# THE EFFECTS OF SELF-EFFICACY, MOTIVATION, AND THE LEARNING ENVIRONMENT ON THE LEARNING BEHAVIOR OF STUDENTS

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**Abstrak**

The purposes of this study are to determine: (1) The Effects of Self-Efficacy on Student Learning Behavior, (2) The Effects of Motivation on Student Learning Behavior, and (3) The Effects of Learning Environment on Student Learning Behavior. This study follows an ex-post facto design. The population in this research was students of Class X of the Accounting and Finance department at SMK Negeri 2 Pekalongan for the Academic Year 2021/2022. The sampling technique used in this study was probability sampling, specifically simple random sampling with a sample size of 104 students. The data was collected using a questionnaire that had met the validity and reliability tests. The prerequisite statistical tests used include tests for normality, linearity, multicollinearity, and heteroscedasticity. The data analysis was conducted using multiple regression tests. The results of this study indicate that: (1) There is a positive and significant effect of Self-Efficacy on the Learning Behavior of students with a significance value less than 0.05 ($0.024 < 0.05$) and a regression coefficient of 0.195 with a positive value. (2) There is no positive effect of motivation on student learning behavior with a significance value greater than 0.05 ($0.236 > 0.05$) and a positive regression coefficient of 0.075. (3) There is a positive influence of the learning environment on the learning behavior of students with a significance value of less than 0.05 ($0.004 < 0.05$) and a regression coefficient of 0.120 which is positive.

*Kata kunci*: self-efficacy, motivation, learning environment, and learning behavior.

## Background of the Study

Law of the Republic of Indonesia Number 20 of 2003, Article 1 paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to have spiritual religious values, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The essence of education is the learning process that occurs when teachers are able to educate and change the behaviors of students in accordance with national education goals.

This learning process is closely related to the students' level of education. At the elementary school level, the learning process emphasizes on the development of basic attitudes and abilities needed in society. At the secondary school level, the learning process emphasizes more on increasing intelligence, noble character, and individual soft skills and preparations for pursuing higher education. There are two types of secondary schools, namely Senior High

School (SMU) and Vocational High School (SMK). The basic difference between the two lies in the orientation of the output of the graduates. The output of senior high school graduates is to expand knowledge and continue higher education at university, while the output of vocational high school graduates is to acquire specific skills according to their fields so that they can work after graduation.

SMK N 2 Pekalongan is a business and management-based vocational high school that has 5 departments, namely Accounting and Institutional Finance, Computer and Network Engineering, Office Management Automation, Online Business and Marketing, and Television Program Production. SMK N 2 Pekalongan has a vision to form graduates who have noble character, excellence in achievement, professionalism, and independence. This vision is implemented in achievements including placing 4th in 2020 and 12th position in 2021 out of a total of 1000 SMKs in the category of the best SMKs in Indonesia based on Computer-Based Writing Test Scores by the Higher Education Entrance Test Institute (LTMPT).

The accounting and financial department for the SMK N 2 Pekalongan institution is one of the programs that actively contributes to achievements and produces graduates who obtain jobs and pursue higher education according to their vocational fields. Based on interviews conducted with one of the institutional financial accounting teachers at the school regarding the achievements and output of graduates each year, this department always creates graduates who work in companies, open their own businesses, continue their study in higher education institutions. This is inseparable from learning that is designed to create individuals who are willing to be employed in companies or to be self-employed. All the learning activities and the behaviors of students are directed to create a future professional accountant.

Learning behavior is the process of gaining knowledge and experience in the form of changes in behavior and the ability to react which are relatively permanent or permanent due to the interaction of individuals and their environment (Sugihartono, 2013). Learning behavior plays a vital role in determining the success of learning that comes from the students. This is supported by several studies which indicate that learning behavior has positive and significant effects on academic achievement (Hanifah, 2001; Manurung, 2017). Research on learning behavior has also been carried out by Lase and Marhojan (2017) who found out that in teaching and learning activities in the classroom many students did not pay

attention or focus on receiving learning materials. This is because many students were sleepy, bored, and lacked attention from the teacher.

