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Influences on Learning, Motivation and Self-Efficacy in the Study of Students at Santo Antonio Catholic Secondary School

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Keywords
learning style, motivation, self-efficacy, and utilization of student studies.

ABSTRACT
The purpose of this research was to identify and analyze the influence of learning style, motivation, and confidence on the academic achievement of students at Santo Antonio Alas Catholic High School. This type of research is quantitative research. The population of this study is 90 students at Santo Antonio Alas Catholic High School. The sample of this study is also 90 people. Data collection techniques include observation, questionnaires, and documentation. The data analysis techniques included multiple linear regression assumption tests, namely normality, multicollinearity, and heteroscedasticity. In addition, a final statistical test was carried out, namely a hypothesis test with a t-test and an F-test. The results show that (0.000) < (0.05) and T value (4.928) > table T value (2.000), indicating a significant influence of learning style (X1) on student learning achievement (Y). Learning motivation (X2), with a sig value (0.528) > (0.05) and T count (-0.633) < T table (2.000), showed no significant influence on student learning achievement (Y). Auto-efficacy (X3), with a sig value (0.000) < (0.05) and T count (4.057) > T table (2.000), indicates that auto-efficacy (X3) has a significant influence on student learning achievement (Y). The results of the F-test, with a sig (0.000) < (0.05) and F count (43.591) > F table (2.711), indicate that learning style (X1), motivation (X2), and auto-efficacy (X3) simultaneously have a significant influence on student learning achievement (Y).

INTRODUCTION

Education is an important factor that contributes to the development of quality human resources. In today's global developments, the role of education is not only to transfer knowledge but also to develop students' abilities to face future challenges (Anwar, Daud, Abubakar, Zainuddin, & Fonna, 2020). This aligns with Article 59(4) of the Constitution of the Democratic Republic of Timor-Leste, which states that the state guarantees the right of all citizens, according to their ability, to receive a good education and to engage in scientific and artistic research activities (Adnyana, 2021). Therefore, student academic achievement is the main indicator used to measure the success of the educational process (Andriani & Rasto, 2019). To develop their careers, students need to develop three aspects: cognitive, affective, and psychomotor (Lidyasari et al., 2022). The cognitive aspect is one of the areas of learning that includes intellectual abilities and learning capabilities (Bisma, 2013). This aspect focuses on the development of cognitive abilities, knowledge, and intellectual skills (Juandi & Sontani, 2017). The affective aspect relates to attitudes, values, feelings, emotions, and interests (Da

Costa, Hanurawan, Atmoko, Hitipeuw, & Hidayah, 2017). It focuses on the development of character, attitudes, and values in students, while the psychomotor aspect centers on learning involving physical activity, object manipulation, and coordination (Nurtanto & Sofyan, 2015). This aspect underscores the development of an individual's physical abilities and movement skills (Irawati, Ilhamdi, & Nasruddin, 2021).

In reality, the problem lies in the students' learning process, which is complex and varied (Salsabilah & Kurniasih, 2022). This complexity is because the learning process is influenced by various factors that can generally be simplified into two categories: internal factors and external factors (Syafi'i et al., 2018). Internal factors originate from the students themselves, such as intelligence, interest, learning style, self-determination, self-efficacy, and motivation (Manuel Brito ho Augostu da Costa, 2023). These factors can be summarized as individual values. External factors come from outside and serve to encourage and support students' learning (Aulia, 2021; Emda, 2018). These include the curriculum, the professional competence of teachers, learning facilities, the family environment, the school environment, and the broader learning environment (Kadir, Permana, & Qalby, 2020). These factors collectively represent the internal and external motivation of students to achieve academic success (Sawawa et al., 2018). Such factors are used to assess the academic achievement of students at Santo Antonio Alas Catholic Secondary School (Durrotunnisa & Nur, 2020).

