



## Motivation, Creativity, and Self-Confidence as Forming Factors of Economic Learning Autonomy

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### Abstract

This research aims to determine the influence of both partial and simultaneous motivation, creativity, and confidence of students in studying to economic subject learning autonomy of the students of Senior High School 4 Tegal. The population in this study was the whole class X Social Education Science which consists of 126 students. The data collection in this research was taken through several methods, which are observation, questionnaire, and documentation. The result of this study shows that 77.7% of learning motivation, learning creativity, and self-confidence simultaneously affect the learning autonomy of economics subject of Senior High School 4 Tegal. The results of this study are expected to enable teachers to foster learning motivation, learning creativity and self-confidence of the students in order to form the character of independence. Students are expected to not only rely on the subject matter given by the teachers, but they must be more active and independent in learning to expand a broad insight about economy.

### How to Cite

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## INTRODUCTION

Education is an inseparable part of human life as well as the key to success in the development of a country. Education is not only a media to pass on culture to the next generation, but is also expected to be able to change and develop the life pattern of the nation in a better direction. Education is also a long-term investment that we must prepare in order for us to have a better life in the future. Education is a conscious and deliberate effort to change human behavior both individually and in groups to mature human beings through teaching and training efforts.

In essence, education is one activity that includes activities to educate, teach and train. Learning process that occurs in the world of education is inseparable from the influence of the curriculum. The curriculum is basically a comprehensive plan that includes activities and experiences that need to be provided to give widespread opportunities for students to learn. Kurikulum 2013 (curriculum 2013) requires teachers to be able to develop a learning that fosters students' learning autonomy and change the teacher-centered learning paradigm into students-centered learning so it needs for innovation for the learnings used.

The success of teaching and learning process is not only influenced by intellectual factors, but also by other nonintelektual factors that are not less important in determining a person's learning outcomes. Suratno (2013) argued that the demands of high school graduates are varied, but since high school graduates are designed to continue to higher educations, which is to college, both in S1 (undergraduate) and Diploma levels, the most important for them is the acquisition of high learning results so it allows them to proceed to the desired university (Perguruan Tinggi/PT). But the facts show that not all students can get high marks as they expect. Some of these facts are students' ability to motivate themselves, think creatively, self-confidence and courage to make decisions.

Motivation is the overall driving force

within the student that leads to learning activities, which ensures the continuity of the learning activity and that gives direction to the learning activity, so that the objectives set by the learning subject can be achieved (Sardiman, 2014: 74). Motivation is a change of energy in oneself (person) that is characterized by the emergence of feelings and reactions to achieve goals (Hamalik, 2015: 158). Where motivation shows the intensity of learners in achieving the direction and purpose of the learning process. Meanwhile, according to Kompri (2015: 3), motivation can be interpreted as one's strength (energy) that can cause persistence and enthusiasm in implementing an activity. Based on these understanding, it can be said that motivation is a process that determines the direction of individual behavior in achieving goals. Motivation can determine the achievement of the desired individual goals. Dimiyati and Mudjiono (2009: 80) suggests that motivation is a mental drive that moves and directs people, including learning behavior. There are three main components in motivation which are needs, drives and goals. The term motivation refers to factors and processes that encourage a person to react in various situations. Meanwhile, according Djamarah (2002: 114) motivation as a driving force that converts energy in a person into the form of real activity to achieve certain goals.

Motivation can be said as a series of attempts to provide certain conditions so that someone has the wills and wants to do something. The motivation that exists within a person has several characteristics (Sardiman, 2014: 83) which are as follows: (1) Diligent in facing the duties (can work continuously in long duration, and does not stop before the task is completed). (2) Tenacious in facing difficulties or not easily gets desperate. Does not require encouragement outside from the students in having achievements (not quickly satisfied with what has been achieved). (3) Shows interest in various issues (interest in succeed). (4) Preferably work and working independently and does not dependent on others. (5) Gets bored faster with monotone and

repetitive tasks. (6) When ensured of something, the student can defend his/her opinion. (7) It is not easy to relent a believed belief. (8) Likes to find and solve problems.

