THE EFFECT OF SELF REGULATED LEARNING ON LEARNING OUTCOMES THROUGH LEARNING MOTIVATION IN CLASS V IN THE LITUK CLUSTER, SOUTH ATAMBUA DISTRICT

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Abstract

The purpose of this study is to (1) determine the effect of self-regulated learning on learning outcomes and (2) determine the effect of self-regulated learning on learning outcomes through student learning motivation in class V. This research is an associative research with quantitative research type, using a questionnaire path analysis model that used include The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and Groot (1990) to measure self-regulated learning and learning motivation. The results of the analysis show that: (1) There is a significant influence between self-regulated learning on student learning outcomes, seen from the two aspects of self-regulated learning indicators related to the use of cognitive strategies and self-regulation. (2) and there is a significant effect between self-regulated learning on student learning outcomes through learning motivation, seen from the three aspects related to self-efficacy, intrinsic value, and text anxiety.

Keywords: self regulated learning, learning motivation, learning outcomes**.**

INTRODUCTION

The world of education is closely related to learning, learning is an activity that proceeds to produce a goal, be it seeing, observing, or understanding something to be learned. According to Slamento (2002), learning is a business process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment. Meanwhile, according to Syaiful and Aswan (1997) learning is a process of changing behavior thanks to experience and practice. That is, the purpose of the activity is a behavior change, both concerning knowledge, skills, and attitudes; even covers all aspects of the organism or the person. One sign that someone has learned is marked by a change in behavior in him. These behavioral changes involve changes in knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes (affective). A person is said to have succeeded in learning where there is a change in behavior that occurs because of learning for a certain time even tends to remain and does not change and covers all aspects of behavior, is not temporary, has clear and directed goals and requires experience and practice to get a good learning result.

Learning is not solely influenced by the students themselves but has several factors that affect the success of learning. According to Nana Syaodih Sukmadinata (2005), two factors influence the effort and success of learning, namely: 1) Factors from within the individual, namely physical aspects, psychological or spiritual aspects concerning psychological health conditions, intellectual abilities, social psychomotor, and individual affective and cognitive conditions Affective and cognitive conditions of individuals Social conditions concerning individual relationships with other people, both teachers, friends, parents, and others,

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Learning motivation, Skills possessed by the individual concerned, such as problem-solving skills, doing assignments other. 2) Factors outside the individual include the condition of the social psychological atmosphere. School environmental factors, such as the school environment, existing learning facilities and infrastructure, learning resources, learning media, and so on. From these factors, it can be concluded that those influencing student learning success include factors from within and outside students. One of the internal factors is related to the psychology and psychomotor of students, in this case, self-regulation or Self-Regulated Learning.

Self-Regulated Learning is a learning strategy that provides flexibility for students to effectively manage their learning in various ways to achieve effective learning outcomes (Zimmerman and Martins Pons, in Bandura, 1997). Zimmerman (Chusol & DeBecker, 2004) quoted by Maxsel Koro (2017) states that self-regulated learning forms three aspects, namely metacognitive, motivational, and active behavior in learning. Meanwhile, according to Slavin in his book, self-regulated learning is students who know effective learning strategies about how and when to use them. For that self-regulated learning is a learning strategy that is useful for stimulating students' cognition in terms of timing,

Motivation is defined as a condition that moves individuals to achieve a goal or several goals from a certain level in other words motivation causes a kind of power to arise. (Efendi, 1984). With motivation, students can develop their creativity for the needs of strengthening learning. In learning activities, motivation can be said as the overall driving force in students that causes to ensure continuity and provide direction for learning activities. (Akhirudin, Etc. 2019)

In learning activities, the role of motivation is very necessary for fostering students' passion for learning, as well as enthusiasm for undergoing the process of learning activities. In terms of fostering student learning motivation, it cannot be separated from the students themselves and the environment around students.

