Proceedings of International Conference on Applied Social Science in Education 2024

Vol. 01, No. 01, Agustus 2024
ISSN: XXXX-XXXX (Online)
DOI: https://doi.org/10.31316/icasse.v1i1.7032

THE EFFECT OF SELF-EFFICACY, LEARNING METHODS, AND LEARNING MEDIA ON STUDENTS' SOCIAL STUDIES LEARNING MOTIVATION

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Abstract

This research aims to determine the simultaneous influence of self-efficacy, choice of learning methods, and choice of learning media on students' social studies learning motivation at SDN Brani Wetan, Maron District, Probolinggo Regency. This research is quantitative research. The data collection technique is from primary data in the form of a questionnaire. Meanwhile, secondary data is in the form of documentation in the form of notes, reports and photos. There are 2 data analysis techniques used in this research, namely: descriptive analysis and Multiple Linear Regression analysis. The results of this research include: first, the influence of self-efficacy on learning motivation: the coefficient of determination (R2) is .999a which indicates that the independent variable (X) is able to explain the dependent variable at SDN Brani Wetan Maron (Y) by 99.9% while the remainder is 0, 1% is explained by other variables outside the model. Second, the influence of learning methods on learning motivation: the coefficient of determination is 0.305a which indicates that the independent variable (X2) is able to explain the dependent variable at SDN Brani Wetan Maron (Y2) of 30.5% while the remaining 68.5% is explained by other external variables. model. Third, the influence of learning media on learning motivation: the coefficient of determination (R2) is 0.937a which indicates that the independent variable Maron (X2) is able to explain the dependent variable literacy (Y2) of 93.7% while the remaining 06.3% is explained by other variables in external model.

Keywords: Self-Efficacy, Learning Methods, Learning Media, Learning Motivation.

INTRODUCTION

Education is a crucial aspect in the development of individual potential and the progress of society. In the context of basic education, student learning motivation plays an important role in achieving optimal learning outcomes. High learning motivation encourages students to be actively involved in the learning process, which ultimately affects their academic performance. However, various factors can affect students' motivation to learn, including self-efficacy, learning methods, and learning media (Asmara & Putri, 2019).

Self-efficacy is an individual's belief in his or her ability to achieve the desired results through the right effort and strategy. According to Bandura (1997), self-efficacy is closely related to motivation and goal achievement. In the context of education, students who have high self-efficacy tend to be more confident and motivated in learning, because they are confident that they can overcome the challenges they face. Therefore, understanding the influence of self-efficacy on students' learning motivation is important in designing effective educational strategies (Wijaya & Mahendra, 2020).

The learning method is an approach used by educators to convey subject matter to students. The methods used in the learning process can affect the level of student engagement and motivation. Varied learning methods, such as project-based learning, group discussions, and cooperative methods, have been shown to be effective in improving student motivation and learning outcomes. The right method can make learning more interesting and relevant for students.

In addition to learning methods, learning media also plays an important role in the teaching and learning process. Learning media is a tool or means used to convey subject

matter, be it in the form of textbooks, videos, audio, or other digital devices. The use of learning media that suits the characteristics and needs of students can increase their understanding and engagement in the lesson. Innovative and interactive learning media can help students understand concepts better and increase their motivation to learn (Purwanto & Rahmawati, 2020).

In elementary school, social studies (Social Sciences) subjects are often considered less interesting compared to other subjects such as mathematics or language. This can affect students' motivation in learning social studies. Therefore, it is important to explore learning methods and media that can increase students' interest in these subjects. The use of interesting media and innovative learning methods can help students understand social studies material in a more enjoyable way (Cheng et al, 2021).

Previous research has shown that self-efficacy is positively related to learning motivation. Students who believe in their ability to succeed in learning tend to be more motivated and active in their lessons. In addition, various studies have also shown that learning methods that actively involve students, such as project-based learning and group discussions, can increase their motivation to learn. Varied learning media can also affect the effectiveness of learning and student motivation.

On the other hand, the challenges faced in the application of effective learning methods and media often involve limited resources and infrastructure. Schools in certain areas, especially in rural areas, may face difficulties in providing modern and adequate learning media. This can affect the quality of learning and student motivation. Therefore, there needs to be a practical and affordable solution to increase the effectiveness of learning methods and media in various conditions (Siregar & Wahyuni, 2023).