Creativity is defined differently by experts from their respective perspectives. This difference in viewpoint results in several definitions of creativity with varying emphasis. Comprehensive understanding of creativity can be derived from Munandar's opinion in Ali and Asrori (2015: 41) that creativity is a skill that reflects smoothness, flexibility and originality in thinking and the ability to elaborate an idea. Further, Munandar in Ali and Asrori (2015: 42) emphasizes that creativity as the whole personality is the result of interaction with the environment. The environment that is where the individuals interact and seek various solving alternatives so that there can be achieved a strong self adjustment. Creativity is a non-cognitive personality characteristic that are commonly found in creative people.

Creativity refers to the abilities characterize creative persons and reflects smoothness, flexibility and originality in thinking as well as the ability to elaborate an idea. Creativity can manifest in an atmosphere of togetherness and occurs when the relationships between individuals are characterized by meaningful relationships. So, what is meant by creativity is the special characteristics possessed by individual that indicates the ability to create something entirely new or a combination of works that have existed before, into a new work done through interaction with the environment to deal with problems, and find for alternative solutions through creative ways of thinking. The student's creativity indicators according to Clarck (Ali and Asrori 2015: 53) are as follows: (1) High self-reliance. (2) Have a sense of humor. (3) Better self-adjust ability. (4) Like adventure. (5) Have good memory and attention. (6) Have broad insight. (7) Able to think periodically. (8) Require a supportive situation (9) Have a high curiosity. (10) Have a high aesthetic value.

Factors that hamper the learners' creativity according to Clark in Ali and Asrori

(2015: 54) are: (1) The existence of need for success, unwillingness to take risks, or pursuing something unknown. (2) Conformity to his/her group's friends and social pressures. (3) Less courage in exploring, using imagination, and investigation. (4) Gender stereotypes. (5) Differentiation between work and play. (6) Authoritarianism. (7) Disrespect to fantasy and delusion.

Confidence is a word that for a person is a self-generated belief. Unconfident people will feel constantly falling, afraid to try, feel themselves wrong, and have the feelings of worry. Angelis (2003: 10), self-confidence starts from self-determination, to do everything we want and need in life. In growing a proportional sense of confidence, an individual must start from within oneself. Given that self-confidence is essential to help oneself to achieve learning outcome or achievement in any case (Fatimah, 2010: 153) Factors influence someone's self-confidence are; first, family environment. The family is the first and main living environment in every human life, the environment greatly affects the initial formation of self-confidence in a person. Self-confidence is a person's belief in all aspects of the advantages that exist in oneself and manifested in the daily behavior.

Second, formal education. Schools can be regarded as the second environment for children, where schools are the most important environment for children after family environment at home. Schools provide space for children to express their self-confidence towards their peers. Third, non-formal education. One of the main assets to be a person with a confident personality is to have certain significant advantages for oneself and others. Confidence will become more stable if someone has an advantage that makes others feel amazed. The ability or skill in the a specific field can be obtained through non-formal education such as: taking foreign language courses, journalism, playing musical instruments, vocal arts, work skills (work training center/ Balai Latihan Kerja(BLK)), religious education and so on. To support the emergence of

self-confidence in the concerned individual.

Some of the following indicators may be considered in growing one's confidence: (1) Objective self-evaluation, learn to self-assess objectively and honestly. (2) Honest self appreciation, realize and appreciate no matter how small the success and potentials owned. (3) Positive Thinking, attempts to confront every assumption of prejudice or negative perceptions that come to mind. (4) Use of self-affirmation. (5) Courage to take risks (Fatimah, 2010).

Learning autonomy is an active learning activity driven by the intention or motive to master a competency to overcome a problem (Mudjiman, Haris 2007: 7). Learning autonomy is a personality that must exist within a student. An independent individual is the one who dares to make decisions based on the understanding of all consequences and actions. According to Heinem (in Gusnawirta Fasli) that learning autonomy is a way to learn and the best way a person to learn objects in accordance with the form of learning autonomy. According to him, the definition of learning autonomy is: (1) Consistent way of using attraction in learning limits. (2) The way a person reacts to his learning environment. (3) An overview of students' role differences in classroom interactions with their groups, teachers and with learning materials. (4) The strategic reactions of adjustment to a particular learning situation that may be influenced by factors such as interest, learning style, and motivation.

