



The Role of Learning Motivation in Mediating Factors Affecting Accounting Learning Independence

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Abstract. his study aims to analyze the effect of family, peers, self-efficacy, and self-regulation on the independence of learning accounting for Universitas PGRI Madiun students with learning motivation as an intervening variable. This type of research is quantitative research with primary data sources. Data were collected using purposive sampling technique through questionnaires to 215 respondents. SmartPLS as a tool for processing data. Data analysis used outer model and inner model. The results showed that family has a positive and significant effect on learning independence, peers have a positive and significant effect on learning independence. self-efficacy has a positive and significant effect on learning independence. self-regulation has a positive and significant effect on learning independence. motivation to learn to mediate family towards independent learning. motivation to learn to mediate peer to independent learning. learning motivation mediates self-efficacy on learning independence, learning motivation mediates self-regulation on learning independence. The results of this study are expected to contribute and evaluate in increasing the independence of learning accounting for Universitas PGRI Madiun students.

Keywords: family, peers, self-efficacy, self-regulation, learning motivation, learning independence

1 Introduction

Currently, the world is experiencing rapid development in various fields, experiencing a transformation to become more modern. Therefore, human resources must continue to improve their quality in order to keep pace with the world's development which is very fast. Education is a consciously planned effort that aims to provide guidance or assistance to develop physical and spiritual potential [1]. A person's progress in the educational process, especially in learning starting from the elementary, middle, high school, to college, reflects the quality of these human resources. Education is very important and even has strict regulations with the goals of education itself [2]. To achieve success in education, especially in the lecture process. So it is important for individuals to learn independently, as stated [3].

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Independence in learning is important for all students, especially because in the lecture environment there are time and space restrictions so that lecturers cannot supervise each student directly. Therefore, students are expected to develop independence in understanding the material and completing assignments given by lecturers. However, it appears that there are some students from the accounting and accounting education study program at Universitas PGRI Madiun, especially among students from the 2019-2021 class, who may not have fully demonstrated an independent attitude in the learning process. Some of them lack enthusiasm and are passive in class, do not tend to study independently, and sometimes lose enthusiasm when faced with challenges. Besides that, Academic offenses such as cooperating on a test or copying a friend's work also occur. This result is in line with the findings expressed by [4] That way, it is necessary to have a special learning approach that aims to encourage student learning independence.

Students who have a high level of learning independence tend to be more active in participating in the lecture process [5]. Those who have learning independence generally have the motivation to seek new knowledge and experiences. However, in practice, sometimes students face difficulties in maintaining their learning independence when faced with challenges in the learning process [6]. Limitations in overcoming learning barriers can be common. Therefore, to support learning independence, it is important to develop internal and external factors.

One of the external factors that can affect the level of learning independence is the family environment. Throughout life's journey, the family environment has a significant role in shaping one's character and attitude. Its effect extends to the community and school environment, where the learning process occurs. Peers also have a role in forming independent characters in learning [7].

In addition, self-efficacy also plays an important role in independent learning. Self-efficacy reflects an individual's belief in his abilities, including in terms of learning and coping with various tasks [8]. Learning motivation also plays a role in encouraging independent learning. There are internal and external factors, such as responsible behavior, learning motivation, self-efficacy, self-regulation, the effect of peers, family, and the campus environment, play a role in shaping student learning independence.

Independence in learning is important for students, especially in a lecture environment that demands individual responsibility. Factors such as family environment, peers, self-efficacy, and self-regulation play an important role in shaping learning independence. Understanding and improving these factors can help students overcome challenges in the learning process, increase motivation, and develop the quality of their understanding of the field of study, especially in the context of accounting. Therefore, research that explores and analyzes the factors that effect student learning independence has high relevance in improving the quality of higher education in Indonesia.