Seeing the importance of the role of self-efficacy, learning methods, and learning media in student learning motivation, this study aims to explore how these three factors affect the social studies learning motivation of students at SD Negeri Brani Wetan, Maron, Probolinggo. This research will provide deeper insights into the relationship between self-efficacy, learning methods, learning media, and student learning motivation (Handayani & Suryani, 2022).

The importance of this research lies in its ability to contribute to the development of better educational practices. By understanding the influence of these factors on student learning motivation, educators can design more effective strategies in improving student engagement and achievement. This research is also expected to provide practical recommendations for schools and education policymakers in improving the quality of learning (Schunk & DiBenedetto, 2020).

In carrying out this research, a qualitative approach will be used to dig up in-depth information about the experiences and perspectives of students, teachers, and other related parties. The data obtained will be analyzed to identify patterns and relationships between self-efficacy, learning methods, learning media, and student learning motivation (Saputra, 2021).

With this background, this study is expected to provide a better understanding of the factors that affect student learning motivation at SD Negeri Brani Wetan, Maron, Probolinggo. The results of this research will be useful for the development of more effective educational strategies that are in accordance with the needs of students.

Finally, this research is the first step in an effort to improve the quality of learning and student learning motivation through a deeper understanding of self-efficacy, learning methods, and learning media. It is hoped that the results of this study can make a positive contribution to educational practices in elementary schools and help students reach their maximum potential.

RESEARCH METHODS

This study uses quantitative data, namely research that is widely demanded using numbers, starting from data collection, interpretation of the data, and the appearance of the results. According to Sugiyono (2019), it is stated that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data

information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is a survey method.

The 4 main variables that are the focus of this research are:

1. Free/independent variable self-efficacy (X1)
2. Free/independent variable learning method (X2).
3. Free/independent variable learning media (X3).
4. Learning motivationBound/dependent variable (Y)

The population in this study is all students in grades 4, 5 and 6 of SD Negeri Brani Wetan, Maron District, Probolinggo Regency. Below is the number of students who will be used as the population, including:

a. Grade 4 has a total of 31 students, with the number of male students around 15 children while the number of female students is around 16 children.
b. Grade 5 has a total of 27 students, with the number of male students around 12 children while the number of female students is around 15 children
c. Grade 6 has a total of 22 students, with the number of male students around 10 children while the number of female students is around 12 children

In this study, the researcher determined that the population space was less than 100 respondents, so a saturated sample was determined, meaning that all populations were at once a sample of respondents, which was as many as 80 people. In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale*.

b. Documentation

Documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study using descriptive data analysis, there are 2 models for this data analysis, including:

a. Descriptive Analysis

The descriptive analysis method is more complete in its facilities than the previous method, can store new variables as a result of Z transformation (Field Andy P, 2018*)* This is in accordance with the research that will be carried out on the influence of self-efficacy, learning methods, and learning media on the learning motivation of SDN Brani Wetan students.

b. Linear Regression Analysis

The analysis in this study uses statistical calculations, for that the data must be in the form of quantitative data in the form of numbers. Multiple Linear Regression is a general statistical method used to examine the effect between a bound variable and a free variable.

RESULTS AND DISCUSSION

Data Description

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the self-efficacy free variable (X1), learning method (X2), learning media (X3) and the presentation of variables bound to learning motivation (Y). An overview of the scores and criteria can be tabulated as follows:

Table 1. Tabulation of Research Results Score

Statistics					
		X1	X2	X3	Y
N	Valid	80	80	80	79
	Missing	0	0	0	1
Mean		38.34	38.66	38.66	38.41

Median	33.00	33.00	33.00	33.00
Mode	32	32	32	48
Std. Deviation	8.722	7.928	7.928	8.758
Minimum	3	30	30	3
Maximum	49	49	49	49
Sum	3067	3093	3093	3034

In detail, the score results of each variable are presented in the form of a presentation as follows:

Self-Efficacy (x1)

Based on the results of the distribution of questionnaires for self-efficacy (X1), the following data were obtained: 13 questionnaire items distributed to 80 respondents were found to be in the average range between 1.3% to 31.3% with details of 1 respondent answering with an average score of 1.3%; 8 respondents answering with an average score of 2.5%; 5 respondents answering with an average score of 6.3%; 10 respondents answering with an average score of 12.5%; 11 respondents answering with an average score score 13.8%; 20 respondents answered with an average score of 25.0%; and 25 respondents answered with an average score of 31.3%. The average answer of 80 respondents for self-efficacy (X_1) was the lowest at 1.3% for 1 respondent and the highest at 31.3% for 25 respondents.

