

RESEARCH ARTICLE

The Influence of School Climate and Self-Efficacy on Students' Learning Motivation at SMP Negeri 2 Candi

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ABSTRACT

This study aims to determine the influence of School Climate and Self-Efficacy on Junior High School Students' Learning Motivation. This study uses an inferential quantitative method. The population in this study were junior high school students with a total of 280 respondents. Hypothesis testing using multiple linear regression assisted by data processing using SPSS version 20 For Windows. The hypothesis in this study can be accepted, namely there is an influence between school climate and self-efficacy on learning motivation of students of junior high school. The results of the study showed that the F value = 164.527 and the Sig value $0.000 < 0.05$. This means that there is a simultaneous influence between school climate and self-efficacy on learning motivation in students of SMP Negeri 2 Candi with an effective contribution of 54.3%, while the remaining 45.7% is influenced by other variables that have not been studied by researchers.

Keywords: Learning Motivation , School Climate, Self-Efficacy

INTRODUCTION

Sustainable Development Goals (SDGs) or Sustainable Development Goals are a refinement of an international program from the previous agenda, namely the Millennium Development Goals or MDGs adopted by the United Nations (UN) in 2015 as part of the 2030 Sustainable Development Agenda. Where the MDGs program was changed to the SDGs program by referring to five principles that aim to balance the following aspects: social, economic, and environmental (Ramadani and Nugraheni 2024). As an alternative program to the MDGs, the SDGs function to continue and improve the achievement of the MDGs program from various aspects, from the development agenda to the achievement of all previously set performance targets. According to Guntari et al., the objectives of achieving SDGs include resolving all sustainable development issues in a targeted manner so that all goals can be achieved (Ramadani and Nugraheni 2024). SDGs consist of

17 main goals to address global challenges facing the world today including poverty, inequality, climate change, environmental degradation, peace, justice, and building effective institutions.

One of the main focuses is SDG 4 which focuses on education. Education is very important for the survival of humanity today because every aspect of human life is always closely related to education. Education is any effort or influence on a person that aims to mature him/her, especially to obtain sufficient skills to carry out tasks, protection, and support of life. (Ramadani and Nugraheni 2024). The goal of SDG 4 is to ensure the provision of quality, equitable, inclusive education and provide lifelong learning opportunities for all (Anggraini and Nugraheni 2024). To realize quality education, cooperation is needed from all major education sectors in Indonesia. Collaboration between educational components, especially between teachers and school residents, is an important support for

improving the quality of education. Good collaboration can shape the character and performance of the school, even motivate students to learn. Motivation is a term often used to explain success or failure for a difficult task (Sunarti Rahman 2021) . According to Sudjana, in the implementation of the teaching and learning process, it can be seen how high or low learning motivation such as enthusiasm, interest, pleasure when doing assignments, responsibility, and positive reactions to stimuli given by the teacher (Aini, Rachman , and Makaria 2021) .

According to Sadirman, motivation comes from the word "motive" and can be defined as an effort to encourage someone to do certain things. Motivation can be described as a driving force that drives oneself or others to do certain activities in order to achieve a goal (Susana 2022) . Learning motivation refers to the drive to carry out learning activities that come from outside and within a person to increase interest in learning (Nita and Agustika 2023) . Although intellectual skills and abilities are known to be the most important capital for academic success, this does not matter if students are not individually motivated to learn according to their abilities. High intellectual ability will be lost if the person who has it does not want to use it. According to Sugiyono, motivation is divided into two, namely intrinsic motivation and extrinsic motivation (Susana 2022) . According to Uno, aspects of learning motivation such as future ideals, the existence of rewards or prizes after learning, the desire to succeed, motivation and needs, the existence of interesting learning, and a conducive environment (Aprilianti 2022) . There are several ways and forms to foster learning motivation, namely: (1) giving numbers or grades for student learning outcomes, (2) giving prizes, (3) having competitions between students to improve student learning activities , (4) fostering awareness in students so that they feel that the tasks given by the teacher are important, (5) giving exams, students who know that there will

be exams will be active in their studies (Sunarti Rahman 2021) .