Yamin (2008: 116) argues, "Self-study requires motivation, tenacity, discipline, responsibility, willingness and curiosity to develop and advance in knowledge". Students are said to have been able to learn independently if they have been able to perform learning task without the dependence of others. Meanwhile, according to Mulyadi, et al (2016: 221) self-regulated learning is one aspect of metacognition, which is a strategy of utilizing cognition to organize planning, monitoring and evaluation of learning activities to achieve learning objectives.

Characteristics of learning autonomy are forming factors of students' learning autonomy. According to Thoha (2006: 123) divides the characteristics of learning independence in eight types as follows: (1) Able to think critically, creatively and innovatively, (2) Not easily influenced by the opinions of others, (3) Do not run or avoid problems, (4) Solve problems by deep thinking, (5) When encountering problems, it can be solved alone without asking for help from others, (6) Not feeling inferior when different from others, (7) trying to work with diligence and discipline, (8) Responsible for own's actions.

The goal of learning autonomy and the way it is attained is essentially self-defined by the learners. Mudjiman (2008: 10,73) mentioned several independent learning objectives as follows: (1) Seeking new competencies, both in the form of knowledge and skills to overcome a problem. (2) Mastering a desired competence in learning. (3) Anticipating the knowledge and skills that become difficulties in learning. So, the conclusion is that the goal of learning autonomy is to form learners' behavior that is able to explore and find the potential in themselves by giving freedom in finding the desired new competences or experiences in learning.

Based on the observation conducted in SMA N 4 Tegal, it obtained results that the learning motivation, student's creativity, self-confidence, and courage in decision making are can be said not yet maximal. The following is the percentage results of each research indicator presented in table 1.

**Table 1.** Percentage of Each Variable

Variable	Percentage %
Learning motivation	24,74%
Learning creativity	23,65%
Self-confidence	27,64%

Source: Processed Secondary Data (2017)

Based on observation result, seen from the students' habit who are still talking with friends, less enthusiastic in answering questions and do not have the initiative to learn by

themselves. Besides, the author found most students do not want to ask about the material that has not yet mastered and also not trying to find materials from other sources. Students are so dependent on what is delivered by the teacher, lazy to take notes, and are not bringing textbooks. Such problems are the problems in the world of education that hampers the achievement of educational goals.

One of the researches related to the learning autonomy is by Wicaksono (2013) which stated that humans need strength and encouragement from within himself/herself for the actions or activities can be done. Social relationships are needed and affect the academic performance of students in the form of relationships with parents, teachers, and peers. Wicaksono (2013) found that the factors of learning motivation and social relationships are factors that influence the vocational competency learning autonomy of vocational students of class XI Computer Engineering and Networking Skills Program of SMK Negeri 1 Rembang. While according to Shaleh (2013), found that (1) there is a direct and positive relationship between students' creativity with students' learning autonomy, which means that the improvement of creativity can improve students' learning autonomy, (2) there are direct and positive relationships between students' intelligence with student learning autonomy. This indicates that each improvement of students' intelligence can improve students' self-reliance, (3) there is a direct and positive relationship between student's creativity and intelligence simultaneously on students' learning autonomy. Furthermore, according to Handayani, Ni Nyoman Lisna et al (2013) found that simultaneously showed the learning autonomy and learning achievement among students who follow the independent learning model are significantly better than students who follow conventional learning while partially indicating that (1) learning autonomy among students which follow independent learning is significantly better than students who follow conventional learning, (2) The science learning achievement among

students who follow independent learning is significantly better than students who follow conventional learning.

Pratiwi and Laksmiwati (2016) argued that self-confidence have a unidirectional relationship, means that if students have high self-confidence then it can increase the learning autonomy, otherwise if students have low self-esteem, it can reduce learning autonomy. Other research was delivered by Rohaeti, Eli; Jaslin Ikhsan, Suwardi, (2013) who found after studying lectures with reciprocal learning and cooperative learning, there are 92.31% of Chemistry Education Study Program students in even semester of the academic year 2009/2010 which have completed their study individually in Physics Chemistry II course. On the basis of student's learning mastery individually which is more than 75%, then, classically those students have completed their learning. The learning autonomy of the students of Chemistry Education Study Program in the even semester of academic year 2009/2010 after attending lectures with reciprocal learning and cooperative learning approach is included in good category. The implementations of mutual learning and cooperative learning approach goes well. Students show positive responses to learning activities. Students looked enthusiastic and actively involved in learning. Students' presentation ability is categorized enough and increased from cycle I to cycle II.