Based on observations, the researcher examined the affective, cognitive, and psychomotor aspects of students at Santo Antonio Alas Catholic Secondary School (Purbaningrum, 2017). Students show eagerness to utilize the material provided; however, this has not translated into optimal academic achievement (Narendra, 2017). Teachers employ teaching methods that do not align with their students' learning styles, leading to a lack of motivation and self-efficacy, which hinders the attainment of learning objectives (Nempung, Setiyaningsih, & Syamsiah, 2015). In the learning process, teachers need to understand and master their students' learning styles to achieve educational goals. According to Rambe and Yarni (2019), learning styles are methods that facilitate the absorption, organization, and processing of information. The most effective learning style matches the student's learning success. Widayanti et al. (2013) identify three types of learning styles: visual, auditory, and kinesthetic. Visual learners learn best through what they see; auditory learners learn best through what they hear; kinesthetic learners learn best through physical movement (Pattimura, 2016).

This dynamic affects both student achievement and the pressure students experience regarding their motivation to learn (Sawawa, Solehudin, & Sabri, 2018). Motivation is a change in energy within a person's mind, characterized by emergent affective feelings and reasons to achieve their goals (Emda, 2018). Motivation can be divided into two types: internal and external (Warsah & Nuzuar, 2018; Widayanti, 2013). Internal motivation arises from within the student, while external motivation stems from external values and requirements, many influenced by environmental factors (Nurtanto & Sofyan, 2015). Extrinsic motivation is an impulse to learn with specific goals or to achieve certain outcomes, such as receiving praise from teachers, obtaining good grades, or earning awards (Da Costa et al., 2017). Students who are motivated to learn tend to achieve better academic performance (Mubaroh & Somawati,

2024). In addition to motivation, self-efficacy also significantly influences students' academic success (Nurbilady & Suryadi, 2018). Kumalasari and Kasidi (2021) define self-efficacy as a person's belief in their ability to succeed considering their capabilities. Self-efficacy profoundly impacts learning outcomes. Students who possess high self-efficacy increase their initiative, creativity, innovation, and perseverance when solving problems they face. At Santo Antonio Alas Catholic Secondary School, students demonstrate high self-efficacy in achieving their goals.

This study aims to examine the influence of learning style, motivation, and self-efficacy on the academic achievement of students at Santo Antonio Alas Catholic High School during the 2024 academic year. The findings are expected to provide practical insights for educators at Santo Antonio Alas Catholic Secondary School to design more effective teaching strategies tailored to students' learning styles and to enhance their self-efficacy. Furthermore, this research can serve as a reference for further studies in educational psychology and contribute to the development of improved learning methods to improve student academic achievement.

METHOD

The research approach is quantitative research. The data analysis techniques used are:

- Multiple Linear Assumption Test
- Multicollinearity Test
- Heteroscedasticity Test
- Final Statistical Test with the type multiple:

$$Y = a + b\,X1 + b\,X2 + \ldots\ldots bXn$$

- Regression Test Kd = r2 X 100 %
- T-Test (partial hypothesis test)
- F-Test (simultaneous hypothesis test)

The sample of this research consists of 90 students at St. Anthony Catholic Secondary School, Alas. The research framework in this study is as follows:

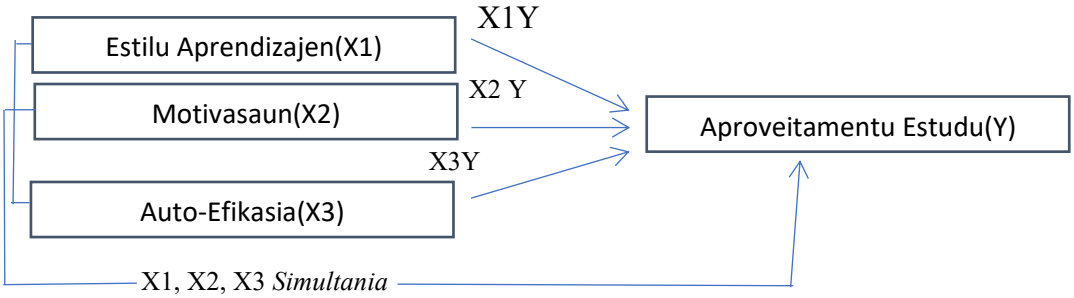

Figure 1. Research Framework

RESULTS

a. Descriptive Analysis of Student Data Based on Gender, Age, and Class

1) *Descriptive Analysis of Student Data Based on Gender*

Table 1. Frequency Distribution of Respondents Based on Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	47	52.2	52.2	52.2
	F	43	47.8	47.8	100.0
	Total	90	100.0	100.0	