To measure the achievement of learning outcomes can be used by looking at the evaluation of learning that has been done. Where optimal learning outcomes in using self-regulated learning strategies can occur when there is an increase in students' learning motivation. McCombs and Morzano (in Paris and Winograd, 2002) state that when students carry out self-management in learning, they take responsibility for their learning activities. The role of self-regulated learning (SLR) in the student's learning process is when they can regulate themselves. In this case, it is related to self-regulation to make learning goals, make plans and manage time and conduct self-evaluations that motivate oneself to continue learning.

Based on the results of research by Juniayanti, Dewi (2019) on "The Influence of Self Regulated Learning Model Assisted by Google Classroom Applications on Science Learning Motivation of Elementary School Students" found that there were significant differences in science learning motivation between groups of students who participated in Self Regulated Learning (SRL) learning. assisted by the google classroom application and students who follow conventional learning models (t table = 1.675 > t count = 35.6). Comparison of the calculation results of the average science learning motivation of students who take lessons with the Self-Regulated Learning (SRL) learning model assisted by the google classroom application is 132.96, which is greater than the average science motivation of students who take conventional learning models is 96.4. Where based on this research, it can be concluded that self-regulated learning (SRL) has an important role in achieving

student learning outcomes effectively, as can be seen from the ability to self-regulate, motivate oneself and regulate aspects of the student learning environment. Based on the explanation above, researchers are encouraged to examine more deeply self-regulated learning on learning outcomes through student learning motivation. Therefore, the researcher will conduct research with the title: "The Influence of Self Regulated Learning on Learning Outcomes Through Learning Motivation in Class V in the Lituk Cluster, South Atambua District. motivate themselves and manage aspects of the student learning environment. Based on the explanation above, researchers are encouraged to examine more deeply self-regulated learning on learning outcomes through student learning motivation. Therefore, the researcher will conduct research with the title: "The Influence of Self Regulated Learning on Learning Outcomes Through Learning Motivation in Class V in the Lituk Cluster, South Atambua District. motivate themselves and manage aspects of the student learning environment. Based on the explanation above, researchers are encouraged to examine more deeply self-regulated learning on learning outcomes through student learning motivation. Therefore, the researcher will conduct research with the title: "The Influence of Self Regulated Learning on Learning Outcomes Through Learning Motivation in Class V in the Lituk Cluster, South Atambua District.

METHOD

This research is associative research with quantitative research type. This study uses a path analysis model because between the independent variables and the dependent variable there is a mediation that influences. And this research consists of three variables, namely the independent variable (X) Self-Regulated Learning, the mediator variable (Z) Learning Motivation, and the dependent variable (Y) Learning Outcomes. The research locations were four (4) schools within the Lituk Cluster, South Atambua District, consisting of SD Inpres Nufuak, SDK Motabuik, SDK Lafaekfera, and SD Inpres Asulun. This selection is based on the number of samples to be taken as well as seeing how the abilities of the four schools. The population in this study were fifth-grade students from 4 elementary schools, namely SD Inpres Nufuak, SDK Motabuik, SDK Lafaekfera, and SD Inpres Asulun for the 2021/2022 academic year. Due to the number of populations that are more than 100, therefore in determining the number of samples in this study using the Daniel and Terrell Formula (in Yuyun Nuriah 2012), namely: $n = \frac{Nz^2pq}{d^2(N-1)+z^2pq}$

The sampling technique used by the researcher is a disproportionate stratified random sampling technique. According to Sugiyono (2008: 83) "disproportionate stratified random sampling technique is used to determine the number of samples if the population is stratified but less proportional". Based on the results of the sum above, the samples taken amounted to 60. Regarding the sample, the distribution of research data can be divided, namely: SD Inpres Nufuak the number of samples distributed was 14 students, SD Inpres Asuulun the number of samples distributed was 11 students, SDK Lafaekfera the number of samples distributed was 20 students, and SDK Motabuik with a sample size of 15 students distributed.

This study includes three variables, namely the independent variable (X) which consists of self-regulated learning and learning motivation (Z), and the dependent variable (Y) namely student learning outcomes. The measurement of self-regulated learning variables uses a questionnaire instrument from The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and Groot (1990).

