

The Effect of Learning Motivation and Self-Efficacy on the Learning Engagement of Upper-grade Elementary School Students

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Abstract

This study aims to determine the influence of self-efficacy and learning motivation on the learning engagement of upper-grade elementary school students. This study employs a quantitative approach using a survey method. The sample consisted of 50 students selected using a saturation sampling technique. The research instruments included questionnaires on self-efficacy, learning motivation, and learning engagement, all of which had been tested for validity and reliability. Data analysis was conducted using multiple linear regression. The results indicate

that self-efficacy has a positive and significant effect on learning engagement, with a p-value of 0.001 (<0.05). Learning motivation also has a positive and significant effect on learning engagement, with a p-value of 0.003 (<0.05). Furthermore, self-efficacy and learning motivation simultaneously had a significant effect on learning engagement with a significance value of <0.001 . The coefficient of determination (R^2) of 0.531 indicates that self-efficacy and learning motivation account for 53.1% of the variation in students' learning engagement. The implications of this study suggest that teachers need to develop learning strategies capable of enhancing students' self-efficacy and learning motivation to encourage their active engagement in the learning process. Thus, improving self-efficacy and learning motivation can serve as a means to enhance students' learning engagement in the learning process.

Keywords

Learning Engagement; Learning Motivation; Self-Efficacy; Elementary education

I. Introduction

1.1 Introduce the Problem

Elementary school education emphasizes not only learning outcomes but also students' active engagement in the learning process. Active learning is a key factor in supporting the achievement of learning objectives, as it allows students to directly participate in asking questions, engaging in discussions, expressing their opinions, and completing assignments given by teachers (Fuadah et al., 2025). According to Nana Sudjana, active learning refers to students' intellectual, emotional, and physical engagement in the learning process (Sudjana, 2020). However, in reality, many elementary school students still tend to be passive during learning activities. This occurs in nearly all grade levels in

elementary school. Many factors influence student engagement in the classroom.

Low student learning engagement can be influenced by various factors, one of which is self-efficacy. Self-efficacy is an individual's belief in their ability to complete tasks and handle specific situations (Bandura, 1977). According to Albert Bandura, students with high self-efficacy tend to be more confident, less likely to give up, and more active in their learning (Bandura, 2006). Within a single classroom, students' levels of self-efficacy are not always uniform or equal. It is these differences that sometimes result in an unbalanced learning environment.

This study is based on Social Cognitive Theory as proposed by Bandura. This theory explains that individual behavior is the result of a reciprocal interaction between personal factors, environmental factors, and the behavior itself (Bandura, 1977). In the context of learning, personal factors such as self-efficacy and learning motivation play a role in determining how students respond to the learning situations they face. Students who have confidence in their abilities and high learning motivation tend to demonstrate more active engagement in the learning process. Therefore, Social Cognitive Theory serves as a relevant theoretical foundation for explaining the relationship between self-efficacy, learning motivation, and learning engagement among elementary school students.

Research shows that self-efficacy has a positive relationship with student engagement in learning, whereby students with high levels of self-efficacy are more active in asking questions, answering questions, and participating in learning discussions (Ridwan et al., 2019). Students who feel less capable tend to lack confidence, fear making mistakes, and consequently choose to remain silent or passive within the group. Conversely, students with high self-confidence typically take over all the tasks assigned by the teacher, resulting in an unbalanced group discussion. Given this imbalance, student engagement in the classroom is not solely

determined by self-confidence but is closely linked to other psychological factors, such as students' learning motivation during the learning process.

In addition to self-efficacy, learning motivation is also a key factor influencing student engagement (Masnadi et al., 2024). Learning motivation is the driving force that inspires students to have the enthusiasm and desire to learn (Yeni et al., 2022). According to Uno (2016), learning motivation can be observed through a desire to succeed, the drive to learn, hopes for the future, a sense of achievement in learning, engaging learning activities, and a conducive learning environment. All of these elements are interconnected within the teaching and learning process.

When teachers are able to make learning activities engaging and supported by a conducive classroom atmosphere, students' enthusiasm is also effectively stimulated. This is evident in the fact that students with high motivation to learn tend to be more enthusiastic about participating in lessons and more active in classroom activities. If the class is not well-motivated, the teaching and learning process will feel dull and lackluster; therefore, it is important for educators to focus not only on delivering content but also on managing the psychological aspects that can ignite the drive to learn within each student (Tukan et al., 2025). Previous research has shown that learning motivation has a positive relationship with the learning engagement of elementary school students (Tegeh et al., 2019).

