

## Learning motivation: its impact on learning management and lecturer performance

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### Abstract:

This study aims to measure the significant effect of learning management on student learning motivation at the College of Tarbiyah Pringsewu, Lampung, Indonesia, measure the significant effect of lecturer performance on student learning motivation at STIT Pringsewu and measure the significant effect of learning management and lecturer performance together on student learning motivation at STIT Pringsewu. This type of research is quantitative with a population of 134 students and a research sample of 100 students. The sample in this study used probability sampling technique, and data collection using a questionnaire. The results showed that the p-value (Sig.) of the learning management variable X1 of 0.000 was smaller than 0.05. The t-count value is greater than the t-test. The tcount value is greater than the ttable, which is 5.162 greater than 1.985. The p-value (Sig.) of the lecturer performance variable X2 of 0.00 is smaller than 0.05. The tcount result is greater than the ttable, namely 4.317 greater than 1.985. The p-value (Sig.) of variable X1 learning management of 0.000 and X2 lecturer performance of 0.000 is smaller than 0.05. It is concluded that there is a significant effect of learning management on student learning motivation at STIT Pringsewu, there is a significant effect of lecturer performance on student learning motivation at STIT Pringsewu, and there is a significant effect of learning management and lecturer performance on student learning motivation at STIT Pringsewu.

**Keywords:** Learning Management, Lecturer Performance and Student Learning Motivation

## Introduction

Education is a human need to prepare a quality generation because education can be used as a provision to face various problems that arise in society that contain knowledge, attitudes, and skills (Mardhiyah et al., 2021). Higher Education has a vision, mission, and goals whose achievements are carried out through the Tri Dharma of Higher Education, namely education and teaching activities, research, and community service (Suti et al., 2020). In this case, lecturers are the main element in the Tri Dharma of Higher Education activities because lecturers play a role in improving the quality of education (Damanik et al., 2021).

Higher education is an educational institution that aims to educate students who have creative and innovative thinking so that they will become graduates who are able to plunge into society and be able to face competition in the world of work (Nasution, 2022; Qorib, 2019). Education is a human effort to expand the horizons of knowledge in order to form values, attitudes, and behavior (Mili et al., 2021).

Higher education aims to produce quality graduates (Fajduani et al., 2021). To get qualified graduates, qualified lecturers are also needed. For this reason, lecturers are needed who are able to improve the quality of Human Resources (HR) by building and increasing good student learning motivation (Rabiah, 2019). Poor learning achievement and low student learning motivation are also caused by one of the related factors, namely teaching ability which also plays a role in the success of the student learning process (Inah & Khairunnisa, 2019).

To realize the goal of faith and devotion to Allah SWT. and noble character, the most dominant is the responsibility of Islamic religion lecturers because it is religious lecturers who are required to master and explore knowledge about knowledge, faith and devotion to Allah SWT and noble character (Winata, 2019). Therefore, religion lecturers have a very important and decisive function in realizing these goals in the learning process (Murtafiah, 2022)

Education is also one of the important factors in the development of a country (Fajar & Mulyanti, 2019; Suryana, 2020). To achieve the goal of quality education, the learning motivation factor plays a very important role (Miftahussaadah & Subiyantoro, 2021; Seftiani et al., 2020). Learning motivation affects learning management and lecturer performance at the College of Tarbiyah Pringsewu, Lampung, Indonesia (Adiawaty, 2020; Fajduani et al., 2021).

Learning management refers to the management of all aspects related to the learning process at the College of Tarbiyah Pringsewu, Lampung, Indonesia (Gemnafle & Batlolona, 2021). In learning management, learning motivation plays a key role in motivating students to learn with passion, high desire, and clear goals (Salsabila & Puspitasari, 2020). High learning motivation will help in improving learning effectiveness, active student participation, and creating a positive learning environment (Daryanes & Ririen, 2020; Suwarma et al., 2023).

In addition, lecturer performance is also strongly influenced by learning motivation (Rosanti et al., 2022). Lecturers who have high learning motivation tend to be more eager to deliver material, inspire students, and provide effective guidance (Nuryadi & Widiatmaka, 2022). Positively motivated lecturers are also more likely to develop and update their knowledge and skills, thus providing better teaching to students (Nugraha et al., 2020).