Data collection techniques in this study are (1) questionnaires. The instrument of a questionnaire or questionnaire is a written question that is used to obtain information from the respondent in the sense of a report about his personality or things he knows (Suharsimi Arikunto, 1998). Thus the information is closed, meaning that respondents are allowed to fill out a questionnaire with answers that are already available. The questionnaire contains statements related to self-regulated learning and learning motivation, tests, and documentation. (2) The test is collecting data to measure students' abilities in cognitive aspects, or the level of mastery of learning materials (Wina, 2009). The function of the test in this study is as a measuring tool for student learning outcomes in the cognitive domain. The test used is multiple choice questions. (3) Documentation,

The instrument testing technique in this study uses the Validity Test and Reliability Test. Validity test The validity of the questionnaire instrument used the Pearson Product Moment Correlation validity test technique. Testing the validity of the Self-Regulated Learning (X) instrument variable shows that of the 20 statement items only 12 statement items are said to be valid, while the Learning Motivation (Z) instrument, it shows that of the 15 statement items only 11 statement items are said to be valid. This can be seen in table 2 where the value of Standardized Loading Factor (α) 0.50 is declared valid and if the value (α) 0.50 is declared invalid.

Table 1. Instrument Validity Test

Table of Self-Regulated Learning Variable Validity Test				Table of Validity Test of Learning Motivation Variables			
No	Statement Items	>0.5	Information	No	Statement Items	>0.5	Information
1	X1	0.37	INVALID	1	Z1	0.76	VALID
2	X2	0.47	INVALID	2	Z2	0.73	VALID
3	X3	0.95	VALID	3	Z3	0.80	VALID
4	X4	0.99	VALID	4	Z4	0.72	VALID
5	X5	0.68	VALID	5	Z5	0.65	VALID
6	X6	0.52	VALID	6	Z6	0.77	VALID
7	X7	0.53	VALID	7	Z7	0.78	VALID
8	X8	0.85	VALID	8	Z8	0.68	VALID
9	X9	0.98	VALID	9	Z9	0.81	VALID
10	X10	0.49	INVALID	10	Z10	0.65	VALID
11	X11	0.45	INVALID	11	Z11	0.74	VALID
12	X12	0.69	VALID	12	Z12	0.44	INVALID
13	X13	0.51	VALID	13	Z13	0.45	INVALID
14	X14	0.47	INVALID	14	Z14	0.58	INVALID
15	X15	0.70	VALID	15	Z15	0.44	INVALID
16	X16	0.49	INVALID				
17	X17	0.69	VALID				
18	X18	0.68	VALID				
19	X19	0.49	INVALID				
20	X20	0.61	VALID				

* SLF: Standardized Loading Factor

The reliability test in this study used the Alpha formula, where this formula is used to find the reliability of instruments whose scores are not one and zero, for example, questionnaires or questions in the form of descriptions (Suharsimi Arikunto, 1998). Testing the validity of the instrument variables Self-Regulated Learning (X) and Learning Motivation (Z) shows that both variables are reliable. if the value of CR 0.70 and VE 0.50 and vice versa. This can be seen in table 3

Table 2. Reliability Test

| No	Variable	*CR 0.70	*VE 0.50.	Information
1	Self-Regulated Learning (X)	0.95	0.51	Reliable
2	Learning Motivation (Z)	0.94	0.52	Reliable

CR: Crosstuct Reliability
VE: Variance Extract

Prerequisite tests carried out before conducting further analysis of the data to be collected are Normality Test, Linearity Test, Multicollinearity Test, and Homogeneity Test.

