

The 2nd International Conference on Business and Banking Innovations (ICOBBI)
“Nurturing Business and Banking Sustainability”
Surabaya, 14th - 15th August 2020

Proceeding Book of
The 2nd International Conference on Business and Banking Innovations
(ICOBBI) 2020
“Nurturing Business and Banking Sustainability”
Surabaya, 14 - 15th August 2020

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FOREWORD

Alhamdulillah, praise be to Allah Subhanahu Wa Ta'ala for granting us the opportunity to organize and publish the proceedings of the 2nd International Conference on Business and Banking Innovations (ICOBBI) with the topic “*Nurturing Business and Banking Sustainability*”. This proceeding contains several researches articles from many fields in Marketing, Management Technology, Finance, Banking, Human Resources Management, Information System Management, and Islamic Economics.

The 2nd International Conference on Business and Banking Innovations was held on 14th – 15th August 2020 by virtual (online) meeting and organized by the Master Management Study Program of STIE PERBANAS Surabaya in Collaboration with six Higher Education Institutions in Indonesia and five Universities from Asia countries. Keynote speakers in this conference were: Prof. Angelica M..Baylon, Ph.D (Director of the Maritime Academy of Asia and the Pacific, Philippines), Chonlatis Darawong, Ph.D. (Head of the Master of Business Program Sripatum Chonburi University - SPU Graduate School Bangkok, Thailand), Prof. Madya Dr. Reevany Bustami (Director of Centre for Policy Research and International Studies Universiti Sains Malaysia), Associate Prof. Dr. Elisha Nasruddin (Graduate School of Business Universiti Sains Malaysia), Associate Prof. Pallavi Pathak Ph.D. (School of Management Sciences, Varanasi, India) and Prof. Dr. Tatik Suryani (Head of the Master of Management Study Program of STIE Perbanas Surabaya, Indonesia).

I would like to give high appreciation to the Rector of STIE Perbanas Surabaya for his support at this event. Acknowledgments and thank you to all the steering and organizing committees of the ICOBBI for the extra ordinary effort during the conference until this proceeding published. Thank you very much to all presenter and delegates from various Universities. Beside it, I would like to express our gratitude to the six universities, namely Universitas 17 Agustus Surabaya, Universitas Surabaya, Universitas Dr. Soetemo Universitas Dian Nuswantoro Semarang, STIE 66 Kendari, Institut Institut Bisnis dan Keuangan Nitro Makassar which has been the co-host of this event.

Hopefully, the proceeding will become a reference for academics and practitioners, especially the business and banking industry to get benefit from the various results of the research field of Business and Banking associated with Information Technology. Proceedings also can be accessed online on the website <https://pascasarjana.perbanas.ac.id>.

Chair of the Master Management Study Program
STIE Perbanas Surabaya

Prof. Dr. Tatik Suryani, M.M.

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Increasing Performance Through Motivation and Competence at 17 Agustus 1945 University, Surabaya

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ABSTRACT

Student performance appraisal is an important part of the entire work process, serving as feedback about abilities, skills, attitudes and potential that is useful for determining goals, paths, plans and career development later. This study aims to analyze the right model to improve performance. Data was collected through a survey using a questionnaire instrument, distributed online, responded by 71 students of the faculty of economics and business, 17 Agustus 1945 University, Surabaya. Data analysis using PLS. The results found, Motivation is the right model to improve performance. The relationship between latent variables, there seems to be no path from competency to performance. Competence influences motivation and Motivation influences performance. Implications of the results of this study, where the learning process is carried out online, motivation is a very important variable to spur student performance, lecturers are expected to continuously motivate students so that later student performance increases.

1. INTRODUCTION

To create an organization that has increasingly high-quality human resources is one of the challenges faced by us in the future. Quality human resources are directed at increasing the contribution of individuals in the organization towards achieving organizational goals. Student achievement assessment is an important part of the entire student performance process. The importance of an accurate and objective job performance assessment is for the benefit of students and the interests of the educational institution itself. For students. Performance appraisal plays a role as feedback about their abilities, skills, attitudes and potential which will be useful for determining their goals, pathways, plans and career development.

The success of students in taking these lessons can be seen from the cumulative grade point average (GPA) they get. Student activeness in learning can encourage the achievement of higher learning achievements. Therefore, students must play an active role in every lecture activity, be disciplined in attending lectures and be independent in completing assignments given by the lecturer.

