


The Effect of Learning Motivation on Students' Self Management Skills

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ABSTRACT

This study was motivated by the continued presence of students with low learning motivation and suboptimal self management skills, as reflected in behaviors such as arriving late, delaying assignments, lacking focus during learning activities, and showing limited discipline in managing time. These conditions indicate the importance of learning motivation in shaping students' ability to manage themselves effectively. This study aimed to determine the effect of learning motivation on the self management skills of Grade VIII 11 students at SMP Negeri 2 Palangka Raya in the 2025/2026 academic year. This research employed a quantitative approach with a causal comparative, ex post facto design. The research sample consisted of 14 students selected using purposive sampling. The research instrument was a questionnaire using a four point Likert scale. The data were analyzed using simple linear regression with the assistance of SPSS after normality and linearity tests were conducted. The results showed that learning motivation had a positive and significant effect on students' self management skills, with a significance value of 0.008, which was lower than 0.05. In addition, learning motivation contributed 45.9% to students' self management skills. These findings indicate that the higher the students' learning motivation, the better their self management skills. The results emphasize the importance of motivation based interventions in guidance and counseling services to develop students' self management skills, particularly in the areas of time management, task completion, learning discipline, and self control during the learning process.

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Introduction

Education plays an important role in developing high quality human resources who are able to face various challenges in contemporary life. The success of the educational process is not only influenced by external factors, such as the learning environment, teaching methods, and educational facilities, but also by internal factors that originate from students themselves. One important internal factor that contributes to learning success is learning motivation. Learning motivation can be understood as an internal process that drives, directs, and sustains students' learning activities. From the perspective of self determination theory, motivation is related to students' internal drives, autonomy, competence, and engagement in meaningful learning activities (Ryan & Deci, 2020). From a social cognitive perspective, motivation is also associated with students' choices, effort, persistence, achievement, and ability to regulate the learning environment (Schunk & DiBenedetto, 2020). Thus, students with high learning motivation tend to be more persistent, have clearer goal orientations, and demonstrate more consistent effort in completing academic tasks.

In addition to learning motivation, self management skills are also an important factor that supports students' learning success. In the learning context, self management is closely related to students' ability to manage time, plan learning activities, control behavior, monitor progress, and evaluate learning outcomes. This concept is consistent with studies on self regulated learning, which emphasize the importance of students' ability to independently regulate their learning process, starting from planning, strategy implementation, monitoring, and reflection on learning outcomes. Panadero (2017) explains that self regulated learning includes cognitive, metacognitive, behavioral, motivational, and emotional aspects that help students manage their learning more effectively. Students with good self management skills are therefore more able to manage their learning activities in a directed manner, avoid task procrastination, and maintain learning consistency in achieving academic goals.

However, in practice, there are still students who have low learning motivation and suboptimal self management skills. This condition can be seen in students' behaviors, such as lack of discipline, arriving late, delaying assignments, lacking focus during learning activities, and being unable to manage study time effectively. This phenomenon indicates that learning motivation and self management skills are two interrelated aspects that support students' learning success. Low learning motivation may weaken students' effort, persistence, and engagement in learning, while poor self management skills may hinder students' ability to regulate their learning activities independently.

Several previous studies have shown that learning motivation is closely related to students' ability to manage their learning process. Schunk and DiBenedetto (2020) explain that motivation from a social cognitive perspective is related to choice, effort, persistence, achievement, and the regulation of the learning environment. In addition, Panadero (2017) shows that self regulated learning involves self regulation processes that include cognitive, metacognitive, motivational, behavioral, and emotional aspects. The meta analysis conducted by Theobald (2021) also shows that self regulated learning training can improve academic performance, self regulation strategies, and learning motivation. These findings indicate that learning motivation is not only related to students' enthusiasm for learning, but also plays a role in shaping their ability to organize, monitor, and evaluate their learning activities.

Although various studies have examined the relationship among learning motivation, academic achievement, and self regulated learning, studies that specifically examine the effect of learning motivation on students' self management skills at the junior high school level remain relatively limited. Empirical studies on the effect of learning motivation on self management skills in junior high school contexts, particularly in local educational settings such as Palangka Raya, are also still limited. Therefore, this study contributes to providing empirical evidence regarding the

extent to which learning motivation affects junior high school students' self management skills within a local educational context.

