



The Influence of Self-esteem and Self-efficacy on Motivation in Completing Tasks Among Students of Vocational School 1 Cilaku Cianjur

Siti Wulansari^{1}, Danny Meirawan², Dedi Purwanto³*

^{1,2,3}Building Engineering Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

^{1*}sitiwulansari0109@upi.edu, ²dmeirawan@upi.edu, ³dpoerwanto@upi.edu

ABSTRACT	ARTICLE INFO
<p>Self-esteem can be defined as an individual's evaluation of themselves. Self-efficacy is an individual's belief in their ability to complete tasks and overcome problems. Ideally, if students have high levels of self-esteem and self-efficacy, they will also have high motivation to complete tasks. This research was conducted to understand the levels of self-esteem, self-efficacy, and motivation in task completion. Additionally, it aims to determine the influence of self-esteem and self-efficacy on motivation in task completion. The approach used is quantitative with associative and descriptive methods, and the data collection methods used are surveys and observations. The population involved consists of students from the Building Modeling and Information Design (DPIB) program at Vocational School 1 Cilaku Cianjur in Phase F. The sample size of the study is 55 students. Based on the data analysis results, it was found: (1) students at Vocational School 1 Cilaku Cianjur have a moderate level of self-esteem, (2) students at Vocational School 1 Cilaku Cianjur have a moderate level of self-efficacy, (3) the level of motivation in completing tasks among students at Vocational School 1 Cilaku Cianjur is at a moderate level, (4) there is a significant influence of self-esteem on the motivation to complete tasks among students at Vocational School 1 Cilaku Cianjur, (5) there is a significant influence of self-efficacy on the motivation to complete tasks among students at vocational school 1 Cilaku Cianjur, and (6) self-esteem and self-efficacy significantly affect students' motivation to complete tasks at Vocational School 1 Cilaku Cianjur.</p>	<p>Article History: Submitted 25 March 2025 First Revised 2 April 2025 Accepted 10 April 2025 Available Online 20 April 2025 Publication Date 20 April 2025</p> <p>Keywords: Motivation; Self-esteem; Self-efficacy; Vocational students</p>

1. INTRODUCTION

In the era of modern education, which is undergoing rapid and complex transformations, attention to the psychological condition of students in the classroom is increasingly growing. These psychological factors encompass various aspects such as feelings of stress, self-confidence, and self-belief in students, which can either hinder or catalyze their motivation to achieve academic goals. For example, students who experience pressure or low self-esteem tend to neglect their assignments, have difficulty concentrating, and procrastinate in completing tasks, which negatively impacts the learning process. The important role of education at the Vocational School level in preparing students to enter the workforce and industry is becoming increasingly crucial (Rahayu et al., 2022; Humeirah et al., 2023). The development of the curriculum, which demands the achievement of competencies, makes students' ability to complete and understand the tasks assigned during school very important.

School assignments are tasks given to students by teachers or educators to ensure that they understand the lesson material so that they can comprehend it well (Endriani & Syukur, 2015). Responsibility in the learning process means making a wholehearted effort to complete every assigned task and being ready to accept the consequences (Yulita et al., 2021). Therefore, students must responsibly complete the school assignments given by their teachers. Students should have strong motivation or drive to finish these tasks. School assignments aim to ensure students' understanding of the subject matter, making the responsibility to complete these tasks a necessity. However, the phenomenon observed through preliminary observations at Vocational School 1 Cilaku Cianjur shows that many students have not been able to complete their tasks to the fullest or on time, despite being given a sufficient time frame. This can be seen in **Table 1**.

Table 1. Progress of Construction Cost Estimation Task Phase F in 11th Grade

Initials Name	Task Progress as of 21/03/2024			
	Preparation Work	Earth Work	Foundation Work	Sloof Work
A	100%	100%	100%	100%
B	100%	100%	100%	33%
C	100%	100%	100%	67%
D	100%	100%	0%	0%
E	100%	100%	100%	0%
F	100%	100%	100%	0%
G	100%	100%	100%	33%
H	100%	0%	0%	0%
I	100%	100%	100%	67%
J	100%	100%	0%	33%
K	100%	100%	100%	67%
L	100%	100%	100%	33%

Based on **Table 1**, there is a gap between theory and factual conditions in the field. Ideally, students are able to complete their tasks well, but in reality, there are still students who cannot finish their school assignments to the fullest. The survey participated in by 20 students is shown in **Table 2**.