Source: Processed Primary Data, 2024

Based on the output results above, it shows that the total number of students observed by the researcher was 90. The frequency of male students was 47 or 52.2%, and female students were 43 or 47.8%. The total valid percentage was 100%, with no missing data.

2) Frequency Distribution of Students Age

Table 2. Frequency Distribution of Respondents Based on Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-15 anos	23	25.6	25.6	25.6
	16-20 anos	56	62.2	62.2	87.8
	21-24 anos	11	12.2	12.2	100.0
	Total	90	100.0	100.0	

Source: Processed Primary Data, 2024

Based on the output results above, it shows that the total number of students observed by the researcher was 90. The frequency distribution indicates that students aged ≤15 years totaled 23 or 25.6%, students aged 16–20 years totaled 56 or 62.2%, and students aged 21–24 years totaled 11 or 12.2%. The total valid percentage was 100%, with no missing data.

3) Frequency Distribution of Students Class

Table 3. Frequency Distribution of Respondents Based on Class/Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10. ano	31	34.4	34.4	34.4
	11. ano	30	33.3	33.3	67.8
	12. ano	29	32.2	32.2	100.0
	Total	90	100.0	100.0	

Source: Processed Primary Data, 2024

Based on the output results above, it shows that the total number of students observed was 90. The frequency distribution indicates that students in class 100 numbered 31 or 34.4%, students in class 110 numbered 30 or 33.3%, and students in class 120 numbered 29 or 32.2%. The total valid data was 100%, with no missing data.

b. Multiple Linear Assumption Test

1. Normality Test Result

Table 4.
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.71465173
Most Extreme Differences	Absolute	.054
	Positive	.054
	Negative	-.052
Kolmogorov-Smirnov Z		.514
Asymp. Sig. (2-tailed)		.955

Source: SPSS Output, processed by researchers, 2024

Based on the normality test using the **One-Sample Kolmogorov-Smirnov Test**, it shows that variables X1, X2, X3, and Y obtained a significance value of 0.955 > 0.05. The conclusion is that the residual value is normally distributed.

2. Multicollinearity Test Results

Interpretation criteria: If the tolerance value > 0.100 and VIF < 10.00, it means there are no symptoms of multicollinearity. If the tolerance value < 0.100 and VIF > 10.00, it means there are symptoms of multicollinearity.

Table 5. Results of the Multicollinearity Test
Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Estilu Aprendizajen	.461	2.171
	Motivasaun	.388	2.575
	Auto-Efikasia	.436	2.296

a. Dependent Variable: Aproveitamentu Estudu

Source: SPSS Output, processed by researchers, 2024

The results of the multicollinearity test show that:

a. The tolerance value and VIF of the learning style variable (X1) are tolerance = 0.461 > 0.100 and VIF = 2.171 < 10.00, which means there are no symptoms of multicollinearity.
b. The tolerance value and VIF of the motivation variable (X2) are tolerance = 0.388 > 0.100 and VIF = 2.575 < 10.00, which means there are no symptoms of multicollinearity.
c. The tolerance value and VIF of the self-efficacy variable (X3) are tolerance = 0.436 > 0.100 and VIF = 2.296 < 10.00, which means there are no symptoms of multicollinearity.

3. Heteroscedasticity Test Results

Interpretation criteria for the heteroscedasticity test using the Glejser test:

a. If the significance value > 0.05, then there are no symptoms of heteroscedasticity.
b. If the significance value < 0.05, then there are symptoms of heteroscedasticity.

