Sinergi International Journal of Psychology
E-ISSN: 3025-552X
Volume. 1, Issue 2, August 2023
Page No: 66-76

The Impact of Self-Dependence and Mood on Students' Learning Commitment

Wily Mohammad
Universitas IPWIJA, Indonesia
Correspondent: wilymohammad22@gmail.com

Received : June 20, 2023
Accepted : August 16, 2023
Published : August 31, 2023

Citation: Mohammad, W. (2023). The Impact of Self-Dependence and Mood on Students' Learning Commitment. Sinergi International Journal of Psychology, 1(2), 66-76.

ABSTRACT: This quantitative research aims to investigate the influential role of self-dependence and mood-related factors on students' commitment within an educational context. Employing purposive sampling, 41 individuals from distinct classes in a Jakarta school were deliberately selected to ensure a diverse representation of the student population. Through meticulous collection of three primary variables, each comprising two indicators and analysis using SEM-PLS in SmartPLS 4, the study aims to offer a nuanced analysis of these aspects. The research findings reveal significant positive correlations between self-dependence attributes (with confidence and initiative as indicators) and mood (with good perception and good thoughts as indicators) on students' commitment levels. Fostering self-reliance, proactive learning behaviors, and a positive emotional environment emerges as crucial in enhancing students' commitment to their academic pursuits. The implications suggest the importance of targeted interventions and programs within educational institutions to fortify self-dependence and cultivate positive emotional climates, thus augmenting students' commitment and academic success.

Keywords: Self-Dependence, Mood, Commitment

INTRODUCTION

Education involves the teaching and learning process, typically in schools or colleges, through which individuals acquire knowledge. It includes passing on information, skills, and personal qualities (Simanjuntak et al., 2022; Zhang et al., 2022). This learning journey occurs in different ways, such as formal schooling or informal learning settings. Education is a deliberate and essential endeavor aimed at fostering an environment where learners can actively grow their abilities, encompassing spiritual, religious, and social aspects, to become more empowered and capable individuals (Cilliers et al., 2016; Ho et al., 2021; Li & Li, 2023).

Students, the bedrock of our educational system, are shaped by the guidance of educators, yet the sobering reality persists: a substantial number of them disengage or even drop out (Hernández-

Peña et al., 2022; Olaya et al., 2020). The statistics data from National Center for Education Statistics (IES-NCES) paint a telling picture: in 2021, a staggering 2.0 million individuals aged 16 to 24 found themselves outside the educational realm without a high school diploma or equivalent credential. While there's been a decrease in the overall status dropout rate from 8.3 percent in 2010 to 5.2 percent in 2021, disparities persist across racial and ethnic groups. Diving deeper into these figures reveals a multifaceted landscape. Disparities in dropout rates among racial/ethnic groups are evident, with Pacific Islanders exhibiting a higher rate (7.6 percent) compared to their White and Asian counterparts. Notably, the dropout rates for American Indian/Alaska Native individuals stand at the highest among these groups (10.2 percent). The encouraging trend of decreasing dropout rates from 2010 to 2021 is evident in several groups, including Hispanic, American Indian/Alaska Native, Black, individuals of Two or more races, White, and Asian backgrounds. However, these gains are not universally shared, as certain groups, like Pacific Islanders, exhibit no notable change in dropout rates over this period (IES-NCES, 2022).

Amidst these statistics lies the issue of students grappling with sustaining commitment to their educational journey. Self-dependence, emblematic of one's ability to self-rely rather than depend on external resources, emerges as a cornerstone of personal and societal development. Yet, a significant trend surfaces—almost half of female workers in Asia grapple with a lack of confidence in themselves (AS Watson, 2022). This juxtaposition of self-dependence against these statistics evokes questions about the underlying factors and their role in students' dedication to their studies. Beyond self-dependence, the emotional landscape of students, encapsulated in their moods, emerges as a crucial determinant of academic performance and overall well-being. Negative moods like anxiety, stress, and depression cast a pall over learning, contributing to diminished motivation and concentration (Fauzi et al., 2021; Maharani et al., 2023). Conversely, positive moods, laden with happiness and excitement, hold the potential to ignite creativity, bolster engagement, and ultimately augment the commitment levels of students to their academic pursuits (Riza et al., 2022; Zahira et al., 2023).

