

## ABSTRAK

**Pretty Wati Manik, Nim. 7173141025. “Pengaruh *Self-Determination*, *Self-Regulation*, *Self-Efficacy* Dalam Pembelajaran E-Learning Terhadap Motivasi Dan Hasil Belajar Mahasiswa Pendidikan Ekonomi Stambuk 2018 T.A 2020/2021”.**

Permasalahan dalam penelitian ini adalah rendahnya motivasi belajar dalam diri mahasiswa Pendidikan Ekonomi Stambuk 2018 yang didukung oleh *Self-Determination*, *Self-Regulation* dan *Self-Efficacy* selama mengikuti pelajaran secara *E-Learning*, serta terjadinya penurunan hasil belajar yang diperoleh oleh mahasiswa selama mengikuti pembelajaran secara *E-Learning*. Tujuan penelitian ini adalah untuk mengetahui Pengaruh *Self-Determination*, *Self-Regulation*, dan *Self-Efficacy* terhadap Hasil Belajar melalui Motivasi Belajar mahasiswa Pendidikan Ekonomi Stambuk 2018.

Penelitian ini dilakukan pada mahasiswa Pendidikan Ekonomi Stambuk 2018, Fakultas Ekonomi, Universitas Negeri Medan dengan jumlah populasi sebanyak 101 mahasiswa. Sampel diambil menggunakan metode *Probability Sampling* dengan teknik *Simple Random Sampling*. Penentuan jumlah sampel menggunakan rumus Slovin diperoleh sampel sebanyak 81 mahasiswa. Metode penelitian yang digunakan adalah metode Kuantitatif deskriptif. Teknik analisis data yang digunakan adalah Analisis jalur (*Path Analysis*), uji asumsi klasik, uji hipotesis parsial dan uji simultan serta uji koefisien determinasi ( $R^2$ ).

Hasil penelitian menunjukkan (1) Persamaan analisis jalur 1 yaitu  $Y = 15,089 + 0,246 x_1 + 0,278 x_2 + 0,425 x_3$ ; (2) Persamaan analisis jalur 2 yaitu  $Z = 0,018 + 0,340 x_1 + 0,191 x_2 + 0,184 x_3 + 0,306y$ ; (3) Secara *partial Self-Determination* ( $X_1$ ) berpengaruh positif dan signifikan terhadap Motivasi Belajar Mahasiswa ( $Y$ ); (4) Secara *partial Self-Regulation* ( $X_2$ ) berpengaruh positif dan signifikan terhadap Motivasi Belajar Mahasiswa ( $Y$ ); (5) Secara *partial Self-Efficacy* ( $X_3$ ) berpengaruh positif dan signifikan terhadap Motivasi Belajar Mahasiswa ( $Y$ ); (6) Secara simultan *Self-Determination* ( $X_1$ ), *Self-Regulation* ( $X_2$ ) dan *Self-Efficacy* ( $X_3$ ) berpengaruh positif dan signifikan terhadap Motivasi Belajar ( $Y$ ); (7) Secara *partial Self-Determination* ( $X_1$ ) berpengaruh positif dan signifikan terhadap Hasil Belajar Mahasiswa ( $Z$ ); (8) Secara *partial Self-Regulation* ( $X_2$ ) berpengaruh positif dan signifikan terhadap Hasil Belajar Mahasiswa ( $Z$ ); (9) Secara *partial Self-Efficacy* ( $X_3$ ) berpengaruh positif dan signifikan terhadap Hasil Belajar Mahasiswa ( $Z$ ); (10) Secara Simultan *Self-Determination* ( $X_1$ ), *Self-Regulation* ( $X_2$ ), *Self-Efficacy* ( $X_3$ ) dan Motivasi Belajar ( $Y$ ) berpengaruh positif dan signifikan terhadap Hasil Belajar ( $Z$ ); (11) Secara tidak langsung terdapat pengaruh yang positif dan signifikan antara *Self-Determination* ( $X_1$ ) melalui Motivasi Belajar terhadap Hasil Belajar; (12) Secara tidak langsung terdapat pengaruh yang positif dan signifikan antara *Self-Regulation* ( $X_2$ ) melalui Motivasi Belajar terhadap Hasil Belajar; (13) Secara tidak langsung terdapat pengaruh yang positif dan signifikan antara *Self-Efficacy* ( $X_3$ ) melalui Motivasi Belajar terhadap Hasil Belajar; (14) Kontribusi persamaan adalah sebesar 0,639 atau 63,9 %; (15) Kontribusi persamaan 2 adalah sebesar 0,757 atau 75,7 %.