The data analysis technique in this study uses Path Analysis. According to Robert (1993) path analysis is a technique to analyze the causal relationship that occurs in multiple regression if the independent variable affects the dependent variable not only directly but also indirectly. This study uses the Simple Mediation path analysis. Where the mediator involved is only one mediator. If the influence of the independent variable on the dependent variable decreases, but is still different from 0, after controlling for the mediator variable, it is stated that partial mediation has occurred (Kenny., 2008; Preacher and Hayes, 2004).
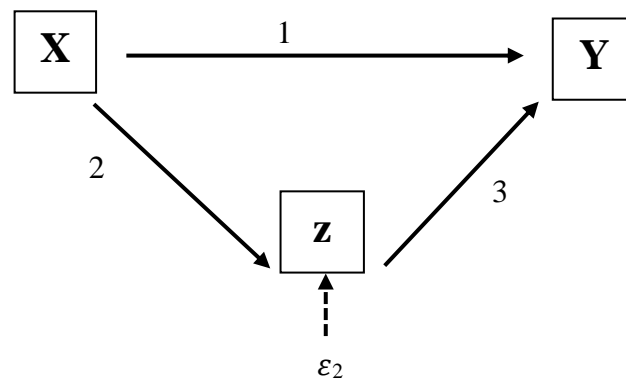
Information:

X: Self-Regulated Learning Y: Learning Outcomes Z: Learning Motivation

β_1, β_2: regression coefficient β_2, ε: residual value

Figure 1. Path Diagram

Also in this study, the coefficient of determination was tested. Taking the value of the coefficient of determination (R2) is obtained from the value of the structural equation so that value the coefficient of determination (R2) is obtained. And tested Goodness Of Fit (GOF Test). According to Ghozali (2013), this Goodness Of Fit test is used

RESULTS AND DISCUSSION

Hypothesis result analysis using the path analysis model described in the path coefficient results in the image below:
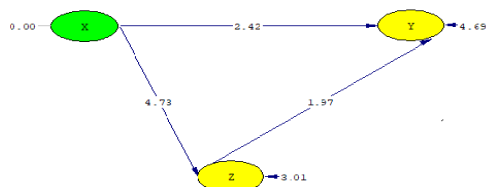

Figure 2. Validation of Path Diagram Model

Based on Figure 4 above, it can be seen that on the X to Y path, the t-value is 2.42 and the standard error is 4.69. Then for path X to Y through Z, the t-value is 1.97, and the standard error is 3.01. This indicates that if the greater t-value is equal to the t-table value of 5% significance (1.96), then there is a

to assess the determination of the sample regression in estimating the actual value. Statistically, the goodness of fit of a model is said to be suitable if the index value is close to 1.00 but in this study, the researcher used an index value of 0.90. The goodness of fit test in this study was done through data processing assisted by the lisrel 8.8 application.

significant effect, and vice versa if the smaller t-value is equal to the t-table value of 5% significance (1,96) then there is no significant effect. For this reason, in the X to Y path, the t-value is greater than the t-table value of 5% significance (2.42 1.96), so there is a significant effect between the self-regulated learning variables on learning outcomes. Then for the path X to Y through Z, the t-value value is greater than the t-table value of 5% significance (1.97 1.96), then there is a significant effect between the self-regulated learning variables on learning outcomes through motivation. study. From the data in Figure 2. it can be calculated the magnitude of the direct influence, indirect influence, and total influence between variables, the calculation of the influence between variables is summarized in table 4 as follows:

Table 4. Hypothesis Test Results

variable influence	direct effect	indirect effect	total effect	t-value	CONCLUSION
the effect of variable X on variable Y	0.23	0	0.23	**2.42**	Hypothesis 1 is accepted131ank because the absolute value of the t-value is 1.96
the effect of variable X on variable Y through Variable Z	**0.23**	**0.63**	0.86	**1.97**	Hypothesis 1 is accepted because the indirect effect coefficient > is greater than the direct effect coefficient and the absolute value of t-value 1.96 and there is an indirect relationship from x to y through Z

Based on the table, the results of hypothesis testing can be described as follows:

1.) The Effect of Self-Regulated Learning on Learning Outcomes
   a) Hypothesis formulation

Ha1: There is a significant effect between self-regulated learning on student learning outcomes.