Learning Methods

Based on the results of the questionnaire distribution for the learning method (X2), the following data was obtained: 10 questionnaire items distributed to 80 respondents were found that the learning method was in the average range between 1.3% to 30.0% with details of 1 respondent answering with an average score of 1.3%; 6 respondents answering with a nursery ratio of 2.5%; 3 respondents answering with an average score of 3.8%, ; 5 respondents answered with an average score of 6.3%; 9 respondents answered with an average score of 11.3 %.; 14 respondents answered with an average score of 17.5% and 18 respondents answered with an average score of 22.5% and 24 respondents answered with an average score of 30.0%. The average answer of 80 respondents for the learning method (X_2) was the lowest 1.3% for 1 respondent and the highest was 30.0% for 24 respondents.

Learning Media (x3)

Based on the results of the distribution of the learning media questionnaire (X3), the following data were obtained: 10 questionnaire items distributed to 80 respondents were found that the learning media was in the average range between 1.3% to 30.0% with details of 1 respondent answering with an average score of 1.3%; 6 respondents answered with an average score of 2.5%; 3 respondents answered with an average score of 3.8%; 5 respondents answered with an average score of 6.3%; 9 respondents answered with an average score of 11.3%; 14 respondents answered with an average score of 17.5%; 18 respondents answered with an average score of 22.5%. and 24 respondents answered with an average score of 30.0%. As for the average answer of 80 respondents of the learning media (X3) was the lowest 1.3% as 1 respondent and the highest 30.0% as many as 24 respondents.

Motivasi Belajar (Y)

Based on the results of the report card for learning motivation (Y) as follows:

Table 2. Tabulation of the Average Score of the Learning Motivation Variable (Y)

Y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.3	1.3	1.3
	31	12	15.0	15.2	16.5
	32	16	20.0	20.3	36.7
	33	13	16.3	16.5	53.2
	34	2	2.5	2.5	55.7
	35	2	2.5	2.5	58.2

	47	8	10.0	10.1	68.4
	48	21	26.3	26.6	94.9
	49	4	5.0	5.1	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

Table 2 of the learning outcomes, 80 respondents were found to have an average learning motivation in the range between 1.3% to 26.3% with details of 2 respondents answering with an average score of 1.3%; 4 respondents answered with an average score of 2.5%; 4 respondents answered with an average score of 5.0%; 8 respondents answered with an average score of 10.0%: 12 respondents answered with an average score of 15.0%; 13 respondents answered with an average score of 16.3%; 16 respondents answered with an average score of 20.0% and 21 respondents answered with an average score of 26.3%.

The average answer of 80 respondents for learning motivation (Y) was the lowest at 1.3% and the highest at 26.3%. A total of 21 respondents.

Hypothesis Test Results

Statistical Requirements Testing

Linearity Test

From the results of the linearity test for data derived from independent variables, namely self-efficacy (X1), learning methods (X2), and learning media (X3) as well as the bound variable of student learning motivation (Y), the results were obtained that these variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 3. Results of the X1 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X1	Betwen Groups	(Combined)	6060.790	9	673.421	3582.027	.000
		Linearity	6055.850	1	6055.850	32211.968	.000
		Deviation from Linearity	4.940	8	.617	3.285	.003
	Within Groups		13.160	70	.188		
	Total		6073.950	79			

In the results of the linearity test of X1 with Y, it is explained that 0.000 is obtained from the Anova table X1 with Y. So the relationship from X1 with Y is linear, meaning that the change of the X1 variable is followed by the change of the Y variable.

Table 4. Results of the X2 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X2	Betwen Groups	(Combined)	2119.311	9	235.479	4.168	.000
		Linearity	580.722	1	580.722	10.279	.002
		Deviation from Linearity	1538.589	8	192.324	3.404	.002
	Within Groups		3954.639	70	56.495		
	Total		6073.950	79			

In the results of the linearity test of X2 with Y, it is explained that 0.002 is obtained from the Anova table X2 with Y. So the relationship from X2 to Y is linear meaning that the change of the X2 variable is followed by the change of the Y variable.