Research conducted by Putri & Suriani (2024) indicates that the phenomenon of low self-efficacy and low engagement in learning is not limited to the university or higher education level but is also found among elementary school students. The fear of negative judgment from peers ultimately has a detrimental effect on their participation in class. Instead of having the courage to ask questions when confused, some students admit they prefer to play it safe by staying silent and hiding their lack of understanding of the subject matter. This situation indicates that students have

doubts about their own abilities, which leads to them being less active in the learning process. When students are unsure that they can complete a task or answer a question correctly, they tend to build a defensive barrier by withdrawing from the dynamics of the learning process. Fear of failure and negative judgment from peers leads them to prefer being passive “spectators” rather than taking the risk of active participation, even though they actually have the potential to do so.

This issue aligns with research findings indicating that low self-efficacy causes students to tend to be passive and lack confidence in participating in classroom learning (Azhari & Wibowo, 2025). They are reluctant to simply ask questions, answer, or share ideas during group discussions. Consequently, without teacher intervention to restore their self-confidence, this decline in self-efficacy will continue in an endless cycle, ultimately stifling student engagement.

Based on preliminary research conducted through observations and interviews with teachers and upper-grade students, it was found that student engagement in learning remains suboptimal. Of the 10 students interviewed, 7 reported feeling afraid to answer the teacher’s questions out of fear of giving the wrong answer. Classroom teachers also noted that only a few students consistently participate actively in question-and-answer sessions and class discussions, while the majority of students tend to be passive. These findings indicate the presence of issues related to students’ self-confidence and motivation to learn, which are suspected to influence their level of engagement in learning.

Furthermore, based on initial observations during the learning process, there are still students who lack enthusiasm for learning, are not very active during group discussions, and only study when there are assignments or tests. These conditions indicate that students’ motivation to learn still needs to be improved so that they can be more active in the learning process. Previous research indicates that students with high learning

motivation demonstrate greater engagement in learning compared to those with low motivation (Zamsir et al., 2021).

This issue becomes increasingly complex for upper-grade students who are approaching adolescence, as they are in a crucial developmental transition phase marked by shifts in motivation due to hormonal and social changes, as well as the search for self-identity. During this transitional period, they tend to seek validation from peers, self-affirmation, and clarity regarding the relevance of course material to their real lives. When these psychological needs are not met during the learning process, passive attitudes and transactional learning patterns emerge—one that is solely focused on grades (Ulfah, 2023).

Based on the above discussion, it can be concluded that self-efficacy and learning motivation are believed to influence student engagement in learning. Various previous studies have examined the relationship between self-efficacy and student engagement in learning, as well as between learning motivation and student engagement in learning. Previous research indicates that self-efficacy has a positive effect on student engagement in learning, while learning motivation encourages students to be more active during the learning process. However, most of these studies were conducted separately, and there are still few studies at the elementary school level that examine the simultaneous effects of self-efficacy and learning motivation on student learning engagement. The novelty of this study lies in its examination of the combined effects of learning motivation and self-efficacy on student learning engagement at the elementary school level. The objective of this study is to analyze the influence of these two variables on learning engagement. The findings are expected to serve as a reference for educators in developing more interactive learning strategies, thereby enhancing student engagement and achieving a more optimal learning process.

II. Method

This study employs a quantitative approach because the data collected are numerical and can be measured objectively. Data were collected by distributing questionnaires to respondents and then analyzed using statistical methods to test the relationships among the study variables. In this study, learning motivation (X_1) and self-efficacy (X_2) served as independent variables, while learning engagement (Y) was the dependent variable that was the focus of the measurement.

The participants in this study were upper-grade students at Kanigoro Public Elementary School 02. The study population consisted of 90 students. The sampling technique used was simple random sampling, in which samples were selected at random so that every member of the population had an equal chance of being included in the study sample. Before the study was conducted, 30 students were used to pilot-test the research instruments, while the other 50 students served as the main research sample. The selection of upper-grade students was based on the consideration that upper-grade elementary school students are capable of fully understanding the statements in the research questionnaire.