According to Muhibbinsyah (1997) learning behavior is influenced by 3 factors, namely: 1) internal factors, which determine the learning behavior from within the students including physical and spiritual conditions, 2) external factors, which are the environmental conditions around the students, and 3) the learning approach factors, which include the strategies and methods used to carry out activities to study the subject matter. Muhibbinsyah (1997) also divides internal factors into two aspects, namely physiological aspects consisting of physical fitness and health conditions of the body parts actively used for learning such as eyes and ears, as well as psychological aspects such as self-efficacy, self-motivation, intelligence, interests and talents.

One of the factors that influence learning behavior from the psychological aspect of students is motivation. According to Robbins (2008), motivation is a process that shows the intensity, direction, and persistence of efforts to achieve a goal. In relation to learning, motivation plays a role in stimulating and directing the students in order to achieve the learning objectives. According to Solita, Syahniar, and Nurfahanah (2012), students who have self-motivation will have the driving force to always direct the learning according to what they want. In this case, students who have learning motivation will always direct their learning behavior in a positive direction so that their learning behavior tends to be good. This is different with students who do not have the motivation to learn, because they do not have the driving force from themselves, which make their learning behavior tend to be less good.

The second psychological factor that can influence learning behavior is self-efficacy. According to Bandura (1997), self-efficacy refers to beliefs and willingness of the students to achieve and complete learning tasks within a predetermined target and time. Students who have self-efficacy will be able to maximize their potential optimally. This is because students have the confidence to complete tasks according to the target and the time regardless of the various difficulties that they will encounter later. Therefore, students who have self-efficacy will also reflect good learning behaviors such as persistence, diligence, and never giving up in doing their tasks. In contrast, students who do not have self-efficacy tend to reflect poor learning behavior. This is because low self-efficacy will lead to increased anxiety and avoidance behavior. Students will avoid their obligation to learn because they think they do not have

the ability to manage and complete the tasks. In relation to self-efficacy, research by Chemers (2001) found that students' self-efficacy was directly related to academic achievement and was indirectly related to self-adjustment and expectations of coping. Coping is a person's behavior to reduce or neutralize the level of stress that occurs (Sarafino, 2002).

Furthermore, Muhibbinsyah (1997) also divides external factors into two aspects, namely the social environment consisting of family, teachers, school staff, communities, and peers, as well as the non-social environment consisting of home, school, equipment, and nature. Both of these aspects can be interpreted as the learning environment for students. According to Hamalik (2010), the learning environment is everything around the students that has a certain influence and meaning on learning activities. A good learning environment is an important supporting factor in order to achieve learning objectives. This is because students will feel comfortable and will form a healthy relationship with peers and teachers. After students feel comfortable, the learning process becomes something that is easy to adapt and is expected by the students. With this, students will certainly show good learning behavior and can easily accept learning materials and complete their tasks. This can occur if aspects of the social and physical environment such as teachers, families, and peers can create a good and conducive learning environment for students.

Research conducted by Jumrawasri (2020) suggested that teachers play an important role in creating a conducive learning environment climate so that it can stimulate student learning behavior in a positive direction. In addition, from an internal family perspective, R. Febriany (2013) stated that the family is the first place of learning for a child, starting from learning about socialization, affection, and the fulfillment of facilities and infrastructure. Supervision and direction from parents will affect the learning activities of students both at school and at home.

Research conducted by Yozi (2010) on the learning behavior of students and the factors that influence it at Madrasah Aliyah Hasanah Pekanbaru showed that the learning behavior of students is categorized as not good with the percentage 72.7% consisting of 38.4% influenced by peers, 42.4% influenced by the school environment, 46.1% influenced by family, 39.3% influenced by family customs and habits, 38.5% are influenced by sanctions given by teachers, and students who did not comply with school regulations were 38.5%. Based on this research, it can be concluded that learning behavior can be influenced by various factors, namely peers,

family, school environment, teachers, and school regulations.

