

The Relationship between Motivation, Self-efficacy and the Use of Self-Regulatory Strategies: An Investigation of Grade 5 Elementary Students' Literary Knowledge

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Abstract-This study aims to investigate the interrelationships between motivation, self-efficacy and the use of self-regulation strategies in relation to grade 5 students' literary knowledge in primary schools. Studying the relationship between motivation, self-efficacy, and the use of self-regulation strategies is important for grade 5 students' literary knowledge because it can have a positive impact on their learning ability and academic achievement. The research method involves collecting primary data through questionnaires given to 100 grade 5 students. The questionnaires are designed to measure students' level of motivation in learning literature, students' self-efficacy regarding their ability to understand and analyze literary works, and students' use of self-regulation strategies in dealing with literary tasks. Correlation analysis will be used to examine the relationships between variables, such as correlation analysis, to explore the relationship between students' motivation, self-efficacy, use of self-regulation strategies, and literary knowledge. The results of this analysis are understanding the interrelationships between motivation, self-efficacy, and the use of self-regulation strategies can help grade 5 students develop a strong interest in literature, increase their confidence in their ability to study literature, and enable them to manage their learning more effectively. This will contribute to increasing their understanding and appreciation of literary works, as well as their overall academic achievement. The findings of this study can provide guidelines for educators in designing effective learning strategies and motivating students in learning literature. This research is also expected to contribute to the field of literature learning research at the primary school level and provide a more comprehensive insight into the factors that influence literary knowledge at this stage.

Keywords: Motivation, Self-efficacy, Self-regulation Strategies, Literary Knowledge

I. INTRODUCTION

In this study, the researcher will investigate the relationship between the independent variables (motivation, self-efficacy, and use of self-regulation strategies) and the dependent variable (literary knowledge of grade 5 elementary students) to understand the extent

to which these factors affect students' literary knowledge.

Learning literature has many advantages, as outlined by Lazar (2002). These include, among other things: (1) motivating students, (2) exposing them to different cultures, (3) facilitating language acquisition, (4) increasing students' focus on

language, (5) enhancing their ability to interpret, and (6) educating students holistically. Based on this opinion we can describe in more detail the importance of knowledge of literature in basic education including helping students develop language skills which include understanding texts, vocabulary, using appropriate sentences, and self-expression effectively. Literature also enriches students' speaking and writing skills, helping them become better communicators. Literature then reflects culture and society in the past as well as in the present. Through knowledge of literature, students can understand values, traditions, history, and human life in various cultural contexts. This helps students become more aware of cultural differences and respect human diversity. Studying literature involves analyzing, interpreting, and evaluating literary texts. This strengthens students' ability to think critically, connect ideas, identify themes, recognize characters, and recognize aspects of literature such as language style, rhetorical figures, and narrative structures. Literature provides a rich imaginative world and enables students to enter alternative realities and limitless experiences. Through literature, students can develop their imagination, imagination, and creativity. They can voice their own ideas through writing poetry, stories, and other creative works. Literature allows students to see the world through the eyes of others. Reading literary works can help students understand the feelings, experiences, and perspectives of other people. This can increase their empathy and understanding of human complexity and help them become more tolerant and open citizens of the world. Studies show that knowledge of literature can help students develop a higher interest in reading. Exposing students to works of literature that are interesting and relevant to them at an early age can help build a foundation for a love of reading that will last throughout life. Thus, knowledge of literature in basic education has broad benefits and not only enriches students' understanding of language and culture, but also develops critical thinking skills, imagination, empathy, and a healthy interest in reading.

There are several specific factors that influence motivation, self-efficacy, and self-regulation strategies. Here are some examples motivational factors include intrinsic interest, positive and relevant values, and clear goals.

Wood explained that self-efficacy refers on the belief or ability of the individual to drive motivation, cognitive abilities and necessary actions to meet the demands of the situation. Gufon and Risnawita (2011). Then based on this statement self-efficacy factors include previous experience, positive support and feedback from those around you, and role models. Factors of self-regulation strategies include the ability to plan, self-monitor, and reflect. It should be noted that these factors can interact and influence each other. For example, high motivation can increase self-efficacy, while high self-efficacy can strengthen motivation. Likewise, the use of effective self-regulation strategies can strengthen student motivation and self-efficacy.

At the primary education level, particularly grade 5 students, it is important to understand the factors that influence their literary knowledge. In this context, motivation, self-efficacy, and the use of self-regulation strategies are considered as factors that have the potential to influence students' literary knowledge. The term "learning motivation" is used by Winkel to describe the internal drive that initiates, sustains, and guides learning in order to accomplish a set of predetermined objectives (Aina Mulyana, 2018). So, it can be concluded that motivation is an internal factor that encourages students to learn and achieve academic goals. Students' motivation levels can affect their interest and effort in studying literature.