According to Purwanto (2006: 107), learning achievement is motivated by internal factors and external factors. Internal factors include: interest, motivation, learning methods, maturity and readiness, and so on. While external factors include: teacher / lecturer, school environment, family, and community environment. Many factors affect achievement, for example motivation, abilities (intelligence and skills), and opportunities (Robin: 2001: 187). Learning environment (equipment, conditions, friends, is it adequate?). However, in this study, only two factors influence student achievement, namely student motivation and lecturer competence. Motivation encouragement, both internal and external is needed, so that student achievement can increase, through studying more actively and enthusiastically, being full of responsibility, and being serious in obeying campus regulations. University of 17 August 1945 Surabaya as the oldest private university in East Java, as an educational institution, has many students, not free from problems regarding performance, motivation and competence.

In addition, BPS noted, the open unemployment rate in Indonesia as of August 2019 was 5.28%, a decrease compared to August 2018, namely 5.34%. However, when viewed from the number of unemployed, the trend shows an increase from 7.0 million people in 2018 to 7.05 million people in 2019. This year the number of unemployed university graduates reached 5.67% or 740 thousand of the total workforce of around 13. million people. This condition is a challenge for Higher Education, by increasing student achievement (achievement index and other skills) in order to get wider job opportunities (to register for CPNS, BKN requires bachelor level, minimum GPA 3.00 from a scale of 4) to facing global job withdrawals

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and the requirements for a job opening

In an effort to improve student performance, strong student motivation and competent lecturers are needed. Lecturer competence is the ability (both knowledge, attitudes and skills) that must be possessed by a lecturer to carry out and be accountable for his duties. Lecturer is a profession that requires qualifications and competencies, in accordance with Law No. 14 of 2005.

Motivation is the result of individual interactions and situations. According to McClelland, these motivators are learned, regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating drivers. This dominant motivator is largely dependent on our culture and life experiences.

From the background of the problems above, the problem can be formulated as follows: Is student motivation the right model to improve student performance? Is the Lecturer Competence the right model to improve student performance and Is the lecturer competency the right model to increase student motivation. This study aims to identify and analyze whether student motivation is the right model to improve student performance? Is the Lecturer Competence the right model to improve student performance and Is the lecturer competency the right model to increase student motivation.

2. THEORETICAL FRAMEWORK AND HYPOTHESES

Motivation

The students may have all the expertise in learning, but if they are not motivated, it is unlikely that they will achieve good things, but Tasks seems easy when students are motivated. Motivation is the willingness to issue a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet individual needs (Robin: 2001: 166) Motivation is related to efforts towards each goal, so that motivation has efforts, goals and needs. . These individual needs are tailored and consistent with the goals of the Institute or College. David Mc.Clelland identified three motivator that he believed, we all have a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivators. According to McClelland, these motivators are learned, regardless of gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences. (www.Mindtools.com)

Using this theory, to identify the dominant motivator of student on the class and we can then use this information to influence how we set goals, provide feedback, motivate, reward the students, and to craft, or design the tasks around the students, ensuring a better fit. How to manage students who are driven by each of McClelland’s three motivators? (1) Achievement (nAch), people (students) motivated by Achievement need challenging, but not impossible tasks. People motivated by achievement work very effectively either alone or with other high achievers (2) Affiliation (nAff), people (students) motivated by affiliation work best in a group environment, so try to integrate them with a team (versus working alone) whenever possible. They also don’t like uncertainty and risk (3) Power (nPow), those with a high need to power work best when they are in charge. Because they enjoy competition, they do well with goal oriented tasks.

Competence

Competence is basically a picture of what a person should do the job. Competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or in certain situations. Spencer stated that the relationship between competency employee performance is very close and important, there is relevance and strong, accurate, even they (employees) if they want to improve their performance, it should have competence in accordance with job duties (Spencer and Spencer,1993). Each type of work performed by a person, including teacher competence would require a different basis in order to increase motivation and to improve its performance, both individually and organizational performance.

Intellectual, emotional, and social competence as part of the deepest personality of a person that can predict or influence the effectiveness of individual performance (Spencer and Spencer, 1993) There are five competency dimensions that all employees must have, namely Task Skills, Task Management. skills, contingency management skills, job role environment skills, and transfer skills (Moehariono, 2012)

According to Government Regulation no. 19 Year 2005 on National Education Standards and Law No.14 of 2005, namely pedagogic competence, personal competence, professional competence and social

competence.