Table 2. Summary of the Survey Among Students

Question	Student's Answer	
	Agree	Disagree
I find it difficult to complete the assignment.	11	9
I feel confident when doing assignments.	13	7
I feel scared and stressed when the teacher assigns homework.	6	14
I am not confident in my ability to complete the assignment.	12	8
I often procrastinate on doing tasks.	11	9

Based on **Table 2**, that is related to self-efficacy, optimistic attitudes, tendencies to procrastinate, and the desire to achieve (Pratiwi et al., 2022). Based on the findings in the field, the researchers assume that these phenomena are related to psychological factors that can influence students' motivation levels. Observing self-esteem and self-efficacy in high school adolescents is very important because they exhibit diversity and are still unstable. These self-esteem and self-efficacy can influence many aspects of adolescents' lives. Because during the adolescent years of high school, they tend to have unstable psychology (Fauziah et al., 2019). Self-esteem is an individual's evaluation of themselves, encompassing all the thoughts and emotions they have about themselves, which makes themselves an object rather than a subject (Ikbali & Nurjannah, 2017).

The concept of self-esteem is very important for humans because it helps them assess their worth physically, intellectually, emotionally, and morally, as well as how others treat them based on their interactions with their environment (Arroisi & Badi, 2022). Self-assessment is the process of measuring one's self-esteem. This is because self-esteem is an evaluation that a person creates about themselves. This is achieved by observing how well their behavior meets their ideal self (Marchin et al., 2019). Self-confidence or a person's belief in their ability to complete tasks or challenges is the definition of self-efficacy. This belief is an internal conviction that individuals have the ability to control the situations they face and achieve positive and beneficial outcomes for themselves (Nugraheni, 2018). A person's self-efficacy develops gradually and is influenced by many factors in their environment during infancy, adulthood, and old age (Laksmi et al., 2018). These two concepts are believed to play an important role in shaping students' motivation to complete their academic tasks. Previous studies indicate that students with strong self-esteem and self-efficacy have higher learning outcomes. However, there are also studies that indicate that neither self-esteem nor self-efficacy affects students' learning outcomes.

Thus, in-depth research focused on the influence of these two psychological factors on student motivation at Vocational School 1 Cilaku Cianjur can fill the gap in the literature and make a significant contribution to the development of education at that level. This phenomenon indicates the existence of a research gap that needs to be further investigated to clarify and understand other factors that may affect the relationship between self-esteem, self-efficacy, and student motivation. Additionally, this research is important to support the development of more effective learning strategies and improve the quality of education at various levels to investigate and measure the extent to which self-esteem and self-efficacy influence student motivation in completing academic tasks at Vocational School 1 Cilaku Cianjur.

2. METHOD

This research uses a quantitative approach with descriptive and associative methods. The population involved consists of students at Vocational School 1 Cilaku Cianjur in Phase F who are enrolled in the Building Modeling and Information Design Program for the 2023/2024 academic year, as shown in **Table 3**.

Table 3. Population in Research

No.	Grade/Phase	Amount
1.	XI DPIB 1	29
2.	XI DPIB 2	26
3.	XII DPIB 2	30
Total		85

In this study, the sampling approach chosen is purposive sampling because the researcher has specific considerations that need to be taken into account before determining the sample (Sugiyono, 2016). The criteria for sample selection are DPIB students who are taking the Construction Cost Estimation subject. Therefore, all students from class XI DPIB 1 and XI DPIB 2, totaling 55 students, were used as samples in this study. The instrument used in this study is in the form of a questionnaire. In this study, the self-esteem measurement theory by Reasoner in 2010, the self-efficacy measurement theory by Suprpto, Chang, and Ku in 2017, and the motivation measurement theory by Hamzah B. Uno in 2013 were used. These measurement theories are used as indicators in this research. The results of the validity test showed that out of 20 items for the self-esteem variable (X1), all 20 items were declared valid, out of 30 items for the self-efficacy variable (X2), 28 items were declared valid, and out of 20 items for the motivation in task completion variable (Y), all 20 items were declared valid. The results of the reliability analysis using the Cronbach's alpha formula indicate that all variables fall into the very high reliability category.

