Contribution of Learning Interest, Self-Efficacy, Peer Support and Learning Motivation to Students' Learning Independence

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Abstract
This research aims to determine the contribution of learning interest, self-efficacy, peer support, and learning motivation to students' learning independence. Employing a correlational research design, the study involved 100 students from two different junior high schools located in Malang, Indonesia. Data were collected through a structured questionnaire designed to measure each of the variables. The analysis revealed that each of the factors learning interest, self-efficacy, peer support, and learning motivation significantly contributes to students' learning independence. Furthermore, the collective influence of these factors underscores the importance of fostering a supportive learning environment that enhances student engagement, confidence, and motivation. These findings suggest that educational strategies aimed at increasing interest, bolstering self-efficacy, encouraging peer support, and motivating students can effectively promote greater learning independence, ultimately leading to improved educational outcomes. This study adds to the growing body of literature on the factors influencing student independence and provides practical insights for educators and policymakers.

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1. Introduction

The ongoing COVID-19 pandemic has necessitated the shift of all activities to an online format. This is due to the challenging circumstances and unfavorable conditions that have made face-to-face learning impractical. The literature indicates that learning activities during the pandemic have been largely conducted online (Setyawan et al., 2020; Putri et al., 2021). Students have encountered several obstacles in their learning experiences during the post-COVID-19 pandemic period. These include difficulties accessing the internet, limited data quotas, a lack of mutual support among peers, and a lack of motivation to study at home for the past two years. This has resulted in boredom and a lack of interest in learning (Cahyani et al., 2020). During our observations, a number of additional issues have arisen, including a lack of completion of assignments from school or online assignments, a high incidence of unauthorized absences from school, and numerous other obstacles for students.

Following this issue, the government has established online schools that have facilitated easier interaction with peers at school, as well as direct learning with teachers at school, despite the limitations of a shorter time frame than that of schools before the pandemic (Anggereini et al., 2021). Additionally, there are still numerous issues pertaining to students' learning motivation, which is markedly distinct from the situation prior to the pandemic. Counselors must consider the integration of technology into their services (Woo et al., 2020). The role of the teacher in fostering students' independence and problem-solving abilities, as well as their capacity to comprehend diverse forms of knowledge, has become paramount in the context of online learning. However, it is equally crucial for students to cultivate an independent learning mindset when pursuing their studies remotely.

Furthermore, students frequently fail to complete assignments from school or online sources, are absent from school without permission, and present numerous other challenges (Montessori, 2021). Such challenges present a significant responsibility for educators, particularly those in the role of guidance and counseling teachers. Accordingly, the role and existence of school counselors is of great importance (Putri, 2022). Therefore, guidance and counseling represent a fundamental component of the entire educational system, particularly within the context of schools.

A review of the attendance records of students and the results of observations conducted on two junior high schools in Bantur District, Malang, Indonesia, revealed that a significant proportion of students from almost every class submitted online assignments on time, with a completion rate of no more than 50% of the number of students in the class. Furthermore, during the period preceding the implementation of the new normal online school schedule, it was frequently observed that students were absent from class activities due to the unavailability of an internet signal or an insufficient quota, even in instances where the absence or assignment was conducted in group chat. Following these issues, there are potential avenues for assistance, including from the school, the government, or their own parents. These resources can be utilized to access online games or YouTube content. However, following the new normal until the resumption of school as expected as in the research report, it became evident that the scientific novelty of a review of previous literature was not as apparent in class as it had been during the COVID-19 pandemic, which had necessitated online teaching and learning.

A greater understanding of students' learning motivation is required for effective guidance and counseling programs. This is particularly important when providing counseling guidance services that focus on increasing students' motivation. The impact of counselor performance in guidance and counseling services originates from counselors' involvement in delivering reinforcement (Putri et al., 2021; Lestari et al., 2022; Hanafi et al., 2022). Consequently, it is essential for counselors to possess professional competence in order to implement guidance and counseling services effectively (Atmoko et al., 2021).

The present study examines four variables that influence learning independence, including learning interest, self-efficacy, peer support, and learning motivation. These factors are believed to be interrelated and mutually influential in reducing students' learning independence (Karnomo, 2020). Students who are interested in a learning course will engage with it in a serious and sustained manner, applying their cognitive abilities, physical energy, and time without external pressure or direction. Additionally, self-efficacy plays a role in determining the actions taken to achieve a goal in learning (Sandi, 2017).

