



The Mediating Role of Learning Motivation in the Relationship between Perception of Lecturer Competence and College Student Learning Achievement in English Learning Subject

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Abstract : This study aims to identify the influence of lecturer competence on student learning achievement mediated by learning motivation at the University of Computer Science and Technology. This study uses a quantitative approach. Data were collected using a questionnaire with measurements using a Likert scale of 1-5. The population in this study were all students of the University of Computer Science and Technology who took English courses. The sample consisted of 40 respondents selected using convenience sampling techniques. The data analysis technique used PLS-SEM with testing using the SmartPLS application version 4.1.1.2. The results of this study analysis revealed the results of the influence of lecturer competence and learning motivation have a significant effect on student learning achievement. The lecturer competence variable has a significant effect on student learning achievement. The lecturer competence variable also has a positive and significant effect on student learning motivation. Learning motivation is proven to be able to mediate the influence of lecturer competence on student learning achievement.

Keywords: Learning Motivation, Lecturer Competence, Learning Achievement, College Student, English Learning Subject

1. INTRODUCTION

The background of this study aims to explore the mediating role of learning motivation in the relationship between perceived lecturer competence and student learning achievement, with a particular focus on English courses. In the context of higher education, lecturer competence is a key factor that influences students' academic achievement (Murti & Prasetyo, 2018). Previous research shows that the quality of teaching and the ability of lecturers to deliver material greatly influences student motivation and learning outcomes (Yuliyani, 2022). Therefore, it is important to understand how students' perceptions of lecturer competence can influence their achievement through the learning motivation pathway.

Learning motivation serves as the main driver of students' academic behavior. In education, motivation can be enhanced through various factors, including the learning environment, teaching approaches, and lecturer involvement (Alawiyah et al., 2019). Research shows that students with high motivation tend to achieve better academic performance (Mustafidah et al., 2021). Therefore, the mediation of learning motivation in the relationship between perceived lecturer competence and learning achievement needs to be investigated in order to provide insight into this dynamic.

The COVID-19 pandemic has also brought about significant changes in teaching methods, with a major shift towards online learning (Baladan et al., 2021). Research shows that online learning can reduce students' learning motivation, which then has an impact on their academic achievement (Sari et al., 2021). Therefore, it is necessary to understand how lecturers' perceptions of competence in online education relate to learning motivation and achievement, and how mediation from learning motivation can strengthen or weaken this relationship.

When students feel that their lecturers have good competence, they tend to feel more motivated to learn (Siswoyo et al., 2012). In the context of learning matriculation, support from lecturers in terms of delivering materials and interactions can lead to increased intrinsic motivation of students (Habibah et al., 2023). In this case, research conducted by Yulyani shows that students' perceptions of lecturer competence have a positive effect on their academic achievement (Yulyani, 2022). This study demonstrates the importance of lecturer characteristics as a key element in the learning process.

Then, understanding the strategic role of lecturer pedagogy in facilitating learning motivation is also recognized as important in this study. Setiawan emphasized that a learning environment supported by teaching quality can improve college student motivation and learning outcomes (Setiawan, 2016). This study provides an overview of how positive interactions between lecturers and college students, supported by competence, can enrich the learning experience and improve overall learning motivation.

Other sources support this by showing that a conducive learning environment and support from lecturers facilitate better educational achievement (Sastratmadja et al., 2023). In this context, the relevance of social support, including from lecturers, greatly influences students' learning motivation (Kurniawan & Wustqa, 2014). Research conducted by Mulyawan (2022), also found that emotional support from lecturers can act as a driving factor for learning motivation.

On the other hand, the decline in learning motivation during online learning also indicates the need for appropriate intervention by lecturers (Mustafidah et al., 2021). Research conducted by Novita & Latifah (2014) shows that students' self-regulation strategies are important mediators in improving achievement. In this regard, learning motivation can play a central role as a mediator between perceptions of lecturer competence and college student learning achievement.

This is also supported by the results of research that found that not only the lecturer's competence factor is significant, but also the way the lecturer motivates students plays a major role in college students' academic success (Murti & Prasetyo, 2018). Research in other academic

environments shows that the influence of the lecturer's teaching style is closely related to increasing college student learning motivation (Yugiswara et al., 2019). This shows that interventions related to lecturer pedagogical development have the potential to increase motivation and learning achievement.

Furthermore, the education board also needs to realize the importance of strengthening lecturer competence and investing resources for research and professional development (Priatna, 2017). In order to do so, collaboration between lecturers and college students in the context of learning can create a more productive academic ecosystem (Harefa, 2020). From this information, it is clear that improving the quality of teaching and lecturer competence is closely related to the level of college student learning motivation.