The aims of this research are: (1) Analyzing the direct effect of family on the independent accounting learning of Universitas PGRI Madiun students, (2) Analyzing the effect of peers on the independent accounting learning of Universitas PGRI Madiun students, (3) Analyzing the effect of self-efficacy on accounting learning independence of Universitas PGRI Madiun students, (4) Analyzing the effect of self-regulation on

independence in learning accounting for Universitas PGRI Madiun students, (5) Analyzing the mediating role of learning motivation in influencing families towards independent learning accounting for Universitas PGRI Madiun students, (6) Analyzing the mediating role of learning motivation in influencing peers towards independent learning accounting for Universitas PGRI Madiun students, (7) Analyze the mediating role of learning motivation in influencing self-efficacy towards independence in learning accounting for Universitas PGRI Madiun students, (8) Analyzing the mediating role of learning motivation in influencing self-regulation of accounting independence for Universitas PGRI Madiun students.

2 Methods

This study using a descriptive quantitative research. The descriptive approach in the quantitative method involves parsing or describing the data that has been collected without making changes or adding to the data.

The concentration in this study was all students at the Universitas PGRI Madiun majoring in Accounting and Accounting Education. The researcher used all of these students as a sample, including students who were taking an Introduction to Accounting course. The total population is 465 students and the sample size is 215 respondents based on calculations using the Slovin formula. A purposive sampling approach was used in the sample data collection technique with the criteria of students who had taken the Introduction to Accounting course through a questionnaire.

Indicators used for independent learning in research [9] clarified as follows: 1) Discipline; 2) Confidence; 3) Motivation and 4) Evaluate learning outcomes. Indicators used in learning motivation in research [10] as follows: 1) a strong desire to achieve success; 2) Motivation and needs in the learning process; 3) Hopes and dreams for the future; 4) Recognition of effort in learning. Indicators used in the family in the study (Pratwi, 2018) as follows 1) How family techniques provide education, 2) Relationships in family harmony, 3) Family economic conditions and 4) Understanding of both parents. Indicators used in peer research [12] as follows: 1) Social interaction in the peer environment, 2) Peer support, 3) Become a student learning partner, 4) Increase student self-esteem. The indicators used in self-efficacy in research [13] as follows: 1) Self-mastery, 2) Self-confidence, 3) Neutral 4) Responsibility Indicators used in self-regulation in research [14] as follows: 1) Study innovation 2) Identify study needs 3) Determine the purpose of the study 4) Organize and process the study.

In this study, data analysis techniques used the SmartPLS application. The data analysis phase includes outer model (validity and reliability) and inner model (hypothesis test).

3 Results and Discussion

The study was conducted on 215 respondents consisting of accounting and accounting education students, Universitas PGRI Madiun. The data validity and reliability test results have met the test criteria. Test the validity by looking at the results of the loading

factors which show that all loading factors have a value greater than 0.5. Therefore, the constructs for all variables are considered valid in this model. Meanwhile, the reliability test is shown by the Cronbach's Alpha value, each of which reaches more than 0.70, meaning it meets the recommended criteria.

Next, test the previously determined hypothesis. The results of hypothesis testing show that the direct impact of factors influencing independence in student learning is shown in Table 1 as follows.

Table 1. Hypothesis Testing

	Original Sample	Sample Means	Standard Deviation	T Statistics	P Values
Family -> Independent Learning	0.156	0.152	0.069	2.255	0.024
Peers -> Independent Learning	0.321	0.320	0.069	4.653	0.004
Self Efficacy -> Independent Learning	0.218	0.217	0.072	3.048	0.002
Self Regulation -> Independent Learning	0.156	0.154	0.073	2.146	0.032

In this study, it was found that the first hypothesis test found that there was a relationship between family variables and learning independence. the test results show a coefficient/original sample value of 0.156 (positive), with a p-value of 0.024 which is smaller than 0.05. this shows that the effect of the family on learning independence is positive and significant, so that hypothesis 1 can be accepted. The second hypothesis was accepted in this study because it was found that there was a relationship between peer variables and learning independence variables. The results show that the coefficient/sample results show that the value is 0.321 (in the positive direction), and the p-value is 0.004, which is smaller than the significance number of 0.05.

