



Peer support and self-efficacy influence on independent study through learning motivation

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Article Info	Abstract
Keywords: Self efficacy, peer support, learning independence, learning motivation.	Independent study is a crucial aspect in learning process of students. However, the facts said that the difficulty in learning leads the the lost of the students' learning independence. This study strived for knowing the influence of self efficacy dan peer support on independent study through learning motivation either directly or indirectly. It used correlational data involving 322 students of SMP Negeri in Tulakan Pacitan. The data collection was conducted by using Self Efficacy Scale (GSE) scale, peer support scale, independent study scale, and learning motivation scale. The result of this study showed that learning motivation mediated the influence of self efficacy on independent study, as well as it mediated the influence of peer support on independent study. For future researchers, it is expected to develop this study by adding variable allegedly affecting independent study, such as the interaction between the teacher and school, teacher support, and academic resilience. It is also be conducted by implying research sampling coverage expansion, taking more respondent in the school, or conducting the research more in some school.
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Introduction

Independent study can be defined as the competence of students to manage themselves in their learning process covering the effort to analyze learning assignment, determining learning goals, strategizing to achieve the goals, and independent monitoring the process and result of implemented strategy. Independent study is influenced by some factors, such as motivation and self efficacy. Students' independence on study is necessary to build their responsibility in self-management and discipline, as well as to develop learning ability based on their intention. The students are categorized as competent in independent study if they are capable to do learning assignments without dependence on others. Basically, independence is a habit showing that the individual has initiative, ability to solve the problem, confidence, responsibility, and capability to do their own job without dependency (Mudjiman, 2007).

Wicaksono (2012) stated that the factors affecting independent study comes from internal and external factors. The internal factor involves psychic factor such as self-efficacy, achievement motivation, attitudes, interest, and learning habit. Independent study can be defined as the competence of students to manage themselves in their learning process covering the effort to analyze learning assignment, determining learning goals, strategizing to achieve the goals, and independent monitoring the process and result of implemented strategy. Steinberg (in Aprilia 2017) stated that autonomy is an ability in self-management. Independent individual as Steinberg claimed is an individual able to manage themselves. The proper independent study is consistent and enthusiastic trait to learn anywhere and anytime.

Learning motivation is one of the factors affecting the learning result. The higher individuals' motivation to study, the bigger effort to get the satisfied learning result. If individual put their efforts based on their own motivation, they will achieve the good achievement. The study conducted by Isnawati dan Samian (2015), revealed contribution learning motivation on independent study. Strong motivation to achieve the goal is necessary for intelligence building. Independence on students will be formed after the strong motivation is

arised. Aligned with research conducted by (Sari, et al 2017, Darmuki, et al, 2021. Hasanah, et al 2021) explained that motivation has significant and positive influence on independent study. This study is in line with Isnawati & Samian (2015) discovering that motivation has significant and positive influence on independent study.

In addition, Santoso (2021) proved in his study that motivation effectively affects the formation of independence in study. It is strengthened by research done by Sudarwo et al. (2018) stating that independent study is affected by learning motivation. It can be inferred that strong learning motivation is able to increase the independence in study. It is in accordance with the statement that learning motivation is internal and external motive of students to transform their habit, with some indicators and elements support in common (Hariyadi, 2019). Peer relation is proven to influence the students' daily habit. The students are easier influenced by people, especially their peers. Hence, it is crucial to connect with positive peers as it will give them peer support to boost their positivity to look themselves as well as adjust their habit with their peers (Stice & Whitenton, 2002).

Peer support means a lot for teenager life Desmita (2016). Khoirunnisa (2022) also stated that there is positive correlation amid peers and independent study. It is aligned with the research conducted by Saragih (2020) stating that independence in study is affected by peers. Therefore, good influence of peers can increase the independence in study. Peer support bring positive effect on independent study. Self efficacy brings big influence on human trait mechanism. The students will put their big effort to achieve their goals if they have strong belief. Instead, if they do not have it, they will not try to achieve. Self efficacy also influences how big effort and resilience of individual to face the problem. Self efficacy is associated with the confidence of individual to manage and do their task effectively (Ari, Sugiharto, and Awalya, 2019).

There are two more factors influencing learning achievement and independence besides self efficacy, external and internal factors. Internal factor is a factor coming out from individual, especially when students face the problem that can affect decision making, learning motivation, and other psychological factors. Stress factor is included in external motive affecting individual stress. Self efficacy is individual credit on ability deemed to have influence on the occasion that affects the students' life. Self efficacy belief determines the way the students think, motivate themselves and their habit. It is related with individual cognitive and motivation. Cognitive is relevant with the credit of the students to determine, plan, and do specific task (Gufron dan Risnawati, 2012). Meanwhile, motivation is close to how big the effort put the students, how long they survive in obstacle and failure (Duru & Balkis, 2014). The existence of interaction on environment, habit, and human (cognitive) will affect the students' self efficacy. There are four self efficacy sources according to Bandura and Adams, (1997): experience that had been passed, people's experience, verbal persuasion, sosiological and emotional states.