**Kata Kunci : *Self-Determination*, *Self-Regulation*, *Self-Efficacy*, Motivasi Belajar, Hasil Belajar**

## ABSTRACT

**Pretty Wati Manik, Nim. 7173141025. "The Influence of Self-Determination, Self-Regulation, Self-Efficacy in E-Learning Learning on Motivation and Learning Outcomes of Economic Education Students in Stambuk 2018 T.A 2020/2021".**

The problem in this study is the low motivation to learn in the 2018 Stambuk Economics Education students who are supported by Self-Determination, Self-Regulation and Self-Efficacy during E-Learning lessons, as well as a decrease in learning outcomes obtained by students while participating in e-learning. E-Learning. The purpose of this study was to determine the effect of Self-Determination, Self-Regulation, and Self-Efficacy on Learning Outcomes through Student Motivation in Stambuk Economic Education 2018.

This research was conducted on 2018 Stambuk Economics Education students, Faculty of Economics, Medan State University with a total population of 101 students. Samples were taken using the Probability Sampling method with the Simple Random Sampling technique. Determination of the number of samples using the Slovin formula obtained a sample of 81 students. The research method used is descriptive quantitative method. The data analysis technique used is Path analysis, classical assumption test, partial hypothesis test and simultaneous test and the coefficient of determination test (R<sup>2</sup>).

The results showed (1) The equation of path 1 analysis is  $Y = 15.089 + 0.246 x_1 + 0.278 x_2 + 0.425 x_3$ ; (2) Path analysis equation 2 is  $Z = 0.018 + 0.340 x_1 + 0.191 x_2 + 0.184 x_3 + 0.306y$ ; (3) Partially Self-Determination (X1) has a positive and significant effect on Student Learning Motivation (Y); (4) Partially Self-Regulation (X2) has a positive and significant effect on Student Learning Motivation (Y); (5) Partially Self-Efficacy (X3) has a positive and significant effect on Student Learning Motivation (Y); (6) Simultaneously Self-Determination (X1), Self-Regulation (X2) and Self-Efficacy (X3) have a positive and significant effect on Learning Motivation (Y); (7) Partially Self-Determination (X1) has a positive and significant effect on Student Learning Outcomes (Z); (8) Partially Self-Regulation (X2) has a positive and significant effect on Student Learning Outcomes (Z); (9) Partially Self-Efficacy (X3) has a positive and significant effect on Student Learning Outcomes (Z); (10) Simultaneously Self-Determination (X1), Self-Regulation (X2), Self-Efficacy (X3) and Learning Motivation (Y) have a positive and significant effect on Learning Outcomes (Z); (11) Indirectly there is a positive and significant influence between Self-Determination (X1) through Learning Motivation on Learning Outcomes; (12) Indirectly there is a positive and significant influence between Self-Regulation (X2) through Learning Motivation on Learning Outcomes; (13) Indirectly there is a positive and significant influence between Self-Efficacy (X3) through Learning Motivation on Learning Outcomes; (14) The contribution of the equation is 0.639 or 63.9%; (15) The contribution of equation 2 is 0.757 or 75.7%.

**Keywords: Self-Determination, Self-Regulation, Self-Efficacy, Learning Motivation, Learning Outcomes**