

The Influence of Academic Advisors on Students' Learning Motivation

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ABSTRACT: *This study aims to determine the effect of Academic Advisory Lecturers on Learning Motivation of Class 2019 Students of the Faculty of Teacher Training and Education. This study uses a quantitative approach with a correlation test method involving two variables, namely Academic Advisory Lecturers (X) and Student Learning Motivation (Y). The sample in this study amounted to 89 people who were students of the Class of 2019 Faculty of Teacher Training and Education. Based on the results of the study, it can be concluded that there is an influence of academic advisory lecturers on the learning motivation of Class 2019 students of the Faculty of Teacher Training and Education, Puangrimanggalatung University, this is in accordance with the results of the hypothesis shown by the t arithmetic value of $7.074 > t$ table 1.663 . The magnitude of the influence is 32.4% , and the remaining 76.6% is influenced by other factors outside the study. For Academic Advisory Lecturers to provide motivation and direction in lectures and or outside lectures so that students can increase their learning motivation so that they are enthusiastic and have a high fighting spirit in taking education. Although academic advisory lecturers only have a small effect on learning motivation, the existence of Academic Advisory Lecturers for Students is still a very important factor.*

Keywords: *Learning Motivation, Learning Outcome, Learning Activities.*

I. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to possess spiritual-religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Law No. 20 of 2003). Higher education is a level of education following secondary education, which includes diploma programs, undergraduate programs, master's programs, doctoral programs, professional programs, and specialist programs. Universities implement education based on the culture of the Indonesian nation (Government Regulation No. 4 of 2014).

In addition, universities as one of the higher education institutions in Indonesia are also required to produce high-quality graduates (Ashari, R., et al., 2017; Fakhruddin, F., & Safrianti, E., 2017). To achieve this goal, it certainly requires qualified lecturers as well (Fussy, D. S., 2018; Kumalasari, I., 2020; Syam, A. R., et al., 2023). Research conducted by Partawibawa et al. (2016) and Schaeffer & Rouse (2014) states that lecturers are a crucial component in improving student quality,

developing learning in accordance with the demands of the times, and fostering good student learning motivation. Furthermore, lecturers are also professional educators who serve as role models and figures for students (Worrell, L. K. R., 2020; Ikhwan, A., et al., 2022), and they carry out core responsibilities as instructors, researchers, implementers of community service activities, and academic advisors for students (Febriyarni, B., 2018).

An academic advisor is a permanent teaching staff member entrusted with the responsibility (Saputra, N. A., Yusuf, A. M., & Syahniar, S., 2013), and assigned the additional role of guiding and supporting students from the beginning of their studies until graduation (Mbira, H., 2013; Ikhwan, A., et al., 2020). Additionally, academic advisors are lecturers who, besides serving as course instructors, are also tasked with advising students in academic matters. This includes acting as consultants for students' academic activities, study planners from the initial year until graduation, and as consultants for issues related to academic performance (Susilowati, T., 2008). Research by Wulan, D. A. N., & Abdullah, S. M. (2014) emphasizes that the role of lecturers in increasing students' learning motivation is highly significant. This is because motivation encompasses the driving forces within individuals that initiate learning activities, sustain those activities, and provide direction for students' learning processes in higher education (Sumarni, S., et al., 2021).

The learning process of every university student must have a goal to be achieved within it (Syam, A. R., & Arifin, S., 2017), whether short-term or long-term goals that lead to changes resulting from the education they receive in higher education (Aziz, A., et al., 2022; Wimpenny, K., et al., 2022). Despite the various internal problems they may experience, students are still expected to graduate on time, attain a high Grade Point Average (GPA), and achieve notable accomplishments (Lestari, N. P., 2022; Rois, M. N. A., 2022). Therefore, to prepare for and face these academic demands, students require an academic advisor to support them in realizing their aspirations. Based on these identified issues, this study aims to examine the influence of academic advisors on the learning motivation of the 2019 cohort students of the Faculty of Teacher Training and Education at Puangrimaggalatung University.

II. METHOD

This study employed a quantitative approach. The research population consisted of all 115 students from the 2019 cohort of the Faculty of Teacher Training and Education (FKIP) at Puangrimaggalatung University, Wajo, South Sulawesi, Indonesia. The sample was determined using the Isaac and Michael formula (Sugiyono, 2013), resulting in a total of 89 student participants. Furthermore, the instrument used in this study was a questionnaire designed to collect data on the variable of academic advisors and their influence on students' learning motivation.

III. RESULT AND DISCUSSION

Table 1. Correlation Test Results between Academic Advisor Role and Student Learning Motivation
Correlations

		Academic Advisor	Students' Learning Motivation
Academic Advisor	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	89	89
Students' Learning Motivation	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	89	89

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation, the correlation coefficient between variable X and variable Y was found to be 0.569. This coefficient was then compared to the critical r-value (r-table) at N = 89 with a significance level of 5%, which yielded a value of 0.207. Since the calculated r-value ($r_h = 0.569$) is greater than the critical value ($r_t = 0.207$), it can be concluded that the null hypothesis (H_0), stating "Academic advisors have no positive influence on the learning motivation of the 2019 cohort students of the Faculty of Teacher Training and Education, Puangrimaggalatung University," is rejected. Conversely, the alternative hypothesis, which states that "Academic advisors have a positive influence on the learning motivation of the 2019 cohort students of the Faculty of Teacher Training and Education, Puangrimaggalatung University," is accepted.