Based on the explanation above, this study aims to determine the effect of learning motivation on the self management skills of Grade VIII 11 students at SMP Negeri 2 Palangka Raya in the 2025/2026 academic year. The findings of this study are expected to serve as a basis for teachers, particularly guidance and counseling teachers, in designing services oriented toward improving students' learning motivation while strengthening their self management skills.

Method

Research Design and Approach

This study employed a quantitative approach with an ex post facto design. A quantitative approach was used because this study aimed to examine the relationship and predictive effect between learning motivation as the independent variable and self management skills as the dependent variable through numerical data analyzed statistically. A quantitative approach is appropriate when researchers seek to examine relationships among variables, measure data tendencies, and draw conclusions based on statistical analysis (Creswell & Creswell, 2023).

The ex post facto design was selected because the researcher did not provide any specific treatment or intervention to the respondents, but instead observed students' learning motivation and self management skills as they naturally occurred in the field. In educational research, this type of design is used when the variables being studied have already occurred naturally and the researcher analyzes relationships or effects among variables without direct manipulation (Cohen et al., 2018). Therefore, the term effect in this study is understood as a statistical predictive relationship, not as an absolute causal relationship.

Research Subjects

The subjects of this study were Grade VIII 11 students at SMP Negeri 2 Palangka Raya in the 2025/2026 academic year. The research sample consisted of 14 students selected using purposive sampling. This technique was used because the researcher selected the sample based on specific criteria relevant to the research objective, namely students who showed indications of learning motivation and self management skills that required attention, such as lack of learning discipline, delaying assignments, lack of focus during learning, and suboptimal ability to manage study time. Purposive sampling is appropriate when researchers need respondents who have particular characteristics relevant to the research focus (Campbell et al., 2020).

The relatively small sample size is a limitation of this study. Therefore, the findings are not intended to be generalized broadly to all junior high school students, but rather to describe the condition of Grade VIII 11 students at SMP Negeri 2 Palangka Raya. Thus, the findings should be understood as limited empirical evidence regarding the relationship between learning motivation and self management skills among the subjects studied.

Instruments and Data Collection Techniques

The instrument used in this study was a questionnaire developed using a four point Likert scale with four response options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. The questionnaire was used to measure two research variables, namely students' learning motivation and self management skills. The use of questionnaires is appropriate in quantitative research because it allows researchers to obtain structured data from respondents in the form of scores that can be analyzed statistically (Creswell & Creswell, 2023).

Before being used for data collection, the instrument was tested for validity and reliability. Validity was used to ensure that the instrument items measured the intended construct, while reliability was used to determine the consistency of the instrument in producing data (Taherdoost, 2016). Item validity was tested using Pearson Product Moment correlation or

Corrected Item Total Correlation with the assistance of IBM SPSS Statistics. An item was considered valid if the calculated r value was greater than the r table value or if the significance value was less than 0.05.

Reliability testing was conducted to determine the internal consistency of the instrument using Cronbach's alpha coefficient. The instrument was considered reliable if the Cronbach's alpha value was within an acceptable category, generally equal to or greater than 0.70. A good reliability value indicates that the items in the instrument have adequate internal consistency for use in quantitative research (Taber, 2018). Therefore, the instrument used in this study went through a feasibility testing process so that the data obtained could be analyzed more accurately.

Data were collected by distributing questionnaires directly to the students who served as research respondents. Before completing the questionnaire, respondents were given an explanation regarding the purpose of the study, the procedure for completing the questionnaire, and the confidentiality of their data. After the questionnaires were collected, the data were rechecked to ensure the completeness of responses before analysis.

Data Analysis Techniques

The data obtained from the questionnaires were analyzed using descriptive and inferential statistics with the assistance of IBM SPSS Statistics. Descriptive statistics were used to describe students' learning motivation and self management skills through minimum scores, maximum scores, mean scores, and data tendency categories. Inferential statistics were used to test the effect of learning motivation on students' self management skills.

