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The Relationship Between Self-efficacy and Biology Learning Motivation in Senior High School Students

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Abstract

This study employed a correlational research design. This study aimed to examine the relationship between self-efficacy and learning motivation in Biology among Grade XI students at SMA Negeri 2 Siak Hulu in the 2025/2026 academic year. The instruments used for data collection were observation, interviews, questionnaires, and documentation. The study was conducted from June 10 to June 27, 2026. The sampling technique used in this study was saturated sampling, with a total sample of 202 students. The questionnaires consisted of 35 statements measuring self-efficacy and 32 statements measuring learning motivation. The results showed a correlation coefficient (r) of 0.620, indicating a strong positive relationship between self-efficacy and learning motivation. Hypothesis testing showed that the t-value (11.18) was greater than the t-table value (1.972) at a 5% significance level, indicating that H0 was rejected and Ha was accepted. Furthermore, the coefficient of determination (R^2) showed that self-efficacy accounted for 38.4% of the variance in students' learning motivation, while the remaining 61.6% was associated with other variables or factors not examined in this study.
Keywords: Self-efficacy, Learning Motivation, Correlational Research Design.

Introduction

Education is a planned and systematic process aimed at creating learning conditions so that students can actively develop their potential. Such development includes spiritual aspects, self-control, personality, intelligence, character, as well as skills necessary in individual and social life. The achievement of educational goals is inseparable from the effectiveness of the learning process and the active involvement of students in learning activities (Febiyanti & Laili, 2023).

Learning is a process that produces a relatively permanent change in an individual's knowledge, attitudes, and behavior through experience. The success of the process is influenced not only by intellectual abilities, but also by the student's confidence in his ability to understand the material, complete academic tasks, and face various learning challenges. An individual's belief in his or her ability to perform tasks and achieve expected goals is referred to as self-efficacy (Mustofa et al., 2019).

Sel-efficacy is an individual's belief in their ability to understand academic tasks, face learning challenges, and achieve educational goals (Rahmawati & Nurlaili, 2024). Higher levels of self-efficacy are associated with greater confidence in completing tasks, effort and perseverance, and students' ability to cope with tasks that are considered difficult (Choerunissa & Tusyanah, 2024). Thus, self-efficacy becomes one of the important factors related to the involvement of students in the learning process and learning motivation.

In addition to self-efficacy, learning motivation is one of the important factors that are associated with students' academic success, especially at the high school level (Muayadah,

2024). Motivation acts as an encouragement for students to achieve optimal learning outcomes through the acquisition and development of knowledge (Wahab et al., 2021). Students with high learning motivation tend to be more actively involved in the learning process, thus supporting the achievement of academic achievement and educational goals (Sarnoto et al., 2019).

Based on the results of observations and interviews about the learning process in the eleventh grade in SMA 2 Siak Hulu district, it was found that 1) some students prefer to remain silent when teachers ask questions and are reluctant to send answers or questions. This is related to the cognitive process of self-effectiveness, since students do not yet have confidence in estimating success and the ability to process information to respond. 2) Students' lack of confidence in their abilities is associated with hesitation in responding, as they feel unable to give correct answers. This condition shows the affective aspect of low self-efficacy, which is characterized by feelings of anxiety, fear of being wrong, and uncertainty about self-ability. 3) student activity is unevenly distributed as it is dominated by some students, while others tend to remain silent, which is associated with lower confidence in their abilities and must be encouraged by the teacher to engage in learning. 4) Some students choose to play with their friends and do not complete the tasks given due to unfavorable class conditions. This behavior reflects students' lower confidence in their ability to complete tasks and lower engagement in learning activities. Learners are more likely to avoid academic activities and choose activities that are more enjoyable or do not require much effort. This situation has to do with motivation processes and selection processes, as self-efficacy is associated with the level of effort, perseverance in facing tasks, and individuals' tendencies to choose or avoid activities.

Previous studies have identified a link between self-efficacy and learning motivation in a variety of educational contexts. (Rahayu & Dian, 2022), analyzed the relationship between the two variables in Grade XI High School students, while Illahi et al. (2024) conducted a similar study on Phase F High School students. In the context of learning biology, Miharja et al. (2024) also examined self-efficacy and learning motivation, but linked them to learning outcomes in endocrine system materials. The findings suggest a link between self-efficacy and learning motivation. However, research that specifically addresses the relationship of these two variables in the context of learning biology in general is still limited because previous research tends to focus on certain materials or involve learning outcomes.