Based on the results of an initial survey conducted by researchers on January 15, 2024 by distributing questionnaires offline of 20 students at SMP Negeri 2 Candi, the overall results obtained were that students' learning motivation was in the moderate category with an average value of 58.3. However, in indicator 7, namely enjoying finding and solving problems, the results were in the low category, and the results of observations of several students were less confident in answering questions, when the teacher gave assignments, many students worked on them at school, and also some facilities were still limited. This is in line with the results of research by Santoso and Tawardjono which explained that students' ideals, students' abilities, students' conditions, students' environmental conditions, dynamic learning elements, and teachers' efforts in guiding students are some of the causes of low student learning motivation (Ferdianto 2019) . Empirical evidence from previous studies related to the problem of junior high school students' learning motivation is as follows. Research by Hawa & Sutirman shows that around 43% of students' learning motivation is low because the condition of the lab facilities is not in prime condition, and the classroom atmosphere is crowded (Hawa and Sutirman 2017) . Research by Widiyaningtyas & Muhyadi shows that around 37% of students have low learning motivation due to lack of student self-efficacy (Widiyaningtyas and Muhyadi 2018) . Research by Mardiana et al. shows that around 17% of students' learning motivation is low due to lack of student interest in learning (Mardiana, Oviyanti, and Anggara 2021) . Based on several research results above, it can be concluded that there are still many students who are not motivated to learn, and this must be considered so that it does not have a negative impact on other students.

According to Abrantes et al. stated that the components that influence students' learning motivation, both externally and internally, from external factors, one of which is school climate (Ferdianto 2019) . According to Jonathan Cohen & Elizabeth m. McCabe, school climate refers to the quality and characteristics of school life, school climate is based on patterns of community life experiences and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Wati, Hidayat, and Muharam 2022) . Humans are raised and develop in the environment. The environment cannot be separated from human life and always surrounds humans from time to time. Therefore, there is a reciprocal relationship between humans and the environment, where the environment can influence humans and vice versa humans can influence the environment. In the teaching and learning process, the school environment or school climate is a place where learning activities take place and has an external influence on the sustainability of teaching and learning activities. The learning process is influenced by the learning environment, where the environment in the narrow sense is the natural environment outside of a person or human. The environment includes everything inside and outside the individual, both physiological, psychological, and sociocultural (Halawa and Fensi 2020) . This is in accordance with research from Halawa and Fensi which shows that school climate has a positive and significant influence on student learning motivation (Halawa and Fensi 2020) . According to Jerome, school climate is the quality of a school that helps people feel that they are valued while at school, and feel a sense of belonging (Hermawan 2023) .

The school environment or what can be called school climate is the main factor that influences motivation in education. According to (Wang et al. Roeser et al) School climate related to the learning process is one of the most important learning factors that influences learning

motivation and learning success (Darmawan et al. 2021) . School quality can be seen from school facilities or infrastructure, one of which is the classroom. According to Dalyono, a healthy classroom is a classroom that has windows, sufficient ventilation so that the room can receive fresh air, sunlight can enter the room, the walls do not look dirty, the floor is not muddy, slippery, or dirty, and so that the school building is not too crowded so that students can focus more on learning (Sufani, Subrata, and Sudhita 2020) . A school climate that is well managed by the school will create a comfortable atmosphere during the learning process so that it has a positive impact on student learning motivation. This is supported by Hamidah's research that school climate has an impact of 57.3% on student learning motivation (Hamidah 2020) . Then according to Ima Ari Agustin's research, it shows that school climate has a 48.3% effect on students' learning motivation (Agustin 2023) . These two studies show that school climate has an effect on students' learning motivation.