Similar research conducted by Wibowo (2011) suggested that students who study with autonomous learning model have high learning autonomy and followed by improvement of Physics learning achievement when compared with students who follow Conventional learning. Implementation of learning in the self-learning model provides more benefits to students' cognitive, affective, and psychomotor abilities in enhancing their sense of responsibility, enhancing skills, problem solving and creative thinking.

Seeing some of the opinion above, turns out it is the factor of motivation and confidence has not been tested how much its influence on autonomy of learning through education-

nal research. In fact, motivation is a students' manifestation in the learning process and self-confidence train the student's ability to interact with the environment, motivate himself, in studying at home and in school so as to support students in achieving their goals and ideas. Based on the research conducted by Utami (2013), stated that only good learning motivation will show good results. In other words, with a diligent effort and especially based on the motivation, then someone who learns it will be able to reach a good achievement. The intensity of a student's motivation will greatly determine the learning achievement level.

Learning autonomy is the readiness and behavior of individuals to not depend on others in terms of determining learning objectives, learning methods and learning evaluation and responsible for the learning process. Autonomy can also be reflected in a responsible and confident attitude to what it does. Individuals who have high learning independence tend to learn more actively, able to monitor, evaluate, and organize learning more effectively that saves time in completing the task, organize learning time efficiently and get the highest score. So learning independence is an important thing that needs to be improved to support students' learning success.

Student autonomy in learning becomes one important factor that must be considered to achieve good learning outcomes. Learning autonomy is the potential possessed by students to conduct learning activities in a responsible manner which is motivated by self in order to achieve optimal learning results. In this case also the role of parents and teachers is essential in fostering students' learning autonomy. Teachers must create an atmosphere of learning that gives students the freedom to express opinions, think critically and independently, and the teacher does not force absolutely. Let the students learn on the basis of self-desire rather than coercion from others.

Economic subject is one of the lessons developed around the world both theoretically and practically. Economics is a science that studies human behavior and actions to meet

the varied and growing needs of life through existing resources through choices of production, consumption and/or distribution. Haryati (2013) suggests that based on experience and observations in teaching so far, students are less fond of economics lessons especially since most students said that economics is a less favored lesson. According to them economic lesson consists of memorizing memorized material and always changing in accordance with the development of era.

Based on the circumstances above, it indicated that the economic subject learning autonomy of students of SMA Negeri 4 Tegal City is still relatively low. This is due to the low motivation, creativity, and self-confidence of students in learning. Therefore, this research is conducted to prove the influence of students' motivation, creativity, and self-confidence in learning to the economic subject learning autonomy of students of SMA Negeri 4 Tegal. This research aims to determine the influence of both partial and simultaneous motivation, creativity, and confidence of students in studying to economic subject learning autonomy of the students of SMA Negeri 4 Tegal City.

## METHODS

The population in this study is the whole class X IPS of SMA Negeri 4 Tegal City which consists of 126 students. This research assumed that the population is homogeneous, so that sampling can be taken randomly (random sampling). As for the sample size is 25% of the total population and is obtained 32 students. In this study, the variables used as a point of attention is the learning autonomy as dependent variable and four independent variables which are learning motivation, learning creativity, and self-confidence.

The data collection in this research was taken through several methods, which are: observation, questionnaire, and documentation. In this study, the variables observed were learning motivation, learning creativity, self-confidence and learning autonomy variables. The questionnaire consisted of several sta-

tements that can provide information about students' learning motivation, learning creativity, self-confidence and economic learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal in the academic year 2016/2017.

**Table 2.** Questionnaire Aspects

Variable	Indicator
Learning Motivation	Perseverance in learning, having a high learning spirit, independent in learning, having a high curiosity, having a high concentration (Sardiman AM, 2014)
Learning Creativity	Having a high level of independence, being able to adapt, have a good memory and attention, have a broad insight, have a high curiosity (Ali, Mohammad and Asrori, Mohammad, 2015)
Self-Confidence	Objective self-evaluation, honest self appreciation, positive thinking, use of self-affirmation, courage to take risks (Fatimah, Enung, 2010)
Learning Autonomy	Think critically, creatively and innovatively, self-confident, respectful of time, responsible, able to work independently (Thoha, Chabib, 2006)

Source: Processed Data (2017)

The documentation method in this research is school profile and students names data of class X IPS of SMA Negeri 4 Tegal City. The quality of data resulted from the use of research instruments can be evaluated through validity test with korelasi produk momen formula presented by Pearson (Arikunto, 2010: 317) and reliability test with the Alpha Cronbach formula (Sugiyono, 2016: 365). The data analysis techniques used in this study is by statistical analysis techniques through descriptive analysis and regression analysis. Descriptive analysis is used to obtain a description of

the variables studied through the sample data. Regression analysis is used as a model to predict the relationship between one dependent variable with several independent variables. The next is by using the F test to determine the overall effect of all independent variables simultaneously on dependent variable.

