



EFFORTS TO IMPROVE STUDENT ACHIEVEMENT INDEX THROUGH LEARNING MOTIVATION AND PEDAGOGICAL COMPETENCE OF LECTURERS

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Abstract

A professional educator is a person who has the ability and expertise in the field of teaching who is educated and trained. Lecturers have duties and responsibilities as teachers, supervisors and class administrators so that students are more knowledgeable and skilled. The achievement of the success of the learning process must also be supported by student learning motivation. Motivation is very necessary because students who do not have motivation in learning, will not achieve maximum learning results. This study intends to determine the role of student learning motivation and the pedagogic competence of lecturers on the student achievement index. The research location is located in one of the private universities in the city of Surabaya. There were 32 respondents involved in this study. Using multiple linear regression, the data is processed to meet research objectives. The findings state that student learning motivation is influenced by the pedagogical competence of lecturers. Student learning motivation also leads to an increase in the achievement index. The competence of lecturers also plays a role in determining the student achievement index.

Keywords: learning motivation, pedagogic competence, achievement index, lecturers, students.

Introduction

Education is very important in development and the government strives to improve the quality of education from the most basic level to the higher education level. Education should produce quality Human Resources in terms of spirituality, intelligence, and skills. In the process, the implementation of higher education is carried out through the learning process in the classroom and sometimes encounters various obstacles (Hutomo et al., 2012; Lembong et al., 2015). There are many factors that influence the success or failure of the learning process (Hoy et al., 2000; Khasanah et al., 2016).

Educators at all levels of education are subjects who play an important role in learning activities with the intention of forming a good quality of education. (Wahyudi et al., 2018; Yuliana, 2012). To obtain factual, conceptual, procedural abilities translated into cognitive, affective and psychomotor abilities, the role of the lecturer is indispensable for students. The main duties, principals, and functions of a teaching staff are being able to organize teaching and learning activities in the classroom and position learning as a tool to achieve educational goals (Yanti & Darmawan, 2016). The lecturer's duties are in the form of teaching in the classroom, educating student behavior and attitudes, guiding in the learning process, to the evaluation stage (Gunawan et al., 2016). This becomes the main task of a professional educator. Successful educators are educators who are able to deliver the achievement of national goals, especially in the field of education.

The competence possessed by the lecturer can reflect that the person concerned has the qualities required by the Law in this case about a person's professionalism and expertise in education. Mastery of competencies for lecturers, especially pedagogic, and this needs to be understood, and it is important as soon as possible to be applied in the classroom (Darmawan et al., 2021). Therefore, this competence must be understood and applied by lecturers. Expertise in managing learning activities in the classroom is an example of understanding the competence of the pedagogic section (Akmal et al., 2015). Pedagogic competence is a competency that is mandatory and must be applied by lecturers. This competence is obtained through regular and continuous learning efforts. So pedagogic competence can be interpreted as a mandatory ability that must

be applied by the class manager systematically and determine the success and learning outcomes of students (Arum, 2009; Darmanto et al., 2014).

Learning motivation also plays an active role in the learning process in addition to pedagogic competence (Lepper et al., 2005; Yanti, 2014). Motivation is a desire or will that arise and this is planned or not planned which causes behavior to realize a certain mission (Andayani & Darmawan, 2004; Baskoro, 2012). The main activity in the field of education lies in the teaching and learning process and so that it is expected to achieve success marked by the most maximum learning outcomes (Darmawan, 2007; Abdurrahman, 2015). Some of the factors that have been known to contribute greatly to the success of students in studying are the interest that arises from their personal learning and motivation to increase their learning levels (Gunawan, 2010; Kabalmay & Andayani, 2014). The existence of strong motivational support from emerging students is expected to study diligently and seriously, in activities carried out in the classroom (Liu et al., 2011; Irfan & Son, 2014). Thus, to support learning efforts in schools, learning motivation needs to be further developed (Cordova & Lepper, 1996).

The learning process that involves students directly in teaching and learning activities will also require pedagogic competence of qualified lecturers. This study intends to determine the role of student learning motivation and the pedagogic competence of lecturers on the student achievement index.

Method

The type of research taken uses an explanatory research approach. The research location is located in one of the private universities in the city of Surabaya. The learning outcomes data processed in the data are final semester exam scores. The population determined is the total number of students who take English subjects on the campus. The total sample was 32 respondents taken in one of the classes in the first semester. The main data taken comes from student learning motivation, pedagogical competence of lecturers and achievement index. Data is collected in various ways, namely obtained from documentation and filling out questionnaires by respondents. The documentation method is to take the achievement index value and the questionnaire method is used to retrieve

data on pedagogic competence and learning motivation. Furthermore, after the collection stage, the data needs to be further analyzed with a descriptive analysis and inferential analysis approach.

