

LECTURER PERFORMANCE AND STUDENT ACADEMIC MOTIVATION: A TWO LEVEL INTERACTION

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Abstract

Lecturer and student interactions in the learning environment at the university are at two different levels. In this regard, this study aims to explain the relationship between lecturer performance and student academic motivation. This study uses a quantitative approach, survey method, and correlation design. The sample in this study was taken randomly using a lottery technique and the number of samples was determined to be 54 semester 6 students from the Psychology Study Program at the Faculty of Education and Psychology at Manado State University, Indonesia. Collection of research data collected by questionnaire as a research instrument and analyzed by correlation techniques. The results of the study show that lecturer performance has a positive correlation with students' academic motivation. This has implications for the interaction of two different levels, namely lecturers and students in the structure of learning in the classroom. On this basis, research on lecturer performance which has so far been positioned as the dependent variable is expanded by placing it as an independent variable related to student academic motivation as the dependent variable. In addition, a discussion of the results of the research is carried out and conclusions and suggestions for further research are presented.

Keywords: Performance, academic motivation, interaction

INTRODUCTION

Higher education as an integral part of the national education system in Indonesia has a strategic role in actualizing the potential of students based on goals. Higher education aims to develop the potential of students to become human beings who believe in and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation (Ministry of Law and Human Rights, 2012). The realization of the goal cannot be separated from the external and internal factors of the education system.

The external factor that was identified as very disturbing was the spread of Covid-19. As a consequence the college was closed and require the use of online learning. The identified internal factors included a learning crisis (Center for Curriculum and Learning, 2021). Starting from the results of the preliminary study, it indicates that there are gaps that require strategic efforts to overcome them. Based on the theory and results of previous research, performance at the lecturer level as teaching staff and academic motivation at the student level as learners can reduce the gap that occurs.

Research on motivation in education and other fields. It has also been investigated from various perspectives such as behavioral and cognitive as well as motivational dimensions such as values, goals and self-efficacy. Then motivation is considered as one of the most important essential foundations for learning and academic development or academic motivation (Rowell & Hong, 2013; Fong, 2022; Berestova, 2022). Academic motivation at the student level is urgent because academic affairs in tertiary institutions are a feature rather than being seen as learning motivation which tends to be studied for students at the primary and secondary education levels. Academic motivation is not only limited to research on university students with traditional education (in class), but also with online or distance education (Romualdas, Malinauskas & Pozerien, 2020). Furthermore, academic motivation is multi-dimensional (Howard, et al., 2021) and its main theories are social cognitive theory, value expectation theory, self-determination theory, attribution theory, and goal orientation theory (Fong, 2022). However, the academic motivation of students in this study uses the framework of self-determination theory which is divided into intrinsic motivation, extrinsic motivation, and no motivation from students (Fryer & Bovee, 2016) and plays an important role in explaining student academic motivation (Ryan & Deci, 2020).

However, the development of student academic motivation is related to factors that come from within and from outside themselves. Although rationally it can be said that factors originating from within students are important in academic discourse, lecturer performance is no less important in relation to student academic motivation. Research on lecturer performance has so far been placed as the dependent variable and has focused more on performance results (for example, Calquitt, Lepine & Wesson 2015; Wahyudi, 2022; Amin, 2022). Likewise, the measurement and assessment of the performance of lecturers in Indonesia through workload which includes the main activities or Tri Darma of higher education, namely the work of education, research and community service. Besides that, theoretically that the measurement and assessment of performance is not only limited to work results alone, but can be done with a behavioral approach in addition to the trait approach (Agiunis, 2009). The trait approach emphasizes the nature of the teacher as a doer and ignores specific situations, behaviors, and outcomes. The behavioral approach emphasizes what lecturers do related to work and does not consider the nature or results of behavior. The results approach emphasizes the results achieved by the lecturer. On that basis, the performance of lecturers in this study uses a behavioral approach framework. The behavioral approach emphasizes what lecturers do related to work and does not consider the nature or results of behavior. The results approach emphasizes the results achieved by the lecturer. On that basis, the performance of lecturers in this study uses a behavioral approach framework. The behavioral approach emphasizes what lecturers do related to work and does not consider the nature or results of behavior. The results approach emphasizes the results achieved by the lecturer. On that basis, the performance of lecturers in this study uses a behavioral approach framework.

Although research on lecturer performance and academic motivation has developed rapidly, research on the relationship between performance and behavioral approaches at the lecturer level and academic motivation with self-determination theory at the student level is still

rare in the context of the Psychology Study Program at the Faculty of Education and Psychology in Manado State University in North Sulawesi Province, Indonesia. Therefore this research is seen as imperative to do in order to obtain new findings that are constructed based on data from the field.