Table 6. Results of the Heteroscedasticity Test (Glejser Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.952	.743		1.282	.203
	Estilu Aprendizajen	.007	.049	.024	.151	.881
	Motivasaun	-.031	.044	-.121	-.703	.484
	Auto-Efikasia	.066	.061	.177	1.090	.279

a. Dependent Variable: ABSRES

Source: SPSS Output, processed by researchers, 2024

Referring to the results of the Glejser test above, the conclusion is:

a. The achievement variable (Y) or (Constant) obtained a significance value of 0.203 > 0.05, which means there are no symptoms of heteroscedasticity.
b. The learning style variable (X1) obtained a significance value of 0.881 > 0.05, which means there are no symptoms of heteroscedasticity.
c. The motivation variable (X2) obtained a significance value of 0.484 > 0.05, which means there are no symptoms of heteroscedasticity.
d. The self-efficacy variable (X3) obtained a significance value of 0.279 > 0.05, which means there are no symptoms of heteroscedasticity.

4. Final Statistical Test

Multiple regression analysis consists of: **T-Test (partial hypothesis test)**; Interpretation criteria for the T-Test are as follows: If the significance value < 0.05 or Tcount > Ttable, then variable (X) has an influence on (Y). Conversely, if the significance value > 0.05 or Tcount < Ttable, then variable (X) has no influence on (Y).

Table 7. Results of Multiple Linear Regression Analysis (t-test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.262	1.250		3.410	.001
	Estilu Aprendizajen	.406	.082	.493	4.928	.000
	Motivasaun	-.046	.073	-.069	-.633	.528
	Auto-Efikasia	.414	.102	.418	4.057	.000

a. Dependent Variable: Aproveitamentu Estudu, T_{tabela}=α0.05/2=0.025. n=90, k=4 , 90-4=86=$T._{tabel}$= 1.98793

Source: SPSS Output, processed by researchers, 2024

a. The significance value and Tcount of the learning style variable (X1) are Sig = 0.000 < 0.05 and Tcount = 4.928 > 2.000, indicating that the learning style variable (X1) has an individual influence on learning achievement (Y).
b. The significance value and Tcount of the motivation variable (X2) are Sig = 0.538 > 0.05 and Tcount = –0.633 < Ttable (2.000), indicating that motivation (X2) has no individual influence on learning achievement (Y). The reason is that the motivation variable (X2) does not individually influence student learning achievement.
c. The significance value and Tcount of the self-efficacy variable (X3) are Sig = 0.000 < 0.05 and Tcount = 4.057 > 2.000, indicating that the self-efficacy variable (X3) has an individual influence on learning achievement (Y).

5. **F-Test (simultaneous hypothesis test)**, with its interpretation criteria as follows:
   a. If the significance value < 0.05, or Fcount > Ftable, then X1, X2, and X3 simultaneously have an influence on Y.
   b. If the significance value > 0.05, or Fcount < Ftable, then X1, X2, and X3 simultaneously have no influence on Y.

Table 8. Results of the Simultaneous Significance Test (F-test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	397.893	3	132.631	43.591	.000[b]
	Residual	261.663	86	3.043		
	Total	659.556	89			

a. Dependent Variable: Aproveitamentu Estudu

b. Predictors: (Constant), Auto-Efikasia, Estilu Aprendizajen, Motivasaun

Source: SPSS Output, processed by researchers, 2024

Referring to the output above, the significance value of variables X1, X2, and X3 simultaneously on Y is Sig = 0.00 < 0.05, and the Fcount value (43.5) > Ftable (2.711). Thus, it can be concluded that there is a simultaneous influence of learning style (X1), motivation (X2), and self-efficacy (X3) on learning achievement (Y).

6. **Coefficient of Determination Analysis (R^2)**

Table 9. Results of the Coefficient of Determination Analysis (R Square)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.603	.589	1.744

a. Predictors: (Constant), Auto-Efikasia, Estilu Aprendizajen, Motivasaun

Source: SPSS Output, processed by researchers, 2024

Referring to the results above, the obtained R Square value is **0.603**, which means that the variables learning style (X1), motivation (X2), and self-efficacy (X3) have a combined influence of **60.3%**.