Based on interviews conducted with 3 institutional finance and accounting teachers at SMK N 2 Pekalongan, it was found out that the learning behavior of students in the institutional finance and accounting major was very diverse and some tended to be not good. At the time of face-to-face learning there were an average of 10 out of 30 students who were late, did not bring their textbooks and stationery, were sleepy, disturbed their friends, and did not do their homework. In addition, most students also had doubts and low enthusiasm for their ability to complete the tasks given by the teacher. The teachers also explained that it was influenced by several factors within students such as self-efficacy and motivation to learn, and factors from outside students such as the environment of friends and family conditions.

Based on the various problems described above, student learning behavior plays an important role in determining learning success. Therefore, the researcher was interested in conducting research on whether or not there is an influence of self-efficacy, motivation, and learning environment on the learning behavior of vocational students majoring in accounting and institutional finance. Therefore, this research was entitled "The Effect of Self-Efficacy, Motivation, and Learning Environment on Learning Behavior of Class X Students in Accounting and Finance Department of SMK Negeri 2 Pekalongan in the Academic Year 2021/2022".

**Research Method**

The approach used in this study used a quantitative method approach. This study would be analyzed based on statistical analysis to show the effect of self-efficacy, motivation, and learning environment on the learning behavior of class X students majoring in accounting and finance at SMK N 2 Pekalongan. This study uses a population of students of class X AKL 1, X AKL 2, X AKL 3, and X AKL 4. Samples are taken from class X students majoring in accounting and finance at SMK N 2 Pekalongan as many as 104 students with the determination of the sample using the Slovin.

The data in this study were collected using a questionnaire. In this study the researchers provided four alternative answers, namely: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). Indicators of learning behavior using the teory developed by (Suwardjono, 2004) include: a) the habit of following lessons; b) the habit of reading books; c) visits to libraries; d) preparation for the exam. Indicators of self-efficacy using the teory developed by (Bandura, 1997) include: a) the

level of difficulty (magnitude); b) the strength of belief or appreciation (stregth); c) generality (generality). Indicators of motivation using the teory developed by (Sadirman, 2006) include: a) persevering in facing the task; b) tenacious in the face of adversity; c) explore the material; d) desire to achieve; e) the spirit of solving problems; f) defend his opinion; g) interest in unknown issues. Indicators of learning environment using the teory developed by (Slameto, 2010) consist of the family environment, and community environment.

This instrument trial was conducted on 33 students of class XI AKL 1 SMK N 2 Pekalongan. Validity test was conducted using product moment corelation with the number of respondents n=33 and a significant level of 5% then obtained r table of 0,329. If the value of rcount ≥ rtable then the research instrument item in the study is valid. Based on the validity test conducted, it is known that of the 10 research instrument items on the learning behavior, there are 4 items that are not valid namely items 2, 6, 8, 9, and while the other 6 items were declared valid. On the self-efficacy variable of the 12 research instrument items, there are 4 items that are not valid namely items 2, 7, 9, 10, and while the other 8 items were declared valid. On the motivation variable of the 15 research instrument items, there are 3 items that are not valid namely items 4, 9, 13, and while the other 12 items were declared valid. On the

learning environtment variable of the 20 research instrument items, there are 4 items that are not valid namely items 2, 12, 17, 20, and while the other 16 items were declared valid. Furthermore, the reliability test is carried out using cronbach's alpha with a significance value of 5%. Intrepreted reliability test results with the level of reliability coefficient as follows (Sugiyono, 2017).

**Table 1. Instrument Test Guidelines**

| No. | Interval Coefficient | Relationship Level |
|-----|----------------------|--------------------|
| 1. | 0,80 – 1,000 | Very high |
| 2. | 0,60 – 0,799 | High |
| 3. | 0,40 – 0,599 | Medium |
| 4. | 0,20 – 0,399 | Low |
| 5. | 0,00 – 0,199 | Very low |

**Based on the results of the reliability test, the learning behavior variable has an alpha coefficient of 0,741 (very high), the self-efficacy variable has an alpha coefficient of 0,627 (high), the motivation variable has an alpha coefficient of 0,772 (very high), the learning environtment variable has an alpha coefficient of 0,820 (very high).**