According to Hadiyanto, school climate is defined as a characteristic that describes certain psychological features of a school, which distinguishes the school from other schools, influences the behavior of teachers and students, and influences the psychological feelings of teachers and students in a particular school (Laksmitaningtyas 2020) . School climate has three dimensions according to Wyandini et . Al, namely (a) Safety, students who feel comfortable in school will encourage students to continue learning, (b) Engagement, namely student involvement with the school (c) Environment, the environment in the school has school regulations, physical comfort (Aprilianti 2022) . According to Freiberg, school climate consists of four aspects, namely (1) The physical environment of the school, (2) Social systems, (3) An orderly environment, (4) Relationships between teacher behavior and student outcomes (Putra 2024) . According to Lidiawati et.al, learning motivation is also grouped into two main parts, namely

extrinsic and intrinsic motivation. One form of intrinsic motivation is self-efficacy (Susana 2022) .

Self-efficacy is a form of feeling confident in actions taken without any hesitation in doing what is desired (Solikhin 2020) . Self-efficacy is one of the things that students must master, increasing individual self-efficacy overcomes the complexity experienced in school (Hidayat and Fergina 2022) . According to Bandura, self-efficacy describes a person's belief in their ability to mobilize the motivation, cognitive skills, and behaviors needed to meet the demands of a situation (Wati et al. 2022) . Self-efficacy has three dimensions, including; level dimension, generality dimension , and strength dimension (Rangkuti 2021) . In addition, self-efficacy according to Grenner et al is an individual's perception of their belief in achieving certain goals or succeeding in a particular field. According to Alwisol in Renaningtyas, self-efficacy can also be interpreted as an individual's view of how a person is able to function according to the conditions and faced situations (Muhammad, Yohana, and Fadillah 2024) . Self-efficacy can influence personality development. This is in accordance with the opinion of Pertiwi & Astuti that the development of student personality occurs from within the student and their beliefs and intellectual abilities can be strengthened (Hidayat and Fergina 2022) . In another sense, "self-efficacy" is the feeling that a person has the ability to do something effectively and complete tasks (Holisah 2023) .

The emotions experienced can also influence a person's ability to overcome certain circumstances in their life. In this case, good feelings are considered to be able to trigger behavior to help someone complete tasks and overcome certain situations. Self-efficiency in completing tasks and dealing with various situations in life is one of the factors that determine success (Holisah 2023) . In addition, factors that can influence the development of

self-efficacy are the successes and failures of previous students, messages conveyed by others, the successes and failures of others, and the successes and failures in larger groups (Kur'ani 2021) . According to Odabas, self-efficacy plays an important role. most importantly in relation to learning motivation, students with high self-efficacy have the ability to motivate themselves without cooperation and are able to carry out all the plans they have made (Maghfirah, Wolor, and Sriwulan 2023) . According to Arsyad, self-efficacy in learning is defined as the students' belief in their ability to complete each task given by the instructor with the aim of achieving optimal results (Nita and Agustika 2023) . This is supported by research by Nita, et al. with the title "*Self-Efficacy and Self-Regulation Affect Students' Learning Motivation*" shows that the self-efficacy variable has a significant effect of 38.2% on learning motivation. This means that in general self-efficacy has a positive effect on increasing learning motivation. This means that people who have high self-efficacy will make you more motivated to learn.

Research on school climate and self-efficacy can simultaneously influence learning motivation, but there has been no previous research that combines school climate and self-efficacy together in influencing learning motivation . Therefore, research on the influence of school climate and self-efficacy can be a research update in Indonesia that makes researchers interested in conducting research. Where school climate is a variable that is influenced by something that comes from external and self-efficacy is a variable that is influenced by something that comes from internal. This research will make a significant contribution in enriching the understanding of learning motivation, especially at the junior high school level.