The instrument used in this study was a questionnaire with a four-point Likert scale consisting of the following response options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The learning motivation instrument was developed based on Uno's indicators of learning motivation. The self-efficacy instrument was developed based on Albert Bandura's theory, while the learning activity instrument was developed based on the indicators of learning activity according to Nana Sudjana. Before being used in the study, the instruments were first tested for validity and reliability. Based on the results of the validity test, valid items were used as research instruments, while invalid items were discarded.

Data analysis in this study was conducted using the JASP statistical software, version 0.19.1.0. Data processing began with testing the prerequisites for analysis, including tests for normality, multicollinearity, and heteroscedasticity. After the data were determined to meet the established criteria, multiple linear regression analysis was performed to identify the effects of learning motivation and self-efficacy on learning engagement. The effect of each independent variable was analyzed using a partial test, while the combined effect of both independent variables was tested using a simultaneous test. Furthermore, the coefficient of determination (R^2) was used to determine the extent to which the independent variables contributed to explaining the variation in the dependent variable.

III. Result and Discussion

Research

Table 1. Normality Test

Descriptive Statistics			
	Keaktifan Belajar	Self-Efficacy	Motivasi Belajar
Valid	50	50	50
Missing	0	0	0
Mean	31.860	37.400	35.520
Std. Deviation	4.175	5.962	4.142
Shapiro-Wilk	0.956	0.957	0.969
P-value of Shapiro-Wilk	0.061	0.066	0.206
Minimum	21.000	18.000	25.000
Maximum	40.000	48.000	43.000

Based on the table above, the data are normally distributed with a P-value > 0.05.

Table 2. Multicollinearity Test

Coefficients						Collinearity Statistics		
Model		Unstandardized	Standard Error	Standardized	t	p	Tolerance	VIF
M ₀	(Intercept)	31.860	0.590		53.963	<.001		
M ₁	(Intercept)	6.678	3.658		1.826	0.074		
	Motivasi Belajar	0.393	0.124	0.390	3.166	0.003	0.658	1.520
	Self-Efficacy	0.300	0.086	0.429	3.480	0.001	0.658	1.520

Based on the previous table, the VIF values for the learning motivation and self-efficacy variables were 1.520. If the VIF value is < 10, it can be concluded that the data in this study do not exhibit multicollinearity. The test aims to ensure that there is no strong relationship between the independent variables.

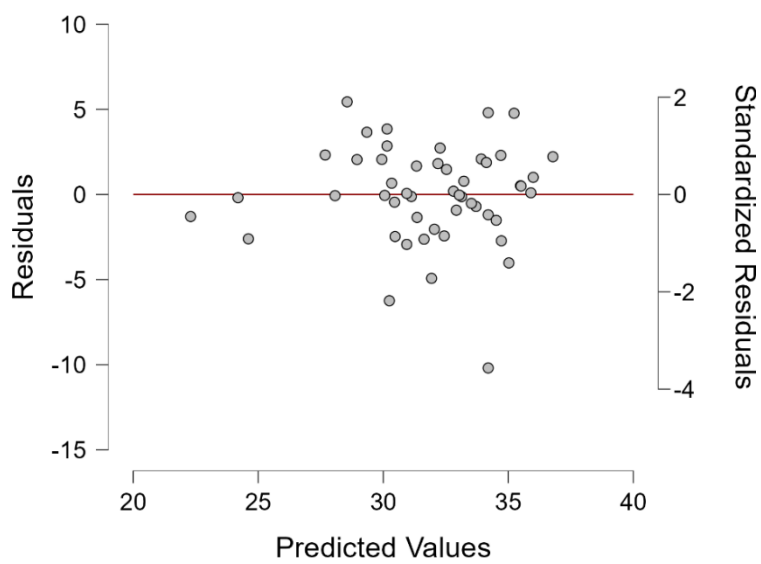


Figure 1. Heteroscedastisity Test

Based on the figure above, the data distribution does not approximate or form a specific model and tends to be scattered. This test is used to determine whether there is heteroscedasticity in the residuals across different levels of the predictor.

Table 3. Partial Regression Test

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
M ₀	(Intercept)	31.860	0.590		53.963	< .001		
M ₁	(Intercept)	6.678	3.658		1.826	0.074		
	Motivasi Belajar	0.393	0.124	0.390	3.166	0.003	0.658	1.520
	Self-Efficacy	0.300	0.086	0.429	3.480	0.001	0.658	1.520

From the table above, the P-value for the learning motivation variable is 0.003, which means that the learning motivation variable has a partial effect on learning engagement. Meanwhile, the P-value for the self-efficacy variable is 0.001, which means that it has a partial effect on learning engagement.

