122		

Self-efficacy has a correlation with self-regulated learning activities with a r value of 0.206 and p = 0.042, and goal orientation has a very strong correlation with r = 0.549 and p = 0.000. Intrinsic interest, expectation of results, and activation of knowledge are not significantly correlated with self-regulated learning activities with a p value greater than 0.05. The effective contribution is provided by the orientation of learning goals by 27.087%, followed by the contribution of self-efficacy by 19.271%, while the other sub-variables are intrinsic interest (0.535%), expectations from results (1.181%), and activation of knowledge (2.048%) whose contribution is extremely small but highly significant.

Discussion
According to the descriptive results, the average self-motivating ability of students is 72.66, which is in the medium range, and the average implementation of self-regulated learning is 47.68, also in the medium range. Observing this condition, students who are both self-motivated and self-regulated in their learning run in the same direction with equal intensity. The correlation between the capacity to motivate oneself and the implementation of self-regulated learning correlates 0.351 (p = 0.001), with an effective contribution of 23.234%, revealing this condition. Thus, the ability to self-motivate students correlates with the implementation of

self-regulated learning among students. The capacity to motivate oneself in general correlates with self-regulated learning, as demonstrated by researchers (Ahmed, 2017), especially among students (Cetin, 2015).

Therefore, based on the results of the above-mentioned hypothesis testing, it can be concluded that one of the most influential factors influencing the implementation of self-regulated learning among BK FIP UNY students is their capacity for self-motivation. Several previous studies have demonstrated that motivation is a crucial element in the process of instituting self-regulated learning (Dweck & Master, 2012). Furthermore, motivation is the most essential factor in the learning process (Woolfolk, 2016). Motivation is a factor that directs and controls the learning process. As motivation is the driving factor behind learning activities, its absence is equivalent to a lack of energy that drives the process. The success of the learning process depends on the ability to generate, guide, and sustain motivating behavior. This has a great deal to do with various beliefs held by individuals, ranging from beliefs to engage in learning activities to beliefs regarding the benefits or advantages that may be attained by engaging in these learning activities. Additionally, motivation serves as a controller of the learning process. This is extremely essential, particularly for individuals who are learning to confront a variety of obstacles or problems. Individuals' performance frequently demonstrates their resiliency and perseverance during such circumstances. The individual's ability to assure the implementation of the learning process has a significant impact on the individual's capacity to demonstrate these processes. In other words, self-control will make sure that the focus of learning activities stays the same over time.

Hence, self-motivation is a trait that each person is born with. Thus, learning is related to an individual's internal motivations. Strong and basic reasons why an individual engages in learning activities (Syahid, et al., 2019) as well as confidence in one's own capacity to finish the work to the best of one's abilities are both motivators that can stimulate the

application of the learning process (Zimmerman, 2013; Dale, et al., 2018). From this vantage point, it is evident why there are only two major determinants of the implementation of self-directed learning, namely the orientation of learning objectives and feelings of competence.

The existence of rational awareness in learning, in the sense that there is something that is the reason why he undertakes the learning activity, is the intended orientation of learning objectives. There were also students who stated that studying was a form of duty or obligation they had to fulfill. Students with a rational learning orientation or a learning objective orientation are capable of self-motivation (Syahid, et al., 2019). This suggests that learning awareness is indeed innate to the individual (self) as a form of motivation to engage in learning activities.

Similarly, self-efficacy, which is defined as forms of individual behavior that demonstrate confidence or comprehension of their abilities (Bandura, 1997), will make it simpler for individuals to complete their tasks. It has been demonstrated that profound beliefs regarding the capability to perform tasks influence perceptions of the structure of learning tasks (Dale, et al., 2018). In other words, task structure clarity is an important consideration when implementing self-regulated learning. Because it can be a motivator for the implementation of learning activities, the clarity of the task structure becomes dominant.

Intrinsic motivation is described as a genuine interest in a subject, whereas result-oriented motivation is characterized by specific ideas about the long-term benefits or trends of one's performance, and activating knowledge is characterized by specific features of one's own body of knowledge. The primary component of intrinsic motivation is not affected by the repertoires that are consulted when working on schoolwork. This could be because the theoretical reference sources (Wangid, 2006) and the subjects of this investigation are different.

Ability to anticipate outcomes and activate knowledge are examples of high-level skills since they require the use of both cognitive

and metacognitive talents (Cetin, 2015). Not all students experience this advanced skill or condition. Cognition, metacognition, and motivation are the three pillars of self-regulated learning (Nückles et al., 2020). Cognition encompasses the capacities required for encoding, memorization, and recall. Students who have developed their metacognitive abilities can better control and direct their own thought processes. Beliefs and attitudes that motivate an individual to learn and use new cognitive and metacognitive abilities are included in this category. Self-regulated learning requires all three of these factors but cannot be achieved if any one of them is missing. For instance, a student's performance does not match one who possesses the same set of cognitive abilities but is also highly motivated to put those abilities to use. Similarly, persons who are eager to succeed but lack the metacognitive and cognitive abilities necessary to successfully regulate their own behavior typically fall short of their goals. The non-linear behavioral link between these actions explains the weak association between outcomes expectancies and knowledge activation when self-regulated learning is implemented.