In the context of Sekolah Tinggi Ilmu Tarbiyah Pringsewu, Lampung, Indonesia, learning motivation also has a significant impact on the formation of students' character and personality (Dau, 2020; Nurhusna, 2021). High learning motivation will encourage students to develop a proactive attitude, curiosity, good work ethic, and critical thinking skills (Sudarma, 2022; Wahyuli, 2023). This not only impacts students' academic performance, but also shapes them as individuals who are ready to face challenges in the real world after graduation (Kadiyono et al., 2020).

In this article, the relationship between learning motivation, learning management, and lecturer performance at the College of Tarbiyah Pringsewu, Lampung, Indonesia will be further discussed. An in-depth understanding of the impact of learning motivation on learning management and lecturer performance will provide valuable insights in improving the quality of education in this institution (Sulastri et al., 2020).

## Methods

The method in this research is quantitative research with a survey method that uses a questionnaire as a data collection tool for School Excellence. Quantitative research deals with the existence of variables as the object of research and these variables must be defined in the form of operationalization of each variable. This research was conducted at STIT Pringsewu in the departments of Islamic Education Management, Arabic Language Education and Madrasah Ibtidaiyah Teacher Education. This research will be conducted for approximately one month (30 days).

## Results and Discussion

The effect of learning management on student learning motivation: Management is an activity that has been planned and has clear goals and the planned goals can all be achieved. Management also has main functions in its duties. In order for the learning process to run well, it is also necessary to know the functions of management. Management functions are indicators in learning management. In variable X1 learning management there are three indicators, namely: (1) planning (2) implementation (3) evaluation. Data collection in this study using a questionnaire addressed to 100 students consisting of 12 statement items located at STIT Pringsewu.

The data obtained through the research questionnaire distributed to 100 students, carried out validity and reliability tests. All indicators contained in variable X1 are declared valid because  $r_{count}$  is greater than  $r_{table}$ . In addition, the calculation of Cronbach's Alpha is greater than 0.60, so it can be concluded that the measuring instrument in variable X1 learning management is declared reliable.

The results showed that there was a significant effect of learning management on student learning motivation at STIT Pringsewu. This result is evidenced by the p-value (Sig.) of variable X1 learning management of 0.000 smaller than 0.05. The  $t_{count}$  value is greater than the  $t_{table}$ , namely 5.162 greater than 1.985. These results provide a conclusion that the first hypothesis is accepted, namely variable X1 learning management has a significant effect on variable Y student learning motivation.

As seen from the coefficient of determination obtained is 0.214, this result shows that the contribution or contribution of the influence of principal leadership X1 on school excellence Y is 21.4% while the remaining 78.6% is the contribution of other variables not included in the study.

The results of testing this hypothesis are in line with several previous studies, including the results of research by Fatkhul Qorib and Magdalena who found that learning management has a significant effect on student learning motivation. In Fatkhul Qorib and Magdalena's research on the effect of learning management on student learning motivation at STKIP YPM Bangko found that the resulting effect was 0.304, meaning that 30.4% of the independent variable contributed an effective influence on the dependent variable while the remaining 69.6% was influenced by other factors.

The Effect of Lecturer Performance on Student Learning Motivation: The successful performance of a lecturer can be influenced by many factors, namely internal factors and external factors. According to Robert L. Mathis and H. Jackson there are five factors that affect individual performance, namely: Ability, Motivation, Support, Job Satisfaction, Organizational Commitment. Meanwhile, lecturer performance measurement is a performance measurement that is used as a benchmark for the success of a lecturer at a university within a certain period of time and the results of these measurements are used as evaluation material in the future. Andy Neely states that performance measurement is a process for measuring the efficiency and effectiveness of past actions. In variable X2, lecturer performance indicators are seen from the work achieved by employees or lecturers in completing a job that is in accordance with standards, target sizes, and responsibilities based on work standards, namely there are 5 indicators: (1) have better abilities in their work (2) have a level of honesty in situations and circumstances (3) have broad insights and new ideas in developing performance in carrying out their duties as lecturers (4) have responsibility in their work (5) can divide time in situations and make maximum use of time. Data collection in this study using a questionnaire addressed to 100 students at STIT Pringsewu.

The data obtained through the research questionnaire distributed to 100 students, carried out validity and reliability tests. All indicators contained in variable X2 are declared valid because  $r_{count}$  is greater than  $r_{table}$ . In addition, the calculation of Cronbach's Alpha is greater than 0.60, so it can be concluded that the measuring instrument in variable X2 lecturer performance is declared reliable.