3. RESULT AND DISCUSSION

3.1 General Overview of Students' Self-esteem Levels

The results of the categorization of students' self-esteem levels show the distribution of self-esteem levels in the sample. Out of a total of 55 students who participated as respondents, it can be observed that there were no students at a very low level of self-esteem (0.00%). A total of 2 students out of 55 (3.64%) were at a low level of self-esteem, 33 students (60.00%) were at a moderate level of self-esteem, 16 students (29.09%) were at a high level of self-esteem, and 4 students (7.27%) were at a very high level of self-esteem. This data provides an overview of the distribution of self-esteem levels among the students who were the subjects of the study, indicating a moderate level. The indicators used to measure the students' self-esteem levels are based on the theory developed by Reasoner in 2010 (Indriyani *et al.*, 2020).

Students with moderate self-esteem maintain a balanced view of themselves, recognizing both strengths and weaknesses. They can handle challenges without excessive stress and view failure as part of learning. While not always highly confident, they appreciate their achievements and build positive relationships with peers and teachers. They accept criticism constructively and use it for growth, though may require extra encouragement in facing new or difficult situations. Overall, students with moderate self-esteem have a stable emotional foundation, which allows them to remain motivated and function effectively in an academic environment. One important thing that students need to achieve learning success is self-assessment or self-appreciation, whether positive or negative. A person's self-assessment will create a perspective in self-evaluation (self-esteem) in living life. These findings align with the opinion that: students with high self-esteem feel optimistic, proud, and satisfied with themselves; they are more sensitive to negative criticism and seek positive feedback; they accept negative experiences and strive to improve themselves; they more frequently experience positive emotions, such as joy and happiness; they are flexible, brave, and capable of communicating well with others. Students with low self-esteem tend to exhibit characteristics such as pessimism (Febrina *et al.*, 2018).

3.2 General Overview of Students' Self-efficacy Levels

The results show the distribution of self-efficacy levels as follows: no students have very low self-efficacy levels (0.00%), 1 out of 55 students (1.82%) have low self-efficacy levels, 33 out of 55 students (60.00%) have moderate self-efficacy levels, 17 out of 55 students (30.91%) have high self-efficacy levels, and 4 out of 55 students show very high self-efficacy levels. Thus, it can be concluded that the students of SMK Negeri 1 Cilaku Cianjur have moderate self-efficacy levels. The indicators applied to evaluate students' self-efficacy levels are based on the theoretical framework developed by Nadi Suprpto, The-Sheng Chang, and Chih-Hsiung Ku in 2017 (Suprpto *et al.*, 2017).

Students with a moderate level of self-efficacy demonstrate adequate confidence in their ability to complete tasks and achieve set goals, although this confidence is not always consistent or very strong. They feel capable of completing the assigned tasks, but sometimes they may feel doubtful or need additional encouragement when facing larger or unfamiliar challenges. Students with moderate self-efficacy tend to view tasks as opportunities to learn and grow, although they may take longer to start or complete those tasks. When facing failure, they are usually able to accept and learn from the experience without feeling too downcast. In social and group interactions, they can collaborate well but may not always take the initiative or leadership roles.

Overall, students with moderate levels of self-efficacy have sufficient confidence to continue striving and developing, but they may need additional support and guidance to reach their maximum potential. It is hoped that by understanding their level of self-efficacy, it will help them complete school tasks and teach them to remain optimistic about their abilities and not be influenced by others. These findings are in line with the opinion that if someone has low self-confidence, it can make it difficult for them to complete tasks, reluctant to tackle problems, struggle to learn from past experiences, often feel anxious, stressed, and possibly experience depression (Mahsunah et al., 2023).