In addition, previous studies have tended to highlight the relationship between variables quantitatively without directly linking them to real conditions in the classroom, such as students' hesitancy to answer questions, uneven participation, and reluctance on the part of students to complete tasks. Therefore, this study examines the relationship between self-efficacy and learning motivation through measurement using questionnaires, as well as using observation and interview data as supporting data to provide an overview of the condition of students in the process of learning biology.

Based on these gaps, the novelty of this study in the form of analysis of the relationship of self-efficacy and motivation to learn specifically on learning biology class XI students, including mapping aspects of self-efficacy and student motivation picture. This study also linked quantitative findings with facts in the field obtained through questionnaires, observations, and interviews. Thus, this study does not state that the relationship between self-efficacy and learning motivation is something that has never been studied, but rather provides additional empirical evidence of the relationship between the two in high school biology learning.

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Metode

This study applies the correlational method to analyze the relationship between variable X, namely self-efficacy, with variable Y, namely the motivation of students of Class XI SMA Negeri 2 Siak Hulu. The study population includes all students of Class XI totaling 202 people. The determination of the sample was carried out by saturated sampling technique, that is, all members of the population were used as research samples. This technique was chosen because the number of population allows all members of the population to be involved as a source of data, so that the data obtained can provide an overview of the condition of the population as a whole.

The instrument used in this study is a questionnaire of self-efficacy and motivation to learn. The self-efficacy questionnaire consisted of 35 statements covering three aspects: level, strength, and generality. Meanwhile, the study motivation questionnaire consists of 32 statements covering six indicators, namely the desire and desire to succeed, encouragement and needs in learning, expectations and future goals, appreciation in learning, interesting activities in learning, and a conducive learning environment. Both instruments use a Likert scale with five levels of answer choices. Instrument self-efficacy and learning motivation adapted from instruments developed and used by Yolandita & Fauziah (2021), then adapted to the characteristics and context of research on students of Class XI SMA Negeri 2 Siak Hulu.

Before being used in the study, the two instruments first through the validation of the contents by the lecturer as a validator to assess the feasibility of the instrument. The validation results showed that the self-efficacy questionnaire obtained a score of 28, while the learning motivation questionnaire obtained a score of 26. Based on the assessment criteria, the score range of 22-28 is included in the category of feasible to use with slight improvements. The instrument was then improved according to the validator's input and tested empirically using data from 202 respondents.

Validity test is done by comparing the value of R count each item of the statement with r table at the significance level of 5%. With the number of respondents as many as 202 people, obtained R value of 0.138 table. The test results showed that 35 items of self-efficacy questionnaire has a calculated r value between 0.278–0.619, while 32 items of study motivation questionnaire has a calculated r value between 0.370-0.676. All calculated r values are greater than table r, so all items in both instruments are valid. Furthermore, the reliability test using Cronbach's Alpha resulted in a value of 0.884 on self-efficacy instruments and 0.875 on learning motivation instruments. The results show that both instruments have sufficient internal consistency and are declared reliable for use in research.

In this study the research data obtained through observation, questionnaires, interviews, and documentation. Observations were made to obtain an initial picture of the condition of the learning process and the characteristics of students relevant to the research variables. Questionnaire was used as the main instrument to collect data self efficacy and motivation to learn from 202 respondents. Meanwhile, interviews were conducted to obtain supporting information related to learning conditions, while documentation was used as a complement to research data. The entire process of data collection is carried out after the instrument is declared fit for use and improved based on the results of validation. The collected data were analyzed using two approaches, namely descriptive and inferential statistical analyses. Descriptive statistical analysis was employed to summarize and present the characteristics of the data. According to (Siregar, 2021), descriptive statistical analysis is a statistical method used to systematically process, present, and describe numerical data, thereby providing a clear overview of the phenomenon under study and facilitating data interpretation.

$$P = \frac{F}{N}\ x\ 100\%$$

Description :
P = percentage sought
F = frequency of response
N = number of samples

1) Lowest score, when the whole item obtains 1 = 1 x 35 = 35 score
2) Highest score, when the whole item obtains 5 = 5 x 35 = 175 score
3) The lowest score in percentage terms is = $\frac{35}{100} x 100\% = 33\%$
4) Range = 100% – 33% = 67%
5) Interval length = $\frac{Range}{Category} = \frac{67\%}{3} = 22{,}32 = 22\%$

Research questionnaire scoring criteria can be seen in the table

Table 1 Questionnaire scoring criteria

Interval Percentage	Category
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Good Enough
20% - 40%	Bad