Then how to examine the strength of the relationship between lecturer performance and student academic motivation requires a relevant theoretical framework. In this study used the theory of educational effectiveness. Using this perspective, two levels of individuals who interact in the higher education system can be identified, namely teachers with their behavioral characteristics and students with their academic motivation characteristics (Kyriakides, et al., 2023; Sinay & Ryan, 2016; Burušić, Babarović & Velić, 2016; Reynolds, et al., 2014; Creemers, 1999; Aitkin & Zuzovsky, 1993).

Based on the study of the theory and the results of previous research, it seems that they still need to map their knowledge scientifically using the scientific method. Therefore, it can be formulated that the purpose of this study is to explain the relationship between lecturer performance and student academic motivation. It is hoped that this research can contribute to mapping the body of knowledge regarding the relationship between lecturer performance and student academic motivation and contribute to the development of educational effectiveness theories/models in study program education units in the university context.

RESEARCH METHODS

This study aims to explain the relationship between lecturer performance and student academic motivation. Achievement of the relevant research objectives uses a quantitative approach, survey method, and correlational design (Creswell, 2014; Sugiyono, 2014), namely linking lecturer performance as an independent variable with the X symbol and student academic motivation as the dependent variable with the Y symbol. The sample in this study taken randomly using a lottery technique and the number of samples determined was 54 semester 6 students from the Psychology Study Program at the Faculty of Education and Psychology at Manado State University, Indonesia.

The research data was collected with an instrument in the form of a questionnaire which was compiled based on the Likert scale model. The student academic motivation questionnaire was adapted from the Academic Motivation Scale (Gordeeva, Sychev & Osin, 2014; Vallerand, et al., 1992) and translated into Indonesian as the lecturer performance questionnaire which was adapted from the lecturer behavior questionnaire (Noori, Orfan & Nawi, 2021; Shah, 2009). Before the questionnaires were used for data collection, they were first tested on 30 students and the result was that all questionnaire items were declared valid based on the results of the Pearson Product Moment correlation analysis and reliable based on the results of Cronbach's Alpha analysis. Then the research data that has been collected through 54 students as respondents,

The hypothesis testing rule is if the probability value of 0.05 is less than or equal to the significance probability value (Sig.) or ($0.05 \leq \text{Sig.}$), then H_0 is accepted and H_a is rejected, which means it is not significant and if the probability value is 0.05 greater or equal with a significance

probability value (Sig.) or $(0.05 \geq \text{Sig.})$, then H_0 is rejected and H_a is accepted, which means it is significant (Riduwan & Sunarto, 2010). SPSS version 20 is used for processing research data, both for the purposes of testing instruments, testing the requirements of the correlation model and correlation analysis for the purpose of testing the hypotheses formulated in the study.

RESEARCH RESULTS AND DISCUSSION

This study aims to explain the relationship between lecturer performance and student academic motivation. The research hypothesis being tested is that there is a positive and significant relationship between lecturer performance and student academic motivation. The research results as presented in table 1 show that the correlation coefficient value is 0.78 where the probability value is 0.05 greater than the significance probability value or $0.05 \geq 0.000$ which means H_0 is rejected and H_a is accepted. Thus it can be explained that there is a positive and significant relationship between lecturer performance and the academic motivation of semester 6 students in the Psychology Study Program at the Faculty of Education and Psychology, Manado State University.

Table 1 Correlation Analysis Results

Variable Relations	Correlation coefficient value	Sig Probability Value.	Probability value α
Relationship Between Lecturer Performance (X1) and Student Academic Motivation (Y)	0.78	0.000	0.05

Based on the results of the data analysis shown in table 1, three main points can be discussed. First, there is a positive and significant relationship between lecturer performance and student academic motivation as indicated by the correlation coefficient value of 0.78. The results of this study indicate that there are about 22% of other factors related to student academic motivation. This can be seen as rational because student academic motivation is a multi-dimensional construct (Howard, et al., 2021). Therefore the results of this study are in line with previous studies examining factors related to academic motivation. Knapper (2017) researched academic motivation at the student level. Although the research was conducted at the student level in schools, but the results of his research show that parental involvement and the home environment are related to students' academic motivation. When students are extrinsically motivated by teachers at school, that academic motivation leads to positive academic outcomes.

Isik, et al. (2018) also examined academic motivation at the Ethnic Minority student level. Their research results show that family support, values, parents, schools, teachers, and adults are positively related to the academic motivation of minority students. Meanwhile, negative treatment

in the family and discriminatory social factors are negatively related to the academic motivation of ethnic minority students. Collaboratively, Kaur, et al (2022) examined academic motivation at the adolescent level. They managed to identify that the factors of teaching methodology, self-efficacy, living conditions, personality traits, peers, school satisfaction, and home environment are related to the academic motivation of adolescents. Likewise with Berestova, et al (2022) specifically examined academic motivation at the student level in an e-learning learning environment. The results of their research indicated from the experimental results that there was no significant variation in the level of academic motivation between students in the experimental (online learning) and control (traditional learning) groups. The significance of this research is to provide ideas on how to increase student engagement in e-learning and limit the influence of determinants that reduce student academic motivation and can be utilized when planning and carrying out future research on the relationship of e-learning to student motivation. Then Malinauskas & Pozeriene (2020) examines academic motivation at the student level. The results of their research indicated that students' intrinsic motivation scores were higher for online students than for students attending traditional face-to-face classes. The results of the study did not reveal significant differences in academic motivation between male and female students.