3.3 Genereal Overview of Student Task Completion Motivation Levels

Out of a total of 55 samples, it was found that no students had a very low level of motivation in completing tasks (0.00%), 1 student out of 55 (1.82%) had a low level of motivation, 32 students out of 55 (58.18%) had a moderate level of motivation, 18 students out of 55 (32.73%) had a high level of motivation, and 4 students out of 55 (7.27%) had a very high level of motivation. Thus, the most frequent level is the moderate motivation level. This indicates that students at SMK Negeri 1 Cilaku Cianjur tend to have a moderate level of motivation to complete tasks. The indicators used to measure the level of motivation in completing students' tasks are based on the theory developed by Hamzah B. Uno in 2013.

Students with a moderate level of motivation in completing tasks show sufficient interest and adequate effort to complete their academic assignments. They usually understand the importance of the assigned tasks and have the desire to complete them, but their internal drive may not always be strong or consistent. Students with moderate motivation tend to start tasks with good intentions, but may struggle to maintain focus or enthusiasm throughout the process, especially when facing challenging or boring tasks. They may need reminders or encouragement from teachers, friends, or parents to stay on the right track. When facing obstacles or failures, these students tend to feel a bit stressed but still strive to find solutions and complete the tasks. They feel satisfaction and achievement after completing tasks, although these feelings may not be very intense.

Overall, students with moderate levels of motivation have a good foundation for completing their tasks, but they require additional strategies, external support, and possibly self-management skill training to improve their performance and consistency. This is in line with the opinion that students with high learning motivation will also achieve good learning outcomes (Yudharsyah *et al.*, 2021).

3.4 The Influence of Self-esteem on Motivation in Completing Tasks

This study shows that self-esteem affects students' motivation to complete tasks at Vocational School 1 Cilaku Cianjur. The calculated t -value = 16.266 is greater than the table t -value = 2.00575, with a significance value or probability of $0.001 < 0.05$. So, the null hypothesis is rejected. Self-esteem has a significant impact on students' desire to complete tasks at Vocational School 1 Cilaku Cianjur. This finding is in line with Wibowo's (2016) theory, which states that self-esteem is positively correlated with academic achievement. Students with high self-esteem tend to have strong self-confidence and a positive perception of their competencies, making them more motivated to complete tasks consistently. Conversely, low self-esteem is often associated with self-doubt, which leads to procrastination or task avoidance. This research expands on that theory by showing that the mechanisms of self-esteem are not only related to final achievements but also to motivational processes, such as perseverance and resilience in facing challenges.

Additional support from (Zhao *et al.*, 2021) explains that high self-esteem contributes to positive experiences in social interactions, mental well-being, and physical health, which are factors that indirectly strengthen academic motivation. For example, confident students are more likely to engage in group discussions, seek help when facing difficulties, and manage stress effectively, making academic tasks feel more manageable. On the other hand, students with low self-esteem might avoid active participation due to fear of being judged, which could potentially worsen their motivation and performance.

Research results indicate that self-esteem has a significant impact on student motivation. Students with high self-esteem generally have strong confidence and a positive outlook on their abilities. This then increases their motivation to complete academic tasks. They feel more confident and more prepared to face challenges, thus more motivated to achieve their academic goals. On the other hand, students with low self-esteem may doubt their abilities and tend to have difficulty maintaining motivation.