Self efficacy often relates to behavioral selection, motivation, and individuals' resilience when facing the problem. The way to differ the motivation difference with attainment involving self efficacy of individual can be seen from the individual credit to face the situation and bring good result. Self efficacy affects on assignment selection, effort on the chosen assignment, and the resilience to do it (wang et al, 2018). In accordance with the study conducted by Constantia (2019) self efficacy has significant positive influence on learning independence. The students believing on their ability to do their tasks will bring good influence on their independent learning. Instead, they will easily give up, put their less effort and independence if they do not believe in their own ability. It is supported with the research by Ranti (2017), explaining that there is positive and significant amid self efficacy and independence in students learning.

It can be implied that the inscrease of self efficacy affects on the effort to do the task and indirectly influences the students' independence in learning. In line with Estrada (2013) self-efficacy influences positively and significantly on the students' independent learning. Sunawan (2005) also stated that one of the factors affecting the independence in study is self efficacy. There are three aspects according to Baron (2017); the first is academic Self-efficacy relating to the students belief towards their ability to do the assignments, manage their own learning activities, and live on their own self and people academic expectation, the second is social Self-efficacy relating to their credit on their ability to form and sustain the relation, assertive, and do some activities in their leasure time, the third is Self-regulatory self-efficacy relating to their ability to reject peer pressure and prevent high risk activities. Based on the study conducted by Yusuf (2011) it is inferred that self efficacy ia one of the strongest factors in academic success.

Therefore, self afficacy can influence the learning independence of students. The students occur some changes and self problems when they are in their teenager era, such as the lack of their confidence towards their

ability to achieve the goal in certain situation, as well as motivate them to reach optimal learning result. It brings the big effect to their daily life.

Method

Population implied in this study are 966 students of SMP Negeri Tulakan Pacitan, while the sample used 322 respondents from VIII class. Data collection instrument utilized psychology scale in the form of Self efficacy scale, peer support scale, independent study scale, and independent study scale. Self efficacy scale implied in this research used general self efficacy scale (GSE) developed by Schwarzer et al (1997), then it was adapted and developed in Indonesian version by Novrianto (2019) covering 10 items. Each scale item has 4 answer choices (1 = totally disagree, 4 = totally agree). Reliability test on self-efficacy variable obtained 0.701 cronbach's alpha coefficient.

Peer support scale developed by researchers with 30 items showed 4 invalid items after its trial, so it remains 26 items. Each scale item has 4 answer choices (1 = totally disagree, 4 = totally agree). Reliability test on peer support variable obtained 0.691 cronbach's alpha coefficient. The implied independent study scale is a scale formulated by researchers consisting of 30 items, but it remains 24 items after 6 items were dismissed on its trial. The scale has 4 answer choices (1 = totally disagree, 4 = totally agree). Reliability test on independent study variable obtained 0.767 cronbach's alpha coefficient. Learning motivation scale developed by researchers consists of 30 items, but it remains 23 valid items after the 5 items were dismissed on its trial. Each scale item has 4 answer choices (1 = totally disagree, 4 = totally agree). Reliability test on learning motivation variable obtained 0.716 cronbach's alpha coefficient.

The collected data were analyzed through prerequisite test and hypothesis testing using multiple linear regression with SPSS 26.00 assistance. In Path Analysis testing, path analysis technique was applied by using SPSS 20 statistics program. Path Analysis is an expansion form of regression analysis, so it can be defined as the particular form of path analysis. Mediation hypothesis testing was conducted by Sobel testing. Sobel testing was done by testing the strength of indirect effect of independent variable (X) on dependent variable (Y) through mediation variable (Z). The calculation was implied Sobel Test Calculator.

Result and Discussion

Based on descriptive analysis result, it revealed that self-efficacy level had high category tendency ($M=67.95$, $SD=6.324$) as well as the peer support showed high category tendency ($M=53.22$ $SD=6.202$). Moreover, independent study was in moderate level ($M=63.51$ $SD=5.859$) and so is learning motivation ($M=59.83$, $SD=5.478$). Based on multiple regression result, it was revealed that self-efficacy positive affect showed ($\beta=0,23$ $p<0,01$) and peer support showed ($\beta=0,23$ $p<0,01$) through learning motivation. In addition, multiple regression result depicted the influence of peer support ($\beta=0,01$ $p>0,05$), self efficacy ($\beta=-0,61$ $p>0,05$) and learning motivation ($\beta=0,63$ $p<0,01$) on independent study. Thus, this study explained that self-efficacy, peer support simultaneously affected the motivation ($R=0,385$ $p<0,01$). Self efficacy, peer support, and motivation effected independence in study ($R=0,66$ $p<0,01$).