In this intricate tapestry of educational dynamics, understanding the intricate interplay between self-dependence, mood, and students' commitment to learning becomes paramount. This research aims to analyze the influence of self-dependence and mood on student commitment. We want to unravel these intricate threads, shedding light on the nuanced relationships that shape the educational journey of students across diverse backgrounds and experiences.

METHOD

Concept Model

Self-Dependence to Commitment

Increased self-dependence in students typically corresponds with higher levels of commitment to their academic endeavors (Riswani et al., 2020). As students cultivate greater self-reliance—being able to rely on themselves rather than others—they tend to exhibit heightened dedication to their

studies. This self-dependence nurtures a sense of accountability and empowerment, fostering a stronger commitment and active engagement in their educational pursuits.

H1: Self-Dependence significantly affects Commitment

Mood to Commitment

A positive mood significantly influences the correlation between self-dependence and commitment among students (Chu, 2016; Hall et al., 1991). When students experience positive emotions like happiness or excitement, stemming from a sense of self-reliance, it often leads to an increase in commitment to their academic journey. This positive emotional state acts as a catalyst, enhancing their sense of responsibility and confidence in their abilities, ultimately fueling a stronger commitment and active participation in their educational pursuits.

H2: Mood significantly affects Commitment

Data Collection

Utilizing quantitative methodologies with numerical data (Sugiyono, 2019), this research adopted a purposive sampling approach, deliberately selecting 41 individuals from two distinct classes within a school in Jakarta. The deliberate selection of these classes aimed to ensure a diverse representation of the student population for a comprehensive understanding of the study's variables. Within this dataset, three primary variables were meticulously collected, each encompassing two distinct indicators, allowing for a nuanced analysis of the multifaceted aspects under investigation. The intentional choice of purposive sampling facilitated a focused selection process, enabling the inclusion of individuals whose characteristics aligned with the specific criteria essential for the study's objectives. This approach ensured a targeted representation within the dataset, enhancing the depth and relevance of the collected information.

Operationalization Variable

Table 1. Operationalization

Variable	Definition	Indicators
Commitment (Y)	Commitment is a situation where a person becomes bound by his actions so that it can give rise to beliefs that can support activities and achieve goals. Commitment can be interpreted as a person's loyal attitude and responsibility towards other people, themselves, the organization and certain things (Ghemawat, 1991).	1. Persevere "Persevere" means to persist or continue in a course of action in spite of difficulties, obstacles, or discouragement. It's the act of showing determination and steadfastness in pursuing a goal or overcoming challenges (Gregory & Kaufeldt, 2015). Scale: 0-50 2. Aim

		"Aim" refers to a specific goal, target, or objective that someone intends to achieve. It's a clear and defined purpose toward which efforts are directed. Aims provide direction and focus, guiding actions and decisions toward accomplishing a desired outcome (Kohlberg & Mayer, 1972). Scale: 0-50
Self-Dependence (X1)	Self-dependence, or independence, is a person's ability to meet their own needs without depending on other people. Independence can be realized in various aspects of life (Wells, 1856).	1. Initiative Initiative refers to the ability to independently take action or begin a task without needing to be prompted or directed by others (Cohen et al., 1998). Scale: 0-50 2. Confidence Confidence is a state of self-assurance and belief in one's abilities, qualities, or judgments. When someone is confident, they have a sense of trust in themselves and their capacity to handle situations, make decisions, or perform tasks effectively (Sidi et al., 2018). Scale: 0-50
Mood (X2)	Mood is an emotional state experienced by a person at a certain time. Mood is different from emotion, because emotions are more specific and intense, and are usually triggered by a certain event or event. Mood can be described as a general feeling, not specific, and tends to last for a longer time (Martin, 1990).	1. Good Perception Perception refers to the way individuals interpret and understand the world around them through their senses, experiences, and cognitive processes. It involves how people organize, interpret, and make sense of sensory information to create a mental representation of their environment (Maund, 2014). Scale: 0-50 2. Good Thoughts Thoughts refer to the mental processes of generating ideas, concepts, beliefs, or mental representations in the mind. They encompass the conscious mental activities involving reasoning,

	imagination, perception, and cognition (Harman, 2015). Scale: 0-50

Source: Summarized definitions, 2023

Analysis Method

Partial Least Squares (PLS) serves as the chosen quantitative analysis method. PLS is valued for its reliability due to its minimal assumptions. Its superiority lies in its capability to handle multivariate data not conforming to normal distribution, its applicability to smaller sample sizes, and its ability to validate theoretical connections and ascertain the existence of relationships between underlying variables. Within this research, inferential statistical analysis is employed to test hypotheses. Inferential statistics, also known as inductive or probability statistics, constitutes a statistical approach aimed at drawing conclusions about an entire population based on insights gleaned from a sample (Mulyanto & Wulandari, 2019).