H01: There is no significant effect between self-regulated learning on student learning outcomes.

   b) Hypothesis test results

The results of hypothesis testing on the effect of self-regulated learning on learning outcomes found a significant effect of the variable self-regulated learning on learning outcomes which was seen based on the t-test value greater than the t-table value of 5% significance (2.42 1.96) which shows that self-regulated learning has a significant positive effect on the learning outcomes of the fifth graders of the Lituk Group, South Atambua District. Thus the first research hypothesis is accepted. From this hypothesis, it can be concluded that there is a significant influence between self-regulated learning on student learning outcomes.

2.) The Effect of Self-Regulated Learning on Learning Outcomes through Learning Motivation
   a) Hypothesis formulation

Ha2: There is a significant effect between self-regulated learning on student learning outcomes through learning motivation

H02: There is no significant effect between self-regulated learning on student learning outcomes through learning motivation

b) Hypothesis test results

The results of hypothesis testing on the effect of self-regulated learning on learning outcomes through learning motivation found a significant effect of the self-regulated learning variable on learning outcomes which was seen based on the t-test value greater than the t-table value of 5% significance (2.42 1.96) and the value of indirect effect coefficient greater than the direct effect (0.63 > 0.23). which shows that self-regulated learning has a significant positive effect on student learning outcomes through the learning motivation of fifth graders in the Lituk Group, South Atambua District. Thus the second research hypothesis is accepted. From this hypothesis, it can be concluded that there is a significant influence between self-regulated learning on student learning outcomes through learning motivation.

Coefficient of Determination (R2)

Taking the value of the coefficient of determination (R2) is obtained from the value of the structural equation so that the value of the coefficient of determination (R2) is obtained as shown in the table below:

Table 5. Coefficient of Determination

Structural Equations	
$Z = 0.70 \cdot X$, Errorvar.= 0.51 , $R^2 = 0.49$	
(0.15) (0.17)	
4.73 3.01	
$Y = 0.33 \cdot Z + 0.40 \cdot X$, Errorvar.= 0.54, $R^2 = 0.46$	
(0.17) (0.16) (0.12)	
1.97 2.42 4.69	

The results of the coefficient of determination for the variable self-regulated learning on learning outcomes of 0.49 means that 49% of the self-regulated learning variables affect the variable of learning motivation, and the results of the coefficient of determination for the variables of learning outcomes on self-regulated learning and learning motivation of 0.46 have meant that 46% of the self. variable

regulated learning and learning motivation affect learning outcomes.

The goodness of fit (GOF) Testing

The Goodness of Fit (GOF) test is used to analyze the suitability of the structural equation model. The goodness of fit (GOF) analysis was obtained through data processing using lisrel 8.8, using the GOF size guidelines described in table 6 below:

Table 6. Goodness Of Fit Index

Goodness Of Fit Index (Golf) Table			
GOFI	Calculation Result Value	Standard Value For Good Match	Conclusion
RMSEA	0.00	0.08	Good Match
NFI	0.99	0.90	Good Match
NNFI	1.04	0.90	Good Match
CFI	1.00	0.90	Good Match
IFI	1.02	0.90	Good Match
STD RMR	0.022	0.05	Good Match
GFI	0.92	0.90	Good Match
AGFI	0.94	0.90	Good Match

Based on table 6. it can be seen that there is a good match for each Goodness of Fit (GOF) index where the Root Mean Square Error of Approximation (RMSEA) index is the root approximation value of the mean squared error. It is expected that the value is approximately equal to 0.08 (0.000.08) so that the data is said to have a good match. In the Norded Fit Index (NFI) the value is expected to be greater than 0.90 (0.99 0.90) so that the data is said to have a good match. In the Non-Normed Fit Index (NNFI) the value is expected to be greater than 0.90 (1.04 0.90) so that the data is said to have a good match. In the Comparative Fit Index (CFI) the value is expected to be greater than 0.90 (1.00 0.90) so that the data is said to have a good match. In the

Incremental Fit Index (IFI) the value is expected to be greater than 0.90 (1.02≥ 0.90) so that the data is said to have a good match. In the Standardized Root Mean Square Residual (STD RMR) index, the value is expected to be greater than 0.05 (0.0220.05) so that the data is said to have a good match. on the Adjusted Goodness Fit Index (AGFI) the value is expected to be greater than 0.92(0.99 0.90) so that the data is said to have a good match. on the Parsimonious Goodness Fit Index (PGFI) the value is expected to be greater than 0.94 (0.99 0.90) so that the data is said to have a good match.