Nonetheless, in reality the three components (intrinsic interest, outcomes expectations, and knowledge activation) also have a relationship and effective contribution; however, these are still relatively small, thus the correlation in this study as a sub-variable is not significant.

CONCLUSION

Self-motivation was shown to have a crucial role in the implementation of self-regulated learning, suggesting that it is a key factor in the management of one's own learning. However, not all aspects of self-motivation play an important role in the implementation of self-regulated learning among students. The most significant function in the implementation of student self-regulation is played by learning goal orientation (goal orientation). Understanding the purpose of the conducted activities plays an essential role in the learning process. The activities involved in the learning process are largely determined by whether or not an activity is beneficial to learning. Individuals' learning processes are also related to their sense of self-efficacy, or the belief that they are capable of performing tasks or engaging in learning activities. The more confident you feel, the better the task will be accomplished, and vice versa. Meanwhile, the activation of past knowledge (activation of knowledge), expectations of future outcomes (outcomes expectations), and intrinsic interest/value in these activities have no meaningful relationship with the implementation of self-regulated learning among students. This indicates that knowledge of learning objectives is an effective means of promoting self-regulated learning. Next is self-efficacy, which generates the psychic energy to act on learning based on needs and obligations, or the implementation of student self-regulated learning.

REFERENCES

Ahmed, W. (2017). Motivation and Self-Regulated Learning: A Multivariate Multilevel Analysis. *International Journal of Psychology and Educational Studies*, 4(3), 1–11.

Ausubel, D. P. (1968). *Educational Psychology A Cognitive View*. New York: Hotl, Rinehart and Winston, Inc.

Bandura, A. (1997). *Self Efficacy, The Exercise of Control*. New York: WH Freeman and Company.

Cetin, B. (2015). Academic Motivation And Self-Regulated Learning In Predicting Academic Achievement In College. *Journal of International Education Research*, 11(2), 95–106.

Dale, G., Sampers, D., Loo, S., & Green, C. S. (2018). Individual Differences in Exploration and Persistence: Grit and Beliefs About Ability and Reward. *PLoS One,* 13(9), e0203131.

Dent, A. L., & Koenka, A. C. (2016). The Relation between Self-Regulated Learning and Academic Achievement Across Childhood and Adolescence: A Meta-Analysis. *Educational Psychology Review*, 28, 425-474.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.

Duckworth, A. L., Gendler, T. S., & Gross, J. J. (2016). Situational strategies for Self-Control. *Perspectives on Psychological Science*, 11(1), 35-55.

Dweck, C. S., & Master, A. (2012). Self-Theories Motivate Self-Regulated Learning. *In Motivation and Self-Regulated Learning*, 31-51. Routledge.

Goetz, T., Nett, U. E., & Hall, N. C. (2013). Self-Regulated Learning. In N. C. Hall & T. Goetz (Eds.), *Emotion, Motivation, and Self-Regulation a Handbook for Teachers*. Wagon Lane, Bingley, UK: Emerald Group Publishing Ltd.

Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The Importance of Promoting Interest Ii Education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 220-227.

Hattan, C., Singer, L. M., Loughlin, S., & Alexander, P. A. (2015). Prior Knowledge Activation in Design and in Practice. *Literacy Research: Theory, Method, and Practice*, 64, 478–497. doi.org/10.1177/2381336915617603

Lim, C., Ab Jalil, H., Ma'rof, A., & Saad, W. (2020). Peer Learning, Self-Regulated Learning and Academic Achievement in Blended Learning Courses: A Structural Equation Modeling Approach. *International Journal of Emerging Technologies in Learning (IJET),* 15(3), 110-125.

Low, G., Molzahn, A., & Kalfoss, M. (2014). Cultural Frames, Qualities of Life, and The Aging Self. *Western Journal of Nursing Research,* 36(5), 643-663.

Nückles, M., Roelle, J., Glogger-Frey, I., Waldeyer, J., & Renkl, A. (2020). The Self-Regulation-View in Writing to Learn: Using Journal Writing to Optimize Cognitive Load in Self-Regulated Learning. *Educational Psychology Review*, 32, 1089-1126.

Syahid, A., Wasliman, I., Muchtar, H. S., & Hanafiah, N. (2019). Strategic Management Teacher Performance Development to Improve Learning Quality. *International Journal of Nusantara Islam*, 7(2), 325-337.

Wangid, M. N. (2006). Kemampuan Self-Regulated Learning Pada Siswa SLTPN 1 Bantul Yogyakarta (Studi Etnografis). Universitas Negeri Malang.

Wolters, C. A., & Hussain, M. (2015). Investigating Grit and Its Relations with College Students' Self-Regulated Learning and Academic Achievement. *Metacognition and Learning*, 10, 293-311.

Woolfolk, A. (2016). *Educational Psychology* (Thirteenth). London: Pearson.

Zimmerman, B. J. (2013). Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis. *Self-regulated Learning and Academic Achievement,* 1-36.