The outer model test will use validity and reliability in PLS Algorithm, that the Outer Loading must be >0,7 and VIF must be >1. The inner model test is carried out by comparing the p-value, if it is above 0.05 then the result is significant. Apart from that, the direction of influence is seen by the Original Sample value, if it is positive then the direction of influence is positive, and vice versa (Ghozali & Latan, 2015).

RESULT AND DISCUSSION

Descriptive Statistics

Table 2. Descriptive Statistics

Indicators	Mean	Min	Max
Good Thoughts	31.78	19	50
Persevere	19.24	10	29
Good Perception	29.97	12	39
Initiative	14.48	2	22
Confidence	15.8	6	23
Aim	13.7	0	22

Source: SmartPLS Output, 2023

The provided data comprises various indicators, each representing different traits or qualities, along with their respective mean scores, minimum, and maximum values. "Good Thoughts" display an average score of 31.78, fluctuating between 19 and 50, showcasing a generally strong presence of positive thinking among the measured individuals. "Persevere" indicates an average of 19.24, ranging from 10 to 29, suggesting a moderate level of perseverance across this group. "Good Perception" averages at 29.97, with a range of 12 to 39, indicating a notable prevalence of positive perceptions among the individuals. "Initiative" and "Confidence" exhibit average scores of 14.48

and 15.8, respectively, with ranges from 2 to 22 and 6 to 23, suggesting moderate levels of these traits. Lastly, "Aim" displays an average score of 13.7, spanning from 0 to 22, indicating a relatively lower average level of this particular attribute among those measured.

Validity and Reliability

Table 3. VIF

Indicators	VIF
Aim	1.861
Confidence	1.495
Initiative	1.495
Good Perception	1.108
Persevere	1.861
Good Thoughts	1.108

Source: SmartPLS Output, 2023

The provided data includes various indicators alongside their respective Variance Inflation Factor (VIF) values. VIF measures the extent of correlation between predictors in regression analysis, specifically detecting multicollinearity. The VIF values indicate the level of correlation among these indicators. "Aim" and "Persevere" display VIFs of 1.861, suggesting a moderate level of correlation among themselves and potentially with other indicators. Meanwhile, "Confidence" and "Initiative" share a VIF of 1.495, indicating moderate correlations among these variables. In contrast, "Good Perception" and "Good Thoughts" demonstrate the lowest VIF values of 1.108, implying relatively lower correlations compared to the other indicators, suggesting less multicollinearity among these specific variables. In regression analysis, VIF values greater than 1 but less than 10 are generally considered acceptable to indicate moderate correlations between predictors without significant multicollinearity issues. Therefore, the VIF values presented for the indicators "Aim," "Confidence," "Initiative," "Perception," "Persevere," and "Thoughts" align with the typical criteria for acceptable levels of multicollinearity in regression modeling.

Table 4. Outer Loadings

Indicator	Outer loadings
Aim <- Commitment	0.934
Confidence <- Self-dependence	0.915
Initiative <- Self-dependence	0.857
Good Perception <- Mood	0.786
Persevere <- Commitment	0.897
Good Thoughts <- Mood	0.833

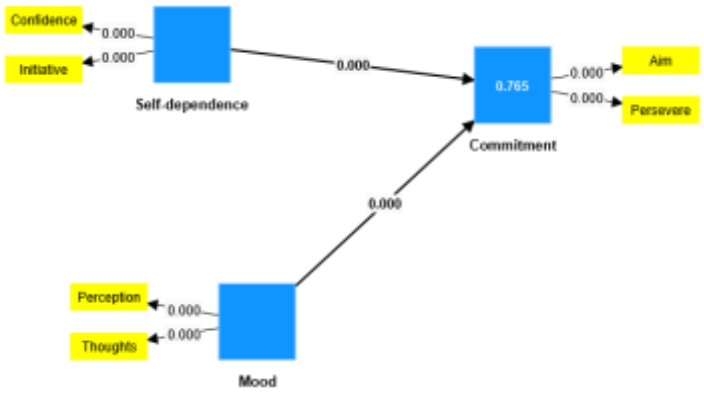
Source: SmartPLS Output, 2023

The outer loading values depict the strength of association between specific indicators and their respective constructs in a measurement or structural equation model. Each indicator is notably