In addition to self-efficacy and interest, as well as peer support, students who experience social problems with their peers may also benefit from assistance in improving the school atmosphere and developing their social skills. Learning motivation also plays a role in this process (Seto et al., 2020). Likewise, learning independence represents students' behavior in realizing their wishes or desires in reality without depending on others. According to Mulyadi (2020), there are two factors that influence learning independence, namely the endogenous and exogenous factors. The endogenous factors originate from the learner, while the exogenous factors are the factors from outside the learner. Endogenous factors include physiological and psychological factors, while exogenous factors include family, economic conditions, and education obtained from school. Independent learning also represents a method of active learning and participation in the development of each individual, as it does not require the presence of teachers, meetings in class, or the presence of school peers (Kurnia, 2022). In this case, students are able to utilize effective learning methods, complete learning tasks, and carry out activities independently.

2. Method

This research employed a correlational research design, with variables to be examined, including the dependent and independent variables. The independent variables encompassed interest in learning, self-efficacy, and peer support, while the dependent variable comprised learning motivation. Figure 1 provides an overview of the research design.
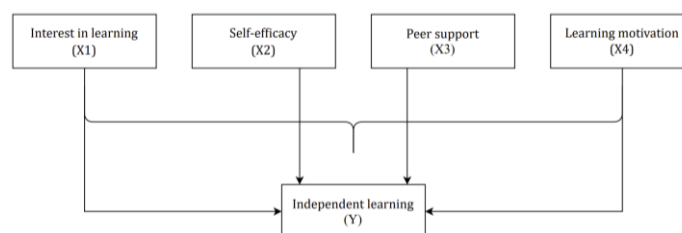

Figure 1. Research Design

The study population consisted of all eighth-grade students in Junior High School A (initials) with 136 students and in Junior High School B (initials) with 210 students. The sample employed in this study was obtained through cluster random sampling. The use of cluster random sampling was justified by the necessity to divide the population into distinct batch groups prior to the application of the sampling technique. Subsequently, the study involved the random selection of study groups. The initial step in the selection of a sample was the determination of the number of samples to be included. The minimum sample size for research, as proposed by Frankel and Wallen (1993) and cited by Afif and Aswati (2022), is 50. This figure was applicable to correlational research. In this study, the sampling was conducted by randomly selecting a sample of eighth-grade students in Junior High Schools A (initials) and B (initials), with a total of 50 students in each school. The data collection process was performed using a questionnaire. The data collection instruments also consisted of a learning interest scale, self-efficacy scale, peer support, and learning motivation scale.

Instrument testing was conducted using two distinct methodologies, namely: (1) a validity test, which employed 35 items to assess the instrument's validity, and (2) a reliability test, which utilized the Cronbach's Alpha coefficient through the SPSS Statistic 16 program. The gathered data were analyzed to assess the contribution of learning interest, self-efficacy, and peer support to students' learning motivation. The analysis was carried out using descriptive and multiple linear analysis. The use of descriptive and multiple linear analysis in this study was justified by the presence of more than one independent variable and the need to provide data on each variable (learning interest, self-efficacy, peer support, learning motivation) on the research subject (learning independence).

The subsequent phase of the research process entailed categorization based on the score range. This was achieved by first determining the minimum and maximum values. The determination of the score from the minimum value and maximum value of one variable results in a score range that differs for each variable. Then, a multiple linear analysis was conducted to address the research questions, which included the following: (1) determining the contribution of interest in learning to learning motivation, (2) identifying the contribution of self-efficacy to learning motivation, (3) examining the contribution of peer support to learning motivation, (4) quantifying the relative contribution of the independent variables collectively to the dependent variable, and (5) assessing the individual effective contribution of each independent variable to the dependent variable.

3. Results and Discussion

3.1. Results

This overview presents the findings of a research study on learning independence. It includes the number of respondents, number of items, highest and lowest scores, standard deviation, and average score. In this research number of respondents is 100 students, with a total of seven statement items. The mean value of the learning independence variable is 19.48, with a standard deviation of 2.52. The highest learning independence value observed was 28, while the lowest value was 7. The number of respondents with high learning independence score category is as many as 42 students, representing 42.0% of the total sample. Moreover, the number of respondents in the moderate category was 58 students, representing 58% of the total, while the number of respondents in the low score category was 0 students.