Table 2. Annova Regression Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	341.636	1	341.636	41.639	.000 ^b
	Residual	713.803	87	8.205		
	Total	1055.438	88			

a. Dependent Variable: Students' Learning Motivation

b. Predictors: (Constant), Academic Advisor

Based on the results above, the calculated F-value ($F_h = 41.639$) exceeds the critical F-value ($F_t = 3.95$) with degrees of freedom $df_1 = k - 1$ and $df_2 = N - 1$, and a significance level of $0.000 < 0.05$. According to the decision rule, the null hypothesis (H_0) is rejected if $F_h > F_t$ at $\alpha = 0.05$ (5%), which in this case is $41.639 > 3.95$. Therefore, the result of this simple regression test indicates that the alternative hypothesis (H_a), which states that academic advisors have a significant effect on students' learning motivation, is accepted, and consequently, the null (H_0) hypothesis is rejected.

Table 3. Simple Regression Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.969	3.953		7.074	.000
Academic Advisors	.602	.093	.569	6.453	.000

a. Dependent Variable: Students' Learning Motivation

From the coefficients table in the simple linear regression output, the following regression equation is obtained:

$$Y = 27,969 + 0,602 X$$

The regression equation can be interpreted as follows:

- a = 27.969 means that academic advisors, student learning motivation by 0.602
- b = 0.602, meaning that if the academic advisor increases by one point, it will increase student learning motivation 27.969.

The regression equation can be used to demonstrate the pattern of influence of the academic advisor variable (X). The constant of 27.969 indicates that if there is no increase in the academic advisor variable (X), then the value of the student learning motivation variable is 0.602. The regression coefficient of the academic advisor variable (X) of 0.602 indicates that for every one-point increase in the academic advisor variable, student learning motivation increases by 27.969. This regression coefficient is positive, indicating a positive relationship between academic advisors and student learning motivation, such that higher academic advisor ratings correspond to higher student learning motivation.

In addition to illustrating the regression equation, this output also presents the significance test using the t-test, which aims to determine whether there is a significant effect of variable X (academic advisor) on variable Y (student learning motivation). Before making a decision, the following hypotheses are formulated:

- Ho : There is no significant effect of variable X (academic advisor) on variable Y (student learning motivation)
- Ha : There is a significant effect of variable X (academic advisor) on variable Y (student learning motivation)

With the condition:

- If the calculated t (t_{hitung}) is greater than the t table (t_{tabel}), then the null hypothesis (H_0) is rejected, and it can be concluded that there is a significant effect between the academic advisor (academic advisor) and student learning motivation (Students' Learning Motivation).

- b. If the calculated t (t_{hitung}) is less than the t table (t_{tabel}), then the null hypothesis (H_0) is accepted, meaning that statistically, there is no significant effect between the academic advisor (academic advisor) and student learning motivation (Students' Learning Motivation).

In the output table for the simple linear regression equation coefficients above, the calculated t (t_{hitung}) for the academic advisor is 7.074 with a significance value of 0.000, while the degree of freedom (df) = $N-2 = 89-2 = 87$, and from the t -table, the t -table value is 1.663. The result shows that $(7.074) > (1.663)$, and the significance value is $0.000 < \alpha = 0.05$. Since the calculated t (t_{hitung}) is greater than the t -table value (t_{tabel}), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means there is a significant effect of the academic advisor (dosen penasehat akademik) on student learning motivation. Additionally, the t -test result shows that the significance value of 0.000 is smaller than 0.05 ($0.000 < 0.05$), indicating a strong influence of the academic advisor on student learning motivation.

Table 4. Results of the Coefficient of Determination Test
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.569 ^a	.324	.316	2.864	.324	41.639	1	87	.000

a. Predictors: (Constant), Dosen Academic Advisor

The table above shows that the R Square value is 0.324. So that the coefficient of determination is:

$$Kd = r^2 \times 100\%$$

$$Kd = 0,324 \times 100\%$$

$$Kd = 32,4\%$$

This indicates that the Academic Advisor variable has a positive effect on Student Learning Motivation by 32.4%, while the remaining 67.6% is not explored in this study.

IV. CONCLUSION

Based on the research results regarding the influence of academic advisors on the learning motivation of students from the 2019 cohort at the Faculty of Education and Teacher Training, University of Puangrimaggalatung, it can be concluded that there is a significant effect of academic advisors on the learning motivation of students from the 2019 cohort at the Faculty of Education and Teacher Training, University of Puangrimaggalatung. This can be seen from the obtained F-value (F_{hitung}) = 41.639, while the F-table (F_{tabel}) = 3.95 with a significance value of $0.000 < 0.05$. The criterion for rejecting the null hypothesis (H_0) is if $F_{hitung} > F_{tabel}$ at $\alpha = 0.05$ (5%), and with $41.639 > 3.95$, this means that the alternative hypothesis (H_a), which states that academic advisors have an effect on student learning motivation, is accepted, and consequently, the null hypothesis (H_0) is rejected. The academic advisor variable has an effect on student learning motivation by 32.4%, while the remaining 67.6% is not explored in this study.

V. REFERENCES

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