correlated with its corresponding construct, surpassing the minimum threshold of 0.7. "Aim" exhibits a very high correlation (0.934) with "Commitment," indicating a robust link between having a goal and one's commitment level. Similarly, "Confidence" (0.915) and "Initiative" (0.857) demonstrate strong associations with "Self-dependence," highlighting the close relationship between being self-reliant and possessing confidence or taking initiative. "Good Perception" (0.786) and "Good Thoughts" (0.833) both exhibit significant connections with "Mood," emphasizing the alignment between positive perceptions or thoughts and one's overall mood. Lastly, "Persevere" illustrates a strong association (0.897) with "Commitment," indicating a substantial correlation between persistence and commitment levels.

Inner Model

Figure 1. Model



Source: SmartPLS Output, 2023

Table 5. R Square

	Value
R Square	0.765
Adj R Square	0.753

Source: SmartPLS Output, 2023

The values of R Square and Adj R Square serve as indicators of the model's goodness of fit or how well the regression model explains the variance in the dependent variable based on the independent variables. An R Square value of 0.765 indicates that approximately 76.5% of the variability in the dependent variable is explained by the independent variables in the model, suggesting a relatively strong explanatory power. The Adjusted R Square, slightly lower at 0.753, considers the number of predictors in the model and tends to be more conservative. Both values, however, demonstrate that a significant proportion of the variability in the dependent variable is captured by the independent variables included in the regression model, implying that the model provides a reasonably good fit to the data and effectively explains the variance in the dependent variable.

Table 6. Hypothesis Test

Relation	Original sample	Standard deviation	T statistics	P values
Self-dependence -> Commitment	0.602	0.075	8.049	0.000

Mood -> Commitment	0.361	0.09	4.028	0.000

Source: SmartPLS Output, 2023

1. Self-dependence to Commitment: The T-statistic of 8.049 is well above 1.96, signifying a significant relationship between "Self-dependence" and "Commitment." The p-value of 0.000 also confirms this, indicating a strong likelihood that this association is not by chance but rather a meaningful and statistically significant relationship. Similarly, the positive coefficient (0.602) in the original sample signifies a positive relationship between "Self-dependence" and "Commitment." The T-statistic of 8.049, exceeding 1.96, confirms statistical significance, suggesting that higher levels of self-dependence correspond to increased commitment levels among the observed data.
2. Mood to Commitment: The T-statistic of 4.028 exceeds the threshold of 1.96, indicating that the relationship between "Mood" and "Commitment" is statistically significant. Additionally, the p-value of 0.000 (which is less than 0.05) further supports this, suggesting a strong likelihood that this relationship is not due to random chance. Therefore, there's a significant association between mood and commitment among the observed data. The positive coefficient (0.361) in the original sample indicates a positive relationship between "Mood" and "Commitment." The T-statistic of 4.028, which is greater than 1.96, demonstrates statistical significance, supporting the idea that a positive mood is associated with higher levels of commitment among the observed data.

High levels of self-dependence, reflected through Confidence and Initiative, are intricately linked to increased commitment levels among students in their educational journey. When students exhibit greater self-reliance, displaying confidence in their abilities and taking initiative in their learning process, it often results in heightened commitment to their studies. This happens because self-dependence, comprising both Confidence and Initiative, fosters a sense of ownership and accountability in students, empowering them to proactively engage with their education. Students who are self-dependent, manifesting confidence in their skills and taking initiative in their learning, are more inclined to set personal goals, persist in overcoming challenges, and take responsibility for their academic progress. This proactive engagement and ownership ultimately lead to higher levels of commitment to their academic pursuits.