Finally, this finding aims to contribute to the development of pedagogy in higher education, by implementing a competency-based approach in teaching. Thus, this study focuses on the evaluation of the mediation of learning motivation in the relationship between lecturer competence perceptions and college students' academic achievement in English Learning Subject, which is expected to provide new insights for the development of more effective and adaptive teaching methods in the future.

Based on the above background, it is important to further research how this relationship can be strengthened in order to improve the quality of higher education in Indonesia. The results of this study are expected to provide practical implications for lecturers, institutions, and college students themselves in an effort to achieve better academic achievement.

2. THEORETICAL STUDY

Learning Motivation

Learning motivation can be interpreted as the mental strength that motivates a student to apply effort in achieving the desired learning goals, and is related to knowledge of the value and relevance of the material being studied (Marlina et al., 2024). Meanwhile, according to Koyuncu (2021), learning motivation is the desire or persistence of a student in achieving the desired results beyond the predetermined standards. According to Imania et al., (2022), learning motivation can be measured using several dimensions, including:

- a. Usefulness of materials
- b. Interest in learning
- c. Choices felt by students

Lecturer Competence

Competence is the ability, skills, knowledge that must be possessed, mastered and internalized by a lecturer in carrying out his responsibilities as an educator or lecturer (Wenas, 2023). In other words, lecturer competence is not only related to academic knowledge, but also includes interpersonal skills and adaptation to change. Improving this competence is very important to achieve better educational goals and in accordance with the demands of the changing times (Hariroh & Soleha, 2022). Rahman et al., (2019), explained that lecturer competencies include

- a. Pedagogic competency
- b. Personality competency
- c. Social competency
- d. Professional competency

Learning Achievement

Learning achievement is defined as the maximum result achieved by an individual as a result of the learning efforts made (Ermannudin, 2021). This shows that learning achievement does not only involve cognitive aspects, but also includes elements of student effort and motivation during the learning process. Ngapa & Haro (2023) define learning achievement as the results obtained by individuals after going through a learning process, which includes understanding and mastery of material in a certain period. Maehr & Meyer in Sudibyo et al., (2017) identified five aspects of motivation, including:

- a. Initiation
- b. Direction
- c. Intensity
- d. Persistence
- e. Quality of a behavior

3. RESEARCH METHODS

The study was conducted on students who were taking English learning subject at the University of Computer Science and Technology. Respondents in the study involved 40 college students with a convenience sampling technique by considering the opinion of Sugiyono (2019) who stated that a feasible sample size is between 30 and 500, and for multivariate analysis (correlation or multiple regression) at least 10 times the number of variables studied. The research data collection technique used a survey method with a correlational technique

measured using a Likert scale. The analysis method used is path analysis and processed using the SmartPLS version 4.1.1.2 application.

Table 1. Questionnaire Statements in Research

Statement of Learning Motivation Variable Indicators (Z)
1. I feel that the methods and learning resources used by the lecturer are effective in improving my understanding of the English learning subject 2. I feel happy and motivated when learning new topics in the English learning subject 3. I have the opportunity to choose topics or learning resources that interest me in the English learning subject
Lecturer Competency Variable Indicator Statement (X)
1. I feel that the lecturer is able to adjust the English course learning strategy according to the level of student understanding 2. I feel that the lecturer has a patient personality and is able to motivate students 3. I feel that the lecturer encourages discussion and interaction between students to improve their understanding of the English course material 4. I feel that the lecturer follows the latest developments in English course learning and applies them in class
Learning Achievement Variable Indicator Statement (Y)
1. I always try to understand new English learning subject material before it is explained by the lecturer 2. I have a clear learning strategy to improve my English skills 3. I actively practice working on questions to improve my English skills 4. I keep practicing and do not give up easily in improving my English skills 5. I am able to construct sentences and explain concepts in English learning subject clearly and accurately

4. RESULTS AND DISCUSSION

RESULTS RESEARCH

a. Outer Model

The Outer Model focuses on the relationship between latent variables and indicators. Testing on the outer model aims to ensure that the instrument used to measure latent variables has good validity and reliability.

Convergent Validity

The output of the loading factor value in the test in this study can be seen in Table 2 which shows the results of all statements in the questionnaire related to the variables of learning motivation, lecturer competence, and learning achievement are said to be valid, because they have a value above 0.7 (Hamid et al., 2019).