Furthermore, based on path analysis result, it was revealed that there was connection between self efficacy, through learning motivation toward independence in learning showing ($koe=0,15$, $z=4,81$ $p<0,01$), indicating that learning motivation (Z) mediated self efficacy (X1) on independent learning (Y). The result of path analysis and peer support through learning motivation on learning independence also revealed the connection ($koe=0,17$, $z=4,69$, $p<0,01$), hence learning motivation (Z) mediated peer support (X2) towards independent learning (Y). The regression or path analysis result was shown in this table below.

Table 1. Regression analysis result or path analysis

	Predictor	β	t	R	R^2	F	p
Criteria:	Learning motivation			0,38	0,14	27,8	<0,01
	Self efficacy	0,23	4,67				<0,01
	Peer support	0,23	4,64				<0,01
Criteria:	Independent study			0,66	0,43	81,2	<0,01
	Self efficacy	0,01	0,31				<0,05
	Peer support	-0,61	-1,55				<0,05
	Learning motivation	0,63	14,8				<0,01

Path	Coefficient	Z	SE	p
Self efficacy – learning motivation – independent study	0,15	4,82	0,34	<0,01
Peer support – learning motivation – independent study	0,17	4,69	0,36	<0,01

Sunaryo Kartadinata stated that independence takes a role as individual's motivational strength to make a decision and take responsibility on its consequences. Moreover, according to Mu'tadi (Nurhayati, 2016:132) independence is a situation where individual has a competition desire to reach the goodness for them, ability to make decision and initiative to face the problem, the confidence to do the tasks, also responsibility towards their action.

The study conducted by Isnawati dan Samian (2015), revealed the learning motivation contribution towards independent learning. Moreover, the study conducted by Santoso (2021) proves that learning motivation brings effective impact on the independent study establishment. It is supported by study conducted by Sudarwo et al. (2018) stating that independent study is affected by learning motivation. It is stated that strong learning motivation is able to affect the increase of learning motivation. It is in line with the statement that learning motivation is internal and external motive for the students to bring about changes in their behavior in common with some supporting indicators or elements (Hariyadi, 2019).

The study done by Marthadiningrum and Widayati (2022) explained that peer support brings positive and significant influence towards independent study. Additionally, the research by (Alghamdi et al., 2020) stated that peer support influences significantly on learning motivation. Learning motivation is a inside and outside motive of the individual. It is beneficial to bring habitual change amid the people. Individual will learn appropriately if they have motivation. Learning motivation can improve if the teacher boosts the students' interest, maintain their curiosity, apply some learning strategies, state the expectation clearly, as well as give feedback continuously and no time (Wardany, 2016:100).

Peer support means a lot for teenager life Desmita (2016). Khoirunnisa (2022) also stated that there is positive correlation amid peers and independent study. Self efficacy is individual credit on ability deemed to have influence on the occasion that affects the students' life. Self efficacy belief determines the way the students think, motivate themselves and their habit. Self efficacy relates with motivation and cognitive of individual. Cognitive is close to the credit of the students to determine, plan, and do specific task (Gufron and Riswati, 2012). Self efficacy often relates to behavioral selection, motivation, and individuals' resilience when facing the problem.

This study is supported by sucito dkk. (2020) SMAN 1 Wawotobi Kabupaten Konawe, explaining that self-efficacy memberikan sumbangan efektif terhadap motivasi belajar siswa SMA Negeri 1 Wawotobi sebesar 20%. Adanya self- efficacy pada siswa maka dapat menumbuhkan motivasi yang tinggi untuk mencapai tujuan provides effective contribution to the students learning motivation SMA Negeri 1 Wawotobi by 20%. The school believes that the students can open additional lesson outside the regular class.

Additionally, Uno (2019) defined learning motivation as both internal and external motives amid the students learning to habitual swap (Batubara, 2021). Study result by Ifdil et al. (2019) stated that self efficacy positively and significantly influences on the independent learning. Moreover, the study conducted by Hasanah et al. (2019) revealed that Self Efficacy significantly affects learning motivation.

Conclusion

Based on the result, it can be inferred that there was the influence of peer support and self efficacy on independent study through learning motivation. It was also revealed that learning motivation mediated self efficacy influence as well as peer support towards independent study. From this result, guidance and counseling teacher can use this research instrument to reveal self efficacy, peer support, independent study, and learning motivation on the students. It also provides intervention effort to improve self efficacy, peer support, independent learning, and learning motivation of the students. Appropriate level of the students' self efficacy leads guidance and counseling teacher to refer the students' trait to be more positive as well as provide better learning assistance. To maintain peer support, peer facilitation / peer guidance can be applied. It is expected for guidance and counseling teacher to concern the students' independence for their better learning motivation. For the future researchers, it is expected to develop this study by adding variable allegedly affecting independent study, such as the interaction between the teacher and school, teacher support, and academic resilience. It is also be conducted by implying research sampling coverage expansion, taking more respondent in the school, or conducting the research more in some school.

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