Before simple linear regression analysis was conducted, the researcher first performed prerequisite tests, namely normality and linearity tests. The normality test was used to determine whether the data were normally distributed, while the linearity test was used to determine whether the relationship between learning motivation and self management skills was linear. Checking these analytical prerequisites is necessary so that regression results can be interpreted more appropriately (Field, 2024).

After the data met the analysis prerequisites, hypothesis testing was conducted using simple linear regression analysis. Simple linear regression was used to determine the effect of learning motivation on students' self management skills. The basis for decision making was that if the significance value was less than 0.05, learning motivation was considered to have a significant effect on students' self management skills. In addition, the coefficient of determination was used to determine the extent to which learning motivation contributed to students' self management skills.

However, because this study involved only 14 students, the regression results should be interpreted cautiously. The findings indicate a tendency of relationship and contribution between learning motivation and self management skills in the classroom context studied, but they cannot yet be used as a basis for broad generalization. Future research is recommended to involve a larger sample size, more diverse classes, and a stronger research design so that the findings have better external validity.

Results

The findings of this study were obtained from questionnaire data completed by 14 Grade VIII 11 students at SMP Negeri 2 Palangka Raya. The data were analyzed using descriptive statistics and simple linear regression to describe students' learning motivation and to examine the effect of learning motivation on students' self management skills.

Description of Learning Motivation Data

Based on the descriptive analysis of the learning motivation variable, the mean score was 33.00, with scores ranging from 25 to 39. These results indicate that, in general, students' learning motivation was in the fairly good category.

Table 1. Descriptive Statistics of Students' Learning Motivation

No.	Description	Value
1	Number of respondents	14
2	Minimum score	25
3	Maximum score	39
4	Mean score	33.00

Description of Students' Self Management Skills

The analysis of the self management skills variable showed that most students had self management skills in the fairly good category. This was reflected in students' ability to manage study time, control learning behavior, complete assignments, and maintain discipline during the learning process.

Table 2. Descriptive Statistics of Students' Self Management Skills

No.	Description	Value
1	Number of respondents	14
2	Dominant category	Fairly good

Results of Simple Linear Regression Analysis

Simple linear regression analysis was conducted to examine the effect of learning motivation on students' self management skills. The regression results showed that learning motivation had a positive effect on students' self management skills, with a regression coefficient of 0.643 and a significance value of 0.008. Since the significance value was lower than 0.05, it can be concluded that learning motivation had a significant effect on students' self management skills.

In addition, the R Square value of 0.459 indicates that learning motivation contributed 45.9% to students' self management skills. Meanwhile, the remaining 54.1% was influenced by other factors outside the variable examined in this study, such as family environment, learning patterns, teacher support, study habits, self control, and peer factors.

Table 3. Results of Simple Linear Regression Analysis

Predictor Variable	Regression Coefficient	R	R Square	Sig.
Learning motivation	0.643	0.677	0.459	0.008

Based on Table 3, learning motivation had a positive relationship with students' self management skills. The regression coefficient of 0.643 indicates that the higher the students' learning motivation, the higher their self management skills. The R Square value of 0.459 further indicates that learning motivation made a substantial contribution to students' self management skills, accounting for 45.9% of the variance.

Thus, the findings of this study show that learning motivation is one important factor that influences the self management skills of Grade VIII 11 students at SMP Negeri 2 Palangka Raya. However, considering that the study involved only 14 respondents, these findings should be interpreted cautiously and limited to the classroom context examined in this study.

Discussion

The findings of this study indicate that learning motivation has a positive and significant effect on the self management skills of Grade VIII 11 students at SMP Negeri 2 Palangka Raya. This finding

suggests that students with higher learning motivation tend to have better abilities to manage time, complete assignments, maintain learning focus, and control their behavior during the learning process. Statistically, the significance value of 0.008 indicates that learning motivation serves as a meaningful predictor of students' self management skills. Therefore, learning motivation can be understood as an internal factor that helps students direct their learning behavior in a more organized and responsible manner. This interpretation is consistent with contemporary educational psychology, which views motivation as an important psychological process that supports goal directed behavior, persistence, engagement, and learning regulation (Ryan & Deci, 2020; Schunk & DiBenedetto, 2020).

