
THE MOTIVATION OF LECTURER ON STUDENTS LEARNING ACHIEVEMENT OF EXTENSION CLASS ECONOMIC ACCOUNTING DEPARTMENT

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ABSTRACT

Education is believed by many nations in the world as the only way to escape from the underdevelopment, poverty, and ignorance. This reality could be served as a challenge for related stakeholders and entities which manage educational institution to always improve the quality of Education in university. By improving the quality of education in the university including the quality of research and administrative services, the university could be upgraded in accordance with the three-pillars of educational basis in university (Tri Dharma Perguruan Tinggi). This paper aims at examining and identifying the significant and positive influence of lecturer motivation to the students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal. This research is a quantitative study where the authors distributed the designed questionnaire to 51 respondents from the entire students in Economics and Accounting extension class. This research employed simple linear regression analysis technique. From the research results, it obtained a correlation coefficient amounted to 0.736 which is considered strong and significant. The simple linear regression equation is $Y = 2,635 + 0.797X$. In addition, the value of t-count amounted to 7.606 > t-table amounted to 2.647 at the significance level of 0.005, then the alternative hypothesis (H_a) is accepted and H_0 is rejected. Fcount amounted to 57.857 is greater than Ftable amounted to 3.976. In addition, the value of the coefficient of determination (R^2) of 0.541 or 54.1% means that 54.1% lecturer motivation determines an increase in the students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal

Keywords: Lecturer motivation, Learning Achievement

INTRODUCTION

Education is believed by many nations in the world as the only way to escape from the underdevelopment, poverty, and ignorance. Education has also been shown to contribute to the promotion of science and technology in nearly all countries in the world. Several countries that have advanced science and technology, is a nation which has struggled to establish a solid foundation for the continuity of their education, such as Singapore, Japan, Iran, Germany, UK, USA, and Australia.

According to the data which was conducted by international survey agency, no Indonesian higher education institution is listed in the top ten best universities in the world.

Even, no Indonesian university is listed in the 100 top-ranked universities in the world. This is certainly fallen behind several advanced countries such as China, Japan, South Korea, and Singapore which some of their best universities are listed in the 100 top-ranked best universities in the world. For instance, six universities in Japan are listed in the 100 top-ranked best universities in the world, then it is followed by Hong Kong which its three universities are included in the rank and then two universities in South Korea as well as two universities in China. Meanwhile, it is contrary when it comes to Timor Leste, none university in Timor Leste is included in the rank (Supriyanto, 2010).

Even though Asian continental is the largest continent in the world which is consisted of both developing countries and advanced countries including Timor Leste. However, from the entire countries in Asian, only Singapore which is included in the 100 top-ranked best universities in the world. Meanwhile, Indonesian universities could only achieve 150-ish rank in the world. According to the results of survey and assessment, universities in Timor Leste have not yet included in the best universities in the world, even in the 1000 top-ranked universities compared to the universities from Indonesia, Singapore, Hongkong, Japan, and South Korea. This reality could be served as a challenge for related stakeholders and entities which manage educational institution to always improve the quality of Education in university. Since by only improving the quality of education in the university including the quality of research and administrative services, the university could be upgraded in accordance with the three-pillars of educational basis in university (Tri Dharma Perguruan Tinggi.)

The most important factor which could improve the quality of higher education is the service from lecturer and higher education management to the students. In this case, students are considered as the most important variable which requires being improved to upgrade the quality of higher education. Because of that, students become the important key factor. To improve the service quality to the students, it requires the capacity and motivation of lecturer. The capacity of lecturer does not only deal with the academic capacity but also another capacity which is required to improve the quality of higher education service management to the students.

Lecturers who have good skills are expected to increase learning motivation for students. Therefore, various studies show that the ability to teach, ability to lead, the ability to become a trainer and mentor of the lecturers were the very positive effect on student learning success, especially in college who want to improve the status of a world-class university.

Based on the survey results The QS Worlds University Rankings Quacquarely Symonds (2009) in Supriyanto (2010) explains that the level of world universities based on six indicators. These factors are the publication of the research results, the interest of international students, the ratio of faculty to students, the results of research in every field of science, international education programs, and the number of international students. Based on the performance indicators of the world's top universities mentioned above, it can be seen that each college which aims at becoming Word Class University should build on these indicators. In order to achieve these indicators, we need qualified human resources. The quality of human resources can be increased if the ability of these resources is also increasing.

Tri Kurniawati research results (2010) show that the quality of academic services affects student learning motivation positively and significantly. Motivation to learn can also affect learning achievement positively and significantly. This indicates that the quality of academic services received and perceived by the students will affect the learning achievement through learning motivation. Students will be more motivated to learn if they receive quality academic services and vice versa. Improved student learning motivation for quality academic services they receive will encourage better learning achievement also.