Table 4. Simultaneous Regression Test

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	453.552	2	226.776	26.615	< .001
	Residual	400.468	47	8.521		
	Total	854.020	49			

Note. M₁ includes Motivasi Belajar, *Self-Efficacy*

Note. The intercept model is omitted, as no meaningful information can be shown.

After conducting a simultaneous regression test, a P-value of < 0.001 was obtained, indicating that the variables of learning motivation and self-efficacy have a simultaneous or combined effect on learning engagement.

Table 5. Coefficient Determination Test

Model Summary - Keaktifan Belajar

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.175
M ₁	0.729	0.531	0.511	2.919

Note. M₁ includes Motivasi Belajar, *Self-Efficacy*

The coefficient of determination (R^2) from the test results above is 0.531, indicating that the independent variables learning motivation and self-efficacy explain 53% of the variation in the dependent variable, learning engagement, when considered simultaneously.

Discussion

The study found that learning motivation and self-efficacy influence student engagement in the learning process. These findings indicate that the level of student engagement is influenced not only by external factors, such as teaching methods or the classroom environment, but also by internal factors originating from within the students themselves. Learning motivation serves as a driving force that encourages students to participate in lessons, engage in discussions, complete assignments, and strive to understand the material being studied (Utami et al., 2024). Meanwhile, self-efficacy gives students the confidence that they are capable of completing tasks and facing the academic challenges presented to them (Rachmawati & Nurlaili, 2024). When students possess both of these aspects at a high level, they tend to be more active and engaged in various learning activities.

In line with research conducted by Gunawan (2018), it is stated that learning motivation influences learning engagement.

Students with high learning motivation typically show greater enthusiasm in participating in the learning process compared to students with low motivation (Murniati & Aliyyah, 2026). They are more inclined to ask questions, express their opinions, seek additional information, and participate in various learning activities. Thus, increasing learning motivation can be an effective strategy for enhancing student engagement in the classroom.

Other research findings indicate that learning motivation has a significant effect on learning engagement (Jusmawati et al., 2018). Learning motivation can be observed through a desire to succeed, a drive to learn, a sense of achievement in learning, and a conducive learning environment. Students with high learning motivation tend to be more enthusiastic when the teacher is teaching in class and always pay attention. Motivation can serve as a catalyst for students to be active in the teaching-learning process, and active participation in the learning process is also a factor that influences learning outcomes (Fauziah et al., 2026). Students are considered active when they are continuously engaged physically, psychologically, intellectually, and emotionally in the classroom.

Students with high learning motivation tend to be more active in asking questions, answering questions, and participating in classroom discussions (Wulandari & Nuraini, 2026). This finding supports Gunawan, (2018) research, which states that learning motivation is an internal factor that contributes to increased student engagement in the learning process. Motivated students are usually more enthusiastic about paying attention to the teacher's explanations, actively ask questions, and strive to complete assignments well. Conversely, students with low learning motivation tend to be less enthusiastic about participating in learning and are more likely to get bored in class (Septiani et al., 2025)

A lack of learning motivation can cause students to become less engaged in the learning process. Motivation and active participation in the learning process are closely intertwined and

essential for creating a conducive and creative classroom environment. The current curriculum requires students to be more active in the learning process, while teachers serve only as facilitators, guiding students step by step through challenging learning processes (Amalia et al., 2024). However, the reality in the classroom is different: many students are not very active or motivated during classroom instruction.

Students with higher levels of motivation to learn are more effective participants in the classroom learning process because they are curious and enjoy actively engaging in learning. When this motivation is fostered, students are no longer merely passive listeners but become key participants in the classroom learning process. Conversely, low learning motivation can cause students to lose focus during class, and some may even lack enthusiasm for learning (Masyunita, 2025). This situation will inevitably affect their academic performance. If left unaddressed, these negative emotional and psychological states will undoubtedly have a detrimental effect on their overall academic performance (Ulfah, 2023).