Hypothesis testing in this study was carried out using multiple regression analysis techniques. Previrously, the analysis prerequisite test was carried out in the form of normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test in this study used the *1-Sample Kolmogorov-Smirnov test* with the help of a statistical application program, if the results

obtained a significance value > 0,05 then the data was normally distributed. The linearity test of this study uses the F test, the criterion is that if $F_{count}$ is smaller or equal to the $F_{table}$ at a significance level of 5%, the relationship between the independent variables is said to be linear. Wheter or not there is multicollinearity seen from the tolerance value and VIF (Variance Inflation Factor) where if the tolerance value is more than 0,1 and the VIF value less than 10 then there is no multicolinearity. In this study, heteroscedasticity testing was carried out using the Glejser test to regress absolute residual with independent variables obtained a significance value > 0,05, it can be concluded that there is no heteroscedasticity. Furthermore, the following regression equation is used:

$$Y = 4,662 + 0,195X_1 + 0,075X_2 + 0,120X_3$$

Information:

| | |
|---|---|
| Y' | = Learning Behavior |
| a | = Constants |
| b1, b2 and b3 | = Regression Coefficient |
| X1 | = Self-Efficacy |
| X2 | = Motivation |
| X3 | = Learning Environment |

The accuracy of this multiple linear regression analysis can be seen from the t test and the partial determinationn coefficient test ($R^2$). The t test in this study was used to measure the effect of self-efficacy, motivation, and learning environment partially or alone on learning behavior. Furthermore, if the value of $t_{count} > t_{table}$ then $H_0$ is rejeccted and $H_1$ is accepted. In this study also determined a significance level of 5% or 0,05. If the significance value is < 0,05, it can be concluded that the independent variables in this study partially have a significant effect on the dependent variable and the hypothesis can be accepted. The coefficient of determination ($R^2$) is used to measure the model's ability to explain changes in the dependent variable expressed in percentage terms.

## Research Results and Discussion

## Research Results

1) **Description of Research Data**

   This research was conducted at SMK Negeri 2 Pekalongan with the research subjects being students of class X Accounting and Institutional Finance major for the academic year 2021/2022 which consisted of 4 classes with details, namely class X AKL 1 with 26 students, X AKL 2 as many as 26 students, X AKL 3 as many as 26 students, X AKL 4 as many as 26 students.

**Table 2. Research Sample**

| No | Class | Number of Students |
|---|---|---|
| 1 | X AKL 1 | 26 Students |
| 2 | X AKL 2 | 26 Students |
| 3 | X AKL 3 | 26 Students |
| 4 | X AKL 4 | 26 Students |
| | Total | 104 Students |

2) **Description of Research Variables**

   Self-efficacy variable data was obtained based on questionnaire data consisting of 8 questions and filled in by students of class X Accounting and Finance at SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 as

many as 104 students. The results of the analysis show that the minimum value is 19, the maximum value is 31, and the mean value is 24,89. Summary of the results of self-efficacy variable data processing presented in the following table:

**Table 3. Category Self-Efficacy Tendency**

| No. | Interval Class | Category | Frequency | Precentage |
|-----|----------------|----------|-----------|------------|
| 1. | $X \geq 24$ | Very High | 81 | 78% |
| 2. | $20 \leq X < 24$ | High | 22 | 21% |
| 3. | $16 \leq X < 20$ | Low | 1 | 1% |
| | Total | | 104 | 100% |

Based on the tendency distribution of the frequency of the self-efficacy variable above, it can be seen that the self-efficacy of 104 students is 81 students (78%) have a very high tendency, 22 students (21%) have a very high tendency, and 1 student (1%) has a low tendency. Based on these data, the self-efficacy of students in class X Accounting and Finance at SMK Negeri 2 Pekalongan for the 2021/2022 academic year is included in the very high category.