This study aims to test whether school climate and self-efficacy influence students' learning motivation. The hypothesis proposed in this study, the first hypothesis is that there is an

influence between school climate and self-efficacy on students' learning motivation. The second hypothesis is that there is an influence of school climate on students' learning motivation. The third hypothesis is the influence of self-efficacy on students' learning motivation at SMP Negeri 2 Candi.

METHOD

This study uses a quantitative research method that is inferential, which is one type of method that analyzes the relationship between variables with free testing (Afif et al. 2023) . According to Rangkuti, inferential is part of the field of statistics whose purpose is to predict parameters and test hypotheses in research in order to obtain general elements that lead to the right conclusions (Mustafa 2022) .

Research Sample Population

The population in this study were all students of SMP Negeri 2 Candi totaling 1,028 students from grades VII, VIII, IX. In this study, the sampling method used *non-probability sampling* . According to Sugiyono, *non-probability sampling* is a sampling method in which each element or member of the selected population is not given the same opportunity or is not given any opportunity at all (Prasetyo and Kriswibowo 2022) . One type of *non-probability sampling* is *quota sampling* . According to Kuswana, *quota sampling* is a sampling method used to collect samples from a population that has certain characteristics up to the desired quota (Prasetyo and Kriswibowo 2022) .

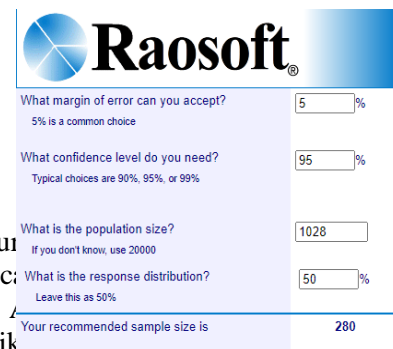
Table 1. Participant

Participant	Amount
Gender	
Man	132
Woman	148
Total	280

Class	
7	87
8	113
9	80
Total	280
Age	
11	1
12	12
13	64
14	99
15	88
16	16
Total	280

Determination of the number of research samples using the *Raosoft Sample Size Calculator application* with an error limit of 5% and a confidence level of 95% (Raosoft. inc 2004) . As in Figure 1, so that the number of participants in this study was 280 students.

Figure 1. Sample results



In measurement using a Likert scale, each variable is measured using a Likert scale with 5 choices of each variable. The choices are Agree (S), Disagree (TS), Strongly Disagree (STS). In the Likert scale there will be *favorable* and *unfavorable statements* . *Favorable statements* are statements that are supportive while *unfavorable statements* are less supportive (Aprilianti 2022) . The scoring

on the Likert scale for *favorable statements* is 4, 3, 2, 1. For *unfavorable statements* the scoring is 1, 2, 3, 4. The psychological scale will be given to students.

School Climate Measurement Tool

In this study, 3 psychological scales were used, namely the school climate psychology scale adapted from Putra, where in its preparation it refers to the aspects and indicators of Cohen et al.'s opinion, namely (1) Sense of security, (2) Aggression and bullying, (3) Relationships with teachers, (4) Relationships with friends, (5) Involvement with school, (6) General feelings towards school, (7) Parental involvement, (8) School rules, (9) Physical comfort of the school, (10) Emotional support, (11) Disturbances at school, (12) Teacher delivery and teaching process (13) Opportunities and support while learning. The scale has 25 valid items and a Cronbach's Alpha reliability of 0.87. And the researcher obtained a Cronbach's Alpha reliability result of 0.747.

Self-Efficacy Measurement Tool

The psychological scale of self-efficacy was adapted from Rangkuti where in its preparation it refers to aspects and indicators of Bandura's opinion, namely (1) Attitude towards freedom and difficulty of tasks, (2) Ability in efforts to complete difficult tasks, (3) Strong belief in carrying out tasks, (4) Persistence when completing tasks, (5) Ability in completing each task. The scale has 20 items and a Cronbach's Alpha reliability of 0.933.

And the researcher conducted a try out and obtained a Cronbach's Alpha reliability result of 0.819.