Respondents' learning interests were assessed using six items. The data indicate that the sample consisted of 100 students with an average learning interest score of 2.528. The highest score was 24, while the lowest was 6. The standard deviation, which reflects the variability in the data, was 3. The distribution of student learning interest scores, suggesting that the number of respondents in the high score category is 89 students, representing 89.0% of the total sample. Furthermore, the number of respondents in the moderate category was 11 students, representing 11% of the total sample, while the number of respondents in the low score category was 0 students.

An overview of self-efficacy obtained by research data, which was assessed using six items on a 7-point Likert scale. The sample consisted of 100 students with an average self-efficacy score of 2.528. The highest score was 24, while the lowest was 6. The standard deviation was 3. The distribution of students' self-efficacy scores showed that the number of respondents with high score categories is as many as 77 students, representing a percentage of 77.0%. Additionally, the number

of respondents in the moderate category was 23 students, accounting for a percentage of 23.0%. Notably, there were no respondents in the low-value category.

The peer support data were assessed using five items. The mean value of the peer support variable is 2.193, with a standard deviation of 3. The highest value is 20, while the lowest is 5. The distribution of peer support scores, showed that 11 students, representing 11.0% of the total respondents, fall into the high-value category. Moreover, the number of respondents in the moderate category was 87 students, representing 87% of the total sample, while the number of respondents in the low score category was 2 students, or 2% of the total sample.

The learning motivation datawere assessed using eight items. The mean value of the learning motivation variable is 2.181, with a standard deviation of 3. The highest value is 32, while the lowest value is 8. The distribution of learning motivation scores reveals that the number of respondents in the high score category is 80, representing 80.0% of the total. Furthermore, the number of respondents in the moderate category was 20, representing 20% of the total sample, while the number of respondents in the low score category was 0.

3.1.1. Classic Assumption Test

Table 1 indicates that the results of the Kolmogorov-Smirnov (K-S) normality test show a significance value of Asymp. Sig (2-tailed) that is greater than 0.05. This suggests that the research data is normally distributed.

Table 1. Results of Kolmogorov-Smirnov (K-S) Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.99010166
Most Extreme Differences	Absolute	.062
	Positive	.038
	Negative	-.062
Kolmogorov-Smirnov Z		.617
Asymp. Sig. (2-tailed)		.841
a. Test distribution is Normal.		

3.1.2. Linearity Test

The results of the linearity test (Table 2) indicate that the value of deviation from linearity Sig for the learning interest variable (X1) has a linear correlation with the learning independence variable (Y) of 0.002, which is smaller than 0.05. Therefore, based on the decision-making framework of the linearity test, there is no significant linear relationship between learning interest and learning independence. The linearity test of the self-efficacy variable (X2) with the learning independence variable (Y) indicates a deviation from linearity Sig. value of 0.830, which is greater than 0.05. This finding suggests the presence of a linear relationship between self-efficacy and learning independence. Although the deviation from linearity Sig. value of the peer support variable (X3) with independence (Y) is 0.088, which is greater than 0.05, thereby, there is a significant linear relationship between peer support and learning independence. Moreover, the deviation from linearity Sig value of the learning motivation variable (X4) with learning independence (Y) of 0.429 is greater than 0.05, indicating that there is a significant linear relationship between learning motivation and learning independence.

Table 2. Results of the Linearity Test

Variable	Deviation From Linearity Sig.	Conclusion
Learning independence * Learning interest	0.002	Non-linear
Learning independence * Self-efficacy	0. 830	Linear
Learning independence * Support from peers	0.088	Linear
Learning independence * Learning motivation	0.429	Linear

3.1.3. Multicollinearity Test

Result of the multicollinearity test (Table 3) indicates that the tolerance value for the learning interest variable (X1) is 0.874, exceeding the threshold of 0.10, while the VIF value of 1,142 is below the cutoff of 10.00. For the self-efficacy variable (X2), the tolerance value of 0.758 is greater than 0.10, while the VIF value of 1.319 is smaller than 10.00. Moreover, the peer support variable (X3) exhibited a Tolerance value of 0.950, more significant than 0.10, and a VIF value of 1.053, smaller than 10.00 in the multicollinearity test. The learning motivation variable (X4) also demonstrated no evidence of multicollinearity in the regression model, as indicated by the Tolerance value of 0.807 exceeding the 0.10 threshold and the VIF value of 1.240 falling below the 10.00 limit.