Result and Discussion

After the data is obtained and collected, a score is obtained for each variable, namely the score is obtained from the results of filling in the questionnaire of two independent variables including learning motivation and pedagogic competence and its impact on the achievement index. Data analysis is very necessary to find out the usefulness of the information obtained and in this study which is considered suitable to use multiple regression.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.760	7.181		5.676	.000
	X.1	3.925	1.317	.451	2.981	.006
	X.2	3.950	1.519	.393	2.601	.014

Source: SPSS Output Results

By paying attention to the table in the coefficient section that has been analyzed with multiple regression, it can be seen that the constant value in the range of 40.760 while the value of the learning motivation variable is found to be 3.925 and the value of the pedagogic competence variable can be known as 3.950 sso that when formulated, a regression model $Y = 40.760 + 3,925 X. 1 + 3,950 X. 2$. Each free variable has a significant value lower than 0.05 which means that both free variables have a real role in partially forming the student achievement index variable.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2510.655	2	1255.328	18.901	.000 ^b
	Residual	1926.064	29	66.416		
	Total	4436.719	31			

Source: SPSS Output Results

The results of the anova calculation have been known and obtained F count worth 18.901 using a significance level of 0.05 and a significant value of 0.000 is also obtained. This can be interpreted as learning motivation and competence possessed by lecturers have a simultaneous impact on the achievement index.

Table 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.835 ^a	.697	.685	7.362	1.369

Source: SPSS Output Results

Based on the summary model data, it shows that the R square is 0.752. Nilai determination or contribution of effectiveness of 0.752 (75.2%) means that the two variables, namely pedagogical competence of lecturers and learning motivation have a contribution of effectiveness worth 75.2% and the remaining 24.3% is influenced by certain factors.

Learning motivation has been shown to affect the student achievement index. The implementation of observation activities in the field shows that the learning motivation of the students has not been maximized, this is because the teaching and learning activities of the students are still too passive and have not been fully involved in the learning process in the classroom. At least the students who ask questions when given the opportunity to ask questions and at least the students will answer when there are questions from the lecturer. Based on the questionnaire answers, only a few students stated that they actively participated in the discussion when discussions were held during the learning process and few students were diligent in looking for literature related to learning materials. Students tend to wait or accept what the lecturer teaches. Learning from supporting books masih is very limited. Proper activation will lead to satisfactory learning outcomes (Sudarmayanti & Arifin, 2016; Purwanti et al., 2014). With the sense of satisfaction obtained by students, it will minimize failure in learning (Ames, 1990). Learning failure can come from the lecturer or student (Aisya et al., 2013). Failures originating from lecturers can be caused by the absence of motivation, so lecturers are obliged to motivate students (Sinambela, 2014). The change in energy that exists in humans can be caused by motivation, which is related to the symptoms of a person wanting to immediately realize what is his hidden ideal in the personal mind (Firlaily, 2005; Mardikaningsih & Darmawan, 2021).

The characteristics of motivation inherent in every human being can be easily known, namely being diligent in facing tasks, being tenacious in facing difficulties, to excel does not require external support, there is an interest in something, is very happy to work, actively seeks and provides solutions to problems, firmly maintains opinions, is not easy to let go of what is believed (Khasanah & Hariani, 2015; Karina et al., 2018). A person who already has the characteristics as above, means including a person who has a positive aura in motivating themselves (Najumba, 2013; Mardikaningsih, 2014). The character that has been stated before is important to instill so that in the learning process students become more confident, optimistic, diligent, tenacious, diligent, and responsible to what is their obligation (Pintrich, 2004). Strong motivation in learning will lead to success in learning (Yanti et al., 2013). Another meaning that can be captured is that with a good encouragement, students are motivated to continue working so that they become everyone's pride. The level of achievement of his learning outcomes can be shown from the intensity of motivation of a student.

Pedagogic competence has been shown to affect the student achievement index. This competence can be seen in terms of the variety of ways in which the material is delivered, as well as the creativity of lecturers to use various ways in the learning process. Lecturers in the implementation of the learning process make teaching preparations in accordance with the content of the curriculum and the objectives to be achieved every time the implementation of teaching and learning activities (Mardikaningsih & Hariani, 2016; Putra et al., 2017). In general, the method in the learning process is still dominated by the lecture method, then developed with discussion (question and answer), and has not used observation, as well as some practices (Saraswati et al., 2014). Pedagogic competence owned by lecturers can really be a benchmark for success in the teaching and learning process (Sutarjo et al., 2007; Sinambela et al., 2014). Pedagogic competency talks about understanding the main and fundamental insights and foundations in education, having the ability to organize the learning process, having an understanding of students, curriculum development, learning operational design, evaluation of learning, and development for the betterment of students.

Conclusion

Based on the results of the previous analysis, it was concluded that student learning motivation is influenced by the pedagogical competence of lecturers. Student learning motivation also leads to an increase in the achievement index. The competence of lecturers also plays a role in determining the student achievement index.

Because these variables have a positive and significant effect, it is recommended to lecturers to continue to strive to improve performance, especially about determining and implementing lecture strategies and evaluating lectures. The existence of evaluation causes the development of the learning process from semester to semester. This is so that the enthusiasm, motivation and learning outcomes of students are getting better and of higher quality, causing the student achievement index to also develop.

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