

Influence of learning motivation, self-efficacy, and study discipline on office administration students' academic achievement

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Abstrak

Performa akademik mahasiswa secara substansial dibentuk oleh faktor-faktor psikologis internal; namun, penelitian yang menguji ketiga variabel ini secara simultan pada mahasiswa pendidikan vokasi masih terbatas. Penelitian ini bertujuan untuk menguji secara empiris pengaruh motivasi belajar, efikasi diri, dan disiplin belajar terhadap prestasi belajar mahasiswa Pendidikan Administrasi Perkantoran, baik secara parsial maupun simultan. Pendekatan kuantitatif dengan desain asosiatif kausal diterapkan terhadap 165 responden dari angkatan 2024 yang dipilih melalui teknik convenience sampling. Data dikumpulkan melalui kuesioner berskala Likert secara daring dan dianalisis menggunakan regresi linier berganda berbantuan IBM SPSS Statistics 27. Hasil penelitian menunjukkan bahwa motivasi belajar, efikasi diri, dan disiplin belajar masing-masing berpengaruh positif dan signifikan terhadap prestasi belajar ($p < 0,001$). Pengujian simultan mengonfirmasi pengaruh positif dan signifikan secara bersama-sama, $F(3, 161) = 118,419$, $p < 0,001$. Koefisien determinasi ($R^2 = 0,688$) menunjukkan bahwa ketiga determinan psikologis tersebut mampu menjelaskan 68,8% variasi prestasi akademik, dengan efikasi diri sebagai prediktor terkuat ($\beta = 0,405$), diikuti oleh motivasi belajar ($\beta = 0,334$) dan disiplin belajar ($\beta = 0,228$). Temuan ini menegaskan bahwa sinergi antara motivasi intrinsik, keyakinan terhadap kemampuan diri, serta rutinitas belajar yang terstruktur merupakan fondasi esensial bagi keberhasilan akademik mahasiswa.

Kata kunci: faktor psikologis internal; pendidikan vokasi; regulasi diri; teori kognitif sosial

Abstract

Students' academic performance is substantially shaped by internal psychological factors; however, studies examining all three of these variables simultaneously among vocational education students remain limited. This study aimed to empirically examine the effects of learning motivation, self-efficacy, and study discipline on the academic achievement of Office Administration Education students, both individually

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and collectively. A quantitative, associative causal design was employed with 165 respondents from the 2024 cohort, selected through convenience sampling. Data were collected via an online Likert-scale questionnaire and analysed using multiple linear regression in IBM SPSS Statistics 27. The results indicated that learning motivation, self-efficacy, and study discipline each exerted a significant positive effect on academic achievement ($p < .001$). Simultaneous testing confirmed a collectively significant positive effect, $F(3, 161) = 118.419$, $p < .001$. The coefficient of determination ($R^2 = .688$) indicated that these three psychological determinants accounted for 68.8% of the variance in academic performance, with self-efficacy emerging as the strongest predictor ($\beta = .405$), followed by learning motivation ($\beta = .334$) and study discipline ($\beta = .228$). These findings confirm that the synergy of intrinsic motivation, belief in one's own capacities, and structured learning routines constitutes an essential foundation for students' academic success.

Keywords: internal psychological factors; self-regulation; social cognitive theory; vocational education