3.5 The Influence of Self-efficacy on Motivation in Completing Tasks

This study shows that there is an influence between self-efficacy and student motivation to complete tasks at Vocational School 1 Cilaku Cianjur. The calculated t -value = 12.475 is greater than the table t -value = 2.00575, with a sig. or probability value of 0.001 greater than 0.05. So, the null hypothesis is rejected. Self-efficacy has a significant impact on students' desire to complete tasks at Vocational School 1 Cilaku Cianjur. Students with high self-efficacy tend to have more ambitious goal orientation, superior emotional resilience, and perseverance in facing difficulties. According to (Rosyadi, 2024), this belief not only

encourages active engagement in academic tasks but also strengthens intrinsic motivation through a sense of achievement and competence. For example, when faced with complex projects, these students view challenges as opportunities to hone their skills, rather than as intimidating obstacles. They tend to devise strategies to optimally utilize resources and remain focused despite experiencing temporary setbacks (Tang & He, 2023). Conversely, students with low self-efficacy often show vulnerability to academic pressure. Lack of self-confidence causes them to avoid tasks that are considered difficult, reduce effort from the start, or even give up before trying. This is exacerbated by the tendency to attribute failure to personal inability (rather than external factors), which further weakens motivation (Arsanti et al., 2024).

3.6 The Influence of Self-esteem and Self-efficacy on Motivation in Completing Tasks

In this study, it was found that there is a significant influence between self-esteem and self-efficacy on students' motivation in completing tasks at Vocational School 1 Cilaku Cianjur. This is indicated by the calculated F value of 141.354, which is greater than the table F value of 3.18, with a significance (sig.) or probability value of 0.001, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that self-esteem and self-efficacy have a significant influence on motivation in task completion.

This is reinforced by Bandura's theory which states that intrinsic motivation is influenced by basic psychological needs, namely competence, autonomy, and relatedness. Self-esteem and self-efficacy are related to the sense of competence that enhances intrinsic motivation. This research also examines how the combination of self-esteem and self-efficacy impacts students' motivation to complete tasks. The results indicate that having a strong combination of self-esteem and self-efficacy can enhance students' motivation to complete tasks. Students who have a positive view of themselves and are confident in their ability to complete tasks are more likely to have high motivation and good academic performance. The results underscore the importance of developing both components simultaneously to enhance student motivation.

4. CONCLUSION

Based on the research results, it can be concluded that self-esteem and self-efficacy have a significant influence on students' motivation in completing academic tasks at Vocational School 1 Cilaku Cianjur. These findings indicate that students with high levels of self-esteem and self-efficacy tend to show greater motivation in completing their school tasks independently and consistently. In other words, these internal psychological factors play an important role in encouraging students to remain committed and excel in their learning. The uniqueness of this research lies in its focus on vocational school students, who have relatively received less attention in studies regarding the psychological aspects that influence learning motivation. This research makes an important contribution to the educational literature by demonstrating that interventions aimed at improving self-esteem and self-efficacy can be effective strategies in enhancing the academic motivation

of vocational high school students. For future research development, it is recommended to explore additional factors that may influence learning motivation, such as social support, learning environment, and teacher leadership style. Additionally, further studies could use a longitudinal research design to observe how the development of self-esteem and self-efficacy over time continuously affects students' academic motivation.