Table 2. Loading Factor

Outer loadings - Matrix			
	LA	LC	LM
LA1	0.729		
LA2	0.851		
LA3	0.853		
LA4	0.773		
LA5	0.785		
LC1		0.859	
LC2		0.739	
LC3		0.811	
LC4		0.738	
LM1			0.821
LM2			0.881
LM3			0.700

Composite Reliability

Composite reliability is used to ensure the internal consistency of the indicators that form the latent variables, where in SmartPLS processing the value is considered to meet the standard if the Composite Reliability and Cronbach Alpha values are greater than or equal to 0,7 (Ghozali, 2021). The results of the analysis in Table 3 show that the Composite Reliability value meets the standard because the value is above 0,7.

Table 3. Composite Reliability Value

Construct reliability and validity - Overview		
	Cronbach's alpha	Composite reliability (rho_a)
LA	0.858	0.864
LC	0.795	0.797
LM	0.728	0.777

b. Inner Model

The inner model in PLS-SEM describes the relationship between latent variables and is evaluated to see the strength and significance of the relationship.

R-Square

The R-Square value ranges from 0 to 1, where a higher value indicates a better model in explaining variance. Hair in Latan & Ghazali (2015) explains that the value included in the strong category is 0.75, the moderate category model if the value is 0.50, and the weak model category if the value is 0.25. Table 4. shows that the R-Square Learning Achievement value of 0.804 is in the strong category and the R-Square Learning Motivation value of 0.562 is in the moderate category.

Table 4. R-Square Value

R-square - Overview		
	R-square	R-square adjusted
LA	0.710	0.703
LM	0.260	0.252

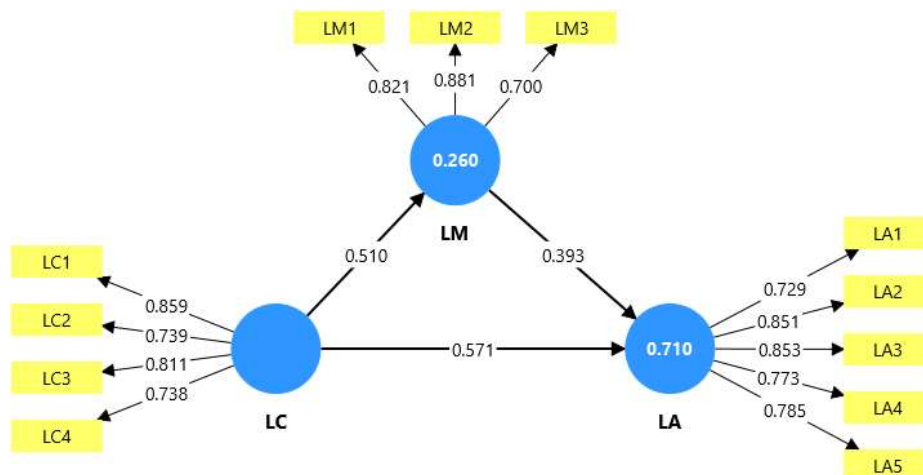


Figure 1. PLS-SEM Algorithm Model Output

Based on the analysis results obtained R-square value of 0.710 for the learning achievement variable shows that 71% of the variation in this variable can be explained by the independent variables in the model, while the remaining 29% is influenced by other factors outside the model, so the relationship between the independent variables and learning achievement is very strong. Meanwhile, the R-Square value for the learning motivation variable of 0.260 shows that 26% of the variation in this model, this variable can be explained by the independent variables in the model, while the remaining 74% is influenced by external factors. This value shows a fairly weak relationship, meaning that the model is able to explain most of the factors that influence learning motivation, although there are many influences from

outside the model. The following Figure.1 is the output of the PLS-SEM algorithm to see the R-Square of the research model.

Path Coefficients

The path coefficient is used to see the strength of the impact of the independent variable on the dependent variable (Fahlevi et al., 2024). The test results show that the path coefficient value shows positive and significant results and shows the strong influence of the independent variable.

Table 5. Path Coefficients Bootstrapping Results

Path coefficients - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
LM -> LA	0.393	0.393	0.091	4.331	0.000
LC -> LM	0.510	0.516	0.144	3.542	0.000
LC -> LA	0.571	0.572	0.074	7.731	0.000

Table 6. Specific Indirect Effects Results

Specific indirect effects - Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
LC -> LM -> LA	0.200	0.201	0.065	3.095	0.001

Hypothesis Testing

The significance test of the relationship between variables in PLS-SEM is carried out to determine whether the relationship between latent variables in the model can be considered statistically significant. The significance process uses bootstrapping, where data is resampled to calculate the path coefficient and its standard error. A significant path coefficient indicates that the relationship between the latent independent and dependent variables has strong statistics, so that the proposed hypothesis can be accepted. The following is in Table 5. The results of bootstrapping of the direct effect and indirect effect research models can be seen.