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Introduction

In the era of Industry 4.0 and Society 5.0, higher education faces the profound challenge of producing graduates who are not only cognitively competent but also adaptable to rapid and continuous change. The Organisation for Economic Co-operation and Development (OECD, 2022) asserts that students' academic achievement is not solely determined by teaching quality or facility availability, but is substantially shaped by internal psychological factors such as motivation, self-belief, and study discipline. At the national level, the quality of higher education graduates has become a significant concern for policymakers and academic stakeholders alike. Indonesia's Central Statistics Agency (Badan Pusat Statistik, 2023) reported a Human Development Index (HDI) of 74.39, indicating that human resource quality still requires substantial improvement. Moreover, Kemendikbudristek (2024), through the Merdeka Belajar–Kampus Merdeka (Independent Learning–Independent Campus) policy, has underscored the importance of student autonomy and self-directed learning as a cornerstone of academic quality enhancement. Internal psychological factors have been empirically demonstrated to exert a significant positive influence on academic achievement (Cahyani & Winata, 2020), a finding further corroborated by Julia and Marsofiyati (2024), who examined Office Administration Education students specifically in the context of research methodology course outcomes. Despite the well-established importance of these psychological factors, research examining all three simultaneously among students still adapting to university life remains considerably limited.

These academic demands are particularly pronounced in the Office Administration Education Study Programme at Anonymised University. Students are required to master a range of competencies, from technical office skills to digital literacy and pedagogical abilities. Nevertheless, field observations reveal a notable discrepancy in psychological readiness and academic performance among the 2024 cohort, who are now in their second year of study. This discrepancy was first apparent during the first-year academic evaluation: GPA data from Anonymised University (2025) indicated relatively strong initial performance, with the majority of students achieving scores between 3.50 and 3.80. However, as course workload and complexity intensified in subsequent semesters, sustaining this level of performance became increasingly challenging. Classroom observations further revealed several indicators of psychological and behavioural adaptation difficulties, manifested in the tendency to procrastinate on assignments, inconsistent study routines, and a lack of confidence when addressing case studies requiring independent analytical reasoning.

The gap between strong initial academic records and the subsequent emergence of these maladaptive habits constitutes a compelling rationale for empirically investigating the roles of motivation, self-efficacy, and study discipline. This observation is consistent with empirical evidence demonstrating that discipline and motivation are primary determinants of students' academic success (Wildan et al., 2023). If left unaddressed, these adaptation difficulties place students at considerable risk of a sustained decline in academic achievement (Novianty, 2019).

This gap between ideal conditions and observed field realities can be examined through the lens of Social Cognitive Theory (SCT; Bandura, 1986). SCT posits that human behaviour is determined not by environmental or cognitive factors alone, but by the triadic reciprocal interaction among personal-cognitive factors, individual behaviour, and the environment. Within this theoretical framework, academic achievement represents the final outcome reflecting balanced mastery of the cognitive, affective, and psychomotor domains derived from learning experiences (Ulfah et al., 2021). This is further substantiated by Suprihatien et al. (2024), who, through a meta-analytic study, demonstrated that these three domains consistently serve as benchmarks of learning success across both face-to-face and online instructional modalities. Students who succeed academically are generally those capable of self-regulating their learning possessing strong internal drive, belief in their own capacities, and a commitment to consistent study routines (Zimmerman, 2000). Optimal academic achievement is therefore highly dependent on how students integrate learning motivation, self-efficacy, and study discipline into their academic activities.

Within the SCT framework and the concept of the self-regulated learner, learning motivation, self-efficacy, and study discipline function synergistically as psychological determinants shaping the quality of students' academic achievement. Learning motivation serves as the primary driving force encouraging students to engage actively, persistently, and purposefully in their academic activities, particularly when confronted with the demands of a complex curriculum (Wibawa et al., 2022). This motivational drive can be optimally realised, however, only when students possess adequate self-efficacy—defined as the belief in one's own capacity to successfully organise and execute the academic tasks at hand (Bandura, 1997). Students with high self-efficacy tend to be more persistent, less likely to abandon their efforts when confronting obstacles, and more capable of managing their cognitive resources effectively (Masnawati et al., 2023). Furthermore, the synergy between motivation and self-efficacy must ultimately be expressed through study discipline—the concrete behavioural manifestation of self-regulation reflected in consistent study routines and the sustained capacity for focused engagement (Serena et al., 2023). These three variables are therefore highly relevant to examine simultaneously, particularly among students of the Office Administration Education Study Programme, who must navigate the dual academic demands of preparing as both professional administrators and future vocational educators.

