

The relationship between self-regulated learning and learning motivation among working students

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Abstract: This study aims to investigate the relationship between self-regulated learning of working students of Bina Darma University in Palembang and learning motivation. The hypothesis of the study was there is a relationship between self-regulated learning of working students of Bina Darma University in Palembang and learning motivation. This study was conducted using a quantitative method. The instruments used in the study were the self-regulated learning scale and the learning motivation scale. Purposive sampling was adopted and 500 staff members of Bina Darma University in Palembang were selected as the sample of the study. The data were analyzed using the SPSS program version 20 for Windows, resulting in a coefficient (r) of 0.516, a determination coefficient (R square) of 0.266, and the p value was 0.001 for the two-way ANOVA. The results of the study showed that the hypothesis that self-regulated learning was positively and significantly correlated to learning motivation of the working students of Bina Darma University in Palembang was valid.

Keywords: working students; learning motivation; self-regulated learning.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara *self regulated learning* mahasiswa kearyawanan Universitas Bina Darma Palembang dengan motivasi belajar. Hipotesis penelitian ini adalah ada hubungan antara *self regulated learning* mahasiswa karyawan Universitas Bina Darma Palembang dengan motivasi belajar. Penelitian ini menggunakan metode kuantitatif. Instrumen yang digunakan dalam penelitian ini adalah skala *Self Regulated Learning* dan Skala Motivasi Belajar, pengambilan sampel dilakukan menggunakan purposive sample, dimana sampel dalam penelitian ini adalah 500 personel universitas dari Universitas Bina Darma di Palembang. Analisis data dalam penelitian ini menggunakan program SPSS versi 20 for Windows, analisis data penelitian menghasilkan koefisien (r) sebesar 0,516, koefisien determinasi (R square) sebesar 0,266, dan nilai $p = 0,001$ untuk two-way ANOVA. Hasil penelitian menunjukan bahwa premis bahwa *self-regulated learning* dan motivasi belajar berkorelasi positif signifikan pada mahasiswa kearyawanan di Universitas Bina Darma Palembang, menunjukkan validitas teori ini.

Kata kunci: mahasiswa karyawan; motivasi belajar; *self regulated learning*.

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INTRODUCTION

Quality education is highly necessary for everyone in the globalization era. Education has a very important role in creating intelligent, virtuous and skillful people. Education has a huge influence on both society and the nation in preparing people to be competitive in the future (Efendi, 2019).

High educational level will affect the quality of a person; this is especially true when it comes to success and employment. Higher education is highly desired by many (Taufiq, 2018; Aniniyah). This is because education can improve a person's competence, performance and achievement; all of which will become motivators for a person to pursue higher education (Taufiq, 2018).

University students are one of the academic community elements at the tertiary level. University students refer to students who pursue a bachelor's degree, a master's degree, and a doctor's degree as well as a professional degree. University students are people who study formally at the tertiary level. University students have an attitude of superiority, meaning that they have to be more active in learning, reading and doing research. In addition to fulfilling obligations in their studies, many university students also work. Working students are students who are engaged in academic tasks as well as employment and strive to balance work and study. Working students have a main task, which is learning, and do other tasks afterwards, such as working (Sukardi et al., 2023).

The students' main task is to do their best at the university and they can therefore prepare themselves to work to meet their financial goals. One way to prepare for employment is that students can work part-time. Some students are not concerned about the cost of their studies. Some other students, however, like to study while working. Students are given opportunities to participate in both academic and non-academic activities, such as joining a student group (Zanki, 2020).

Considering the growing number of state and private universities in Indonesia that offer courses for employees, working while studying is a common practice. Courses for employees are usually provided outside of working hours, such as in the evenings or on Saturdays and Sundays (Helen, 2019).

The results of previous studies show that the most common type of jobs among students is

part-time jobs that they usually do for 20-40 hours a week. Studying while working has both positive and negative effects on students. The positive effects include helping parents with tuition fees and living costs, gaining work experiences, and being financially independent. Meanwhile, the negative effect is students may lack time available for studying (Rastafary & Rustika, 2019).

While there are many reasons students work while in college, the main reason is related to money, specifically the need to support family and to pay for education and other expenses. Other students earn extra money because they want to be independent from parents, to spend their free time, to experience life outside university, and to channel hobbies (Lastary & Rahayu. A, 2018).