Table 5. Results of the X3 Linearity Test with Y

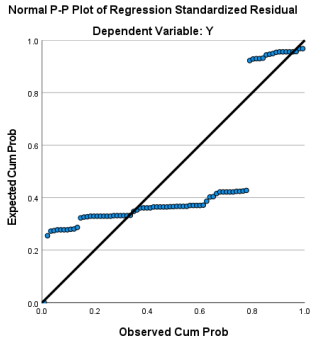
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X3	Betwen Groups	(Combined)	6061.168	9	673.463	3688.147	.000
		Linearity	5333.008	1	5333.008	29205.631	.000
		Deviation from Linearity	728.160	8	91.020	498.461	.000
	Within Groups		12.782	70	.183		
	Total		6073.950	79			

In the results of the linearity test of X3 with Y, it is explained that 0.000 is obtained from the table Anova X3 with Y. So the relationship from X3 with Y is linear meaning that the change of the X3 variable is followed by the change of the Y variable.

Normality Test

From the results of the normality test for data derived from independent variables, namely self-efficacy (X1), learning method (X2), learning media (X3), and variables bound to student learning motivation (Y), the results were obtained that these variables were normally distributed. Graphically, the normality of these variables can be described as follows.

Figure 1. Normality Test Results



Heteroscedasticity Test

Various heteroscedasticity tests include the Spearman's rho correlation coefficient test, looking at the pattern of points on the regression graph, the Park test, and the Glacier test. In this study, we will discuss the Spearman's rho correlation coefficient test and look at the pattern of points on the regression graph. The heteroscedasticity test uses the Spearman's rho correlation coefficient test technique, which is to correlate independent variables with their residuals. The test uses a significance level of 0.05 with a 2-sided test. If the correlation between the independent and residual variables can be significant more than 0.05, then it can be said that there is no heteroscedasticity problem

Table 6. Heteroscedasticity Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.999[a]	.997	.997	.488	2.080
a. Predictors: (Constant), X3, X2, X1					
b. Dependent Variable: Y					

The results of heteroscedasticity using the Spearman's rho correlation coefficient test technique, which is . 999a in a significance of more than 0.05, it can be said that there is no heteroscedasticity problem

Multicollinearity Test

Multicollinearity means that the independent variables contained in the regression model have a perfect linear relationship or near perfect (the correlation coefficient is high or even 1). The consequence of the existence of multi-collinearity is that the correlation coefficient is not definite and the error becomes very large. By comparing the value of the individual determination coefficient (r2) with the determination value simultaneously (R2).

Table 7. Multicollinearity Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.999[a]	.997	.997	.488	2.080
a. Predictors: (Constant), X3, X2, X1					
b. Dependent Variable: Y					

Uji Autokorelasi

The autocorrelation test is a statistical analysis that is carried out to find out if there is a correlation between the variables in the prediction model and the change in time. Therefore, if the autocorrelation assumption occurs in a prediction model, then the disturbance values are no longer independently paired, but autocorrelated pairs. On this occasion, we will only focus on the autocorrelation test with SPSS.

Table 8. Correlation Auto Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

Uji Hipotesis

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative hypothesis. And statistical analysis was carried out to test hypotheses 1, 2, and 3 by submitting hypotheses as follows:

1. Hypothesis Submission 1, Ha: There is an influence of self-efficacy on students' learning motivation
2. Hypothesis Submission 2, Ha: There is an influence of learning methods on students' learning motivation
3. Hypothesis 3, Ha: There is an influence of learning media on students' learning motivation.
4. Hypothesis Submission 4, Ha: There is a joint influence of self-efficacy, learning methods, and learning media on students' learning motivation

From the 4 hypothesis submissions, the same conclusion was reached, namely that there is a positive and significant influence between self-efficacy, learning methods, and learning media on students' learning motivation. The results of data analysis from the submission of hypothesis 1,3,4 obtained a regression of 0.000b with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that there is a significant influence of X1 and X3 on Y. Meanwhile, the results of data analysis from hypothesis 2 submission obtained a regression of 0.005b with a significance of 0.05. This number 0.005 is smaller than the alpha of 0.05. Thus it can be said that the influence of X2 on Y is significant. So, from the 4 hypothesis submissions, there is no difference because they both have a significant influence on Y.

Discussion

Self-efficacy, or a student's belief in his or her ability to succeed in a learning task, affects how they face challenges and set learning goals. Students with high self-efficacy

tend to have greater motivation because they feel confident in their ability to understand and complete the subject matter, including social studies subjects that are often considered less engaging (Chen & Jang, 2018).

