

Effect Of Student Learning Motivation And Lecturer Competence On Student Achievement In Commerce Correspondence Learning

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Abstract.

This study aims to analyze whether there is a significant influence between lecturer competence from a student's point of view and learning motivation on student learning achievement in the Commerce Correspondence subject, Office Management Departement, STIE Indonesia Malang. The research data were collected using a questionnaire from 85 respondents, then analyzed using Multiple Linear Regression with the help of the SPSS version 25 computer application. The results showed that the variable student learning motivation partially had a positive and significant effect on student achievement as evidenced by a t_{count} of 4,572 or more greater than t_{table} (2.048) with a significant level of 0.000. The lecturer competency variable also partially shows a positive and significant effect on student learning achievement as evidenced by the t_{count} value of 3.358 which is greater than t_{table} (2.048) with a significant level of 0.002. Simultaneously, student learning motivation and lecturer competence have a positive and significant effect on student achievement as evidenced by the F_{count} value of 16.319 greater than F_{table} (3.30) with a significant level of 0.000.

Keywords: *Student motivation, lecturer competence and student learning achievement.*

I. INTRODUCTION

Teaching and learning activities are very important activities carried out in the educational process, starting from elementary school, middle school, to tertiary institutions. Through these teaching and learning activities there will be interaction between the teacher and the students, namely through a process of transferring knowledge and it is hoped that later educational goals will be achieved in the form of changes in student behavior (Yuliyanti & Wasisto, 2021). Furthermore, Nalim & Santika (2020) revealed that there are three elements in teaching and learning activities. The first is students, both students and students with all their behaviors and characteristics who always try to develop themselves through learning activities. The second is teaching staff, both teachers and lecturers, who are required to always create a conducive atmosphere in the teaching and learning process so that the transfer of knowledge can be achieved. The third is the goal, which is everything that is expected to happen or appear after the learning process is carried out. If these three elements can run in harmony, the learning process objectives will be achieved properly (Suyitno, 2022; Murti & Prasetyo, 2018). There are several factors that can affect student achievement in the classroom. Riyani (2012) conducted research using learning experience, motivation, family environment, and teaching quality as factors that influence student learning achievement. The results of his research revealed that students' learning experience and motivation had a positive influence on their learning achievement, while the family environment and teaching quality had no significant effect on learning achievement.

Simatupang (2022) also revealed that if the student is interested in a particular lesson or subject, they usually tend to listen and understand the lecture material given and have a positive impact on learning achievement. In another study conducted by Sidabutar (2020) concluded that there was a significant influence between learning motivation on academic achievement with an influence of 10.1%, accounting students' responses about the components of learning motivation significantly affected achievement. In addition, it was also found that it turns out that student learning motivation and accounting student achievement have a strong positive correlation. Motivation functions as a mover or motor that releases energy and leads to the goal to be achieved. In addition, motivation also functions to select activities, namely determining what actions must be carried out in order to achieve goals by setting aside actions that

are not useful for that goal (Suyitno, 2021). Nawawi (in Suwarno, 2014), distinguishes motivation based on its source, namely: internal motivation and external motivation. If internal motivation acts as a driving force that comes from within the individual himself, in the form of awareness without coercion and encouragement from others about the level of awareness of the importance of the material being studied, then external motivation can arise because there is the influence of encouragement from outside the individual. Learning motivation in students can certainly decrease which can have an impact on the learning activities carried out, so that it can reduce learning outcomes (Tampi et al., 2021). Therefore, learning motivation in students needs to be improved in order to get optimal learning results.

Problems of motivation may often be the cause of the low interest of students in the process of learning activities, because there is no encouragement in learning either from within the students or from outside. Learning motivation is a driving force for the psychological aspect of students who can generate learning activities, guarantee the continuity of learning activities, and provide direction to learning activities to achieve optimal goals (Alam, 2018; Arianti, 2019). For example, in learning activities students are motivated to carry out learning because of the influence of educators who use various methods in learning activities. Cece and Edi Winata (2019) in their research concluded that the factors that can influence student learning achievements include lecturer teaching styles, assistance to students, lecture structure, and teaching learning facilities. Students prefer the teaching style of lecturers who are interesting and not pressurized, so that students' understanding and achievement in studying subjects will increase. Apparently, students don't really like lecturers who can't make the class atmosphere comfortable for the learning process. In addition, the existence of regular and systematic assistance will make students understand more about the courses being taken and will be able to improve their learning achievement, in the sense that they will have good final/test scores for the course concerned. The use of a lecture structure that is appropriate to the course is also felt to be able to increase student learning achievement (Nova Novita, 2016; Wicaksono & Laksanawati, 2020) Based on the background above, the research objective is to find out and analyze about influence student learning motivation and lecturer competence on student achievement on Commerce Correspondence subject both partially and simultaneously on Office Management Departement in STIE Indonesia Malang with the conceptual framework on Figure 1.