Pearson Product-Moment correlation analysis was used to determine the direction and strength of the relationship between self-efficacy and learning motivation. Before correlation analysis is performed, the data needs to meet the assumptions underlying the use of Pearson's correlation, namely that the data is normally distributed and the relationship between the two variables is linear. The correlation coefficient obtained is then interpreted based on the correlation coefficient interval to determine the degree of strength of the relationship between the two variables. Through the value of this correlation coefficient, it can also be estimated the amount of influence of one variable on other variables, expressed in percentage terms (Nuh, 2023). The product-moment correlation formula is as follows:

$$rxy = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Description :
rxy: correlation coefficient
∑Xi: total score of items
∑Yi: total score (all items)
n: number of respondents

The correlation coefficient obtained is then interpreted based on the correlation value interval to determine the level of strength of the relationship between the variables studied. Correlation values obtained are then categorized based on the interval coefficient and relationship levels as follows :

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Table 2 Correlation assessment measure

Big Product Moment "R"	Interpretasi
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Hypothesis testing was conducted to determine whether the relationship between self-efficacy and learning motivation is statistically significant. The research hypothesis was formulated as follows:

H_0 : p = 0, there is no significant relationship between self-efficacy and learning motivation of Class XI students.

H_a : p ≠ 0, there is a significant relationship between self-efficacy and learning motivation of Class XI students.

Calculating the value of T in PPM correlation using the formula according to Ridwan (2016) as follows:

$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$

Description:

T_{count}: The value of t

r: Correlation coefficient value

n: number of samples

The coefficient of determination is used to determine the proportion of variation in learning motivation that is statistically related to the variation in self-efficacy. the coefficient of determination is calculated using the formula:

KP = r2 x 100%

Description:

KP: Determination value

r: Correlation coefficient value

Source: (Sugiyono, 2016)

Results

Results Of Self-efficacy Questionnaire Analysis

The results of the self-efficacy questionnaire analysis among 202 Grade XI students, based on 35 questionnaire items, are presented in Table 1:

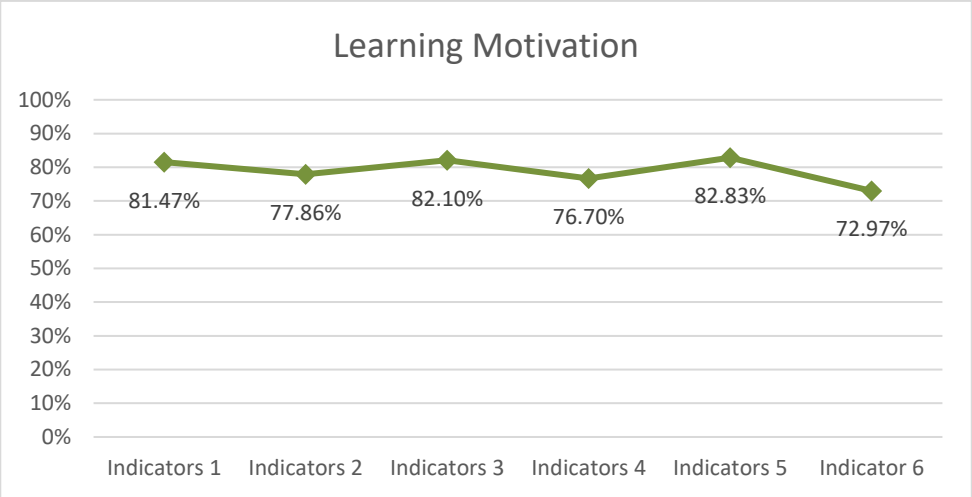
Table 3. Percentage of all aspects of self-efficacy

Self-efficacy Aspect	Percentage (%)	Category
Level	79,94	Good
Generality	78,23	Good

Strength	78,40	Good
Total	78,85	Good

Table 1 shows the percentages obtained for the three self-efficacy aspects. The Level aspect obtained the highest percentage (79.94%), followed by Strength (78.40%) and Generality (78.23%). Based on the scoring criteria, the Level aspect was categorized as Very Good, while the Strength and Generality aspects were categorized as Good

Results Of Study Motivation Questionnaire Analysis



Gambar 1. Learning Motivation

The results of the learning motivation questionnaire analysis among 202 Grade XI students are presented in Figure 1. The analysis showed that the overall percentage of learning motivation was 79%. This percentage was categorized as excellent.

Discussion

Relationship of Self-efficacy to learning motivation

The relationship between self-efficacy and learning motivation of Class XI students of SMA Negeri 2 Siak Hulu is known through correlation analysis. The researcher used the product moment correlation formula and obtained the result that the correlation coefficient (r_{count}) of 0.620 with a significant level of 5% (p = 0.000). The results showed a positive and strong relationship between self-efficacy and learning motivation..