This result is in line with previous research about Self-dependence (Riswani et al., 2020). Armed with the understanding that self-dependence, bolstered by traits like confidence and initiative, significantly influences students' commitment to learning, schools can strategize to cultivate these attributes. Implementing programs focused on fostering self-reliance, confidence-building activities, and initiatives encouraging students to take ownership of their education could be pivotal. Incorporating mentorship programs, workshops on goal-setting, and emphasizing a positive learning environment that nurtures self-belief and proactive learning behaviors could greatly benefit. Empowering students to take initiative in their education, fostering a sense of responsibility, and providing resources to support their self-directed learning journeys can substantially enhance commitment levels, creating a more engaged and motivated student body within the school.

Similarly, a positive mood, represented by Good Perception and Good Thoughts, significantly influences the commitment of students towards their education. When students foster positive

perceptions and thoughts, experiencing emotions like happiness or enthusiasm, it tends to elevate their commitment levels to learning. Positive moods foster an environment conducive to engagement, motivation, and active participation in academic activities. Maintaining a positive outlook, cultivated through Good Perception and Good Thoughts, encourages students to invest increased effort, stay motivated, and remain committed to their educational endeavors. This positive emotional state, fostered by cultivating positive perceptions and thoughts, often translates into heightened dedication and perseverance in their academic pursuits.

This result is in line with previous research about mood (Chu, 2016). Considering the influence of mood-related factors like Good Perception and Good Thoughts on students' commitment, schools can focus on initiatives aimed at fostering a positive emotional environment. Implementing programs that prioritize mental health, emotional well-being, and positive psychology can significantly impact students' mood and subsequently their commitment to learning. Introducing mindfulness sessions, promoting positive thinking exercises, offering counseling services, and creating supportive spaces for emotional expression can all contribute to cultivating a positive mood among students. Additionally, integrating elements of positivity, encouragement, and affirmation into the school culture and curriculum can further foster an atmosphere conducive to positive emotions, potentially enhancing students' commitment to their educational pursuits.

CONCLUSION

This research shows that both self-dependence, encompassing attributes like confidence and initiative, and mood-related factors, including good perception and good thoughts, exhibit positive and statistically significant influences on students' commitment to their educational journey. The findings underscore the crucial role of fostering self-reliance, confidence, and proactive learning behaviors in students, which substantially elevate their commitment levels. Nurturing a positive emotional environment, promoting good perception, and cultivating positive thoughts significantly impact students' dedication and perseverance in their academic pursuits. Recognizing the profound impact of these factors, schools can leverage targeted initiatives and programs to fortify students' self-dependence and foster a positive emotional climate, ultimately enhancing their commitment to learning and academic success.

For future researchers delving into the dynamics of student commitment, it's beneficial to consider a few key avenues for exploration. Firstly, a longitudinal study tracking students' development of self-dependence, mood fluctuations, and their subsequent impact on commitment levels over an extended period could offer deeper insights into these relationships. Secondly, incorporating diverse educational settings or demographics could unveil potential variations in the influence of self-reliance and mood on commitment among different student groups. Additionally, investigating the efficacy of intervention programs designed to enhance self-dependence or mood regulation in fostering commitment could provide valuable practical implications for educational institutions aiming to boost student engagement and success. Lastly, exploring the interconnectedness between other psychological or behavioral factors and their combined impact

on commitment might offer a more comprehensive understanding of the multifaceted nature of student engagement.

REFERENCE

AS Watson. (2022). *How Confident Are Women Nowadays? Women's Confidence Survey in Asia Reveals: Almost 50% of Women Lack Confidence*. News Centre.

Chu, L. (2016). Mediating positive moods: the impact of experiencing compassion at work. *Journal of Nursing Management*, *24*(1), 59–69.

Cilliers, J., Dube, O., & Siddiqi, B. (2016). Psychology: Reconciling after civil conflict increases social capital but decreases individual well-being. *Science*, *352*(6287), 787–794. https://doi.org/10.1126/science.aad9682

Cohen, R., Allaby, C., Cumbaa, C., Fitzgerald, M., Ho, K., Hui, B., Latulipe, C., Lu, F., Moussa, N., & Pooley, D. (1998). What is initiative? *User Modeling and User-Adapted Interaction*, *8*, 171–214.

Fauzi, M. F., Anuar, T. S., Teh, L. K., Lim, W. F., James, R. J., Ahmad, R., Mohamed, M., Abu Bakar, S. H., Mohd Yusof, F. Z., & Salleh, M. Z. (2021). Stress, Anxiety and Depression among a Cohort of Health Sciences Undergraduate Students: The Prevalence and Risk Factors. *International Journal of Environmental Research and Public Health*, *18*(6). https://doi.org/10.3390/ijerph18063269

Ghemawat, P. (1991). *Commitment*. Simon and Schuster.