## RESULTS AND DISCUSSION

The classification description of frequency distribution and average level of respondent's agreement to questionnaire of learning motivation variable (X1) is shown in table 3. Based on the calculation and the data in table 3 above, it shows that most of the students' learning motivation is good, this can be shown in the percentage column which is 53.125% in good category and the average score for learning motivation (X1) is 25,96875. It can be concluded that the learning motivation of class X IPS students of SMA Negeri 4 Kota Tegal has a variance from high to low category and has a standard deviation of 3.7886.

The classification description of frequency distribution and average level of respondent's agreement to this questionnaire of learning creativity variable (X2) is shown in table 4. Based on the data in table 4 above, it is shown that most of the students' learning creativity is in good condition. It can be shown in the percentage column which is 62.5% and is in good category and the average score of learning creativity (X2) is 28.125. This result can be concluded that the students' creativity in class X IPS SMAN 4 Kota Tegal has a variance from high to low category with a standard deviation that shows a number of 4.00060.

The classification description of frequency distribution and average level of respondent's agreement to the questionnaire of self-confidence variable (X3) is shown in table 5 below. Based on the data table 5 above, it shows that most of the students' self-confidence is in good category. This can be shown in the percentage column which is 59.375% and is in good category and the average score of confidence (X3) is 27.25. These results can

**Table 3.** Learning Motivation ( $X_1$ ) Data Frequency Description

Score Interval	Frequency	Percentage %	Category	Mean
10 – 17	0	0%	Not good	
18 – 25	12	37,5%	Fairly Good	
26 – 33	17	53,125%	Good	25,96875
34 – 40	3	9,375%	Very Good	
Total	32	100%		

Source: Processed Secondary Data (2017)

**Table 4.** Learning Creativity ( $X_2$ ) Data Frequency Description

Score Interval	Frequency	Percentage %	Category	Mean
10-17	0	0%	Low	
18-25	9	28,125%	Medium	28,125
26-33	20	62,5%	High	
34-41	3	9,375%	Very High	
Total	32	100%		

Source: Processed Secondary Data (2017)

be concluded that the students' self-confidence of class X IPS SMA Negeri 4 Kota Tegal has a variance from high to low category with a standard deviation that shows the number of 3.908.

The classification description of frequency distribution and average level of respondent's approval to questionnaire of learning independence variable (Y) can be shown in table 6. Based on the data of table 6 below, it shows that most of the students' learning autonomy is good, it can be shown by the percentage of 46.875% in good category and the average score is 30.84375 so that it can be concluded the students' learning autonomy of class X IPS SMA Negeri 4 Kota Tegal has a variance from high to low category with a standard deviation of 5.1906.

The quality of data obtained from the use of research instruments can be evaluated through the reliability and validity test. From the results of reliability tests performed with the SPSS 17.0 statistical program, a construct or variable is said to be reliable if it gives Cronbach value greater than 0.00. While the validity test is used to measure whether valid or not valid measurement instrument variable in the questionnaire. Validity test in this study is by using factor analysis by using statistical assistance from SPSS. With the number of respondents as many as 15, the summary of test results obtained can be seen in the table below.

Based on the results of reliability test by using alpha cronbach, found that the learning motivation variable have alpha value of 0.600, learning creativity variable 0.646, self-confi-

**Table 5.** Self-Confidence ( $X_3$ ) Data Frequency Description

Score Interval	Frequency	Percentage %	Category	Mean
10-17	0	0%	Low	
18-25	8	25%	Medium	27,25
26-33	19	59,375%	High	
34-41	5	15,625%	Very High	
Total	32	100%		

Source: Processed Secondary Data (2017)



**Table 6.** Learning Autonomy (Y) Data Frequency Description

Score Interval	Frequency	Percentage %	Category	Mean
10 – 17	0	0%	Not good	
18 – 25	7	21,875%	Fairly Good	
26 – 33	15	46,875%	Good	30,84375
34 – 41	10	31,25%	Very Good	
Total	32	100%		

Source: Processed Secondary Data (2017)

dence variable 0.681 and learning autonomy variable obtain alpha value of 0.724. A variable is said to be reliable if  $\alpha > 0,0$ . Thus all the variables in this study are reliable.