Hypothesis testing in this study obtained t_{count} (11,18) > t_{table} (1,972). This means that H_0 is rejected and Ha is accepted, ie "there is a significant relationship between self-efficacy and learning motivation for the academic year 2025/2026". Then from the results of the determination of the correlation analysis of R2 value of 38.4% shows that the variation of self-efficacy is related to 38.4% variation of student learning motivation, while the remaining 61.6% is related to other factors that are not analyzed in this study.

Level

The Level aspect obtained the highest percentage of self-efficacy, at 79.94%, and was categorized as excellent. This finding indicates that students demonstrated relatively strong confidence in dealing with tasks of varying difficulty. This finding is further supported by

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interview data, which indicated that students actively sought to complete challenging biology tasks by referring to their own understanding and engaging in group discussions.

This finding is consistent with Permana et al. (2016), who explained that students with strong self-efficacy in this dimension are more likely to engage directly in challenging tasks rather than avoid them. This tendency may be influenced by the characteristics of the tasks and students' perceptions of their abilities, which are shaped by previous successful experiences (Salim et al., 2020).

Strength

The Strength aspect obtained a percentage of 78.40%, placing it in the Good category. However, interview and observation data revealed that some students still tended to hesitate, feel embarrassed, and fear giving incorrect answers during classroom interactions. This finding is consistent with Saraswati et al. (2021), who stated that individuals with strong beliefs in their abilities tend to be more optimistic when facing problems, make decisions with greater composure, and demonstrate confidence when dealing with pressure and challenges. These findings indicate that, despite the Good categorization of the Strength aspect, some students continued to experience uncertainty in specific classroom situations.

Generality

The Generality aspect recorded the lowest percentage among the three self-efficacy aspects, at 78.23%, although it remained within the Good category. Nevertheless, students' confidence appeared to vary across different classroom situations, particularly when they were faced with spontaneous questions from teachers. This finding was supported by interview and observation data from Grade XI students at SMA Negeri 2 Siak Hulu, which showed that only a small number of students were willing to respond to unexpected questions. This condition is consistent with Wahdania et al. (2017), who explained that self-efficacy reflects an individual's belief in their ability to perform specific actions and achieve expected outcomes. Such beliefs can influence individuals' willingness to take initiative when facing different demands and situations. Therefore, the lower percentage in the Generality aspect may indicate that some students' confidence was not yet consistently applied across varying classroom situations.

The findings of this study are in line with the framework of Social Cognitive Theory re-proposed by (Schunk & DiBenedetto, 2021), which explains that self-efficacy acts as the main cognitive mechanism in regulating individual motivation and behavior. Students who have high confidence in their abilities tend to set more challenging learning goals and have stronger perseverance in the face of various academic obstacles and difficulties. Conversely, students with low self-efficacy may raise doubts about self-ability and a tendency to reduce effort when faced with obstacles.

The positive relationship between self-efficacy and learning motivation in this study can be explained through the process of establishing and strengthening self-efficacy. Self-efficacy develops through four main sources, namely the experience of success, vicarious experience through observation of the success of others, verbal persuasion or social support, as well as physiological and emotional conditions. The experience of success is an important resource in building students' confidence in their ability to complete tasks, while repeated failures can weaken that confidence. In addition, peer success, teacher support, and positive emotional states can reinforce student self-efficacy. Thus, learning experiences that provide opportunities for success, social support, and a conducive learning environment can be important aspects in building student self-efficacy (Tarmizi & Damayanti, 2025).

Self-efficacy that develops through various experiences then has a relationship with student learning motivation. Confidence in self-efficacy is associated with effort, goal setting, and perseverance of students in facing academic demands. Students who have high self-efficacy

tend to be more confident in completing tasks and able to maintain their efforts when faced with difficulties. Conversely, self doubt can reduce students' motivation to actively engage in academic activities. These conditions indicate that self-efficacy can act as a cognitive mechanism that connects students perceptions of their abilities with the urge to learn (Rossi et al., 2020). These findings are in line with the results of studies that show a positive and strong relationship between self-efficacy and student learning motivation..

The relationship can also be understood through the academic experience experienced by students. Success in completing tasks and facing the demands of learning can strengthen students' confidence in their abilities, while repeated difficulties in understanding material or completing tasks can be related to low self-efficacy. Confidence in self-ability is then related to the readiness of students to face the task, achieve learning goals, and maintain involvement in the learning process. Therefore, a positive academic experience can support the formation of self-efficacy which ultimately has to do with student engagement and motivation to learn (Sahin et al., 2024).