According to the data from Endsleigh and The National Union of Students, the number of students working while enrolled increased from 59% to 77%. The study found 4,642 students worked in an English insurance company with monthly salary about 8.7 million rupiahs. Students earned higher than students by 36%. Some respondents worked part-time, while 14% of students chose to work full-time during college and semester break. A total of 56% of students said that they worked while in college to acquire new skills. Based on the information from National Center for Education Statistics (NCES), Planty claimed that 40% of students worked more than 30 hours per week (Rohmaniyah, 2018).

It can be noted that working while enrolled poses several benefits to students, such as earning extra money, gaining work experiences, and becoming independent. However, working students may have to live strenuous daily lives compared to students who do not work. This is because working students have additional burdens. In addition to the academic burden, working students have to bear the burden of work (Lusi, 2021). Being aware of these points will make the advantages of working while studying clear. Some advantages beyond the financial area are also found to be significant. Working students can develop their skills, broaden their knowledge on business, and improve their self-confidence (Alafgani & Alafgani, 2019).

Students who are highly motivated usually can attain specified learning outcomes. The more motivated a student is, the more intense and better the effort they make to achieve learning outcomes. There are several factors that can stimulate motivation to learn, such as the parental support, creative lecturers who deliver the lessons,

and students' own interests in learning and deepening their knowledge (Lukita & Niko Sudibjo, 2021).

Working students will be more motivated to design learning strategies to achieve satisfactory academic goals (Taufiq, 2018). This is because they want to succeed in both their study and work, which motivate them to work while in college (Taufiq, 2018). Self-regulated learning is a student's effort to regulate oneself and organize time for learning (Sagita & Mahmud, 2019).

By applying techniques for the use of cognition, behavior, and motivation, self-regulated learning is an individualized process that involves self-regulation in learning. The process consists of a series of activities performed to achieve learning targets or objectives. To effectively regulate learning, a student must have an objective and the drive to pursue it (Fauzi & Widjajanti, 2018; Prastiwi, 2021).

Self-regulated learning is correlated with learning motivation, procrastination, and academic fraud (Sagita & Mahmud, 2019). They argued that learning motivation develops a passion for learning, including planning for learning, adopting learning strategies, and evaluating learning. Defining goals can help people apply cognitive strategies and self-regulation more effectively because motivation is closely linked to goals for achieving excellence, especially during the learning process. Self-regulated learning can optimize students' academic potential because it can motivate them to learn (Rastafary & Rustika, 2019; Simatupang, 2021).

The researchers were interested in investigating the relationship between self-regulated learning and learning motivation among the employees of Bina Darma University in Palembang. The novelty of the current study is the subject of the study, which is the students and also the Bina Darma University employees.

METHOD

The study was conducted using a quantitative approach with the self-regulated learning scale and the learning motivation scale as the measuring instruments as well as purposive sampling technique for sampling. Simple regression analysis was performed for data analysis so that the relationship between variables that influenced learning motivation and independent learning could be determined. Purposive sampling technique was employed to select 500 employees of Bina Darma University in Palembang. The students came from seven faculties, including computer science (100 students), economics and business (100 students), teacher education and preparation (10 students), engineering (150 students), psychology (20 students), vocational (70 students), and communication science (50 students).

The instrument of this study was the Likert scale that had been adapted. The Likert scale model was used as a scale format. The self-regulated learning scale and the learning motivation scale were modified, translated, and evaluated to measure the variables and used on 205 employees at Bina Darma University in Palembang. The Likert scale with positive and negative statements was used to collect data and created in as well as distributed through Google Forms. The scale was used to assess attitudes, opinions, and perceptions and consisted of five alternative answers that are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The data were analyzed on Windows using the IBM SPSS Program version 20 (Sugiyono, 2014).