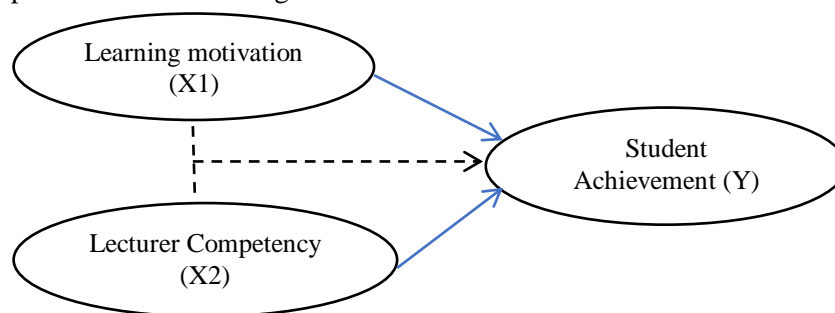


Fig 1. Research Conceptual Framework

Meanwhile, based on the research conceptual framework above and supported by theoretical and empirical reviews in this study, the hypothesis proposed is as follows:

- a. Student motivation and lecturer competence partially significant effect on student achievement in learning on Commerce Correspondence subject at Office Management Departement of STIE Indonesia Malang.
- b. Student learning motivation and lecturer competency simultaneously significant effect on student achievement in learning on Commerce Correspondence subject at Office Management Departement of STIE Indonesia Malang.
- c. Student Learning Motivation has a dominant influence on student achievement in learning on Commerce Correspondence subject at Office Management Departement of STIE Indonesia Malang.

II. METHODS

This research was conducted using a quantitative research design using a survey method consisting of two independent variables, namely student motivation (X1), lecturer competence (X2), and the

dependent variable, namely learning achievement (Y). To obtain primary data in the field, a questionnaire was used which was compiled based on the indicators in the research variables. This research focused on students of the Office Management Departement at STIE Indonesia Malang in semester III of the 2022/2023 academic year, where the sample in this study used a proportional random sampling. The sampling technique used the Slovin formula (in Suyitno, 2017) and obtained a sample of 85 people. The research instrument was tested for validity and reliability before being used in data collection. While the inferential statistical test is carried out with Multiple Linear Regression with the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where :

Y = learning achievement

α = constant number

X1 = student learning motivation

X2 = lecturer competency

β_1 = coefficient student learning motivation

β_2 = lecturer competency coefficient

Hypothesis testing in this study used the t test (t-test), F test and coefficient of determination test, while to ensure the feasibility of the model in this study classical assumption tests were carried out including the normality test, multicollinearity test, and heteroscedasticity test.

III. RESULT AND DISCUSSION

Multiple regression analysis was used to determine the influence of student learning motivation (X1) and lecturer competence (X2) on learning achievement (Y) in the Commerce Correspondence subject, Office Management Departement, STIE Indonesia Malang. The results of calculations using the SPSS program version 25 for windows are presented in the following table 1 and 2:

Table 1. Recapitulation of Multiple Regression Analysis Results

Variable	Information	Regression Coefficient	tcount	Sig.
X1	Student learning motivation	0,680	4,572	0.000
X2	Lecturer competence	0,442	3,358	0,002
Constant		-0.025		
R		0,734		
R2		0,538		
Adjusted R Square		0,505		
Fcount		16,319		
Sig. F		0.000		
n		83		
Dependent variable = Learning achievement (Y)				

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.734a	.538	.505	2.82142

Based on table 1 shows that From the table above it can be explained as follows:

1) Variable X1 (student learning motivation)

The results of the regression analysis obtained the value of tcount = 4.572 while the value of t_{table} = 2.048 so that t_{count} > t_{table} or a significance value of 0.000 < 0.05 so Ho is rejected or Ha is accepted, and it is proven that variable X1 (student learning motivation) has a significant effect on student achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.

2) Variable X2 (lecturer competency)

The results of the regression analysis obtained the value of t_{count} = 3.358 while the value of t_{table} = 2.048 so that t_{count} > t_{table} or a significance value of 0.002 < 0.05 so Ho is rejected or Ha is accepted, and it is proven that variable X2 (lecturer competency) has a significant effect on student achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.

3) The dominant variable influences student learning achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.