Second, there is a relationship between performance at the lecturer level and academic motivation at the student level. This gives the meaning that statistically the student respondents in the research act as a sample which can be used as a basis for generalizing research results as the results of previous studies. In particular, the meaningfulness of the results of research on the performance of lecturers using a behavioral approach should be understood as a process-oriented approach that is distinguished from a trait approach and/or results approach (Agiunis, 2009) which emphasizes how lecturers carry out work within the study program educational unit environment. This significance cannot be separated from the measurement of lecturer performance variables adapted from the theory of lecturer behavior which is constructed into three dimensions of lecturer performance namely professional behavior, communication behavior, and physical behavior (Noori, Orfan & Nawi, 2021; Shah, 2009). Furthermore, the significance of the results of research on the academic motivation of students using self-determination theory is more relevant to understand from a multi-dimensional perspective (Howard, et al., 2021). This is an important discourse because the theory of self-determination and including social cognitive theory, value expectation theory lies, attribution theory, and goal orientation theory (Fong, 2022) which has been used as a thinking framework for research on academic motivation may experience a shift due to its changing nature. multi-dimensional. the measurement of this variable adapts self-determination theory which is constructed into seven dimensions of student academic motivation namely knowledge, achievement, stimulation, identified regulation, injection regulation, extrinsic regulation, and no internal motivation (Gordeeva, Sychev & Osin, 2014; Vallerand , et al., 1992). Therefore efforts to anticipate the interaction of factors that have never happened before and affect student academic motivation during the current transitional and turbulent times such as the result of the Covid-19 pandemic, of course, further research is needed. This effort has been started, among others, by Fong (2022) who presents an integrated model that synthesizes cross-theories

by producing what is called the Motivation Within Changing Culturalized Contexts Model (M3C). This model explains the mechanisms that affect motivation during periods of transition and upheaval, namely instructional, social shifts, future orientation, and socio-cultural. These are all contextual factors that need to be considered because they affect the dynamics and meaning of student academic motivation.

Third, there is a positive and significant relationship between performance at the lecturer level and academic motivation at the student level in line with the multi-level perspective to explain the theory of educational effectiveness in educational units of study programs in the university context (Kyriakides, et al., 2023; Sinay & Ryan, 2016 ; Burušić, Babarović & Velić, 2016; Reynolds, et al., 2014; Creemers, 1999; Aitkin & Zuzovsky, 1993). This is also consistent with previous research at the teacher level and student level in constructing effective school theories (Reynolds, et al., 2014; Creemers, 199; Aitkin & Zuzovsky, 1999). Through this research it can be proven that the interaction of two levels namely performance at the lecturer level which is measured based on a behavioral approach with academic motivation at the student level which is measured based on the theory of self-determination basically reinforces the theory of educational effectiveness in study program education units in the university context. Thus this research makes a new contribution to the literature on the relationship between performance and academic motivation and the literature on the interaction of two levels, namely the lecturer level with its performance characteristics and the student level with the characteristics of academic motivation which is based on the theory of educational effectiveness in general and specifically, namely the effectiveness of educational units. study program in a university context.

The theoretical implication of this research is to strengthen the role of performance variables which so far have been placed more as the dependent variable (for example, Calquitt, Lepine & Wesson 2015, but the results of this study prove that they can act as an independent variable on academic motivation as the dependent variable. Likewise from the perspective of multi-level interaction (Aitkin & Zuzovsky, 1993) in the theory of educational effectiveness it is clear from the research results that performance at the lecturer level is strongly related to academic motivation at the student level.

The practical implication of this research is that the head of the Study Program in the university context as a managerial practitioner and academic leader should consider lecturer performance in the process of improving student academic motivation. This is important to note because lecturer performance is studied from the behavioral approach and student academic motivation in the theory of educational effectiveness and specifically the effectiveness of study programs is included in the process component. Therefore, when developing a study program improvement program that aims to improve student learning achievement which is included in the output component of the education system,

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that there is a positive and significant relationship between lecturer performance and student academic motivation in the

study program education units in university content. In other words, there is a two-level interaction, namely the interaction between performance at the lecturer level and academic motivation at the student level within the framework of the effectiveness of the Study Program educational unit in the university context. On that basis it is suggested for further research that is to apply the structural equation model analysis method,

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