Learning Motivation Measurement Tool

The scale of learning motivation psychology is adapted from Rangkuti where in its preparation it refers to aspects and indicators of Sadirman's opinion, namely (1) Desire and passion to want to learn, (2) Having ideals and hopes for future conditions, (3) Perseverance when facing each task, (4) Tenacity when facing difficulties, (5) Being able to defend one's opinion, (6) Enjoying working independently, (7) Enjoying solving and finding solutions to existing problems. The scale has 20 items and a Cronbach's Alpha reliability of 0.888. And the researcher conducted a try out and got a Cronbach's Alpha reliability result of 0.760.

Data analysis

The data analysis method uses multiple linear regression analysis which aims to determine the effect of school climate and self-efficacy on student learning motivation. To conduct multiple linear regression analysis, Classical Assumption Test and Hypothesis Test were conducted. In this study, the researcher used (SPSS) version 20 *For Windows* to measure the results of data analysis.

RESULT

Table 1. Demographic Data of Participants

Subject	Amount	Presentation	Average Variable Climate School	Average Variable Efficacy Self	Average Variable Motivation Study
Type Sex					
Man	132	47.1%	73.34	49.40	51.16
Woman	148	52.9%	76.76	50.28	52.97
Total	280	100%	75.15	49.86	52.12
Class					
7	87	31.1%	76.80	50.17	52.33
8	113	40.4%	75.59	49.77	52.66
9	80	28.6%	73.37	49.69	51.47
Total	280	100%	75.15	49.86	52.12
Age					
11	1	0.4%	63	38	45
12	12	4.3%	77.17	49.58	53.42
13	64	22.9%	76.47	50.09	52.56
14	99	35.4%	75.59	49.73	52.12
15	88	31.4%	74.34	49.84	51.80
16	16	5.7%	70.88	50.88	51.56
Total	280	100%	75.15	49.86	52.12

Classical Assumption Test

Assumption testing consists of: (1) Normality test to see that the data for each variable should be normally distributed, (2) Linearity test to see that the data for each variable X and Y should be directly linearly connected, (3) Multicollinearity test to see that the data for variable X should not have a strong relationship, (4) Heteroscedasticity test to see that the data for variable

a. Normality Test

According to Ghozali, the normality test is used in the regression model to test whether the independent and dependent variables are normally distributed or not. If the significant value is more than 0.05, the data is normally distributed, while if the significant value is less than 0.05, the data is not normally distributed (Ghozali 2016).

Based on the results of the normality test in Table 2 above, the significant value is $0.742 > 0.05$, so it can be concluded that the data from school climate, self-efficacy, and student learning motivation are normally distributed.

Table 2. Normality Test Results.

b. Linearity Test

According to Ghozali, multiple linear regression tests are used to see the relationship between independent and dependent

variables that have positive or negative values. If the probability value is > 0.05 , then the relationship between the independent variable (X) and the dependent variable (Y) is linear. Meanwhile, if the probability value is < 0.05 , then the relationship between the independent variable (X) and the dependent variable (Y) is not linear (Andhiyani Rahmasari Putri and Ari Susanti 2022).

Table 3. Results of the Linearity Test of School Climate with Learning Motivation

			F	Sig.
Student Learning Motivation * School Climate	Betw een Groups	(Combined)	2,372	.000
		Linearity	42,644	.000
		Deviation from Linearity	1.114	.317
	Within Groups			
	Total			

Based on the test results in table 3 above, it is known that the Sig value of Deviation from Linearity is $0.317 > 0.05$ and the Sig value of Linearity is $0.000 < 0.05$, meaning that it has met the assumed requirements so that School Climate (X1) has a linear relationship with Student Learning Motivation (Y).