Lecturer competencies include (1) pedagogical competence, namely the ability to manage student learning which includes the ability to design, manage, and assess learning: (a) able to understand the characteristics of students, (b) able to apply learning theory, learning theory relevant to students and in accordance with the characteristics of the subjects he has (c) able to manage learning in accordance with the characteristics of students; (d) able to design inter-active learning, (e) inspiring, fun, challenging, motivating, students to participate actively, and provide sufficient space for initiative, creativity, and independence according to their talents, interests and physical and psychological development learners. (2) Professional competence, which includes: (a) mastery of learning materials broadly and deeply (b) the ability to design, implement, and compile research reports, (c) the ability to develop and disseminate innovations in the fields of science, technology and / or art; and (d) the ability to design, implement and assess community service. (3) social competence, namely the ability of lecturers to: (a) communicate verbally, in writing or gestures (b) use communication and information technology functionally (c) interact effectively with students, fellow educators, educational staff, parents / guardians of students and get along politely with the surrounding community (4) personality competence, namely a personality that is steady, stable, mature, wise, and dignified, being a role model for students, having noble character, evaluating one's own performance, developing oneself in a sustainable manner; (a) able to act consistently in accordance with the norms of religion, law, social and national culture of Indonesia (b) able to present oneself as a person who is stable, stable, mature, wise, dignified, and has noble character. (c) Having a sense of pride as a lecturer, able to work independently, have a work ethic, self-confidence, and high responsibility.

Performance

Learning achievement is the result of an assessment of student learning activities which serves to determine the extent of student development after completing learning activities. Performance or achievement is a function of the interaction between ability and motivation, namely $performance = f(A \times M)$ (Robin: 2001: 187). Students who work hard with modest abilities will outperform their more talented but lazy peers. So intelligence and skills (abilities) must be a consideration in addition to motivation if we are to explain and predict accurately about performance (job performance)..

The definition of performance is the result of work and work behavior. If performance is based on results, what is seen is the amount of quality and quantity produced by a person. If performance is seen from behavior, what is assessed is the behavior in carrying out its obligations (Kasmir: 2016: 184)

The importance of properly assessing students. Campus always need to make sure that they properly assess their students. It is their job to make sure that the students get the education they need, and if they feel that some students are either unable or unwilling to perform, then it is still their job to let them know how well they are doing and what they should do to improve.

Hypothesis

Student motivation is the right model to improve student performance, lecturer competence is the right model to improve student performance, and lecturer competence is the right model to increase student motivation.

3. RESEARCH METHOD

Participants

Participants in the current study were 71 students Angkatan 2019 enrolled in Faculty of Economics and Business at 17 August 1945 University in Surabaya, Indonesia. The sample reflected the gender composition of the students. More than half (54,9%) of participants were female, and 45,1percent of the sample were male. Based on high school origin : Public Senior high school (n = 24, 33.8%), followed by privat high school (n = 20, 28.1%) Public vocational high school (n = 10, 14.1%) and Privat vocational high school (n=15, 21.2%), others (n=2, 2,8%), and about GPA data (see table 1).

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Tabel 1 Demographic Factors

Demographic factor	Classification	Respondents	Prosentase
Gender	Male	32	45.1%
	Female	39	54.9%
High school	SMAN	24	33.8%
	SMAS	20	28.1%
	SMKN	10	14.1%
	SMKS	15	21.2%
	Others	2	2.8%
	GPA	3,50-4,00	14
	3,00-3,49	54	76.1%
	2,50-2,99	3	4.2%
	2,00-2,49	0	0%

Procedure

Researchers recruited participants from students of the faculty of economics and Business, 17 August 1945 University. Students voluntarily signed up to participate to fill questionnaire online using google form.

Measures

Demographic Variables.

A demographic questionnaire was used to gather data on the participants' gender, Education in high school, and GPA.

Motivation, Competence and Performance variables

Performance variable, was measured using each student's self-reported GPA and questionar (e.g., Participation in class). The scale consists of 16 items, and each item was scored on a Likert-type scale from 1 (strongly disagree) to 5 (strongly agree). In the current study, participants self-identified about which motivation, competence and performance.

Motivation variable. Scale was used to measure students' motivation toward education. The Questionary consists of 12 items of Achievement (nAch), 8 items of Affiliation(nAff), and 6 items of Power (nPow) rated on a Likerttype scale from 1 ((strongly disagree) to 5 (strongly agree). The three types of motivation described include: nAch: Has a strong need to set and accomplish their goals, nAff: want to belong to the group, favour collaboration over competition, does not like high risk or uncertainty and nPow: wants to control and influence others, likes to win argument, enjoys competition, winning, status and recognition

Competence variable. The four type of lecturer competence described include: pedagogic competence (e.g. utilize the assessment and evaluation for the sake of learning), personality competence (e.g personal steady, stable, mature, wise, authority), professional competence (e.g understanding of the teaching materials appropriate curriculum) and Social competence (e.g.get along effectively with students and with colleagues)

DATA ANALYSIS

The method used to analyze the data is the analysis of the relationship model between the Motivation construct, the Competence construct, and the student performt construct.