The first hypothesis proves that there is a significant influence of the Lecturer Competence variable on improving student Learning Achievement with a path coefficient (0.510) with a T-statistic value of 3.542 and a P-value of 0.000, so it is accepted. The second hypothesis is also accepted which states that there is a significant influence of Lecturer Competence on improving student Learning Achievement with a path coefficient of 0.571 with a T-statistic value of 7.731 and a P-value of 0.000 and a confidence level of 95%. Every change in Lecturer Competence will improve student Learning Achievement. The third hypothesis is

accepted which states that there is a significant influence of Learning Motivation on improving Learning Achievement with a path coefficient (0.393) with a T-statistic value of 4.331 and a P-value of 0.000 and a confidence level of 95%. The fourth hypothesis (H4) states that Lecturer Competence has an indirect influence on Learning Achievement through Learning Motivation with a path coefficient value (0.200) with a T-statistic value of 3.095 and a P-value of 0.000.

Effect of Size

Effect Size measures the level of correlation of a variable and can be defined as the difference in the occurrence of effects between the control class and the experimental class (Khairunnisa et al., 2022). An F-square (f^2) value of 0.02 is in the small category, a value of 0.15 is in the medium category, and a value of 0.35 is in the large category (Hair et al., 2021). Based on the data in Table 7, the lecturer competency variable has a large influence on learning achievement as indicated by the effect size (f^2) value of 0.832. Furthermore, the lecturer competency variable has a large influence on learning motivation as indicated by the F-square value of 0.352. Meanwhile, the learning motivation variable has a large effect on learning achievement as indicated by the effect size value of 0.393.

Table 7. F-Square Value

f-square - Matrix			
	LA	LC	LM
LA			
LC	0.832		0.352
LM	0.393		

DISCUSSION

The Influence of Lecturer Competence on Student Learning Achievement

The first hypothesis proves that Lecturer Competence has a positive and significant effect on student learning achievement. Research from Suarjana & Yintayan (2017), shows that the influence of lecturer competence (pedagogical, professional, personality and social) has a significant influence on student learning achievement in the Accounting Department of the Bali State Polytechnic. The research findings are in accordance with the research results of Santoso & Friassantano (2024), showing that lecturer competence has a significant influence on student achievement in English learning subject.

The Influence of Lecturer Competence on College Student Learning Motivation

The second hypothesis proves that Lecturer Competence has a positive and significant effect on Learning Motivation. Hariroh & Soleha's (2022) research also shows that lecturer competence has a significant influence on the learning outcomes of students in the Management study program at Pelita Bangsa University. Other research from Rahman et al., (2019), the pedagogical competence of lecturers has a significant influence on the learning motivation of Social Sciences education students.

The Influence of Learning Motivation on College Student Learning Achievement

The third hypothesis proves that Learning Motivation has a positive and significant effect on student Learning Achievement. The results are in accordance with Mustaqim's research (2019), showing that there is a positive influence between learning motivation and student learning achievement. Findings from Takrim & Mikkael (2020) found that learning motivation influences college student achievement in English learning subject.

The Influence of Lecturer Competence on Student Learning Achievement Through Learning Motivation

The fourth hypothesis proves that the learning motivation variable mediates the influence of Lecturer Competence on Student Learning Achievement. A study by Mustaqim (2019) shows the importance of lecturer competency variables in efforts to improve student learning outcomes and it can be concluded that as an educator, one must have competence, understand the curriculum and provide motivation to students so that student learning achievement will also increase.

5. CONCLUSION AND SUGGESTIONS

The final result of this research identifies the influence of lecturer competence on student learning achievement at the University of Computer Science and Technology. The research data were collected using a questionnaire to 40 student respondents who took English courses. The results of this research analysis reveal the results of the influence of lecturer competence and learning motivation that affect student learning achievement. The lecturer competence variable has a significant effect on student learning achievement. The lecturer competence variable also has a positive and significant effect on student learning motivation. Learning motivation has been proven to be able to mediate the influence of lecturer competence on student learning achievement. Research suggestions, it is hoped that in the future universities

can further optimize strategies for improving the competence of English course lecturers and can foster strong learning motivation for students so that they can improve student learning achievement.

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