The results showed that there was a significant influence of organizational culture on school excellence in Muhammadiyah Elementary Schools in Bandar Lampung City. This result is evidenced by the p-value (Sig.) of variable X2 lecturer performance of 0.000 smaller than 0.05. The  $t_{count}$  value is greater than the  $t_{table}$ , which is 4.317 greater than 1.985. These results provide the conclusion that the second hypothesis is accepted, namely variable X2 lecturer performance has a significant effect on variable Y student learning motivation.

As seen from the coefficient of determination obtained of 0.168, this result shows that the contribution or contribution of the influence of variable X2 lecturer performance on variable Y student learning motivation is 16.8% while the remaining 83.2% is the contribution of other variables not included in the study.

The results of testing this hypothesis are in line with several previous studies, including the results of Nurhafifah's research which found that lecturer performance has a significant effect on student learning motivation. In Nurhafifah's research on the effect of learning management, lecturer performance, campus culture on student learning motivation at IAI Sunana Giri Ponorogo, the results of this study indicate that learning management has a significant effect on student learning motivation by 34.66%, lecturer performance has a significant effect on student learning motivation by 21.23%. Learning management, and lecturer performance together have a significant effect on student learning motivation by 73.86%.

Motivation to learn is defined as the encouragement that exists and arises within students to learn and increase knowledge. Learning motivation is a psychic driving force from within a person to be able to carry out learning activities and add skills and experience.

In variable Y student learning motivation there are 11 indicators, namely: (1) Be tenacious in doing tasks (2) Persevere in finding solutions (3) Be active and creative and productive (4) Have a high level of self-confidence (5) Have responsibility (6) Always try to get good grades (7) Be active in social activities (8) There is a desire and desire to succeed (9) There is a drive and need to learn (10) Have hopes and aspirations for the future (11) There is attention and interest in tasks.

Data collection in this study using a questionnaire addressed to 100 students studying at STIT Pringsewu. The data obtained through the research questionnaire distributed to 100 students, carried out validity and reliability tests. All indicators contained in variable Y are declared valid because  $r_{count}$  is greater than  $r_{table}$ . In addition, the Cronbach's Alpha calculation is greater than 0.60, so it can be concluded that the measuring instrument in variable Y student learning motivation is declared reliable.

The results showed that there was a significant effect of learning management and lecturer performance on student learning motivation at STIT Pringsewu. This result is evidenced by the p-value (Sig.) of variable X1 learning management which is 0.000 and X2 lecturer performance which is 0.000 smaller than 0.05. In addition, it is known that the  $t_{count}$  value is greater than the  $t_{table}$ , namely the value of learning management of 2.650 and the value of lecturer performance of 2.089 is greater than the  $t_{table}$ , namely 1.985. It is also known that the value of  $F_{count}$  is greater than  $F_{table}$ , namely 5.325 greater than  $F_{table}$  3.089. These results provide a conclusion that the third hypothesis is accepted, namely the variable X1 learning management and X2 lecturer performance have a significant effect on variable Y, namely student learning motivation.

As seen from the coefficient of determination obtained is 0.640, this result shows that the contribution or contribution of the influence of X1 learning management and X2 teacher performance on Y student learning motivation is 64.0% while the remaining 36.0% is the contribution of other variables that are not included in the study.

The results of this test are in line with several previous studies, including the results of Istyarini's research which found that learning management and lecturer performance together had a significant effect on student learning motivation. In Istyarini's research on the effect of learning management and lecturer performance on student learning motivation at IAIN Padang Sidempuan. In this study, two components, namely learning management and lecturer performance, provide a

significant influence on student learning motivation, namely 29.7%, which means that there are still 70.3% other factors that influence student learning motivation.

The results of this study are supported by the opinion of Dimiyati and Mujiono who stated that one's motivation can come from within oneself known as intrinsic motivation, and from outside a person known as extrinsic motivation.

### **Conclusion and suggestion**

Based on the results of the study, it is concluded that there is a significant influence between learning management and lecturer performance on student learning motivation at the College of Tarbiyah Pringsewu, Lampung, Indonesia. The first hypothesis stating the effect of learning management on student learning motivation is accepted, with a coefficient of determination of 21.4%. The second hypothesis stating the effect of lecturer performance on student learning motivation is also accepted, with a coefficient of determination of 16.8%. The third hypothesis which states that there is an effect of learning management and lecturer performance on student learning motivation is also accepted, with a coefficient of determination of 64.0%.

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