Motivation variable data was obtained based on questionnaire data consisting of 12 questions and filled in by students of class X Accounting and Finance at SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 as many as 104 students. The results of the analysis show that the minimum value is 28, the maximum value is 43, and the mean value is 35,72. Summary of the results of motivation variable data processing presented in the following table:

**Table 4. Category Motivation Tendency**

| No. | Interval Class | Category | Frequency | Precentage |
|-----|----------------|----------|-----------|------------|
| 1. | $X \geq 36$ | Very High | 57 | 55% |
| 2. | $30 \leq X < 36$ | High | 44 | 42% |
| 3. | $24 \leq X < 30$ | Low | 3 | 3% |
| | Total | | 104 | 100% |

Based on the tendency distribution of the frequency of the motivation variable above, it can be seen that the motivation of 104 students is 57 students (55%) have a very high tendency, 44 students (42%) have a high tendency, and 3 students (3%) have a very high tendency. low trend. Based on these data, the motivation of class X students in Accounting and Finance at SMK Negeri 2 Pekalongan for the 2021/2022 academic year is included in the very high category.

Learning environment variable data was obtained based on questionnaire data consisting of 16 questions and filled in by students of class X Accounting and Finance at SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 as many as 104 students. The results of the analysis show that the minimum value is 31, the maximum value is 55, and the mean value is 45,90. Summary of the results of learning environment variable data processing presented in the following table:

**Table 5. Category Learning Environtment Tendency**

| No. | Interval Class | Category | Frequency | Precentage |
|---|---|---|---|---|
| 1. | $X \geq 48$ | Very Good | 32 | 31% |
| 2. | $40 \leq X < 48$ | Good | 69 | 66% |
| 3. | $32 \leq X < 40$ | Bad | 2 | 2% |
| 4. | $X < 32$ | Very Bad | 1 | 1% |
| | Total | | 104 | 100% |

Based on the tendency distribution of the frequency of the learning environtment variable above, it can be seen that the self-efficacy of 104 students is 32 students (31%) have a very high tendency, 69 students (66%) have a high tendency, 2 students (2%) have a low tendency, and 1 student (1%) has a very low tendency. Based on these data, the learning environment for students of class X Accounting and Finance of SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 is included in the high category.

Learning behavior variable data was obtained based on questionnaire data consisting of 6 questions and filled in by students of class X Accounting and Finance at SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 as many as 104 students. The results of the analysis show that the minimum value is 12, the maximum value is 22, and the mean value is 17,7. Summary of the results of learning behavior variable data processing presented in the following table:

**Table 6. Category Learning Behavior Tendency**

| No. | Interval Class | Category | Frequency | Precentage |
|---|---|---|---|---|
| 1. | $X \geq 18$ | Very Good | 57 | 55% |
| 2. | $15 \leq X < 18$ | Good | 44 | 42% |
| 3. | $12 \leq X < 15$ | Bad | 3 | 3% |
| | Total | | 104 | 100% |

Based on the tendency distribution of the frequency of the learning behavior variable above, it can be seen that the learning behavior of 104 students is 57 students (55%) have a very high tendency, 44 students (42%) have a high tendency, and 3 students (3%) ) has a low tendency. Based on these data, the learning behavior of students in class X Accounting and Finance of SMK Negeri 2 Pekalongan for the Academic Year 2021/2022 is included in the very high category.

**3) Prerequisite Test for Analysis**
**Normality Test**

Based on the normality test, it indicates that the Asymp value. Sig. (2-tailed) 0.200 > 0.05 so it can be stated that the research data has met the normal distribution.

**Linearity Test**

Based on the linearity test of the research data that has been carried out, it shows that the Deviation From Linearity Sig of the three variables is greater than the sig value of 0.05. Therefore, it can be concluded that the three independent variables in this study have a linear relationship with the dependent variable.

**Multicollinearity Test**

Based on the multicollinearity test that has been carried out, it shows that if you use the *tolerance* of the three independent variables 0.10 and the VIF value 10. It can be concluded that there is no multicollinearity between the independent variables in this study.

**Heteroscedasticity Test**

The results of heteroscedasticity testing using the glejser test to regress absolute residual with independent variables obtained a significance value > 0.05, it can be concluded that there is no heteroscedasticity so that the analysis regression can be continued.