RESULTS AND DISCUSSION

The subject of the study was 500 staff members of Bina Darma University in Palembang. The data collected through the survey are presented as follow

Figure 1. Data on Learning Motivation

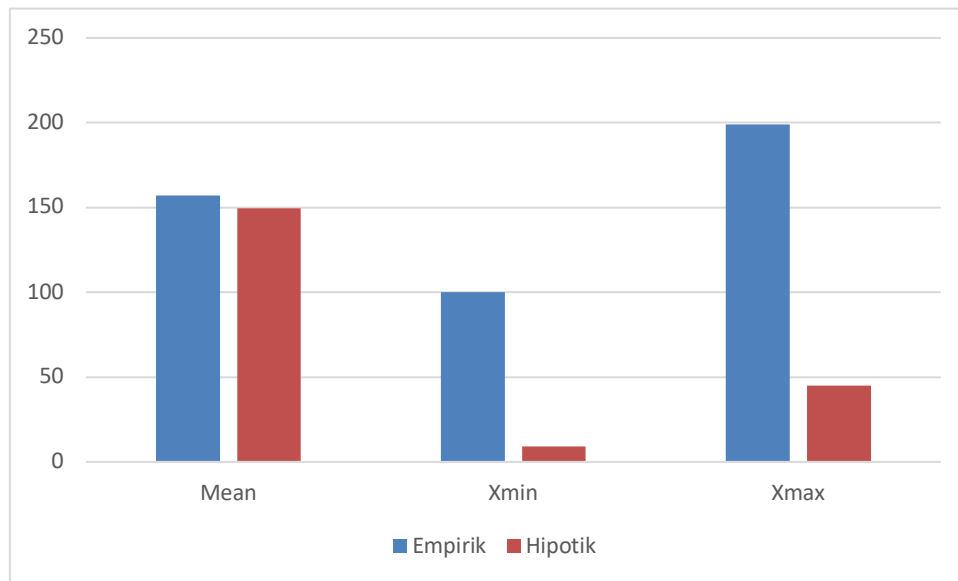


Table 1. Data on Self- Regulated Learning

Variable	Empirical Score				Hypothetical Score			
	Mean	Sd	Xmin	Xmax	Mean	Sd	Xmin	Xmax
Self- Regulated Learning	164,68	17,558	101	199	150	16.3	10	50

Description:

Mean: Average Score

Sd: Standard Deviation

Xmin: Minimum Total Score

Xmax: Maximum Total Score
The SPSS (Statistical Package for Social Science) for Windows version 20.0 was used to calculate or

process the empirical scores, which were received in the field, followed by the calculation of the scale data. The average self-regulated learning empirical score is 164.68 with Standard Deviation (SD) 17.558, while the average learning motivation score is 157.15 with SD 23.860

Table 2. Categorization on Learning Motivation

Score	Category	N	%
$X > 157.15$	High	94	49%
$X < 157.15$	Low	111	51%
Total		205	100%

Based on the table above, of 205 working students of Bina Darma University who became the subject of the research, 94 students (49%) had high learning motivation, while 111 students

(51%) had low learning motivation. Thus, it can be assumed that the majority of the employees at Bina Darma University had low learning motivation.

Table 3. Categorization of Self-Regulated Learning

Score	Category	N	%
$X > 164.68$	High	91	45%
$X < 164.68$	Low	114	55%
Total		205	100%

It can be seen from the table above that of 205 working students of Bina Darma University

who became the research participants, 91 students (45%) had high self-regulated learning, while 114 students (55%) had low self-regulated learning.

Thus, it can be assumed that the majority of the employees at Bina Darma University had poor self-regulated learning.

Table 4. Normality Test Results

Variable	KS-Z	P	Meaning
Learning Motivation	0.967	0.307	Normal
Self-Regulated Learning	1.082	0.193	Normal

Based on the results of the normality test using the Kolmogorov-Smirnov test, the data of the two variables seem to have a normal distribution as the p value is higher than 0.05. The

P value of Learning Motivation was 0.307 ($p > 0.05$) with KS-Z 0.967 and the P value of Self-Regulated Learning was 0.193 ($p > 0.05$) with KS-Z 1.082.

Table 5. Linearity Test Results

Variable	F	P	Meaning
Self-Regulated Learning (X) with Learning Motivation (Y)	73.687	0.000	Linier

Based on the table above, the F value is a coefficient with the F value=73.687 and a significance level of $P=0.000$ which describes the relationship between the independent and dependent variables. The F-value shows how

linear the relationship between the independent and dependent variables is. Self-regulated learning (X) and learning motivation (M) had a linear relationship, which is in accordance with the P value = 0.000-0.05 in the table above (Y).