Although these psychological variables have received considerable scholarly attention, their simultaneous examination within a single integrated model in the context of Office Administration Education students remains limited. Pratiwi and Hayati (2021) examined self-efficacy in isolation, without accounting for study discipline, while Umar et al. (2026) similarly excluded the discipline variable from their research model. Empirical studies integrating study discipline and motivation as predictors of academic achievement have, moreover, been largely confined to primary and secondary education contexts, and have not specifically targeted vocational education students (Leobisa & Namah, 2022). This research gap is precisely what the present study seeks to address. Unlike prior studies that examined these variables separately, the novelty of this research lies in its comprehensive approach: explicitly testing learning motivation, self-efficacy, and study discipline simultaneously within a single integrated model tailored to the vocational education context of office administration. As a vocational education programme, this study programme demands mastery of dual competencies students must not only develop technical office administration skills but also acquire pedagogical expertise as prospective educators. These dual demands create a uniquely complex learning dynamic, making it important to determine the extent to which psychological determinants motivation, self-efficacy, and discipline—contribute to academic achievement within this context. Unlike prior studies that have yielded mixed results regarding the relative importance of individual psychological factors, this integrated model allows for a more precise estimation of each variable's unique contribution within a vocational education setting. Based on this literature gap and the urgency of the observed phenomenon, the present study was designed to empirically test

the following hypotheses: (H1) learning motivation has a positive and significant effect on academic achievement; (H2) self-efficacy has a positive and significant effect on academic achievement; (H3) study discipline has a positive and significant effect on academic achievement; and (H4) learning motivation, self-efficacy, and study discipline simultaneously exert a positive and significant effect on the academic achievement of students in the Office Administration Education Study Programme at Anonymised University.

Research Methods

This study was conducted in the Office Administration Education Study Programme at Anonymised University, with data collection taking place in May 2026. A quantitative approach with an associative causal design was employed to examine the direction and magnitude of the effects of the independent variables learning motivation (X1), self-efficacy (X2), and study discipline (X3) on the dependent variable of academic achievement (Y), both partially and simultaneously.

The study population comprised 282 students from the 2024 cohort of the Office Administration Education Study Programme at Anonymised University. Applying the Slovin formula with a 5% margin of error yielded a required sample size of 165 students. Convenience sampling was employed: the questionnaire was distributed via the cohort's group communication channel, and respondents who voluntarily agreed to participate were included until the target sample of 165 was reached.

Data were collected through a survey using a questionnaire developed in Google Forms and distributed via WhatsApp. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data were analysed using IBM SPSS Statistics 27 in two stages. The first stage comprised classical assumption tests: (a) normality, assessed using the One-Sample Kolmogorov–Smirnov test; (b) linearity, assessed using the Deviation from Linearity test; (c) multicollinearity, assessed through tolerance values and variance inflation factors (VIFs); and (d) heteroscedasticity, assessed using the Spearman rank correlation. The Durbin–Watson autocorrelation test was omitted, as autocorrelation is a concern pertinent primarily to time-series data in which residuals are sequentially ordered over time; given the cross-sectional design of this study, in which data were collected from independent respondents at a single point in time, the assumption of sequential residual dependence does not apply. The second stage involved hypothesis testing through multiple linear regression analysis, the t-test, the F-test, and the coefficient of determination (R^2).