Theoretically, this finding is consistent with self determination theory, which explains that students are more likely to engage actively in learning when they experience autonomy, competence, and meaningful involvement in learning activities (Ryan & Deci, 2020). Motivation that is more autonomous can strengthen students' willingness to persist, make responsible choices, and maintain engagement even when learning tasks are difficult. In the context of this study, students with stronger learning motivation were more likely to manage time, set academic priorities, complete assignments, and maintain discipline during learning activities. This finding is also in line with the social cognitive perspective, which emphasizes that motivation is related to students' choices, effort, persistence, achievement, and ability to regulate the learning environment (Schunk & DiBenedetto, 2020).

The relationship between learning motivation and self management skills can also be explained through the concept of self regulated learning. Self management skills are closely related to students' ability to plan, monitor, control, and evaluate their learning activities. Panadero (2017) explains that self regulated learning involves cognitive, metacognitive, motivational, emotional, and behavioral processes that help students regulate their learning independently. In this study, motivated students tended to show better capacity to organize their learning behavior because motivation provided the initial psychological energy for planning, monitoring, and evaluating learning activities. Thus, learning motivation does not only increase students' enthusiasm for learning, but also supports their ability to regulate learning behavior more systematically.

The finding is further supported by meta analytical evidence showing that self regulated learning training can improve academic performance, learning strategies, and learning motivation (Theobald, 2021). This evidence indicates that motivation and self regulation are closely connected. Students who are trained to regulate their learning are likely to improve not only their learning strategies, but also their motivational quality. Conversely, students with stronger learning motivation tend to have a stronger basis for developing self management behaviors, such as setting goals, organizing study time, monitoring task completion, and evaluating learning outcomes. Therefore, the significant effect found in this study can be interpreted as evidence that learning motivation contributes to the development of students' self management skills.

Although the results show a significant effect, the discussion should not stop at the conclusion that learning motivation is the only factor determining self management skills. The coefficient of determination of 45.9% indicates that learning motivation makes a substantial contribution to students' self management skills. However, 54.1% of the variation in self management skills is still explained by other factors outside this study. Thus, students' self management skills should be understood as the result of interactions among various internal and external factors, not solely learning motivation. This is consistent with self regulated learning theory, which views learning regulation as a multidimensional process involving cognitive, metacognitive, motivational, behavioral, and contextual components (Panadero, 2017; Theobald, 2021).

One internal factor that may influence self management skills is academic self efficacy. From a social cognitive perspective, students' beliefs about their own abilities influence how they approach learning tasks, how much effort they invest, and how long they persist when facing difficulties (Schunk & DiBenedetto, 2020). Students with stronger self efficacy are more likely to believe that they can complete academic tasks, manage learning demands, and overcome learning obstacles. In the context of self management, such beliefs may help students set goals, regulate strategies, monitor progress, and complete tasks independently. Therefore, learning motivation may work more effectively when it is supported by students' confidence in their own learning abilities.

In addition to academic self efficacy, self control may also be an important factor in students' self management skills. Duckworth, Gendler, and Gross (2016) explain that self control involves strategies for managing situations, attention, appraisal, and behavioral responses so that individuals remain aligned with long term goals. This concept is relevant to students' learning behavior because self management requires students to resist distractions, reduce procrastination, maintain focus, and choose behaviors that support academic success. Therefore, students with high learning motivation but weak self control may still experience difficulties in translating motivation into consistent learning behavior. This suggests that interventions to improve self management should not only strengthen motivation, but also train students to manage distractions and regulate behavior.

Family environment may also contribute to students' self management skills. Parental support, communication, monitoring of learning routines, and involvement in school activities can shape students' academic adjustment and learning habits. Barger, Kim, Kuncel, and Pomerantz (2019), through a meta analysis, found that parental involvement is positively associated with children's academic adjustment, including achievement, engagement, and motivation. In the context of this study, students who receive adequate family support may be more assisted in building study routines, completing assignments, managing time, and maintaining learning discipline. Thus, family involvement can become an important external factor that strengthens the relationship between learning motivation and self management skills.