Table 6. Simple Regression Test Results

Variable	R	R ²	P	Meaning
Self-Regulated Learning with Learning Motivation	0.516	0.266	0.000	Very Significant

Based on the table above, the relationship between the variables of learning motivation and self-regulated learning is $r = 0.516$, with an R square value of 0.266. What can be used as a barometer of learning motivation and can influence people's learning motivation is age because with age, activities and needs increase. These results suggest that there is a strong relationship between self-regulated learning and learning motivation among the working students at Bina Darma University in Palembang. The direct regression test was used in this study and the results showed that the hypothesis was accepted. Self-regulated learning gave an effective contribution to learning motivation by 26.6% ($R^2=0.266$), leaving 73.4% for other learning motivation elements that have not been yet studied by academics.

Based on the results and discussion, it is clear that self-regulated learning and learning motivation among working students at Bina

Darma University in Palembang have a substantial relationship. The acceptance of the postulated hypothesis was the subject of analysis. The coefficient value $r = 0.516$ or 51.6% with a significant value ($P = 0.000$ 0.01) showed those results. It indicates that self-regulated learning and learning motivation among working students at Bina Darma University in Palembang have a substantially positive relationship. In other words, self-regulated learning has a great influence on motivation. Self-regulated learning has a great influence on motivation. Self-regulated learning can encourage students to have learning motivation and, in turn, optimize learning outcomes.

This result is in line with the result of the study on the relationship between self-regulated learning and achievement motivation among students (Munawaroh, 2021). Based on the testing results of the coefficient value=0.736 at $p=0.000$ ($p < 0.005$), the study found that there is a

very strong positive relationship between self-regulated learning and achievement motivation; the higher the achievement motivation, the better the self-regulated learning among the MA Al-Fatih students. Meanwhile, self-regulated learning among the MA Al-Fatih students diminished as the achievement motivation decreased.

The study by Simatupang et al., (2017) on the relationship between learning motivation, self-regulated learning, and physics learning outcomes among the eleventh-grade students of SMA Negeri (State Senior High School) 4 Pekanbaru in the 2016/2017 academic year also found that students had different levels of motivation according to their self-regulated learning level. On one hand, students who perform self-regulated learning are more likely to have high learning motivation. On the other hand, students who do not implement self-regulated learning tend to have low learning motivation. This is because self-regulated learning is a manifestation of enthusiasm for learning.

A study has been conducted to examine the roles of self-regulated learning in the relationship between learning motivation, procrastination, and academic fraud (Sagita, 2019). The study found that learning motivation and independent learning have a statistically significant relationship ($P < 0.05$). Based on the study conducted by Rahmanillah and Qmariyah (2018), there is a significant relationship between self-regulated learning and academic motivation or procrastination among working students. Self-regulated learning among working students is different from that among students who do not work as they have different types and amount of busyness and activities.

Based on the results of analysis, learning independence combined with learning motivation had the R^2 value = 0.330 or 33%. Therefore, 67% consisted of other elements of learning motivation on which no researchers have studied. Those variables include sex, learning environment, age, activities, and learning comfort (Simatupang et al., 2017).

Saifudin (2020) said that age is spent not only for learning, but also for producing things and fulfilling needs. Issues on learning motivation and its association with age are slightly provocative. Some people despise someone of advanced age who still has motivation to learn and adults who still have high learning motivation are often seen weird. This creates the paradigm that the older someone gets,

the lower their learning motivation is (Muhibbin & Hendriani, 2021).

CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that there is a substantial relationship between self-regulated learning and learning motivation among working students at Bina Darma University in Palembang. High learning motivation leads to good self-regulated learning, while low learning motivation leads to poor self-regulated learning.

Based on the results of the study, some suggestions are offered as follows:

1. Students who Work while in College

Students who have self-regulated learning with high learning motivation are recommended improving their self-regulated learning to develop better learning motivation and increase productivity. On the other hand, it is recommended that students who have self-regulated learning with low learning motivation improve their self-regulated learning to develop better learning motivation and balance study and work.

2. Future Researchers

This study may guide future researchers who are interested in addressing the same issue or in extending this study by including more variables. Future researchers may examine different topics and a broader population. Also, it is hoped that the results of this study will be instructive and valuable for their future studies on working students' independent learning and learning motivation.

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