Instruments were developed for each variable, with items formulated according to indicators drawn from prior research. For the independent variables, indicators and items were adapted with contextual modifications. The learning motivation instrument adopted the indicators of intrinsic goal orientation and task value from Pintrich and De Groot (1990). The self-efficacy variable adopted the indicators of magnitude, generality, and strength from Siboro et al. (2022). Although these indicators were originally developed for a speaking class context, they are grounded in Bandura's (1997) universal self-efficacy framework and are not exclusive to language skills; their universal nature permitted adaptation to measure general academic self-efficacy by adjusting the contextual framing of the items. Future research could strengthen construct validity by validating these modified indicators against instruments specifically designed for academic self-efficacy. The study discipline variable adapted the indicators of planned studying and attentional focus from Sal (2022). Items for the dependent variable, academic achievement, were developed independently, guided by indicators of conceptual translation, interpretation, extrapolation, cognitive–affective–psychomotor behavioural change, and competency mastery, as proposed by Sudjana and by Dimiyati and Mudjiono (both as cited in Ayuwardani, 2023).

Validity and reliability testing were conducted on data from the research sample. Validity was assessed at a significance level of 5% ($\alpha = .05$) using the Pearson Product-Moment correlation; an item was classified as valid if its r-calculated exceeded the r-table value of .1528. All 25 items satisfied this criterion. Reliability was assessed using Cronbach's alpha, yielding coefficients of .833 for learning motivation, .815 for self-efficacy, .773 for study discipline, and .887 for academic achievement. As all values exceeded the .70 threshold, the instruments were confirmed to be reliable.

Results and Discussion

Research Results

Descriptive analysis indicated that the learning motivation variable (X1) ranged from 17 to 30 ($M = 24.40$, $SD = 3.231$). The self-efficacy variable (X2) ranged from 18 to 30 ($M = 24.05$, $SD = 2.998$). The study discipline variable (X3) ranged from 8 to 30 ($M = 21.97$, $SD = 3.796$). The academic achievement variable (Y) ranged from 20 to 35 ($M = 27.75$, $SD = 3.894$).

The classical assumption tests were conducted prior to regression analysis. The One-Sample Kolmogorov–Smirnov normality test yielded $p = .081$, exceeding the .05 threshold and confirming that the residuals were normally distributed. The Deviation from Linearity linearity test yielded $p = .891$ for the learning motivation–academic achievement relationship, $p = .469$ for self-efficacy–academic achievement, and $p = .434$ for study discipline–academic achievement; as all values exceeded .05, the relationships between each independent variable and the dependent variable were confirmed to be linear. Multicollinearity diagnostics indicated that all independent variables had tolerance values above .10 and VIF values below 10: learning motivation (tolerance = .467, VIF = 2.141), self-efficacy (tolerance = .427, VIF = 2.339), and study discipline (tolerance = .717, VIF = 1.396), thereby confirming the absence of multicollinearity. The Spearman rank correlation heteroscedasticity test yielded $p = .985$ for learning motivation, $p = .942$ for self-efficacy, and $p = .757$ for study discipline; as all values exceeded .05, the regression model was confirmed to be free from heteroscedasticity. All classical assumption tests were thus satisfied, confirming that the data met the requirements for multiple linear regression analysis.

Table 1
Multiple Linear Regression Analysis Results

Model	Coefficients			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	.150	1.476		.102	.919
Learning Motivation	.402	.078	.334	5.180	.000
Self-Efficacy	.526	.087	.405	6.020	.000
Study Discipline	.234	.053	.228	4.381	.000

As shown in Table 1, the multiple linear regression equation was: $\hat{Y} = 0.150 + 0.402X_1 + 0.526X_2 + 0.234X_3 + \varepsilon$. The constant of 0.150 indicates that if learning motivation, self-efficacy, and study discipline were all equal to zero, the predicted academic achievement score would be 0.150. All regression coefficients were positive in direction. Specifically, a one-unit increase in learning motivation (X1) was associated with a 0.402-unit increase in academic achievement ($B = 0.402$, $SE = 0.078$). Similarly, a one-unit increase in self-efficacy (X2) was associated with a 0.526-unit increase in academic achievement ($B = 0.526$, $SE = 0.087$), while a one-unit increase in study discipline (X3) was associated with a 0.234-unit increase ($B = 0.234$, $SE = 0.053$).