Table 4. Results of the Linearity Test of Self-Efficacy with Learning Motivation

Based on the test results in table 4 above, it is known that the Sig value of Deviation from Linearity is $0.940 > 0.05$ and the Sig value of Linearity is $0.000 < 0.05$, meaning that it has met the assumed requirements so that Self-Efficacy (X2) has a linear relationship with Student Learning Motivation (Y).

			F	Sig
Student Learning Motivation * Self-Efficacy	Between Groups	(Combined) Linearity	7,722	.000
		Deviation from Linearity	276,211	.000
		Within Groups Total	.657	.940

According to Ghozali, the purpose of the heteroscedasticity test is to test whether in a regression model there is inequality of variance from residuals in one observation to another, if the variance is different it is called heteroscedasticity. If there is no particular pattern and it does not spread above or below the number 0 on the Y axis, it means that the data does not experience heteroscedasticity or homoscedasticity occurring (Ghozali 2016).

c. Multicollinearity Test

According to Ghozali, the multicollinearity test aims to test whether the regression model finds a correlation between independent variables. To observe the existence of multicollinearity in the regression relationship, it can be seen from the tolerance number and the VIF number, if the tolerance value > 0.10 and the VIF value < 10 then there is no multicollinearity, if the tolerance value < 0.10 and the VIF value > 10 then there is multicollinearity (Lionardi and Suhartono 2022).

Table 5. Multicollinearity Test Results

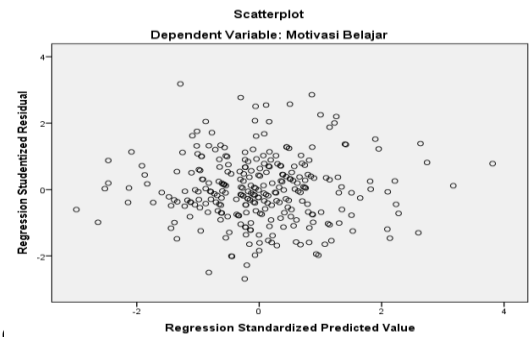
Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
School Climate	.930	1,075
Self Efficacy	.930	1,075

a. Dependent Variable: Learning Motivation

Based on the results of the multicollinearity test in table 5 above, it is known that the Tolerance value of X1 and

d. Homoscedasticity Test

Figure 2 . Homoscedasticity Test Results

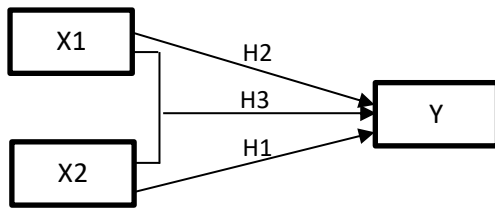


Based on Figure 2 above, it is known that there is no clear pattern and the points are above and below the number 0, so it can be concluded that between variables there is inequality in the variance of the residuals from one observation to another.

Hypothesis Testing

This test was conducted with the intention of revealing whether there is a simultaneous influence between school climate and self-efficacy on students' learning motivation, then whether there is an influence of school climate on students' learning motivation, and whether there is an influence of self-efficacy on students' learning motivation as in Figure 3 below.

Figure 3. Hypothesis Test Results



a. First Hypothesis Test

The first hypothesis to be tested is "there is an influence between school climate and self-efficacy on the learning motivation of students of SMP Negeri 2 Candi". If the Sig F value < 0.05 , then H_0 is rejected and H_1 is accepted (Ghozali 2016). Based on the results of the hypothesis test in table 6 below, the R value is known = 0.737 and in table 7 below, the F value is known = 164.527 with Sig 0.000 < 0.05 . This means that the first hypothesis in this study can be accepted, so it can be concluded that there is a significant influence between school climate and self-efficacy on students' learning motivation in SMP Negeri 2 Candi students.

Furthermore, to be able to find out the extent to which the independent variable influences the dependent variable, it can be seen in the R Square value, which is 0.543 or 54.3%, as can be seen in table 6 below. It can be concluded that school climate and self-efficacy influence student learning motivation by 54.3% and the remaining 45.7% is influenced by other variables.