Table 3. Results of Multicollinearity Test

Variable	Tolerance	VIF	Conclussion
Learning interest (X1)	0.876	1.144	No multicollinearity
Self-efficacy (X2)	0.758	1.319	No multicollinearity
Support from peers (X3)	0.950	1.053	No multicollinearity
Learning motivation (X4)	0.807	1.240	No multicollinearity

3.1.4. Heteroscedasticity Test

The results of the heteroscedasticity test (Table 4) indicate that the significance value for the learning interest variable (X1) is 0.068. Similarly, the self-efficacy variable (X2) has a significant value of 0.4805. With regard to the peer support variable (X3), the result of the heteroscedasticity test yielded a substantial value of 0.045. In contrast, the learning motivation variable (X4) demonstrated a significance value of 0.333. All of the obtained heteroscedasticity scores are greater than 0.05. It can be concluded that the variables of interest in learning, self-efficacy, peer support, and learning motivation do not exhibit symptoms of heteroscedasticity in the regression model.

Table 4. Results of the Heteroscedasticity Test

Variable	Sig.	Conclusion
Learning interest (X1)	0.068	No heteroscedasticity
Self-efficacy (X2)	0.805	No heteroscedasticity
Support from peers (X3)	0.045	No heteroscedasticity
Learning motivation (X4)	0.333	No heteroscedasticity

3.1.5. Hypothesis Test Results

The results of the multiple regression test (Table 5) were utilized to formulate the multiple regression equation (equation 1).

Table 5. Results of Multiple Regression Test

Variable	Regression Coefficient	T_{count}	Sig.
Constant	4.888		
Learning interest X1	0.237	3.233	0.002
Self-efficacy X2	0.249	2.197	0.030
Peers support X3	0.181	1.222	0.225
Learning motivation X4	0.249	3.383	0.001

$$Y = 4.888 + 0.237.x1 + 0.249.x2 + 0.181.x3 + 0.249.x4 \qquad (1)$$

Equation 1 can be explained as follows:

- The constant value (α) of 4.888, thereby, the value of learning independence (Y) is 4.888 when the values of learning interest (X1), self-efficacy (X2), peer support (X3), and learning motivation (X4) are 0.

- The coefficient of the amount of learning interest (0.237) indicates that learning interest has a positive and significant effect on learning independence. It can be concluded that an increase in interest in learning is associated with an increase in learning independence.

- The coefficient of the number of self-efficacy is 0.249, indicating that self-efficacy has a positive and significant effect on learning independence. It can be concluded that there is a positive relationship between self-efficacy and learning independence. In other words, the higher the self-efficacy, the higher the learning independence.

- The coefficient of the number of peer support is 0.181, indicating that there is an increase in the value of peer support by one unit is associated with a decrease in the value of learning independence by -0.181. The regression coefficient of peer support (X3) is positive, indicating a positive relationship between peer support and learning independence. Consequently, the lower the level of peer support, the lower the level of learning independence.

- The regression coefficient of learning motivation (X4) is 0.249, indicating that an increase in the value of learning motivation by 1 unit will result in an increase in the value of learning independence by 0.249. Besides, the regression coefficient of learning motivation (X4) is positive, thereby indicating a positive relationship between learning motivation and learning independence. Consequently, it can be posited that an increase in learning motivation will result in an equivalent increase in learning independence.

3.1.6. Partial Regression Coefficient Test Results (t-test)
The hypotheses in the study are described in the following.

- H1: There is an effect of interest in learning (X1) on student learning independence (Y).

- H2: There is an effect of self-efficacy (X2) on student learning independence (Y).

- H3: There is an influence of peer support (X3) on student learning independence (Y). However, the effect is not statistically significant.

- H4: There is an effect of learning motivation (X4) on student learning independence (Y).

Table 6 summarizes the results of the partial t-test in the study. Table 6 of the report presents the results of a partial t-test. These results indicate that the significance value (Sig.) of the learning interest variable (X1) is 0.002 < 0.05, while the t-count value is 3.237 > t-table 1.985. In accordance with the basis for decision-making in the partial t-test, it can be concluded that H1 is accepted, suggesting that there is an effect of interest in learning (X1) on learning independence (Y). Furthermore, the significance value is 0.030, which is less than 0.05, and the t-count value is -2.197, which is greater than the t-table value of 1.985. This finding implies an effect of self-efficacy on learning independence. Meanwhile, the peer support variable (X3) has a significant value (Sig.) of 0.225 > 0.05 and a t-count value of 1.222 > t-table 1.985. Therefore, H0 is accepted, signifying that there is no influence between peer support (X3) and student independence (Y). Moreover, the significant value (Sig.) of the learning motivation variable (X4) is 0.001, which is greater than 0.05, and the t-count value is 3.383, which is greater than the t-table value of 1.069. Therefore, in accordance with the basis for decision-making in the partial t-test, there is a significant influence between learning motivation (X4) and learning independence (Y).