This study aims to determine the effect of self-regulated learning on learning outcomes through the learning motivation of fifth-grade students in the

Lituk cluster, South Atambua District, to determine the effect of each of these latent variables, the researchers formulated 2 hypotheses which were tested using a path analysis model (Path Analysis) with the help of the Lisrel 8.8 application. The results of data analysis with the Lisrel program showed a significant relationship between each variable, both between the independent variable group and the dependent variable as well as the mediation variable consisting of self-regulated learning variables, learning outcomes, and learning motivation. Based on the description of the research data, several things affect self-regulated learning, on learning outcomes through the learning motivation of fifth-grade students in the Lituk Group, South Atambua District as follows:

First, on the indicators of cognitive strategy use and self-regulation, the researchers found that there are two important factors in self-regulated learning, of which the indicators for self-regulation are higher than those of cognitive strategy use. Self-regulation indicators, it is more about how students will regulate themselves in the learning process and solve the problems they face. This can be seen from the setting of learning objectives, the arrangement of study times, and the arrangement of the student learning environment. It is said that based on the results of hypothesis testing, it was found that the t-value was 2.42, greater than the t-count value of 1.96 so it can be said that self-regulated learning affected the learning outcomes obtained by students. This is supported by the statement of Maxsel Koro (2017) who states that "the determination of self-regulated learning strategies can be done at home with the help of certain aspects, namely through setting clear and measurable learning goals, proper time management in learning, and through

structuring the right learning environment. both the physical and social environment". However, it does not mean that the cognitive strategy use indicator does not occur, but the use of cognitive strategy in providing information related to what students do when they face assignments and how students will process them has not been carried out properly, based on the results of observations this is influenced by personal factors,

Meanwhile, Ormrod (2003) states that "students must also master the knowledge and skills that make high performance possible. Some of that knowledge and skills are specific to certain topics and subjects, but a set of self-regulation skills can have an impact on student achievement anywhere." This shows that it is not only knowledge that affects student learning outcomes, but self-regulation skills or self-regulation can also affect student learning outcomes wherever they go to school. Students who have high self-regulation can optimize the learning outcomes they get. Regarding self-regulated learning, it is focused on the process of self-regulation to understand the problems they experience both in the learning environment, which is shown in the ability to understand what is being taught in class, repeat learning to manage effective study time, and do existing tasks so that students avoid tension, frustration. and so forth. This is supported by research conducted by Sudiastana (2015) which shows that the Self-Regulated Learning learning model can improve student learning outcomes because this Self-Regulated Learning learning model provides opportunities (autonomy) for students to conduct and manage their learning. repeating learning, managing effective study time, and doing existing tasks so that students avoid tension, frustration, and so on.

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Second, in addition to learning outcomes influenced by self-regulated learning, researchers also found that learning motivation factors also influenced student learning outcomes related to indicators of self-efficacy, intrinsic value, and test anxiety. From when the indicator was found that the intrinsic value and text anxiety indicator values were higher than the self-efficacy indicators. In the intrinsic value indicator that is seen, namely the ability to like new things or challenges, and the willingness to learn from existing experiences, while the text anxiety indicator is seen is related to the anxiety faced by students in facing exams and the results they achieve. This is in line with Akhirudin's statement (2019) that "motivation will change a person, and this change occurs because of certain elements, namely elements of ideals or aspirations, abilities or skills possessed, student conditions and student environment as well as dynamic elements such as feelings, will anxiety, attention, and thoughts experienced related to life experiences. However, that