The Indonesian word "self-efficacy" has a single, consistent meaning in English. Albert Bandura initially proposed a crucial component of social cognitive theory—the concept of self-efficacy. The idea that one can plan and execute the steps necessary to accomplish a goal is known as self-efficacy, according to Bandura (1997). Thus, students' perceptions of their own abilities to comprehend and evaluate literary works are reflected in their self-efficacy, also known as self-belief. Students are more likely to approach literary assignments with confidence when their degree of self-efficacy is high.

Winne Santrock (2007) defines self-regulated learning as the capacity to plan and execute one's own actions in pursuit of a goal. Managing one's time and resources effectively are examples of self-regulation practices that can help pupils study more effectively. Self-regulated learning involves self-awareness of the learning process, setting effective learning strategies,

monitoring learning progress, and self-adjustment to achieve desired results. In the context of researching grade 5 students' literary knowledge, self-regulated learning can play an important role in improving their understanding and appreciation of literary works. Zimmerman & Martinez-Pons (1990) said that in the learning process, a student can get good and high academic achievement if the student is aware, responsible, and knows how to study efficiently. Such students are referred to by Zimmerman as students who learn by using self-regulated learners.

The gaps in this study could be related to individual differences in the interrelationships of motivation, self-efficacy, and the use of self-regulation strategies in grade 5 students' literary knowledge. For example, research exploring differences between students with high and low levels of motivation, low self-efficacy high and low, or the use of effective and ineffective self-regulation strategies can provide insight into how these factors impact students' literary knowledge specifically.

The knowledge gap that this research seeks to address. by deepening this research, we can understand the influence of motivation on students' literary knowledge and how motivation can be increased in the context of learning literature. Examine the relationship between self-efficacy and students' literary knowledge, and see how strengthening self-efficacy can improve students' understanding and appreciation of literature. This study aims to analyse how including self-regulation skills into learning books might enhance student comprehension, engagement, and performance. Researching the intricate web of connections between fifth graders' literary knowledge, self-efficacy, and the employment of self-regulation tactics, and how all three might impact their academic performance. in order for the literary understanding of fifth graders to be improved as a consequence of this study.

II. METHODS

In this study on the effect between motivation, self-efficacy, and the use of self-regulation strategies with grade 5 students' literary knowledge, the independent variables and the dependent variable are motivation, self-efficacy, and the use of self-regulation strategies, and the literary knowledge of grade 5 primary school

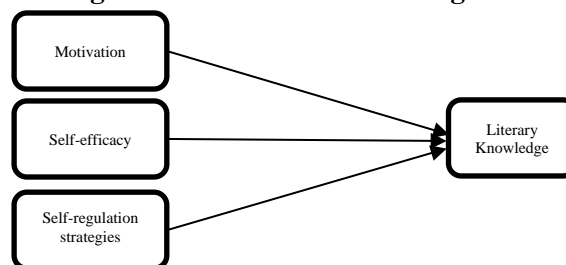
students.

1. Thus, the independent variables in this study are:
 - Motivation: Students' level of motivation in learning and exploring literature.
 - Self-efficacy: The level of confidence students has in their ability to understand and master literature.
 - Use of self-regulation strategies: Frequency and effectiveness of students' use of self-regulation strategies in learning literature.
2. The dependent variables in this study are: Grade 5 elementary students' literary knowledge: The level of students' understanding and knowledge of the concepts, elements, and literary works taught in the grade 5 elementary curriculum.

The hypotheses of this study are as follows:

1. H1: Motivation has a significant positive effect on literary knowledge of grade 5 elementary schoolstudents
2. H2: Self-efficacy has a significant positive effect on literary knowledge of grade 5 elementary schoolstudents
3. H3: Self-regulation strategy has a significant positive effect on literary knowledge of grade 5 elementary school students.

Figure 01. Framework of Thought



This study used a questionnaire as a data collection method. A questionnaire is a list of questions or a questionnaire. The research instrument is the part of the questionnaire that is designed before the questionnaire is distributed. Motivation Language Learning (MLL) variable has 5 variable indicators, Self-Regulation Language (SRL) variable has 5 variable indicators, Self-Efficacy Language Learning (SLL) variable has 5 variable indicators, and Literary Knowledge (LK) variable has 5 variable indicators. questionnaire is 20 items.