Table 6. Results of Partial T-test

Variable	Regression coefficient	t_{count}	t_{table}	Sig.
Constant	4.888			
Learning interest X1	0.237	3.233	1.985	0.002
Self-efficacy X2	0.249	2.197	1.985	0.030
Peers support X3	0.181	1.222	1.985	0.225
Learning motivation X4	0.249	3.383	1.985	0.001

3.1.7. Results of Simultaneous Regression Coefficient Test (F-test)
A review of the simultaneous F test results presented in Table 7 reveals that the significant value (Sig.) is 0.000 < 0.05, and the Fcount value of 13.645, which is greater than the F-table value of 2.47. Therefore, the basis for making simultaneous F-test decisions is that the hypothesis is accepted,

namely that there is an effect of interest in learning (X1), self-efficacy (X2), peer support (X3), and learning motivation (X4) on student learning independence (Y).

Table 7. Results of F Simultaneous Test

ANOVA[b]					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	225.270	4	56.318	13.645	.000[a]
Residual	392.090	95	4.127		
Total	617.360	99			
a. Predictors: (Constant), Learning Motivation, Peer Support, Interest in Learning, Self-Efficacy					
b. Dependent Variable: Learning Motivation					

A review of the simultaneous F-test results presented in Table 7 reveals that the significant value (Sig.) is 0.000 < 0.05, and the F-count value of 13.645, which is greater than the F-table value of 2.47. Therefore, the basis for making simultaneous F-test decisions is that the hypothesis is accepted, namely that there is an effect of interest in learning (X1), self-efficacy (X2), peer support (X3), and learning motivation (X4) on student learning independence (Y).

3.1.8. Analysis Determinant Coefficient (R^2)

As evidenced by the R-squared test results presented in Table 8, the analysis of the coefficient of determination (R^2) indicates that the coefficient of determination (R^2) is 0.604, representing a 60.4% level of determination. This indicates that the variables of interest in learning (X1), self-efficacy (X2), peer support (X3), and learning motivation (X4) exert a simultaneous influence on learning independence (Y), amounting to 60.4%. The remaining 39.6% is attributable to other variables that are not included in the regression equation or that were not considered in this study.

Table 8. Results of R Square Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604[a]	.365	.338	2.03157
a. Predictors: (Constant), Motivation, Interest, Efficacy, and Peer Support				

3.2. Discussion

This study examines the contribution of interest in learning to student learning independence at two junior high schools in Malang, Indonesia. Descriptive analysis of the learning interest variable revealed an average value of 2.528, indicating a high level of interest. Among the 100 students, the highest frequency in the high category was 89, representing 89.0% of the total sample. In other words, the learning interest of eighth-grade students from both junior high schools in Malang, Indonesia, can be seen to be in the high category. This illustrates that the interest in learning of eighth-grade students from both middle schools in Malang Regency is characterized by a desire and a sense of pleasure toward learning.

Nadia (2022) posits that learning interest can contribute significantly to a person carrying out all activities that are triggered by a sense of pleasure. Given that interest in learning needs to be fulfilled, counseling services are increasingly needed. In light of the increasingly complex problems faced by students it requires steps and innovations for counselors in implementing services (Ramli et al., 2020; Fauzan et al., 2022). A t-test of learning interest on learning independence yielded a t-statistic of 2.967 with a probability of 0.004. The test results indicated that the t-test statistic (2.967) was more significant than the table value (1.985). The coefficient of the learning interest (0.191) indicated that learning interest had a significant positive effect on student learning independence. The findings indicated that learning interest had a notable impact on the learning independence of students at the two junior high schools. This aligns with the conclusions of Zuhriah et al. (2023), who posited a correlation between interest and student learning independence.

3.2.1. Contribution of Self-Efficacy to Learning Independence of Students from Two Junior High Schools

The results of the descriptive analysis of the self-efficacy variable indicate that the mean value is 2.557, which falls within the range of values $18 < X < 24$, signifying a high level of self-efficacy. Between the 100 students, the highest frequency in the high category is 77, representing a percentage of 77.0%. In other words, the self-efficacy of eighth-grade students from both middle schools in Malang Regency, Indonesia, can be considered to be in the high category. This indicates that the self-efficacy of the eighth-grade students from both middle schools in Malang, Indonesia, serves as an evaluation of their abilities.