Table 6. R Square Results in the First Hypothesis Test

* R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.737 ^a	.543	.540	4.46697	2,031

a. Predictors: (Constant), Self-Efficacy, School Climate

b. Dependent Variable: Learning Motivation

Table 7. F Test Results on the First Hypothesis

b. Second and Third Hypothesis Test

The second hypothesis to be tested is "there is an influence of school climate on the learning motivation of students of SMP Negeri 2 Candi". And the third hypothesis to be tested is "there is an influence of self-efficacy on the learning motivation of students of SMP Negeri 2 Candi".

Table 7. Results of the Second and Third Hypothesis Tests

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	9,845	3.023			3.257	.001
School Climate	.172	.039	.187		4.441	.000
Self Efficacy	.589	.037	.665		15,791	.000

a. Dependent Variable: Learning Motivation

Based on the results of the hypothesis test in table 8 above, it is known that the school climate (X1) has a significant value of $(0.000) < (0.05)$. So it can be concluded that the hypothesis H_0 is rejected and H_a is accepted, meaning that the school climate has an effect on student learning motivation (Y). And in the efficacy variable (X2), a significant value of $(0.000) < (0.05)$ is known. So it can be concluded that the hypothesis H_0 is rejected and H_a is accepted, meaning that self-efficacy has a significant effect on learning motivation (Y).

c. Regression Equation

After calculating the research data using SPSS software, the results of the

regression equation with path analysis were obtained as follows:

$$Y = A + b_1X_1 + b_2X_2 \quad Y = 9,845 + 0,172X_1 + 0,589X_2$$

9.845 is a constant value, meaning that if the school climate variable and student learning motivation = 0, then the initial value of learning motivation is 9.845. 0.172 (X1) is the regression coefficient value of the school climate variable on learning motivation. This shows that if the school climate variable increases by one unit, learning motivation will increase by 0.172 or 17.2%, meaning that there is a significant positive correlation between the two variables.

Then the regression coefficient value of the self-efficacy variable on learning motivation is 0.589 (X2). This shows that if the self-efficacy variable increases by one unit, learning motivation will increase by 0.589 or 58.9%, meaning that there is a significant positive correlation between the two variables.

d. *Contribution of Effectiveness of Independent Variables in Research*

To find out this aims at the effective contribution of each independent variable to the dependent variable, in this study can be seen in table 9 below. The school climate variable provides an effective contribution of 6.79% and the self-efficacy variable provides an effective contribution of 47.48%. Based on these results, it can be concluded that self-efficacy conformity provides the largest contribution to student learning motivation.

Table 9. *Contribution of effectiveness*

Variab les	Coefficie nt	Coefficie nt Correlati	R Squar e	Donati on
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	Regressi on (Beta)	on (Rxy)	Effecti ve
Climate School	0.187	0.363	6.79%
Efficac y Self	0.665	0.714	47.48%

DISCUSSION

Based on the results of the variable analysis in the study on the normality test, it is known that the Sig value is $0.742 > 0.05$ which indicates that the data is normal. In the linearity test of the influence of school climate on learning motivation, there is a significant and positive relationship as evidenced by the significance of $0.000 < 0.005$, meaning that the better the school climate, the more it increases learning motivation. This shows that the hypothesis is accepted and there is a significant influence between school climate and learning motivation. Based on the effective contribution, it states that the contribution of influence is 6.79 % . This is in line with the definition of school climate according to Bahri, namely that school climate is a positive and physically and emotionally safe place where students, teachers, and parents can work together. To produce good productivity, this relationship must be positive and vice versa (Aprilianti 2022) . This is in accordance with the results of Hamidah's research which shows that the environment in which students learn has a significant influence on their level of motivation to learn (Agustin 2023) . Because the school environment refers to interpersonal relationships between students, this relationship must be positive to increase productivity, both studies show that a supportive school climate can have an impact on many people.