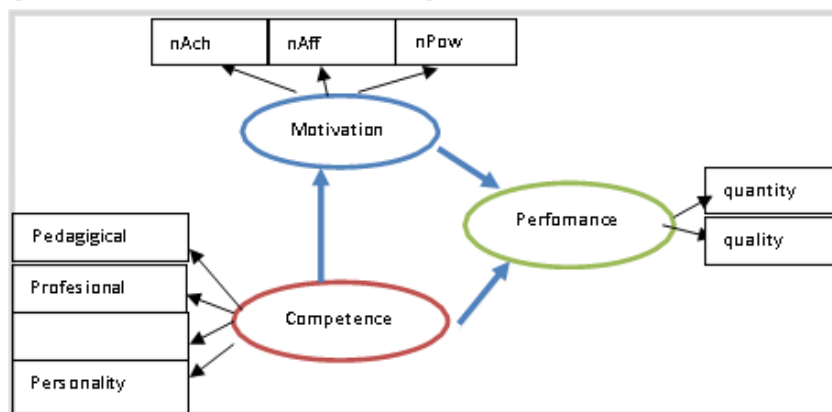


Figure 1. Framework

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The model was tested using SmartPLS version 1.4.2. In accordance with the research objective, it was to obtain the latent variable value in order to predict whether competence was the right model for increasing achievement and or increasing student motivation and whether motivation was the right model for increasing achievement. The reason for using PLS software is that the PLS method does not assume that the data must be measured at a certain scale, the number of samples is small (Ghozali: 2008)

The variables used in this model's data analysis were obtained by adding up the scores for all questions. Whereas in model 2 (as an alternative), it is obtained by calculating the average of the scores, namely adding up the scores of all questions, then dividing by the number of questions that construct the variable. Both methods or analysis models produce the same conclusions.

The quantitative indicator (GPA) T-statistic 0.267 was not significant as an indicator of the latent variable of achievement. Therefore quantitative is excluded from the model. Measurement of student achievement is not only based on GPA, but more on qualitative matters (discipline, sincerity, independence, quality of assignments, responsibility, engaged). In this study, GPA was not relevant as a measure of student achievement, so it was excluded from the model. If we look at the path of competence to achievement, it is not significant (T-0.108 <1.96). For that the path is removed from the model. The result is that all indicators are significant, shown with a T-statistical value greater than 1.96. Besides that, it is indicated by the composite reliability value that is greater than 0.7.

4. DATA ANALYSIS AND DISCUSSION

This research data was processed with SmartPLS software, version 1.4.2. The variables used in the model are obtained by adding up the scores for all questions. And the results obtained, namely quantitative indicators, were not significant (T Statistic-0.267 <1.96) as an indicator of the latent variable of achievement. Therefore quantitative is excluded from the model. If we look at the path of competence to achievement, it is not significant (T Statistic 0.108 <1.96). For that the path is removed from the model. And the results were obtained (Tables 2 and 3). The test statistical value for each indicator can be seen in Table 2. All significant indicators (valid) are indicated by a statistical T value greater than 1.96.

Tabel 2 Results For Outer Loadings Before And After Quantitative Indicator And Competency To Performance Path Are Excluded From The Model

	ORIGINAL SAMPLE ESTIMATE	MEAN OF SUB-SAMPLES	STANDARD DEVIATION	T-STATISTIC
Motivation	BEFORE / AFTER	BEFORE / AFTER	BEFORE/ AFTER	BEFORE/AFTER
Need of aff	0.720/ 0.720	0.707/ 0.703	0.104 / 0.104	6.916 / 6.903
Need of pow	0.862/ 0.862	0.850/ 0.857	0.050 / 0.045	17.097 / 19.316
Need of ach	0.853/ 0.853	0.850/ 0.842	0.040/ 0.048	21.326 / 17.805
Competence				
Pedagogical	0.874/ 0.871	0.871/ 0.863	0.038 / 0.041	22.947/ 21.089
Personality	0.914/ 0.914	0.912/ 0.912	0.024 / 0.027	37.715 / 33.697
Professional	0.870/ 0.872	0.862/ 0.871	0.056 / 0.052	15.512/ 16.897
Social	0.912/ 0.914	0.908/ 0.910	0.032 / 0.031	28.230 / 29.811
Performance-qualitative	0.999/ 1.000	0.980/ 1.000	0.020/ 0.000	49.404/-----
Performance-quantitative	0.086/-----	0.089/-----	0.321/-----	0.267/-----