REFERENCES

- Arroisi, J., & Badi', S. (2022). Konsep harga diri: studi komparasi perspektif psikologi modern dan islam. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 27(1), 89–106.
- Arsanti, R., Lubis, F. Y., & Cahyadi, S. (2022). Peran academic self-efficacy terhadap academic adjustment pada mahasiswa tahun pertama program MBKM. *Journal of Psychological Science and Profession*, 6(3), 232-240.
- Endriani, N., & Syukur, Y. (2015). Kesiapan siswa dalam menyelesaikan tugas sekolah. *Konselor*, 4(3), 130–135.
- Fauziah, M., Setyowati, A., & Muyana, S. (2019). *Self-esteem* siswa sekolah menengah kejuruan (smk) negeri se-kota yogyakarta. *Jurnal Penelitian Bimbingan Dan Konseling*, 4(1), 20–29.
- Febrina, D. T., Suharso, P. L., & Saleh, A. Y. (2018). *Self-esteem* remaja awal: temuan baseline dari rencana program self-instructional training kompetensi diri. *Jurnal Psikologi Insight*, 2(1), 43–56.
- Humeirah, M. S., Meirawan, D., & Purwanto, D. (2023). Pengaruh minat kerja dan kemampuan akademis terhadap kesiapan memasuki dunia kerja mahasiswa pendidikan teknik bangunan. *Jurnal Pendidikan Teknik Bangunan*, 3(2), 89-100.
- Ikbal, M., & Nurjannah, N. (2017). Meningkatkan self esteem dengan menggunakan pendekatan rational emotive behavior therapy pada peserta didik kelas viii di smp muhammadiyah jati agung lampung selatan tahun pelajaran 2015/2016. *KONSELI: jurnal bimbingan dan konseling (E-Journal)*, 3(1), 73-86.
- Indriyani, J., Kusniawati, A., & Kader, M. A. (2020). Pengaruh self esteem dan self efficacy terhadap kepuasan kerja karyawan (studi kasus pada pegawai rsud ciamis). *Business Management and Entrepreneurship Journal*, 2(4), 53–62.
- Laksmi, P. P. D., Suniasih, N. W., & Wiyasa, K. N. (2018). Pengaruh pola asuh orang tua terhadap efikasi diri siswa kelas v sd. *Mimbar Ilmu*, 23(1), 83-94.
- Machin, J. E., Adkins, N. R., Crosby, E., Farrell, J. R., & Mirabito, A. M. (2019). The marketplace, mental well-being, and me: exploring self-efficacy, self-esteem, and self-compassion in consumer coping. *Journal of Business Research*, 100(2019), 410-420.
- Mahsunah, A., Musbikhin, & Hasanah, M. (2023). Pengaruh self efficacy terhadap kepercayaan diri pada siswa. *Al-Ihath: Jurnal Bimbingan Dan Konseling Islam*, 3(1), 34–48.

- Nugraheni, I. L. (2018). Hubungan self efficacy terhadap motivasi berprestasi pada mahasiswa pendidikan geografi fakultas keguruan dan ilmu pendidikan universitas lampung. *Lectura: Jurnal Pendidikan*, 9(1), 52–64.
- Pratiwi, W., Supratman, O., & Rahayu, S. (2022). Pengaruh minat kerja dan kemampuan akademis terhadap kesiapan memasuki dunia kerja mahasiswa pendidikan teknik bangunan. *Jurnal Pendidikan Teknik Bangunan*, 2(2), 75-88.
- Rosyadi, R. (2024). Peran orang tua dalam meningkatkan motivasi belajar siswa. an najah. *Jurnal Pendidikan Islam dan Sosial Keagamaan*, 3(5), 377-386.
- Sugiyono. (2016). Metodologi penelitian kuantitatif, kualitatif dan r&d. Alfabeta.
- Suprpto, N., Chang, T. S., & Ku, C. H. (2017). Conception of learning physics and self-efficacy among indonesian university students. *Journal of Baltic Science Education*, 16(1), 7–19.
- Tang, Y., & He, W. (2023). Relationship between emotional intelligence and learning motivation among college students during the covid-19 pandemic: a serial mediation model. *Frontiers in Psychology*, 14(3), 1–15.
- Wibowo, S. B. (2016). Benarkah *self-esteem*, mempengaruhi prestasi akademik? *Humanitas*, 13(1), 72–83.
- Wiharja, H., Rahayu, S., & Rahmiyati, E. (2020). Pengaruh self efficacy terhadap kesiapan kerja mahasiswa pendidikan vokasi. *VOCATECH: Vocational Education and Technology Journal*, 2(1), 11-18.
- Yudharsyah, J., Kresnadi, H., & Suparjan. (2021). Analisis motivasi belajar dan faktor-faktor yang mempengaruhinya pada siswa kelas v masa covid-19. *Jurnal Pendidikan Dan Pembelajaran*, 10(6), 1–9.
- Yulita, A., Sukmawati, E., & Kamaruzzaman. (2021). Upaya meningkatkan sikap tanggung jawab belajar melalui konseling kelompok pada siswa sekolah menengah pertama negeri 1 subah. *BIKONS: Jurnal Bimbingan Konseling*, 1(2), 1–12.
- Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). *Self-esteem* and academic engagement among adolescents: a moderated mediation model. *Frontiers in Psychology*, 12(6), 1-9.