**4) Hypothesis Testing**

An explanation of the results of multiple regression analysis in this study is as follows:

**Table 7. Summary of Multiple Regression Results**

| Model | Coefficient | t | Sig. | Information |
|---|---|---|---|---|
| Constant | 4,662 | | | |
| Self-efficacy | 0,195 | 2,294 | 0,024 | |
| Motivation | 0,075 | 1,191 | 0,236 | Positive |
| Learning Environment | 0,120 | 2,944 | 0,004 | |
| R = 0,531 | | | | |
| $R^2$ = 0,282 | | | | |
| $F_{count}$ 13,098 | | | | |
| Sig. 0,000 | | | | |

From the results of the regression analysis, it can be seen that the multiple regression analysis equation is following:

$$Y = 4,662 + 0,195X_1 + 0,075X_2 + 0,120X_3$$

In the multiple linear regression equation, Y is learning behavior. The constant value of 4,662 explains taht if each independent variable (X1, X2, and X3 = 0) then the prediction of learning behavior is 4,662. The equation also shows the self-efficacy coefficient (X1) of 0,195 which explains that every time there is an increase in the self-efficacy variable by 1 unit, the student learning behavior variable will increase by 0,195 assuming other variables are constant. The coefficient of motivation (X2) of 0,075 indicates that every time there is an increase in the motivation variable by 1 unit, the learning behavior of students will increase by 0,075 assuming other variables are constant. Furthermore, the coefficient of the learning environment of 0,120 indicates that every time there is an increase in the learning environment variable by 1 unit, the learning behavior of students will increase by 0,120 assuming other variables are constant.

The results of the analysis from the table above show that: 1) there is a positive influence on self-efficacy on learning behavior with the significance value is less than 0,05 (0,024 < 0,05); 2) there is no positive effect of motivation on learning behavior with the significance value is greater than 0,05 (0,236 > 0,05); 3) there is a positive effect of the Learning Environment on Learning Behavior with significance value is less than 0,05 (0,004 < 0,05).

Based on table 7 it can be seen that the value of the coefficient of determination (Adjusted $R^2$) of 0,282. From this value, it can be interpreted that 28,2% of the learning behavior of class X students majoring in accounting and finance at SMK N 2 Pekalongan is influenced by self-efficacy, motivation, and learning environment, while the remaining 72,8% is influenced by other variables that are not investigated in this study.

**Discussion**

1. The Effect of Self-Efficacy on the Learning Behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan.

   The results of this study support the first research hypothesis, that there is a positive and significant effect of self-efficacy on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan. This can be proven from the significance value less than 0,05 (0,024 < 0,05) and the regression coefficient of 0,195 is positive. The results of this study are also in line with the research conducted (Rahmania, 2018) entitled "The Effect of Self-Efficacy, Teacher Interpersonal Communication, and Learning Media on the Learning Behavior of Class X, XI Students of SMK Negeri 1 Kendal" whose research results suggest that efficacy self has a direct positive effect on the learning behavior of class X, XI students at SMK Negeri 1 Kendal. This is also in accordance with the theory presented by (Alwisol, 2009) that self-efficacy is related to self-assessment, whether one can take good or bad actions, right or wrong, can or cannot be in accordance with the actions taken.

   Meanwhile, (Ormond, 2008) argues that self-efficacy is a person's ability to be able to direct his behavior so that predetermined goals are achieved. In this case, students who have high self-efficacy tend to be able to direct their activities so that learning objectives are achieved regardless of the difficulties or failures they face. In relation to learning behavior, students who have high self-efficacy will also be more prepared and enthusiastic in doing assignments so that it will also have an impact on high academic scores.

   Furthermore, (Bandura, 1997) states that self-efficacy affects the preferences of students' decision choices, the ability to survive in the face of difficulties or failures, and attitudes to respond to success or failure on learning behavior. Learners who have high self-efficacy will apply positive learning

behaviors so that they can survive in the face of difficulties or failures and can respond positively as well as determine their behavior and learning independence in the future.