The learning methods used also play a crucial role in increasing student motivation. Methods that actively involve students, such as project-based learning and group discussions, can increase student engagement and make the learning process more engaging. This method provides an opportunity for students to work together, apply knowledge in real-life situations, and feel in control of their learning process (Tsai & Tsai, 2024).

The learning media used in the classroom also contributes to the effectiveness of learning and student motivation. Varied media, such as videos, simulations, and digital applications, can make the subject matter more interactive and engaging. The use of media that suits students' characteristics and needs can help them better understand concepts and reduce boredom that often arises during the learning process (Park & Kim, 2022).

However, many schools, especially in rural areas, face limited resources and infrastructure that can hinder the implementation of effective learning methods and media. These limitations can affect the quality of learning and student motivation. Therefore, it is important to look for practical solutions, such as utilizing available media in creative ways and collaborating with others to get additional support.

Teachers play an important role in building students' self-efficacy and motivation. By providing positive feedback, appreciating students' efforts, and using effective learning methods and media, teachers can increase students' confidence and their involvement in learning. Teachers' skills in managing classes and adapting learning methods according to students' needs have a great influence on the success of the learning process (Bandura & Locke, 2018).

Students with high self-efficacy are more likely to accept and utilize new learning methods and media well. They feel more open to change and ready to try new approaches to learning. Conversely, students with low self-efficacy may have difficulty adjusting and are less motivated to utilize new methods or media (Rahayu & Prasetyo, 2018).

Regular evaluation of learning methods and media is essential to ensure their effectiveness. Collecting feedback from students and analyzing learning outcomes can help in making necessary adjustments to improve the quality of learning and student motivation. These adjustments can ensure that learning methods and media remain relevant and effective.

Parent involvement can also affect students' motivation to learn. Parental support in the form of effective communication with teachers and positive encouragement at home can increase students' self-efficacy and strengthen their motivation to learn. Parent involvement can create an environment that supports and strengthens the learning process that occurs at school.

Professional development for teachers is an important factor in improving the quality of learning. Training and workshops that focus on innovative learning strategies and the use of educational technology can assist teachers in implementing best practices in the classroom. This development allows teachers to face existing challenges and better meet the needs of students (Kurniawan & Lestari, 2019).

Related research shows that the combination of self-efficacy, learning methods, and learning media has a significant impact on students' learning motivation. These findings support the need for a holistic approach to designing learning experiences that can motivate students and meet their needs. This study provides insight into how these factors are interconnected and affect students' learning motivation.

Recommendations for educational practice include a focus on developing students' self-efficacy through positive support and constructive feedback. In addition, the use of varied learning methods and learning media that suit students' needs can increase their engagement and motivation. The implementation of these recommendations can help create a more effective learning environment (Zimmerman & Cleary, 2019).

Education policies also need to consider the findings of this study in allocating resources for the development of learning methods and media. Policies that support

teacher training, the provision of adequate media, and programs that increase students' self-efficacy can contribute to improving the overall quality of education (Margaryan et al., 2020).

Finally, this study emphasizes the importance of integration between self-efficacy, learning methods, and learning media in increasing students' learning motivation. The next step is to apply the recommendations that have been identified in educational practice and continue to conduct research to better understand the factors that affect learning motivation and the effectiveness of various learning strategies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In conclusion, this paper highlights the importance of self-efficacy, learning methods, and learning media in increasing student learning motivation, especially in the context of social studies subjects in elementary schools. High self-efficacy can strengthen students' confidence in achieving learning goals, while effective learning methods, such as project-based and cooperative learning, as well as the use of innovative learning media, have been shown to increase student interest and engagement. The use of media that suits the needs of students also plays a significant role in enriching the learning experience and strengthening their motivation to learn more actively and dedicatedly.

Suggestion

The suggestion for this study is that educators and education policymakers pay more attention to the development of strategies that can improve students' self-efficacy, such as consistent training and support. In addition, it is hoped that there will be the application of varied and innovative learning methods as well as the integration of learning media that is in accordance with the characteristics and needs of students to maximize learning motivation. Conducting regular evaluations of the effectiveness of the learning methods and media used and adapting them to student feedback will help in creating a more effective and engaging learning environment. Outcomes. Journal of Education and Learning, 10(1), 123-132.

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