The results of this study are in line with the findings of Illahi et al. (2024) which showed a relationship between self-efficacy and learning motivation in high school students. The findings support the results of this study that students' confidence in their ability has a relationship with motivation in following the learning process. In the context of Science Learning, (Jayanti & Wulandari, 2024) also showed that self-efficacy and learning motivation have relevance in supporting students' cognitive learning outcomes. In addition, Miharja et al. (2024) examined the relationship of self-efficacy and learning motivation with student learning outcomes on endocrine system materials. This study reinforces and extends the previous findings by showing a relationship between self-efficacy and motivation to learn directly in the context of learning biology in Class XI students of SMA Negeri 2 Siak Hulu.

Although self-efficacy showed a strong relationship with learning motivation, the results of this study also showed that self-efficacy is not the only aspect related to student learning motivation. The value of the coefficient of determination of 38.4% indicates that there is still 61.6% variation in learning motivation related to other factors that are not analyzed in this study. One of the relevant external factors is family support. Family attention, encouragement, and assistance in dealing with academic demands is associated with students' enthusiasm and involvement. Thus, learning motivation needs to be understood as a construct that is influenced by various factors, both from within the student and from his social environment, including family support (Arimawan et al., 2024)

The results of this study have practical implications for the implementation of biology learning at the high school level. The existence of a positive and strong relationship between self-efficacy and learning motivation shows the importance of learning strategies that can increase students' confidence in their abilities. Teachers can provide learning experiences that allow students to gain success gradually, provide constructive feedback, and provide opportunities for students to learn through observation of peer success. In addition, the creation of a supportive, non-judgmental learning environment can help students deal with academic demands with more confidence. Theoretically, the findings of this study reinforce the view that self-efficacy is one of the psychological aspects related to the motivation and involvement of students in the learning process.

This study has some limitations that need to be considered in interpreting the results of the study. First, the correlational design used does not allow the relationship between self-efficacy and learning motivation to be interpreted as a cause and effect relationship. Second, data collection through questionnaires that rely on students' subjective responses allows for perceptual bias or the tendency of respondents to provide certain answers. Third, this study is

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limited to students in Grade XI of SMA Negeri 2 Siak Hulu in the context of learning biology, so that the generalization of results at the level, school, and other learning contexts need to consider different characteristics. In addition, the study only focused on self-efficacy as a variable related to learning motivation, while 61.6% of the variation in learning motivation was influenced by other factors that have not been studied in this study.

Based on these limitations, further research is recommended to examine other factors that have the potential to affect learning motivation, such as family support, learning environment, self-regulation, and social emotional conditions of students. Future research may also apply longitudinal or experimental designs to gain a deeper understanding of the development of self-efficacy and learning motivation and identify possible causal relationships between them. In addition, the expansion of sample coverage in various schools and student characteristics can be done to test the consistency of research results in different learning contexts. A mixed or qualitative approach may also be considered to explore students' experiences in building self-efficacy and maintaining learning motivation during the biology learning process.

Conclusion

Based on the results of the study, the self-efficacy of Class XI students of SMA Negeri 2 Siak Hulu showed a good level of achievement, with level aspect as the highest aspect of 79.94%, followed by strength of 78.40% and generality of 78.23%. The motivation of students in learning biology is in the category of very good with an average percentage of 79%. Correlation analysis showed a positive, significant, and strong relationship between self-efficacy and student learning motivation, indicated by the correlation coefficient value of 0.620 with significance of 0.000 < 0.05. Furthermore, the value of the coefficient of determination of 38.4% indicates that self-efficacy is related to 38.4% variation in learning motivation, while the other 61.6% is related to other factors not analyzed in this study. The findings reinforce the empirical understanding that students ' confidence in their abilities is related to motivation in the learning process, especially in biology learning at the high school level. However, the results of this study need to be interpreted proportionally because the correlational design cannot be used to determine cause-and-effect relationships. In addition, the study was conducted on students of Grade XI SMA Negeri 2 Siak Hulu so that the application of the results in educational contexts or characteristics of different students needs to be done carefully. Although the research data is supported by interviews with teachers and students, this study focuses on the relationship of self-efficacy with learning motivation, so other factors that may be related to learning motivation still need to be investigated further. Overall, this study contributes to strengthen the study of the relationship of psychological factors with learning motivation by showing that self-efficacy is one aspect related to student motivation in learning biology, while affirming the need to consider various other factors to obtain a more thorough understanding of student learning motivation.

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