The results of testing the third hypothesis, found that there is a relationship between self-efficacy variables and learning independence variables. The coefficient/original sample obtained is 0.218 in a positive direction. In addition, the p-value is 0.002 which is less than 0.05, indicating a statistically significant relationship between self-efficacy and learning independence. Testing the fourth hypothesis resulted in the finding that there is a positive relationship between self-regulation variables and learning independence. The coefficient/original sample obtained is 0.156, indicating that the relationship has a positive direction. besides that, the p-value of 0.032 which is smaller than the significance level of 0.05 indicates that this relationship is statistically significant.

Table 2. Hypothesis Testing with Mediating Variables

	Original Sample	Sample Means	Standard Deviation	T Statistics	P Values
Family -> Learning Motivation -> Independent Learning	0.010	0.011	0.012	0.841	0.041
Peers -> Learning Motivation -> Independent Learning	0.051	0.051	0.022	2.299	0.011
Self-Efficacy -> Learning Motivation -> Learning Independence	0.038	0.040	0.022	1.720	0.043
Self Regulation -> Learning Motivation -> Independent Learning	0.080	0.009	0.012	0.676	0.049

The relationship between family variables and learning independence variables is explained through the mediating role of learning motivation. the positive coefficient/original sample is 0.010, and the p-value is 0.041, which indicates that the p-value is less than 0.05. thus, it can be concluded that there is mediation by learning motivation in the relationship between family and learning independence, so hypothesis 5 can be accepted. The results of testing the sixth hypothesis indicate that there is a relationship between peer variables and learning independence, and this relationship is mediated by learning motivation. a positive coefficient/original sample value of 0.051, and a p-value of 0.011 which is less than 0.05, indicates that learning motivation has a significant effect on learning independence through peer mediation.

The seventh hypothesis shows that there is a relationship between self-efficacy variables and learning independence variables mediated by learning motivation. the resulting coefficient or value of the original sample (original sample) is 0.038 in a positive direction. p-value of 0.043, which is smaller than 0.05, indicating that learning motivation mediates the effect of self-efficacy on learning independence. The relationship between self-regulation variables and independent learning variables through the mediation of learning motivation. The results of the eighth hypothesis test show that there is a coefficient test result showing a value of 0.080 (positive), and a p-value of 0.049, which is smaller than 0.05. Thus, it can be concluded that learning motivation mediates the effect of self-regulation on learning independence, according to the proposed hypothesis 8.

The Effect of Family on Learning Independence

Research shows that the family has a positive and significant effect on student learning independence. The family is a small group consisting of a leader and other members, who have their own duties, jobs, rights and obligations. Interaction with family [15], harmony in the household, and family economic conditions play an important role in shaping learning independence. In addition, social norms and parental support also shape student identity. The family will effect learning, especially the process of independent learning, because the role of parents is very important in education from childhood to adulthood [16]. It can be concluded that the family plays a positive role in

helping student learning independence [17]. The role of the family in controlling student behavior is not yet clear [12].

The family plays a positive role in helping student learning independence. However, there is disagreement with the views or expressions of parents regarding this matter. Often, parents make mistakes or do not understand the concept of children's independence, so that there are still many children who are adults but have not shown independence.

The Effect of Peers on Learning Independence

Peers have a positive and significant impact on learning independence. Positive relationships with peers and support in learning contribute to the formation of independent learning attitudes in students. However, there are also findings that poor relationships with peers can have a negative impact on learning. This is in line with research [12] reveals peer is a place where members of a group interact with each other and tend to imitate each other, research [18] Peers are the second place after the family which can effect individuals. Accordingly, [19] also obtained the same result that peer groups had a positive effect on learning independence. The same opinion was also expressed by [20] where peer groups have a major contribution in shaping student learning independence. Study (Lim et al., 2020) Self-reliance, self-adjustment and good learning planning in each friend member. Association with peers has a significant effect in shaping student behavior, including in terms of independence in learning accounting. Students who associate with peers who are a positive effect tend to be motivated to develop skills, reflect on themselves, plan their studies well, and share responsibilities.