The t-test for learning motivation (X1) yielded $t(161) = 5.180$, $p < .001$, leading to the acceptance of H1 and confirming that learning motivation exerts a significant positive effect on academic achievement. For self-efficacy (X2), $t(161) = 6.020$, $p < .001$, leading to the acceptance of H2 and demonstrating that self-efficacy exerts a significant positive influence on academic achievement. For study discipline (X3), $t(161) = 4.381$, $p < .001$, leading to the acceptance of H3 and confirming that study discipline likewise exerts a significant positive effect on academic achievement.

Table 2
F-Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1711.274	3	570.425	118.419	.000 ^b
Residual	775.538	161	4.817		
Total	2486.812	164			

As shown in Table 2, the simultaneous F-test yielded $F(3, 161) = 118.419$, $p < .001$, supporting the acceptance of H4, which posited that learning motivation, self-efficacy, and study discipline simultaneously exert a significant positive effect on students' academic achievement.

Table 3
Coefficient of Determination

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.830 ^a	.688	.682	2.195

As shown in Table 3, the coefficient of determination ($R^2 = .688$) indicates that learning motivation, self-efficacy, and study discipline collectively accounted for 68.8% of the variance in students' academic achievement; the remaining 31.2% is attributable to factors outside the present research model. The adjusted $R^2 = .682$, and the negligible discrepancy between R^2 (.688) and adjusted R^2 (.682) indicates high model stability, suggesting that the predictive power of the model is not artificially inflated by the number of predictors.

Table 4
Effective Contribution and Relative Contribution

Variable	Effective Contribution	Relative Contribution
Learning Motivation	24.38%	35.41%
Self-Efficacy	31.02%	45.05%
Study Discipline	13.45%	19.54%
Total	68.85%	100.00%

As shown in Table 4, self-efficacy contributed the greatest effective and relative contribution ($SE = 31.02\%$; $SR = 45.05\%$), followed by learning motivation ($SE = 24.38\%$; $SR = 35.41\%$), with study discipline contributing the least ($SE = 13.45\%$; $SR = 19.54\%$). The combined effective contribution of the three predictors totalled 68.85%.

Discussion

Learning motivation demonstrated a significant positive effect on academic achievement, $t(161) = 5.180$, $p < .001$, supporting H1. This finding indicates that higher levels of learning motivation are associated with higher academic achievement. This result is consistent with Julia and Marsofiyati (2024) and Wibawa et al. (2022), both of whom identified learning motivation as a key determinant of learning outcomes. Alignment with Leobisa and Namah (2022), whose study was conducted at the secondary school level, further suggests that the positive role of motivation transcends academic levels and respondent characteristics. From the perspective of SCT, motivation arises from the reciprocal interaction between an individual's personal conditions and their learning environment (Bandura, 1986). These findings confirm that learning motivation is a critical dimension in supporting students' academic achievement.

Self-efficacy demonstrated a significant positive effect on academic achievement, $t(161) = 6.020$, $p < .001$, supporting H2. This finding indicates that students who hold strong beliefs in their own abilities tend to achieve better academic outcomes. The result is consistent with Pratiwi and

Hayati (2021) and Masnawati et al. (2023), both of whom affirmed that self-efficacy contributes positively to students' academic success. Conversely, Umar et al. (2026) found that self-efficacy alone may be insufficient to predict academic achievement when students exhibit differences in learning styles not accommodated by their learning environment. This inconsistency may be attributable to differences in measurement indicators and variations in course difficulty across study programmes. Within the SCT framework, self-belief is a key determinant of the effort and persistence individuals sustain when confronting academic challenges (Bandura, 1997). These results confirm that strong self-belief is essential for supporting students in attaining higher academic outcomes.