Based on the results of the research above, it can be concluded that there was a positive and significant effect of self-efficacy on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan. In this case, the self-efficacy of students needs to be maintained and managed properly by various parties. This is because the presence of high self-efficacy can affect positive learning behavior in students.

2. The Effect of Motivation on Learning Behavior of Class X Students, Accounting and Finance Department, SMK N 2 Pekalongan.

The results of this study rejected the second research hypothesis, that there was a positive and significant influence of motivation on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan. This can be proven from a significance value greater than 0,05 (0,236 > 0,05) and a positive regression coefficient of 0,075. The results of this study are also in line with research

conducted by (Izatuniza, 2021) entitled "Students' Learning Motivation During a Pandemic in the Learning Process from Home" whose research results suggest that students' learning motivation decreases dramatically during distance learning. Furthermore, 61% of the causes are due to the difficulty of determining positive learning behavior in terms of learning independence to repeat the material that has been taught. This is also in accordance with the theory presented by (Wahab, 2016) that motivation is the driving energy in a person that creates a stimulus to act so that the goal is achieved. When associated with learning, it is through this motivation that students are moved and diligent in carrying out learning.

Furthermore, research conducted by (Setyowati, 2007) revealed that low learning motivation of students will result in unsatisfactory learning outcomes. This is due to the lack of driving force in students to be able to carry out a series of learning activities that must be undertaken.

In this case, the learning behavior of students who have low learning motivation also tends to be passive and lazy in carrying out learning. Meanwhile, based on the data obtained, the reason why Class X Students in the

Accounting and Finance Department of SMK N 2 Pekalongan have low motivation is related to the adaptation of previously online learning to gradual offline learning so that most of them have obstacles in implementing positive learning behaviors.

Based on the results of the research above, it can be concluded that there was no positive and significant effect of motivation on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan.

3. The Influence of the Learning Environment on the Learning Behavior of Class X Students, Accounting and Finance Department, SMK N 2 Pekalongan.

The results of this study supported the third research hypothesis, that there was a positive and significant influence of the learning environment on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan. This can be proven from the significance value less than 0,05 (0,004 < 0,05) and the regression coefficient of 0,120 is positive. The results of this study are also in line with the research conducted by (Winarno, 2012) entitled "The Influence of Learning Environment and Achievement Motivation on Student Learning Outcomes of Industrial Automation Engineering Expertise Competence at SMK N 2 Depok Yogyakarta" whose research results suggested that the learning environment has a positive and positive effect on significant effect on the study habits of students of class X Computer and Network Engineering Expertise Program at SMK Ma'arif 1 Wates Academic Year 2013/2014. This is also in accordance with the theory presented by Aqib (2002) that the learning environment that affects the learning activities of students consists of the family environment, school environment, and community environment.

Furthermore, research conducted by Muslih (2014) revealed that a good learning environment is a conducive learning environment, a comfortable atmosphere, and harmonious relationships between family members. The community consists of the activities of students in the community and the influence of the mass media that supports learning activities. Based on the results of the research above, it can be concluded that there was a positive and significant influence of the learning environment on the learning behavior of

Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan.

## Conclusion

Based on the analysis and discussion of "The Effect of Self-Efficacy, Motivation, and Learning Environment on Learning Behavior of Class X Students, Accounting and Finance Department, SMK Negeri 2 Pekalongan Academic Year 2021/2022" it can be concluded as follows:

1. There was a positive and significant influence on self-efficacy on the learning behavior of Class X Students in the Accounting and Finance Department at SMK N 2 Pekalongan for the Academic Year 2021/2022. This shows that teachers can increase students self-efficacy so that the learning behavior carried out tends to be positive.

2. There was no positive and significant effect of motivation on the learning behavior of Class X Students in the Accounting and Finance Department of SMK N 2 Pekalongan Academic Year 2021/2022. This shows that teachers and schools need to make efforts to increase student motivation in carrying out learning activities.

3. There was a positive and significant influence of the learning environment on the learning behavior of Class X

Students in the Accounting and Finance Department of SMK N 2 Pekalongan Academic Year 2021/2022. This shows that teachers can create a good learning environment so that the learning behavior carried out tends to be positive.

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