Based on the observation of the author so far, it shows that while the Fundação Cristal strive and work hard to create a constitution for the Instituto Superior Cristal as a reference in order to improve the quality of education, in terms of various aspects as well as government assistance to help improve the ability and level of education lecturer maximum and to hire faculty who are competent, but the effectiveness and the learning process is less effective and efficient because there are many lecturers, particularly in the extension class, that meets the target of meeting and still there are many lecturers who do not actively teach. Even they have no good motivation as a lecturer to make students are motivated in learning especially motivated to become a candidate for a teacher or student who understands the science of education (economics).

METHOD

This research has been carried out at the Department of Economic Accounting, Teacher's Training and Education Faculty at the Instituto Superior Cristal, Comarca Street Dili East Timor. This research has been carried out for 2 (two) weeks. The population in this study were the entire students of Extension class in Department of Economics and Accounting At the Teacher's Training and Education Faculty Instituto Superior Cristal as many as 102 people. The

sample in this study is part of a population of 51 people. In this study, the Variables examined are the motivation of lecturer with the indicator: Giving a gift, Praising, Providing Tutorial, Given Situation, Supporting. Meanwhile, the dependent variable (Y) in this research is student achievement with an indicator is Mastery of Topic, Topic Understanding, Students' Interests, Favorite, Learning Achievement.

Data collection technique in this study employed observation data collection technique. Observation technique deals with systemic observation and recording on certain phenomena within the examined subject of the research. This method was employed to support the authors in observing and conducting in-depth record regarding the number of students and lecturers, observing the current situation of Instituto Superior Cristal. In addition, the authors also employed Questionnaire Distribution Technique. This technique was employed to obtain important data where the source of data, the respondents, will provide the data by completing question items list given in the questionnaire. The information from the items in the questionnaire will be further processed and analyzed. Lastly, the authors employed documentation approach. The documentation in this study aimed at investigating written document such as books, magazines, documents, meeting notes, agenda, daily notes, and etc.

In this research, the authors employed Pearson Product Moment correlation approach to analyzing the obtained data to determine the correlation coefficient between Variable X and Variable Y with the following formula:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

The test of significance which is functionated if the authors aimed at identifying the meaning of the variable correlation between the motivation of lecturer and students' learning achievement. Then, the results of Pearson Product Moment correlation will be tested using the test of significance with the following formula:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

According to Ridwan (2010; 136-137), he explains that the distribution (t-table) of $\alpha = 0.05$ and degree of freedom (dk = n - 2) with the rule of decision is: if t-count > t-table, it means that it is significant, however if t-count < t-table, it is not significant.

To analyze the obtained data in this research, the authors created the supported table to assist statistical number calculation. From the influence of lecturer motivation variable on the students' learning achievement, it obtained simple regression equation, $Y = a + bX$. To identify the value of a and b , then it was used the following formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum^2 - (\sum X)^2}$$

$$b = \frac{n\sum xy - (\sum x)(\sum y)}{n\sum x^2 - (\sum x)^2}$$

Hereinafter, to determine the contribution of the variable of lecturer motivation on the students' learning achievement, the authors used the following determinant coefficient formula of $KP = r^2 \times 100\%$.

FINDINGS AND DISCUSSION

In this study, the correlation coefficient (R) was used to determine the relationship between the independent variables (lecturer motivation) with the dependent variable (students' learning achievement). From the results obtained, that the value of the correlation coefficient can be seen in the following table:

Table 1 Correlation Coefficient

Correlations

		Students' learning achievement	Lecturer motivation
Pearson Correlation	Students' learning achievement	1.000	.736
	Lecturer motivation	.736	1.000
Sig. (1-tailed)	Students' learning achievement	.	.000
	Lecturer motivation	.000	.
N	Students' learning achievement	51	51
	Lecturer motivation	51	51

The table above shows that there is a relationship between lecturer motivation and students' learning achievement by 0.736 with a significant category. To determine the

significant influence of variable lecturer motivation to variable students' learning achievement extension class majoring in Economics and Accounting at the Faculty of Education Instituto Superior Cristal, the authors used t-test by comparing the probability of t-count with a level of significance (0:05). The results of the t-test can clearly be seen in the following Table 2 :

Table 2. T-test

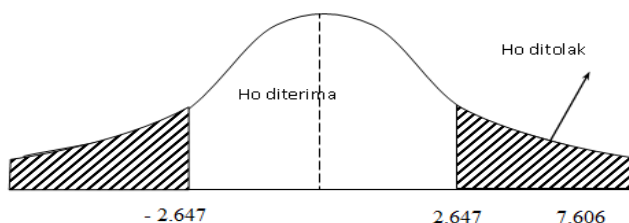
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.635	2.337		1.128	.265
1 Lecturer motivation	.797	.105	.736	7.606	.000

a. Dependent Variable: Students' learning achievement

The regression analysis showed that the degree of freedom $df = nkl = 49$ at 95% confidence level or error rate of 0.05 from the calculation, the probability value of t-count equal to 7606 is greater than t-table = 2,647 on the level of error (5%). Therefore H_0 is rejected and H_a is accepted. It further means that the lecturer motivation significantly effects on students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal academic year 2014.