**Table 7.** Factor Analysis and Reliability Calculation Results Summary

Variable	Alpha Cronbach	Decision
Learning Motivation	0,600	Reliable
Learning Creativity	0.646	Reliable
Self-Confidence	0.681	Reliable
Learning Autonomy	0.724	Reliable

Source: Processed Secondary Data (2017)

The results of validity test by using SPSS assistance, found that all items on each variable are declared as valid. For more details

can be seen in table 8. From the results of data quality tests conducted, then all variables can be used in research.

The result of multiple linear regression analysis between influencing variables and influenced variables, in this case is the learning motivation variable, learning creativity variable, confidence variable toward the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal is presented in table 9.

From table 9, the R value of 0.777 shows a double correlation (learning motivation, learning creativity variable, self-confidence variable) with learning autonomy. Adjusted R Square value of 0,562 indicates the amount of the role or contribution of the learning motivation variable, learning creativity variable, self-confidence variable able to explain the learning autonomy variable by 56.2%.

The results of hypothesis test in the research by using simultaneous significance test presented in table 10 and t test which pre-

**Table 8.** Data Validity Test Result

		Learning Motivation	Learning Creativity	Self Confidence	Learning Autonomy
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		34.44	36.09	34.84	36.03
Median		34.00	36.00	34.00	36.00
Std. Deviation		2.078	2.644	2.216	2.857
Variance		4.319	6.991	4.910	8.160
Kurtosis		-.861	-.889	-.710	-1.196
Std. Error of Kurtosis		.809	.809	.809	.809
Percentiles	10	32.00	33.00	32.00	32.30
	90	37.00	40.00	38.00	40.00

Source: Processed Secondary Data (2017)

**Table 9.** Multiple Linear Regression Analysis Summary

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 <sup>a</sup>	.604	.562	1.891	.604	14.242	3	28	.000

a. Predictors: (Constant), self\_confidence, learning\_creativity, learning\_motivation

Source: Processed Data (2017)

**Table 10.** Simultaneous Significance Test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	152.821	3	50.940	14.242	.000 <sup>a</sup>
Residual	100.148	28	3.577		
Total	252.969	31			

a. Predictors: (Constant), self\_confidence, learning\_creativity, learning\_motivation

b. Dependent Variable: learning\_autonomy

Source: Processed Data (2017)

sented in table 11.

The analysis based on the F test or simultaneous significance test answer the proposed hypothesis that learning motivation, learning creativity, self-confidence simultaneously affect the students' learning autonomy of class

X IPS SMA Negeri 4 Tegal is accepted. The probability value of F (F-count) in multiple linear regression is  $0,000 < 0.05$ .

The result of SPSS output in table 11 shows that the beta coefficient for learning motivation is 0,222 with significance 0,004.

**Table 11.** T Test

Coefficients <sup>a</sup>						
Model	B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	4.728	10.030		.471	.041
	learning_motivation	.031	.168	.022	.184	.004
	learning_creativity	.841	.129	.778	6.533	.000
	self_confidence	.003	.157	.043	.021	.003

a. Dependent Variable: learning\_autonomy

Source: Processed Data (2017)

The significance value of 0.004 is smaller than 0.05. This shows that the learning motivation has significant effect on the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. The output of SPSS in Table 11 shows that the learning creativity beta coefficient is 0.778 with a significance of 0.000. The significance value of 0.000 is smaller than 0.05. This shows that the learning creativity has a significant effect on the learning autonomy of the students of class X IPS SMAN 4 Kota Tegal.

The output of SPSS in table 11 shows that the self confidence beta coefficient of 0.043 with significance of 0.003. The significance value of 0.003 is less than 0.05. This shows that self-confidence has a significant effect on the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal.