Individuals may possess self-efficacy at different points in time, influenced by their experiences and social interactions. This aligns with Bandura's (1997) perspective, which highlights the role of experience and social modelling in shaping individual self-efficacy. A t-test of self-efficacy on learning independence yielded a t-statistic of 2.197 with a probability of 0.031. The test results indicate that the test statistic (t count) is greater than the t table value (1.985). The coefficient of the amount of learning interest, 0.216, indicates that learning interest has a significant positive effect on student learning independence. The results demonstrated that self-efficacy has a significant effect on the learning independence of students from both middle schools in Malang Regency. Lestari (2022) indicates a positive influence between self-efficacy and learning independence (Umari, 2022; Astri, 2023).

3.2.2. Contribution of Peer Support to Learning Independence of Students from Both Middle Schools in Malang, Indonesia

The results of the descriptive analysis of the peer support variable indicate that the mean value is 2,193, which falls within the range of values $18 < X < 24$ in the high category. From the 100 students, the highest frequency in the high category was 11, representing 11% of the total students; the medium category was 87, accounting for 87% of the total; and the low category was 2, comprising 2% of the total. This indicates that the self-efficacy of eighth-grade students from both middle schools in Malang Regency is in the moderate category.

The presence of peer support provides students with the opportunity to receive reinforcement for the completion of various activities. Mappiare (1982) posits that the rejection and acceptance of peers significantly contribute to student behaviour, as this behaviour tends to persist into adulthood. It is crucial for students to have access to support from their peers, as Nisfiannoor & Kartika (2004) suggest that during the early stages of adulthood, the emotional stability and feelings of students are particularly susceptible to fluctuations. Hypothesis testing of the impact of peer support on learning independence yielded a regression coefficient of 0.181 with a probability of 1.225. The test results indicated that the test statistic t-count (1.222) is less than the t-table (1.985). This suggests that peer support does not significantly affect the learning independence of students in middle schools A and B.

The coefficient of the number of learning interests, 0.181, indicates that peer support has a significant positive effect on student learning independence. This finding aligns with Rohayati's (2011) research, which describes a positive and significant relationship between peer social support and learning independence.

3.2.3. Contribution of Learning Motivation to Student Learning Independence from both Middle Schools in Malang, Indonesia

The results of the descriptive analysis of the learning motivation variable indicate that the mean value is 2.193, which falls within the range of values $18 < X < 24$, suggesting a high category. Of the 100 students, the students attaining high category was 80, representing 80.0% of the total, while 20 of them were in the medium category, representing 20.0% of the total students. This suggests that the learning motivation of eighth-grade students from both middle schools in Malang, Indonesia, is in the high category.

The extent to which students engage in the learning process is influenced by a multitude of factors, one of which is motivation. Motivation itself can be influenced by a range of personal and

environmental factors (Palittin et al., 2019). Furthermore, motivation enables students to engage actively in all forms of academic activities, particularly when they perceive a sense of obligation or responsibility (Sudirman, 2014; Ichsan, 2014; Citra Mido, Nurjaya, & Safa'at, 2018). In essence, if students possess a strong internal motivation, the learning process will be successful and capable of enabling students to attain optimal learning outcomes.

A partial hypothesis test of the relationship between learning motivation and learning independence yielded a regression coefficient of 0.249 with a probability of 0.000. The test results indicated that the test statistic t count (2.197) is greater than the t table value (1.985). This suggests the presence of a significant influence between learning motivation and student learning independence from both middle schools in Malang, Indonesia. The coefficient of the learning interest is 0.18170, which indicates that learning motivation has a positive effect on student learning independence. This finding is consistent with the results of Andriani & Rasto's research (2019), which analyzed the effect of student learning motivation on student learning outcomes.

4. Conclusion

The hypothesis test has been conducted to ascertain the contribution of each independent variable (learning interest, self-efficacy, peer support, learning motivation) on the dependent variable (learning independence), and the results are presented in the following. The results demonstrate that learning interest has a significant effect on the learning independence of students from both middle schools. Meanwhile, self-efficacy has a highly significant effect on the learning independence of students at the two schools. The influence of peer support on the learning independence of students from both middle schools in Malang, Indonesia, is not found to be significant. In contrast, learning motivation exerts a highly significant influence on the learning independence of students. Further, the variables of independent learning, interest in learning, self-efficacy, peer support, and learning motivation collectively contribute to the learning independence of students from both middle schools in Malang, Indonesia.

Author Contributions

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