Based on the analysis above, for the simple linear regression line in the table Coefficients above can be said that: $Y = 2.635 + 0.797X$. The interpretation of the coefficients of the regression line shows that if the variable students' learning achievement constant that is equal to 2.635. If the motivation lecturer variables improved one unit, then the variable students' learning achievement can have a positive impact amounting to 0.797.



The Curve of The Hypothesis X Rejection and Acceptance

Based on the calculation, it obtained t-count amounted to $7.606 > t$ -table amounted to 2.647 then H_0 is rejected at a significance level of 95%, or the significant values of t-test of 0000 which is smaller than a 5% so H_0 is rejected and H_1 is accepted, so that it can be concluded that the lecturer motivation variable influences the achievement of students in Economics Accounting extension class.

In addition, the value of the variance of the variables used in this study were obtained the value of probability Fcount greater than the level of significance of 0.05 (= 5%), then the regression H_a for variable lecturer motivation is accepted, meaning that the independent variable lecturer motivation, simultaneously influence significantly to the dependent variable students' learning achievement.

Table 3 F Test

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	136.083	1	136.083	57.857	.000 ^b
Residual	115.250	49	2.352		
Total	251.333	50			

a. Dependent Variable: Students' learning achievement

b. Predictors: (Constant), Lecturer motivation

The results of the above analysis, a t obtained the probability values of Fcount equal to 57.857 with a significant level of 0.000 at the level of degrees of freedom (df) = 49 obtained value of Ftable amounted to 3.976 at level of significance 5% (0.05), suggesting that lecturer motivation significantly affect the students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty the Instituto Superior Cristal academic year 2014.

For the analysis of the contribution influence of lecturer motivation to the students' learning achievement can be seen in the following table:

Table 4 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.736 ^a	.541	.532	1.534

a. Predictors: (Constant), lecturer motivation

b. Dependent Variable: Students' learning achievement

From the table above, the value of the coefficient of determination (R²) of 0.541 or 54.1% means that 54.1% lecturer motivation determines an increase in the students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal academic year 2014. Meanwhile, the remaining 45.9% were caused by factors that are not analyzed in this study.

DISCUSSION

According to the research results on students in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal academic year 2014 by distributing a questionnaire to the respondents which consisted of five items regarding students' learning achievement and five items regarding lecturer motivation to 51 respondents. Then, the data obtained from the research was processed and the results from each item were analyzed employing SPSS for Windows version 19.0. shows that there is a correlation coefficient of 0.736 with a significant category. Meanwhile, for the t-test, it shows that the lecturer motivation significantly effects on students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal with the value of t-count equal to 7606 is greater than t-table = 2,647 on the level of error (5%). The results of t-test showed that t-count is greater than t-table or t-count (7.606) > t-table (2.647). Therefore Ho is rejected and Ha is accepted. In addition, the F test indicates that the lecturer motivation significantly affect the students' learning achievement in Economics and Accounting majors extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal which obtained the value of probability Fcount amounted to 57.857 is greater than Ftable amounted to 3.976 with the significance level of 0.000 on *level of significance* 5% (0,05).

Thus, it can be explained that learning achievement is the results that have been achieved by the students of the extension class extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal academic year 2014 indicated by test scores or the number of test or evaluation conducted by a lecturer for one or several semesters. The results showed that in order to improve students' learning achievement require a good motivation of lecturers, it will provide a contribution of 0541 or by 54.1%. Where, motivation is a conscious effort to encourage, steer and maintain a person's behavior, in this case, the students so that students feel compelled to take action to do something so as to achieve a particular result or goal. On the other hand, the motivation is one of the psychological aspects that have an influence on learning achievement.

Simple linear regression analysis results indicate that the lecturer motivation has a significant impact on students' learning achievement in extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal, amounting to 54.1% while the remaining 45.9% is influenced by other factors which are not examined in this study.

CONCLUSION

According to the analysis and discussion above, the authors can generate the conclusion that there is a significant influence of lecturer motivation to the students' learning achievement extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal, where the F-count amounted to $57.857 > F\text{-table}$ amounted to 3.976. Meanwhile, the value of t-count amounted to $7.606 > t\text{-table}$ amounted to 2,647 at the significance value of 0.005, then the alternative hypothesis (H_a) is accepted and H_0 is rejected. For simple linear regression equation is $Y = 2.635 + 0.797X$. For the correlation coefficient is equal to 0.736 and the coefficient of determination (R^2) of 0.541 or 54.1% which meant that 54.1% students' learning achievement extension class at the Teacher's Training and Education Faculty Instituto Superior Cristal were affected by the lecturer motivation. Thus, it is expected that the officials of the Instituto Superior Cristal in order to manage and control the lecturers in order to make the lecturers could give better motivation and encouragement to the students which will directly encourage the students to obtain better learning achievement and the desired learning objective. In addition, to maintain and improve the credibility of educational institution particularly in Instituto Superior Cristal, it requires an assessment system and management to control the performance of the lecturers in order to be able to fulfill their role and responsibility as a teacher and facilitator of the students.

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