The Effect of Self-Efficacy on Learning Independence

Self-efficacy has an important role in shaping learning independence. Individual belief in their ability to overcome and solve problems independently effect student learning attitudes and behavior. Learning motivation is also a factor that effects learning independence through self-efficacy. Study [22] states that self-efficacy has a significant impact on student learning independence. Research by [5] also stated that students who have high self-efficacy tend to be more confident in completing their assignments because they are confident in their abilities, which in turn triggers independence in students.

As stated by [23] Self-efficacy is a person's ability to be able to master unpleasant and stressful situations and then try to convince himself in accordance with self-assessment of his ability to organize and carry out actions to change a situation and be able to produce positive results. Goes along with it [24] Peer groups are also figures that will shape one's self-efficacy and learning abilities which in turn will spur children to become independent figures. Study [25] from the results of the research and discussion it can be concluded that self-efficacy has a significant effect on learning independence. Evaluation in the world of education is always related to the ability that every student has in learning to do their job well.

The Effect of Self-Regulation on Learning Independence

Self-regulation, namely the ability to move thoughts, feelings, and behavior systematically, has a positive effect on learning independence. Learning initiatives, diagnosing learning needs, setting learning goals, and the ability to monitor and self-regulate play an important role in shaping student learning independence. This is in line with previous research [26] Self-regulation has a positive and important impact in increasing the level of self-learning of students, which causes a significant increase in their ability to learn independently. This self-regulation of learning must be instilled from an early age to train students in discipline as well as independence in learning . In line with research [28] Self-regulation in learning is defined as the ability to control one's own behavior so that it can achieve the goals that have been set. Other research by [29] also stated that student learning independence is one of the internal factors that affect the quality of lectures. On research [30] self-regulation in learning can be said to be a part that also determines effective learning. Students who have high self-regulation in learning will be diligent in learning and continue to study continuously without knowing despair, can put aside things that can interfere with learning activities

In the higher education system, learning independence has an important role because it helps students become active in the learning process in the classroom. Lecturers must ensure that student teaching and learning activities encourage student initiatives to study independently. By having good independent learning, students can understand and solve problems more effectively.

The Effect of Learning Motivation as a Family Mediator on Learning Independence

Learning motivation has a role as a mediator between family effect and learning independence. Encouragement from the family in providing facilities and a positive learning environment can trigger learning motivation, which in turn forms student learning independence. The family, as the main educational institution and which is the first experience for children, has a natural role in helping children grow and develop [31]. The way parents motivate students is also by providing a conducive, comfortable learning environment, accompanying children while studying, and appreciating student achievements [32]. Motivation has a significant effect on the creation of an independent attitude during lectures [33]. When families provide good communication and attention, it will have an impact on increasing learning motivation [4]. Parents who have sufficient economy and are able to provide complete learning facilities to children can increase motivation to learn . The better and more complete the facilities provided by the family, the motivation of students to study will increase. On the other hand, if the facilities provided are inadequate, this can indirectly affect student learning motivation and independent learning.

The Effect of Learning Motivation as a Peer Mediator on Learning Independence

Learning motivation also acts as a mediator between peer effect and learning independence. Peers who provide support and a positive learning environment can increase student learning motivation, which then forms an independent learning attitude. Good

peers can effect learning motivation and vice versa if bad peers can reduce learning motivation.

Compatibility in making friends is needed so that there is comfort when studying together [34]. Peers has an impact on mutual effect in the student learning process [35]. Peers are the second factor after family that encourages learning motivation. Good peers can effect learning motivation and vice versa if bad peers can reduce learning motivation [34]. Students who show positive conformity will provide support to their colleagues to increase learning motivation [36]. Individuals who have friends around their environment such as the student environment, namely the campus. Students can develop student abilities freely in the independent learning process [37].