Teachers and parents play a very important role in supporting students' learning development so that they remain highly motivated and are able to actively participate in the learning process (Wardani et al., 2025). Teachers act as facilitators who create an engaging learning environment, provide guidance, and foster students' self-confidence in participating in learning activities. On the other hand, parents play a role in providing support, attention, and supervision of their children's learning activities at home. Synergy between teachers and parents can help create an atmosphere conducive to the development of students' motivation to learn (Nurjanah et al., 2023). When students receive consistent support from both the school and family environments, they are more motivated to learn, strive for better achievements, and actively participate in various learning activities (Widiyaningsih & Narimo, 2023).

Preliminary observations indicate that not all students demonstrate the same level of enthusiasm during lessons. The classroom teacher noted that some students are active only when lessons incorporate engaging media or activities, whereas during conventional lessons, most students tend to be passive. Additionally, there are students who show dedication to learning only when faced with specific assignments or assessments. These conditions indicate that learning motivation is one of the factors influencing students' level of engagement in the learning process.

Learning motivation is a key factor determining the success of the educational process (Sunarti Rahman, 2021). A child who does not demonstrate positive change after participating in learning can be said to have not yet achieved an optimal learning experience. This situation demonstrates that the learning process should not only focus on the delivery of content but also on how instruction can bring about changes in students' knowledge, attitudes, and skills (Handayani et al., 2025). Therefore, learning motivation must be continuously enhanced through various strategies that involve the collaborative efforts of both teachers and parents. Consequently, learning motivation must be continuously enhanced so that the learning process can proceed efficiently and yield meaningful results for students (Matondang & Sinambela, 2026).

In addition to learning motivation, self-efficacy is also a factor that influences students' engagement in learning. According to the theory Schunk & Pajares, (2009) self-efficacy influences an individual's choice of activities, effort, perseverance, and resilience in the face of difficulties. In the context of learning, students with high self-efficacy are more capable of managing, organizing, and reflecting on the learning process, so they do not rely entirely on the help of others (Latifah & Puspasari, 2025). This refers to the students' confidence and belief in their ability to manage all actions necessary to achieve a learning objective. Ultimately, every

student is able to overcome all obstacles and exert the necessary effort to achieve learning objectives.

These findings align with the conditions observed during the pre-research phase. Based on interviews with upper-grade students, some students admitted to feeling afraid to answer the teacher's questions or come to the front of the class because they were worried about giving the wrong answer. Students also stated that they preferred to remain silent when they did not understand the learning material rather than ask the teacher a question. This situation indicates that students have doubts about their own abilities. Such doubts have the potential to hinder student engagement in the learning process, causing them to tend to be passive during learning activities.

Students with high self-efficacy tend to have high self-confidence when facing academic challenges, are persistent in completing assignments given by teachers, and are more motivated to achieve academic success (Safitri et al., 2025). Students with high self-efficacy typically exhibit an attitude of independence. Independent learning is a crucial aspect of the learning process that significantly influences students' academic success. The more independent students are, the better they can manage and evaluate their own learning after the instructional process, without relying entirely on guidance from others.

Conversely, according to Endika et al., (2025), students with low self-efficacy often feel inadequate, frequently avoid difficult problems, and are more likely to give up when faced with obstacles. This is typically characterized by students' tendency to avoid many tasks, resulting in failure in every classroom activity they undertake. Students with low self-efficacy tend to rely more on others when learning. They are unable to manage their own learning independently and are unwilling to put in extra effort to achieve success. Research conducted by Mukaromah et al., (2018) found that student engagement is influenced by self-efficacy, meaning that self-efficacy can be used to predict student

engagement in the learning process. The higher a student's self-efficacy, the greater their engagement during classroom instruction. When students are confused, they will feel confident enough to ask questions rather than remain silent.

This low self-confidence can cause students to be less active in their learning. Recent research also indicates that low self-efficacy can hinder student engagement in classroom learning activities (Kopperud et al., 2020). The impact of this lack of engagement extends beyond a passive attitude; it can also lead to lower final grades and reduced long-term motivation to learn. Students with low self-confidence tend to give up quickly when faced with challenges or more difficult material, as they view failure as proof of their own incompetence. A student's self-efficacy can be identified by several characteristics, ranging from doubt in one's own abilities, a tendency to give up easily, to a decline in self-confidence when overcoming obstacles (Ferdiansyah et al., 2020). Self-efficacy is a crucial aspect of a student's identity; students must have confidence in their own capabilities when resolving problems they face or solving problems in their coursework (Intan & Yana, 2025).