The benefits of a supportive school climate include increased job satisfaction, closer relationships, better discipline, easier work supervision, a desire to stay active, a desire to continue learning, and a desire to prioritize school,

parents, family, and oneself (Agustin 2023) . This refers to Hamzah Uno's opinion that learning motivation is something that encourages students to change their behavior internally and externally, accompanied by several indicators from Sadirman, namely (1) Desire and passion to want to learn, (2) Having ideals and hopes for the future conditions , (3) Perseverance when facing each task , (4) Tenacity when facing difficulties , (5) Being able to defend one's opinion , (6) Enjoying working independently , (7) Enjoying solving and finding solutions to existing problems .

The Influence of Self-Efficacy on Learning Motivation based on the results of this study shows that self-efficacy is significantly and positively related to learning motivation as evidenced by the significance of $0.000 < 0.005$, meaning that the higher a person's level of self-efficacy , the greater the desire to learn. This shows that the hypothesis is accepted or there is a significant relationship between the desire to learn and school climate. Based on the effective contribution, it states that the amount of influence is 47.48 % . The results of this study support previous theories such as the theory put forward by Elliot, that self-efficacy is one of the components that can influence a person's motivation to learn, supported by the results of this study (Holisah 2023) . In other words, a person's ability to complete a task or handle a certain situation can influence their motivation to learn. A person will be more motivated to achieve their goals if they have a high level of self-efficacy. According to Pervin and John, people believe that they have succeeded in completing the next learning task to achieve the expected goals (Holisah 2023) .

According to (Ahmad & Amanda) someone who has a high level of self-efficacy will have a greater desire to learn. The higher a person's level of self-efficacy, the greater their motivation to learn (Nita and Agustika 2023) . Self-efficacy makes students have strong beliefs so that students can solve their problems or difficulties. This is in line with Pajares and Schunk who compared students between students who doubted their learning

abilities with students who had high self-efficacy. The results of the comparison showed that students who were confident in their learning abilities were more likely to be involved in learning activities, completed tasks more easily, worked harder, and were more persistent in doing the learning tasks used (Holisah 2023) . This means that self-efficacy can increase a person's learning motivation to carry out existing learning tasks in order to achieve the desired goals. Then, self-efficacy really needs to be improved to achieve equitable education in the student learning process (Yolandita 2021) . Low self-efficacy can affect students' learning motivation. When students have confidence in their abilities, they become motivated to solve the problems they face (Nita and Agustika 2023) .

Based on the results of data analysis from the study, there are several limitations. First, data collection using offline questionnaires resulted in respondents not being completely accurate. Second, due to time constraints, respondents were less careful in answering. Suggestions for further researchers are to examine each respondent's answers more closely, and also utilize other more dominant factors that can influence students' learning motivation.

CONCLUSION

This study aims to determine the influence of school climate and self-efficacy on students' learning motivation. The results of the analysis show that the data is normally distributed and there is a linear relationship between variables, no multicollinearity and homoscedasticity were found in the data. The contribution of variables in this study are: (1) School climate (X1) has a positive and significant effect on learning motivation , (2) Self-efficacy (X2) has a positive and significant effect on student learning motivation, (3) Between school climate and self-efficacy have a positive and significant effect on student learning motivation of SMP Negeri 2 Candi which together give an influence of 54.3%, while the remaining 45.7% is influenced by other variables not studied by the researcher. The categories of school climate and

self-efficacy are mostly at a moderate level, as is learning motivation.

The results of this study have the following implications: theoretically, the findings of the study indicate that students' learning motivation has an influence on school climate and their self-efficacy. This is in accordance with the results of the correlation coefficient which shows that a better school climate can increase students' motivation to learn, and a better school climate can increase their self-efficacy. Furthermore, practically, the findings of this study are used as a guide for teachers to improve the school climate and pay attention to the level of success of each student, so as to increase student learning motivation.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

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