The results of the regression analysis showed that the regression coefficient of the variable of student learning motivation on the learning achievement variable was 0.680 while the regression coefficient of the lecturer competency variable on the learning achievement variable was 0.442. These results indicate that the regression coefficient value of the learning motivation variable is greater than the regression coefficient value of the lecturer competency variable, which means that the student learning motivation variable has a dominant effect on student achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang. Based on the calculation results, the F_{count} value is 16.319 while F_{table} is at $\alpha = 5\%$, $df_1 = 2$, and $df_2 = 83$ of 3.33; this means $F_{\text{count}} > F_{\text{table}}$ ($16.319 > 3.33$) while the probability value is smaller than $\alpha = 0.05$ ($0.000 < 0.05$), then H_0 is rejected and H_a is accepted which also means that the variables of student learning motivation (X1) and lecturer competence (X2) simultaneously or together have a significant effect on student learning achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang (Y). In other words, the variables of student learning motivation and lecturer competence make a significant positive contribution to student learning achievement. The higher the student learning motivation and lecturer competency, the higher the student learning achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang. Based on table 2 shows that the multiple correlation coefficient (R) is 0.734; shows that simultaneously there is a fairly positive and unidirectional relationship between the variables of student motivation (X1) and lecturer competence (X2) on learning achievement (Y) of 73.4%.

This relationship can be categorized as strong, as it is known that a relationship is said to be perfect if the correlation coefficient reaches 100% or 1 (both with positive or negative numbers). From the results of the regression analysis, the coefficient of determination R Square is 0.538. The magnitude of the influence of the independent variable on the dependent variable is 53.8% while the remaining 46.2% is another variable not examined. The coefficient of determination shows the strong influence of the variables from the independent variables together on the dependent variable. Judging from the magnitude of the regression coefficient, the magnitude of the regression coefficient of the independent variable student learning motivation (X1) (0.680) > lecturer competency (X2) (0.442), this means that the independent variable student learning motivation (X1) has a dominant influence on learning achievement (Y). In addition, it can also be seen from the standardized coefficient of student learning motivation (X1) with a value of (0.587) > lecturer competence (X2) with a value of (0.431). Based on the results of the first hypothesis test, it shows that variable X1 (student learning motivation) has a significant effect on student achievement in the Commerce Correspondence course, Office Management Departement, STIE Indonesia Malang. This is in line with research conducted by Sidabutar (2020) which states that learning motivation has a positive effect on the academic achievement of Education Technology students in the fourth semester of the Faculty of Education, Yogyakarta State University. The higher the motivation to learn the higher the academic achievement of Educational Technology students.

Likewise, the results of Mediawati (2010) showed that the variable of student learning motivation made a significant positive contribution to the learning achievement of FPEB Accounting students, Indonesian University of Education. The higher the student's learning motivation, the higher the student's learning achievement will be. Based on the results of the second hypothesis test, it shows that variable X2 (lecturer competency) has a significant effect on student achievement in the Commerce Correspondence course, Office Management Departement, STIE Indonesia Malang. This is in line with research conducted by Mediawati (2010) which stated that lecturer competency variables make a significant positive contribution to the learning achievement of FPEB Accounting students, Indonesian University of Education. The higher the competence of the lecturer, the higher the student achievement will be. Besides that, the results of this study are also in line with what was stated by Wicaksono & Laksanawati (2020) that lecturer competence turns out to have a positive and significant effect on student academic achievement with an R^2 value of 0.014 with sig. 0.020. This shows that when lecturers carry out teaching and learning activities have pedagogic competence, namely lecturers are able to create learning systems and materials. Personality competence,

namely lecturers having active and responsive attitudes and actions towards students during the teaching and learning process will increase student learning achievement at the Banyuwangi State Polytechnic. In teaching and learning activities the competence of the lecturer is an important thing that cannot be ignored because the lecturer is someone who is directly related to students in the teaching and learning process. Because the lecturer is a component that has a strategic role in the implementation of learning. Many students experience learning progress, depending on the expertise of the lecturer in teaching students.

IV. CONCLUSION

Based on the results of data analysis in this study, it concludes that:

- a. Variables of student learning motivation and lecturer competency have a partially significant effect on student learning achievement atmor Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.
- b. Variables of student learning motivation and lecturer competence have a significant effect simultaneously on student learning achievement atmor Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.
- c. The variable of student learning motivation is the variable that has the most dominant effect on student learning achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang.

To improve student learning achievement on Commerce Correspondence course, Office Management Departement at STIE Indonesia Malang which is ultimately expected to improve employee performance, it is recommended to Office Management STIE Indonesia Malangto further clarify student learning motivation for each employee according to their respective fields so that it will facilitate the implementation of work supported by the development of lecturer competencies that support comfort for employees in carrying out their work.

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