Teacher support and classroom climate also need to be considered. Students' motivation and self management skills may develop more effectively when teachers provide clear instructions, feedback, reinforcement, and structured learning expectations. Lei, Cui, and Chiu (2018) found that teacher support is associated with students' academic emotions, which are important for learning engagement and motivation. A supportive classroom environment can help students feel more guided, valued, and capable of managing learning demands. Conversely, when learning environments are less structured, students may experience difficulties in managing time, maintaining focus, and completing tasks, even when they have sufficient learning motivation.

The findings of this study also have practical implications for guidance and counseling services. Guidance and counseling teachers can design services that strengthen learning motivation while simultaneously developing students' self management skills. These services may include learning guidance, individual counseling, group counseling, goal setting training, time management training, self monitoring exercises, and strategies for reducing procrastination. Theobald (2021) shows that self regulated learning training can improve students' academic performance, self regulation strategies, and motivation. Therefore, guidance and counseling interventions should be designed not only to encourage students to be more motivated, but also to provide practical strategies for planning, monitoring, and evaluating their own learning.

In addition, interventions should be designed comprehensively by considering other supporting factors, such as academic self efficacy, self control, family support, and teacher support. This is important because students' self management skills are shaped by the interaction between internal motivation and the surrounding learning environment. Ryan and Deci (2020)

emphasize that supportive social contexts can strengthen autonomous motivation, while Schunk and DiBenedetto (2020) highlight the importance of personal beliefs, goals, and environmental regulation in learning motivation. Therefore, schools should not only encourage students to study harder, but also create learning environments that support autonomy, competence, responsibility, and consistent learning behavior.

Considering that learning motivation contributed 45.9% to students' self management skills, this study affirms that learning motivation is an important factor, but not the only determinant of self management skills. This finding provides a basis for schools to develop guidance and counseling services that do not merely increase students' enthusiasm for learning, but also train students to manage time, set priorities, control distractions, build self confidence, and involve support from teachers and families. Therefore, future research is recommended to examine other variables, such as academic self efficacy, self control, family support, teacher support, study habits, and classroom climate, so that the understanding of factors influencing students' self management skills becomes more comprehensive.

Conclusion

Based on the findings of this study, it can be concluded that learning motivation has a positive and significant effect on the self management skills of Grade VIII 11 students at SMP Negeri 2 Palangka Raya. This is indicated by the results of the simple linear regression analysis, which showed a significance value of 0.008, lower than 0.05. In addition, the coefficient of determination showed that learning motivation contributed 45.9% to students' self management skills, while the remaining 54.1% was influenced by other factors outside the variables examined in this study.

These findings indicate that the higher students' learning motivation, the better their ability to manage themselves, particularly in managing study time, completing assignments, maintaining discipline, and controlling learning behavior. Practically, the results of this study can serve as a basis for teachers, especially guidance and counseling teachers, to develop services oriented toward improving students' learning motivation while strengthening their self management skills. However, because this study involved a limited sample from only one class, the findings should be interpreted cautiously and should not be generalized broadly.

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Research Ethics Statement

This study was conducted in accordance with the ethical principles of educational research. The participants were informed about the purpose and procedures of the study, and their participation was voluntary. The identities of all participants were kept confidential, and the questionnaire data were used only for academic and research purposes. Since this study did not involve clinical intervention or procedures that posed physical or psychological risk to participants, formal ethical approval was not required. However, the research process was carried out responsibly by maintaining confidentiality, accuracy, and respect for participants' rights.

Author Contribution

The sole author was responsible for all stages of the research and manuscript preparation, including conceptualization, research design, instrument preparation, data collection, data

analysis, interpretation of findings, writing of the original draft, manuscript revision, and approval of the final version of the article.

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Conflict of Interest

The author declares that there is no conflict of interest regarding the research, authorship, and publication of this article.

Artificial Intelligence Use Statement

The author declares that artificial intelligence, if used, was employed only as a technical support tool for language editing, grammar checking, and improving manuscript readability. All scientific analysis, data interpretation, arguments, and conclusions remain the full responsibility of the author.

Data Availability Statement

The data supporting the findings of this study consist of questionnaire responses related to students' learning motivation and self management skills. The data are not publicly available to protect the confidentiality of the student participants. Additional information may be obtained from the corresponding author upon reasonable request.

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