These two variables demonstrate the importance of student engagement in the classroom learning process. According to Sudjana (2020), students who are active in class tend to understand the material more easily because they do not merely receive information passively but also participate directly in the process of discovering answers. Student engagement can help boost students' self-confidence and improve their social attitudes during the learning process. Students who are actively engaged in the learning process—such as by asking questions, discussing, expressing opinions, and collaborating—tend to have greater opportunities to recognize their own abilities. The experience of directly participating in the learning process can foster the belief that they are capable of understanding the material presented and completing assignments given by the teacher.

Students who have confidence in their own capabilities are more enthusiastic, persistent, and less likely to give up; this is reflected in their motivation to engage in the learning process. Students with higher levels of learning motivation tend to demonstrate more active involvement in classroom learning activities (Nurrindar & Wahjudi, 2021). This positive condition can increase their willingness to participate in the learning process. The higher a student's level of learning motivation, the greater their tendency to actively engage in various classroom learning activities.

Based on the previous discussion, it can be concluded that self-efficacy and learning motivation influence the level of learning engagement among elementary school students (Amir Pada et al., 2024). This belief in one's own abilities encourages students to be more daring in trying new things, not to be afraid of making mistakes, and to keep trying when faced with various challenges in their studies. Students with high self-awareness and strong learning motivation will play an active role in the learning process compared to students with low self-efficacy or low learning motivation. Therefore, teachers should create a classroom environment that supports the development of students' self-efficacy and learning motivation to foster increased learning engagement (Rosyidah et al., 2025).

In addition to self-efficacy, learning motivation is also a key factor influencing students' level of engagement. Learning motivation serves as a stimulus that directs and sustains a learning attitude, enabling students to remain actively engaged during instruction. With increased learning engagement, it is hoped that all students will actively participate in the learning process so that learning outcomes can be fully achieved (Sri et al., 2022).

Student engagement in the learning process must be examined from two perspectives: the physical and the psychological. Physical engagement is evident through students' participation in various learning activities, such as completing

assignments, conducting practical exercises, engaging in discussions, asking questions, and answering questions posed by the teacher. Meanwhile, psychological engagement relates to students' mental involvement in understanding, analyzing, and processing the information they receive during the learning process. These two aspects must be balanced because engagement that is merely physical in nature, without deep mental involvement, does not reflect the true success of the learning process; thus, the learning outcomes cannot be considered fully achieved (Payon et al., 2021). For students, being active during the learning process fosters significant engagement, enhances cognitive abilities, and develops critical thinking and collaboration.

Through such active participation, students' understanding of the subject matter can improve because they are encouraged to think, ask questions, and seek solutions to the problems they face. In addition, active participation in learning also plays a role in developing critical thinking skills, communication skills, and the ability to collaborate. Thus, the higher the students' level of active participation—both physically and psychologically—the greater the likelihood of achieving learning objectives effectively and comprehensively. Student engagement can boost self-confidence when providing answers. For future researchers, the results of this study can serve as a reference for further research on student engagement in the learning process of elementary school students (Salsabila et al., 2025). The mutually supportive relationship between these two variables makes self-efficacy and learning motivation crucial aspects that need to be developed to improve the quality of learning in elementary schools.

IV. Conclusion

Conclusion

Based on the research findings, it can be concluded that learning motivation and self-efficacy have a positive and significant effect on the learning engagement of upper-grade elementary school students. This was demonstrated through partial tests, which showed a significance value of 0.003 for learning motivation and 0.001 for self-efficacy. In addition, the results of the simultaneous test showed a significance value of <0.001 , meaning that learning motivation and self-efficacy together have a significant effect on learning engagement. The coefficient of determination showed an R^2 value of 0.531, indicating that 53% of learning engagement is influenced by learning motivation and self-efficacy.

Recommendations

This study contributes to research on elementary school education regarding the importance of learning motivation and self-efficacy in enhancing learning engagement. The results of this study can serve as a basis for teachers to create more interactive learning experiences that support students' self-confidence. The limitations of this study include a small sample size and the use of a questionnaire that relies on respondents' honesty. Therefore, future researchers are advised to expand the sample size, employ a more diverse range of research methods, and include additional variables that may influence elementary school students' learning engagement.

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