Based on table 11 above, it illustrates the regression equation of  $Y = 4,728 + 0.031X_1 + 0,841X_2 + 0,003X_3$ . The Constanta of 4,728 states that if there is no independent variable then the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal are only amounted to 4.728 only. While the amount of every increase by 1, then for learning motivation will increase by 0,031; learning creativity by 0.841 and self-confidence will increase by 0.003. In order to facilitate the analysis of the results of hypothesis testing being built, the following that are contained in table 10 contains the conclusions of the results of research hypothesis testing.

formulation of the problem formulated in the hypothesis which are as follows: first, based on table 12, the hypothesis which stated learning motivation influences the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal is accepted or true. If the students' learning motivation is high, it will increase the learning autonomy of the students of class X IPS SMA Negeri 4 Tegal. The learning motivation is the behavior and factors that influence the learners to behave toward the learning process they experienced. The result of the hypothesis is consistent with the research presented by Wicaksono (2013)

which stated that the factors of learning motivation and social relationships are factors that influence the learning autonomy of vocational competency of grade XI students of Computer Engineering and Networking Program of SMK Negeri 1 Rembang.

**Table 12.** Research Hypothesis Testing Result Summary

Hypothesis	Hypothesis Description	Test Result
H1	Learning motivation affects on learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal	Accepted
H2	Learning creativity affects on learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal	Accepted
H3	Self-confidence affects on learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal	Accepted
H5	Learning motivation, learning creativity and self-confidence affects on learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal	Accepted

Source: Processed Data (2017)

The following analysis is the answer of theSecond, based on table 12, the hypothesis that stated learning creativity influences the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal is accepted or true. If the students' learning creativity is high, it will increase the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. Learning creativity is a skill that reflects fluency, flexibility and originality in thinking as well as the ability to elaborate an idea. This test is also consistent with the findings of Shaleh, Muh (2013) who found that there is a direct and positive relationship between students' creativity and intelligence both

partially and simultaneously towards the learning autonomy.

Third, based on table 12, the hypothesis that stated self-confidence affects the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal can be accepted or true. If the students' self-confidence is high then it will increase the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. Self-confidence is a behavior that makes individuals have a positive and realistic view of themselves and the situation around them. The results of this test is also in accordance with the theory presented by Neill in Angelis (2005:10) that the extent to which individuals have self-confidence in his judgment on his ability and how far the individual can feel the deserveness to be succeed.

Fourth, the ANOVA or F test results, obtained F count of 14.242 with a probability level of 0.000 (significance). Probability is much smaller than 0.05, then the regression model can be said that independent variable that is learning motivation, learning creativity and self-confidence simultaneously influence the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal, thus hypothesis 4 is acceptable and significant.

The result of this research is in accordance with the results of research by Putri (2013) which suggests that there is an influence of learning creativity to learning motivation. Students are considered to have high creativity whenever they are able to discover, search new things and incorporate original ideas and new ideas and in new combinations and are unaffected by the thoughts and ways of others but can still respect the opinions of others. To develop students' creativity in learning, teachers need to create teaching-learning situations that provide many opportunities for students to solve problems, experiment, develop ideas or concepts of students themselves, so that students' self-confidence will increase. The results of this research were also developed by Lestari (2017) whose research results proved the influence of assignment provision, achievement motivation, critical thinking abi-

lity, learning autonomy, and learning discipline both simultaneously and partially to students' learning creativity. It was proved that there are differences in average achievement motivation, learning independence, learning discipline, and learning creativity among the students. However, this study can not prove the difference in the average assignment provision and critical thinking skills among students.

## CONCLUSION

The conclusions of this study are: (1) Learning motivation has a positive effect on the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. (2) Learning creativity has a positive effect on the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. (3) Self-confidence has a positive effect on the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal. (4) Simultaneous test shows significant results. Thus, learning motivation, learning creativity and self-confidence simultaneously affect the learning autonomy of the students of class X IPS SMA Negeri 4 Kota Tegal.

Based on the findings of the research, the researcher proposes that: (1) The teacher should be able to cultivate the students' learning motivation, learning creativity and self-confidence in order to form the independent character. (2) Students are expected not only to rely on the subject matter given by the teacher, but must be more active and autonomous in learning to add broad insight into economics. (3) For researchers who will examine the same problem, it is advised to add other variables so that the similar research results will provide complete, deep and tested scientific informations.

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