Table 01: Research Instruments

Variabels	Variabels Incicator	Question Item	Item Number
	MLL 1	<i>I enjoy learning Indonesian.</i>	1

Motivation Language Learning	MLL 2	I study Indonesian every time I have free time.	2
	MLL 3	I am always active in participating in Indonesian language learning.	3
	MLL 4	I always study to get good grades in Indonesian. Praise from teachers or friends makes me eager to learn Indonesian.	4
	MLL 5	I set a goal or target score to achieve	5
	SRL 6	I prepare my textbooks for tomorrow	6
	SRL 7	I still pay attention to the lesson when the class is crowded	7
Self Regulation Language	SRL 8	I utilize my free time to study	8
	SRL 9	I feel satisfied and proud to work on my own assignments and achieve my target grades.	9
	SRL 10	I am confident in my language skills	10
	SRL 11	I find it difficult to start learning a language	11
Self Efficacy Language Learning	SLL 12	I will try hard to do every assignment given to me.	12
	SLL 13	I believe I can master the learning material that has been given by the teacher	13
	SLL 14	I do not feel discouraged when facing difficulties with language learning guidance	14
	SLL 15	How familiar are you with the story "Bawang Merah Bawang Putih"?	15
Literary Knowledge	LK 16	To what extent do you understand the types of poetry such as pantun, syair, and gurindam?	16
	LK 17	How familiar are you with the characters in the story "The Deer and the Wolf"?	17
	LK 18	To what extent do you understand the theme and moral message in the story "Lutung Kasarung"?	18
	LK 19	How much do you know about the author of the book "The Legend of Batu Menangis"?	19
	LK 20		20

Validity and reliability tests, as well as analyses of the Original Sample Estimate and T-statistic, were performed on the collected data. After analysing the Original Sample Estimate value and the T Statistics value, hypothesis testing is conducted. Data analysis is carried out using the SmartPLS 4 programme. The appropriateness of a questionnaire may be ascertained by a validity test. The Factor Loading values are the outcomes of the SmartPLS 4 calculations that form the foundation of the validity test. If the Factor Loading value is more than 0.7, then the questionnaire can be considered legitimate. Once a variable's indications are determined to be invalid, they are deleted and retested. To find out how consistent study variables are, researchers use reliability

tests. In SmartPLS 4, the Composite Reliability value is used to determine the reliability test. The questionnaire is considered reliable if its Composite Reliability rating is more than 0.6.

There is a statistically significant relationship between the independent and dependent variables when the R-squared value is high. We consider a R Squared value of 0.67 to be high, 0.33 to be average, and 0.19 to be bad. Look at the Original Sample Estimate value to observe how the independent variable is affecting the dependent variable. The independent variable has a positive effect on the dependent variable when the Original Sample Estimate value is in the positive range, and a negative impact when the value is in the negative range. Variable that is independent of the dependent variable. If the T-statistic is more than 1.9, then the independent variable has a significant impact on the dependent variable. Applying the results of the T-statistic and the Original Sample Estimate, you may test your hypothesis.

III. RESULT AND DISCUSSION

Four of the variables used as indicators in the validity test had Factor Loading values below 0.7. The following surveys were found to be invalid: LI 16, LI 19, LI 20, MLL 1, MLL 2, MLL 3, MLL 4, SELL 11, SELL 12, SELL 13, SRL 10, SRL 6, SRL 8, etc. Factor Loading values for the fourteen input variables are as follows: 0.031, 0.564, 0.096, 0.360, -0.080, -0.064, -0.061, 0.547, 0.588, 0.505, 0.535, 0.480, 0.658, and 0.681. Table 2 displays the validity test results following the removal of the fourteen variable indications. All surveys were deemed legitimate according to Table 2's Factor Loading values, which are more than 0.7. At 0.709, SUB3 has the lowest Factor Loading value. In addition, the results of the reliability tests were performed. Table 2 displays the results of the reliability tests.

Table 02. Validity Test Results

Variable Indicator	Factor loadings value	Validity Test Results
LI 17 <- Literary Knowledge	0.794	Valid
LI 18 <- Literary Knowledge	0.787	Valid
MLL 5 <- Motivation Language Learning	0.750	Valid

SELL 14 <- Self Efficacy Language Learning	0.742	Valid
SELL 15 <- Self Efficacy Language Learning	0.713	Valid
SRL 7 <- Self Regulation Language	0.742	Valid

Table 03. Reliability Test Results

Variable Indicator	Composite Value Reliability	Validity Test Results
Literary Knowledge	0.602	Reliable
Motivation Language Learning	0.033	Unreliable
Language Learning Self-Efficacy	0.759	Reliable
Self-Regulation Language	0.759	Reliable

Table 3 shows that all *Composite Reliability* values show numbers greater than 0.6. The smallest *Composite Reliability* value is the *literary knowledge* variable of 0.602. These results indicate that several research variables are declared reliable or consistent. The results also show that there is one research variable declared unreliable or inconsistent, namely *Motivation Language Learning* of 0.033. The results of using a valid and reliable questionnaire indicate that the questionnaire as data collection to test the hypothesis is feasible to use according to P. Sudira (2020). The analysis results show an *R Square* value of 0.48 for the LI variable and 0.36 for the SELL and SRL variables (MLL variable shows negative results because the T statistical value is less than 1.9 so it is not included in the influence between variables). From the acquisition of these values, the category of the magnitude of the influence of the independent variable on the dependent variable is moderate for the independent variable on LI and weak for the LI variable on SELL and SRL. The independent variable is declared to have a significant effect on the dependent variable if the T Statistics value shows a number more than 1.9 according to D. R. Sari (2018). The calculation results using SmartPLS 4 software show the results as shown in Table 4.