Study discipline also exerted a significant positive effect on academic achievement, $t(161) = 4.381$, $p < .001$, supporting H3. This finding indicates that consistent application of study discipline is associated with improved academic achievement. This result is consistent with Cahyani and Winata (2020) and Serena et al. (2023), both of whom demonstrated that disciplined study behaviour supports the attainment of better academic outcomes. However, Novianty (2019) found that the positive effects of self-directed study discipline may diminish when a student's adaptive stability is disrupted by external factors. These contrasting findings may be attributable to off-campus environmental factors and differential academic workloads among individual students. Within the SCT framework, study discipline represents a form of self-regulation that translates intention into structured behavioural routines (Zimmerman, 2000). These findings confirm that study discipline is a key factor supporting students' academic achievement.

The simultaneous F-test confirmed that learning motivation, self-efficacy, and study discipline collectively exerted a significant positive effect on academic achievement, $F(3, 161) = 118.419$, $p < .001$, $R^2 = .688$, supporting H4. These findings extend those of Wildan et al. (2023), who demonstrated that internal learner factors particularly learning motivation and study discipline play an important role in improving academic achievement; by integrating self-efficacy into the model, the present study provides a more comprehensive explanation of academic success. The capacity of these three variables to account for 68.8% of the variance in academic achievement aligns with the OECD (2022) report, which affirms that academic outcomes are shaped not only by external factors but substantially by internal psychological factors. The remaining 31.2% of variance is attributable to factors outside the present research model. Overall, these findings are consistent with the fundamental principles of SCT, wherein personal-cognitive aspects and behavioural aspects mutually reinforce one another to produce better learning outcomes (Bandura, 1986). Thus, learning motivation, self-efficacy, and study discipline are important factors that collectively contribute to the academic achievement of Office Administration Education students at Anonymised University.

The standardised beta coefficients further indicate that self-efficacy ($\beta = .405$) was the strongest predictor of academic achievement, followed by learning motivation ($\beta = .334$) and study discipline ($\beta = .228$). This finding aligns with the psychological challenges students encounter during the transition to higher education, where a strong sense of personal capability is particularly salient. As Utomo and Andayani (2023) noted, this internal belief plays a more significant role in first-year student adjustment than external or institutional factors. During this early transition phase, confidence in one's abilities is more critical for academic success than the possession of established study habits, which many first-year students are still developing. This is further supported by Ghifari and Layyinah (2026), who found that self-efficacy directly and significantly predicts academic adjustment. The salience of this finding is further underscored by the high R^2 (.688) and the relative contribution data presented in Table 4, which indicate that self-efficacy accounts for the largest proportion of the explained variance (SR = 45.05%). Taken together, these results confirm that students' confidence in their academic capabilities is the most influential predictor of success within this vocational educational context.

Conclusion

The findings of this study demonstrate that learning motivation, self-efficacy, and study discipline each exert a significant positive effect on academic achievement, both individually and collectively. Among the three predictors, self-efficacy emerged as the most influential factor (SR = 45.05%), followed by learning motivation (SR = 35.41%) and study discipline (SR = 19.54%). These

findings carry practical implications: interventions aimed at improving academic performance should prioritise cultivating students' self-confidence through supportive mentoring, while maintaining learning motivation and study discipline as integral components. Theoretically, these findings affirm Bandura's (1986, 1997) Social Cognitive Theory by demonstrating that the reciprocal interaction between personal factors (learning motivation and self-efficacy) and behavioural factors (study discipline) significantly determines academic success among Office Administration Education students. This study is subject to several limitations. First, the sample was restricted to the 2024 cohort of the Office Administration Education Study Programme at Anonymised University, limiting the generalisability of findings to broader populations. Second, reliance on self-reported questionnaires introduces potential social desirability bias, which may not fully reflect actual student behaviour. Third, the cross-sectional design precludes definitive causal inference; accordingly, these findings should be interpreted with appropriate caution. Future research is recommended to expand the sample scope, incorporate additional relevant variables (e.g., academic environment, peer influence), and employ mixed-methods designs to yield a more comprehensive understanding of the factors underpinning students' academic achievement.

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