Ghozali, I., & Latan, H. (2015). *Konsep, Teknik, Aplikasi Menggunakan Smart PLS 3.0 Untuk Penelitian Empiris*. BP Undip.

Gregory, G., & Kaufeldt, M. (2015). *The motivated brain: Improving student attention, engagement, and perseverance*. ASCD.

Hall, S. M., Havassy, B. E., & Wasserman, D. A. (1991). Effects of commitment to abstinence, positive moods, stress, and coping on relapse to cocaine use. *Journal of Consulting and Clinical Psychology*, *59*(4), 526.

Harman, G. H. (2015). *Thought*. Princeton University Press.

Hernández-Peña, H., Lagomarsino-Montoya, M., Aguirre-Martínez, G., Mansilla-Sepúlveda, J., Estay-Sepúlveda, J. G., & Ganga-Contreras, F. (2022). On the Digital Age from Humanistic Psychology. *Environment and Social Psychology*, *7*(1), 73–87. https://doi.org/10.18063/esp.v7.i1.1401

Ho, Y.-S., Fu, H.-Z., & McKay, D. (2021). A bibliometric analysis of COVID-19 publications in the ten psychology-related Web of Science categories in the social science citation index. *Journal of Clinical Psychology*, *77*(12), 2832–2848. https://doi.org/10.1002/jclp.23227

IES-NCES. (2022). *Dropout rates*. Dropout Rates. https://nces.ed.gov/fastfacts/display.asp?id=16

Kohlberg, L., & Mayer, R. (1972). Development as the aim of education. *Harvard Educational Review*, *42*(4), 449–496.

Li, X., & Li, Y. (2023). Individualized and innovation-centered general education in a Chinese STEM University. *Education Sciences*, *13*(8), 846.

Maharani, F., Mohammad, W., & Ameira, H. M. (2023). Transition from Strain to Support in Job Stress using AI Characters. *Himeka: Journal of Interdisciplinary Social Sciences*, *1*(2), 1–9.

Martin, M. (1990). On the induction of mood. *Clinical Psychology Review*, *10*(6), 669–697.

Maund, B. (2014). *Perception*. Routledge.

Mulyanto, H., & Wulandari, A. (2019). *Penelitian: Metode & Analisis*. CV Agung.

Olaya, D., Vásquez, J., Maldonado, S., Miranda, J., & Verbeke, W. (2020). Uplift Modeling for preventing student dropout in higher education. *Decision Support Systems*, *134*, 113320.

Riswani, R., Zalyana, Z., Herlinda, F., Suhertina, S., Zarkasih, Z., & Yasnel, Y. (2020). Online Streaming and Self-Dependence among the Niqabi Students in University. *Proceedings of the 19th Annual International Conference on Islamic Studies, AICIS 2019, 1-4 October 2019, Jakarta, Indonesia*.

Riza, A., Afrianti, R., & Sevrika, H. (2022). Students ' negative emotions in learning English. *Ekasakti Education Journal*, *2*(2), 142–147.

Sidi, Y., Ackerman, R., & Erez, A. (2018). Feeling happy and (over) confident: The role of positive affect in metacognitive processes. *Cognition and Emotion*, *32*(4), 876–884.

Simanjuntak, M. B., Suseno, M., Setiadi, S., Lustyantie, N., & Barus, I. R. G. R. G. (2022). Integration of Curricula (Curriculum 2013 and Cambridge Curriculum for Junior High School Level in Three Subjects) in Pandemic Situation. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, *8*(1), 77–86.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.

Wells. (1856). SELF-DEPENDENCE. *The Connecticut Common School Journal and Annals of Education*, *3*(1), 1–4.

Zahira, S. I., Maharani, F., & Mohammad, W. (2023). Exploring Emotional Bonds: Human-AI Interactions and the Complexity of Relationships. *Serena: Journal of Artificial Intelligence Research*, *1*(1).

Zhang, D., Su, T., Lyu, B., Yang, Y., & Zhuo, X. (2022). The effects of adolescent physical activity participation on cell phone dependence: The mediating role of self-control. *Work*, *72*(4), 1289–1298. https://doi.org/10.3233/WOR-210702