does not mean that the self-efficacy indicator does not occur, but the ability to do assignments well and the ability to learn has not been seen well, where based on the observations of the researchers found that the learning motivation of fifth-grade elementary school students in the Lituk Group, South Atambua District was considered lacking, students tended to be asked to do so. or given orders first in the process of finding out information. This is following the results of hypothesis testing, it is found that the t-value is 1.97 which is greater than the t-value of the condition of students and the student's environment as well as dynamic elements such as feelings, willingness, anxiety, attention, and thoughts that are experienced related to life experiences. However, that does not mean that the self-efficacy indicator does not occur, but the ability to do assignments well and the ability to learn has not been seen well, where based on the observations of the researchers found that the learning motivation of fifth-grade elementary school students in the Lituk Group, South Atambua District was considered lacking, students tended to be asked to do so. or given orders first in the process of finding out information. This is following the results of hypothesis testing, it is found that the t-value is 1.97 which is greater than the t-value of the condition of students and the student's environment as well as dynamic elements such as feelings, willingness, anxiety, attention, and thoughts that are experienced related to life experiences. However, that does not mean that the self-efficacy indicator does not occur, but the ability to do assignments well and the ability to learn has not been seen well, where based on the observations of the researchers found that the learning motivation of fifth-grade elementary school students in the Lituk Group,

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Although from the results of the motivational data, the t-value t-count value but it can still be said that there is a significant influence between self-regulated learning on learning outcomes through the learning motivation of fifth-grade students in the Lituk Cluster, South Atambua District. This is in line with Olson's opinion. H & BR Hergenhahn & Metthew (2012) mentions Albert Bandura's learning theory known as Social Learning Theory (social learning theory) with the main concept of reciprocal determination, stating that "there is a constant interaction between the environment, behavior, and people that affect the learning process which in turn the end will affect the learning outcomes obtained. Based on the learning theory of Albert Bandura which states that the learning process is influenced by external factors (from outside the student) and internal (from within the student).

Motivation to learn is a driving force in students to achieve optimal student learning outcomes so that the goals to be achieved can be met. Students who have high learning motivation will carry out their learning activities with full responsibility compared to students who have low learning motivation. And students who actively motivate themselves in learning and can do good self-regulation will get optimal learning outcomes. Self-regulation in learning certainly involves regulation of students' methodologies, motivations, and learning strategies. At first, students set learning goals, then monitor, regulate, and control cognition, motivation and behavior to achieve optimal learning outcomes. This is in line with the opinion of Zimmerman (2004) who states that "self-regulated learning is influenced by three main factors, namely individuals, behavior, and the environment". Besides

the importance of self-regulated learning, of course, motivation also has a big influence on learning outcomes. Students who are aware that they are lazy to do certain tasks will have the awareness to motivate the feelings they experience. Following the statement of Pintrich (2005) which states that "motivational control has an aspect, namely the selection of adaptation to strategies aimed at controlling and controlling motivation and feelings". Then a further explanation is "motivational reaction and reflection, namely students who finish doing the task will give a reaction to the results they get".

Self-Regulated Learning is not just about doing good self-management as a whole in terms of cognitive and learning behavior but also being influenced by student learning motivation when the student can adapt to the environment and adjust the learning environment to suit his needs, to achieve better learning outcomes. . So that it can be concluded that learning outcomes are not solely influenced by Self-Regulated Learning but also by learning motivations that have interrelationships.

CONCLUSION

Based on the overall research results, the following conclusions can be drawn:

1. The variable of Self-Regulated Learning affects Learning Outcomes, the researchers found that there are two important factors in self-regulated learning, namely cognitive strategy use and self-regulation.

2. The variables of Self-Regulated Learning and Learning Motivation together affect the learning outcomes of fifth-grade elementary school students in the Lituk Cluster, South Atambua District. Thus, in addition to learning outcomes influenced by self-regulated

learning, researchers also found that learning motivation factors also influenced student learning outcomes related to aspects of self-efficacy, intrinsic value, and test anxiety. Self-Regulated Learning is not just about managing oneself as a whole, both in terms of affective, cognitive, and behavioral, but is related to how a person or student can adapt to the environment and adjust the learning environment to suit his or needs.

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