Table 04. The Influence Value of the Independent Variable on the Dependent Variable

Influence between Variables	T Value Statistics	Description
Self Efficacy Language Learning -> Literary Knowledge	2.315	Positively Significant
Self Regulation Language -> Literary Knowledge	2.346	Positively Significant

Table 4 shows the value of the effect of the independent variables on the dependent variable based on the Original Sample Estimate and T Statistics values. The results of the analysis of the *Original Sample Estimate* value in Table 4 show that all independent variables have a positive influence on the LI variable. Similar results are seen in the independent variables that positively affect the SUB variable through the SBI variable. The *T Statistics* values obtained have different values. This indicates that there are several independent variables that have an insignificant influence on the dependent variable. Hypothesis testing is done based on the Original Sample Estimate value and the T Statistics value. Table 4 shows that some variables have a significant positive effect on SELL and SRL variables as well as SELL and SRL through LI.

Based on Table 4, the analysis results show that the SRL variable has a significant positive effect on LI. This is in line with research by Vismaia Sabariah Damaianti (2021) Self-regulated learning can be an alternative to learning so that students' reading motivation can increase in an independent learning atmosphere. Self-regulated learning involves components of cognitive strategies and metacognitive strategies. In the field of education, self-regulated learning has exerted a particularly strong influence for middle and high school students Frederick, Blumenfeld, & Paris (2004). Pekrun, Goetz, Titz, & Perry (2002) have examined how the influence of self-regulated learning to the academic emotions that finally got effect on increasing academic achievement student. Self-regulated learning is important because learning is a process consisting of input or input, process or process, and output or output. To get good academic achievement, then the learning process is important to note.

The MLL variable was not proven to have a direct effect on the literary knowledge of grade 5 students. The results of the study showed a T statistic value of less than 1.9, namely 0.30. This is different from the research conducted by Mimi Alpian and Maman Suryaman (2016) which shows the results that motivation affects the appreciation of literary works of junior high school students.

Research conducted by Irra Chrisyanti Dewi (2015), states that self-efficacy affects what students do, be it effort, persistence and perseverance exerted when obstacles arise, ways of thinking, as well as emotional management in solving problems experienced. A strong sense of confidence can help students well when studying literature. In accordance with the T statistic value that shows SELL has a significant positive effect on literary knowledge of grade 5 students shown in Table 4.

IV. CONCLUSION

Based on the research results described above, the following conclusions can be drawn: (1) Self Efficacy Language Learning and Self-Regulation Language are proven to influence the literary knowledge of grade 5 elementary school students, but both have different influence values. Self-Efficacy Language Learning has a significant positive effect on students' literary knowledge of 2.315, while Self-Regulation Language has a significant positive effect on students' literary knowledge of 2.346.; (2) Of the three independent variables studied, it is proven that two variables affect the literary knowledge of grade 5 elementary school students so that they are declared as factors that affect elementary school students' interest in literary knowledge. (3) Motivation Language Learning has a positive effect on the literary knowledge of grade 5 elementary school students, although only a positive value is not significant.

The main findings in relation to the research objectives are: High motivation has a positive relationship with students' knowledge and understanding of literature. Students who have a strong motivation towards learning literature tend to be more active, enthusiastic, and involved in learning activities, which can increase their understanding of literary texts. High self-efficacy, namely a person's belief in his own ability to achieve certain goals, is also associated with an increase in students' literary knowledge. Students who believe that they can

understand and succeed in studying literature will be more motivated and courageous to face challenges in understanding literary texts. The use of self-regulation strategies, such as planning, self-monitoring, and reflection, can affect students' literary knowledge. Students who use effective self-regulation strategies tend to have a better understanding of literature, because they can manage their time, focus, and engage in a more directed learning process. It is important to understand that research results can vary and there are many factors that can influence grade 5 students' literary knowledge. However, understanding and strengthening motivation, self-efficacy, and the use of self-regulation strategies can increase students' chances of achieving a deeper understanding of literature.

Another finding is the difference in apology strategies according to Trosborg's theory. The researcher found 8 types of apology strategies and 21 sub types of apology strategies according to Trosborg's theory.

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