The Effect of Learning Motivation as a Mediator of Self-Efficacy on Learning Independence

Learning motivation has a role as a mediator between self-efficacy and learning independence. Students' belief in their abilities, along with high learning motivation, forms independent attitudes and behaviors in the learning process. Overall, factors such as family, peers, self-efficacy, and learning motivation are interrelated and effect student learning independence. Understanding these relationships can help develop more effective educational strategies to encourage independent learning in students.

Similar findings were also expressed by [38] who found that self-efficacy directly affects motivation to learn. This research is supported [39] which shows self-efficacy has a positive significant effect on learning motivation. In line with research [40] through independent learning, one can develop a strong personal character and stimulate initiative in students to learn responsibly and confidently in overcoming challenges in lectures. According to [41] The experience of mastering problems greatly effects self-efficacy, such as having experienced failure in carrying out a task, that is with the existence of self-efficacy he can make progress by improving it and convincing himself that he can do the task and learn from his failures. This is clarified in research [42] who suggested that if a student's self-efficacy increases so that academic stress in students decreases, while a student's self-efficacy decreases so that academic stress in students increases. Self-efficacy is also considered as a personality element that develops through individual experience of the results of actions taken in certain situations. So indirectly self-efficacy has an indirect effect on learning independence through learning motivation.

The Effect of Learning Motivation as a Mediator of Self-Regulation on Learning Independence

Learning motivation has a role as a mediator between self-efficacy and learning independence. Students' belief in their abilities, along with high learning motivation, forms independent attitudes and behaviors in the learning process. Students must be able to have a craft so that they can have special expertise in their field, including accounting. Students must be sure of the actions to be taken, but without motivation, learning independence will be difficult to achieve. Thus, learning motivation has an important

role in indirectly mediating the relationship between self-regulation and learning independence.

Students make goals that are considered valuable and become the direction and goals of their behavior. The existence of goals set by students will further encourage students to be more active in learning or in other words students will be more motivated in learning so that the goals set can be achieved. understanding the field and expertise that is similar to the task. Self-regulation is a concept in encouraging motivation in individuals [43]. On the panel [45] the better the student's self-regulation, the higher the learning motivation. Vice versa, the worse self-regulation in students, the lower their learning motivation. Self-regulation can be seen from aspects of learning behavior and aspects of the learning environment, learning motivation is no less important than self-regulation, students who have high learning motivation will certainly plan in learning [46]. Students who have high self-regulation will affect learning motivation, with high learning motivation, independence in learning will also be higher. So indirectly self-regulation has an indirect effect on learning independence through learning motivation.

4 Conclusion

In this study, the factors that effect student learning independence in the context of accounting at the Universitas PGRI Madiun have been identified. The effect of family, peers, self-efficacy, and self-regulation on learning independence has been shown to be significant. These results provide a deeper understanding of how the social environment and self-perception play an important role in improving student learning abilities.

The finding that learning motivation acts as an intervening variable in the relationship between external and internal factors and learning independence is interesting. This shows that learning motivation is not only a factor that is produced by other effects, but also as a mediation that effects the extent to which these factors affect independent learning. In other words, the higher the motivation to learn, the greater the positive effect from family, peers, self-efficacy, and self-regulation on learning independence. This finding has important implications for the development of education at the Universitas PGRI Madiun . Efforts to strengthen the role of the family, facilitate positive interactions between peers, increase self-confidence, and train self-regulation skills need to be prioritized.

In addition, it is important for educational institutions to design strategies that can motivate students to study independently. However, although this research provides valuable insights, there are still some aspects that need to be considered for further research. In identifying the variables that effect learning independence, there is potential to include other factors that may also have a significant impact, such as the learning environment and individual learning styles.

Overall, this study succeeded in proving that social and internal factors play an important role in encouraging student learning independence in accounting. The implications of these findings can be used to inform policies and strategies at Universitas PGRI Madiun , as well as inspire further research in order to understand the dynamics of

independent learning at the higher education level. Thus, this research makes a valuable contribution to the development of better education and student learning independence.

5 Authors' Contributions

Intan Amalia Fadilah contributed to writing the script. Elva Nuraina and Farida Sty-aningrum contributed in analyzing the study results

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