Based on the output results of the research data analysis above using IBM SPSS, the findings are as follows:

1. **Learning Style (X1) on Student Achievement (Y)**

Based on the theoretical framework, learning style is the easiest way for an individual to absorb, organize, and process information received. An appropriate learning style is the key to student success in learning, categorized into three types: visual, auditory, and kinesthetic. This aligns with the research results, which show that Sig = 0.000 < 0.05 or Tcount (4.928) > Ttable (2.000), with a contribution percentage of **49.3%**, indicating that learning style (X1) has an influence on student achievement (Y) at St. Anthony Catholic Secondary School, Alas. Previous research by Marpaung (2016) showed that learning style influences student achievement. Similarly, Anwar et al. (2020) found that learning style influences student achievement. In addition, Kamba et al. (2024) also identified the influence of learning style on student achievement.

2. **Learning Motivation (X2)**

Based on the theoretical framework, learning motivation can be defined as internal and external encouragement that drives students to engage in the learning process, strengthen their understanding of material, and achieve educational objectives. However, the research results show that Sig = 0.538 > 0.05 or Tcount (–0.633) < Ttable (2.000), with a contribution percentage of **–69%**, indicating that learning motivation (X2) does not influence student achievement (Y) at St. Anthony Catholic Secondary School, Alas. The reason is that motivation, when viewed individually, cannot be concluded to directly affect student achievement at the school. Previous studies support this result: Aulia (2021) found no influence of motivation on student achievement; Supartinah et al. (2019) also found no effect of motivation on student achievement; and Faiqoh (2022) concluded that motivation has no significant effect on student achievement.

3. **Self-Efficacy (X3)**

Students with high self-efficacy believe they are capable of mastering various learning skills provided and can regulate their own learning methods to achieve success in academics. The research results show that Sig = 0.000 < 0.05 or Tcount (4.057) > Ttable (2.000), with a contribution percentage of **41.8%**, indicating that self-efficacy (X3) influences student achievement at St. Anthony Catholic Secondary School, Alas. Supporting this, Nur et al. (2024) found that self-efficacy influences student achievement. Similarly, Mubaroh & Somawati (2024) and Putri et al. (2024) found that self-efficacy has an effect on student achievement.

Referring to the F-test output for variables X1, X2, and X3 simultaneously on Y, the significance value was Sig = 0.00 < 0.05, with Fcount (43.5) > Ftable (2.711), indicating that learning style (X1), motivation (X2), and self-efficacy (X3) simultaneously influence student achievement (Y) at St. Anthony Catholic Secondary School, Alas.

4. Previous research by Nurhijatina & Rosikh (2022) found a simultaneous influence of motivation and self-efficacy on student achievement. Similarly, Elawati (2023) identified a simultaneous influence of learning style (X1) and self-efficacy (X2) on student achievement (Y). Wijayanti (2022) also found a simultaneous influence of learning style (X1) and self-efficacy (X3) on student achievement. However, no previous research has analyzed the simultaneous effect of X1, X2, and X3 together on Y (Permatasari et al., 2022).

   Based on the R Square output result of **0.603**, it indicates that the variables learning style (X1), motivation (X2), and self-efficacy (X3) influence student achievement with a contribution of **60.3%**, while the remaining **39.7%** is influenced by other variables (Pratama, 2019).

CONCLUSION

The research at St. Anthony Catholic Secondary School, Alas, found that learning style (X1) significantly influences student achievement (Y) by 49.3%, supporting the first hypothesis (H1), while learning motivation (X2) does not have a significant partial effect, with a negative influence of –69%, supporting the null hypothesis (H0). Self-efficacy (X3) also has a notable impact on student achievement, contributing 41.8% and supporting the second hypothesis (H2). Moreover, learning style, learning motivation, and self-efficacy together exert a combined influence of 60.3% on student achievement, confirming the third hypothesis (H3). For future research, it would be beneficial to explore additional factors or contextual variables that may interact with motivation and other influences to better understand their complex effects on academic success.

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