Tabel 3 Results For Inner Weights Before And After Quantitative Indicator And Competency To Performance Path Are Excluded From The Model

	Original sample estimate	Mean of Subsamples	Standard Deviation	T-Statistic
	Before/after	Before/after	Before/after	Before/after
Competence→Motivation	0.700/ 0.699	0.709/ 0.688	0.062/ 0.076	11.237/ 9.150
Motivation→Performance	0.858/ 0.852	0.872/ 0.849	0.079/ 0.042	10.924/ 20.447
Competence→Performance	-0.009/-----	-0.020/-----	0.087/-----	0.108/-----

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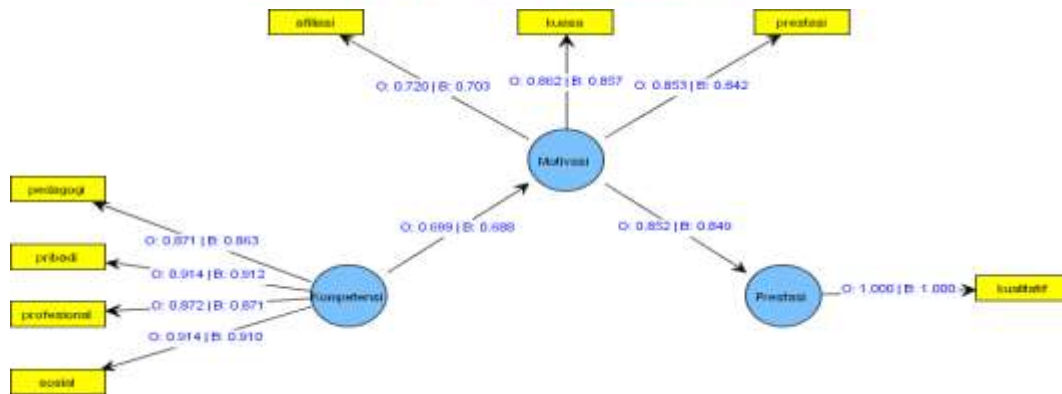


Figure 2. Model Pengukuran antar Konstruk (Output Program SmartPLS)

For the relationship between latent variables, it appears (Table 3) that there is no path from competence to achievement. Competence has an effect on motivation (T statistic is 9,150 > 1.96). Motivation has an effect on achievement (statistical T is 20,447 > 1.96). The direct influence of competence on motivation is 0.699. The direct effect of motivation on achievement is 0.852. And the indirect effect of Competence on achievement is (0.699 * 0.852) 0.596. The R square value of the model formed can be seen in Table 5, 48.9% of the variation of motivation can be explained by competence and 72.5% of the variation of achievement can be explained by motivation.

All indicators are significant, indicated by a statistical T value greater than 1.96. Besides that, it is shown with a composite reliability value that is greater than 0.7 (table 5), and is also supported by an AVE value that is greater than 0.5, as in table 5. In addition, it can also be seen from the cross loading value (table 4) that each indicator has a greater cross loading value on the latent variables that are formed.

Tabel 4 Cross Loadings

	Motivation	Competence	Performance
N aff	0.720	0.252	0.577
N pow	0.862	0.253	0.797
N ach	0.853	0.428	0.529
Pedagogical	0.560	0.871	0.543
Personality	0.275	0.914	0.245
Professional	0.246	0.872	0.204
Social	0.229	0.914	0.194
Performance (qualitative)	1.779	0.594	1.000

Tabel 5 Composite Reliability, AVE, dan R-Square

	Composite Reliability > 0.7	Average Variance Extracted (AVE) > 0.5	R- Square
Motivation	0.854	0.663	0.489
Competence	0.940	0.797	
Performance	1.000	1.000	0.725

Discussion

a. Measurement model test (Outer model).

The measurement model test with PLS is called the Outer model, which defines how each indicator relates to its construct (Ghozali, 2008). Test the validity, reliability, and significance of the indicators and constructs involved are used to evaluate this measurement model. The first evaluation on the outer model is Convergent validity. Individual reflexive measures are said to be high if they correlate more than 0.7 with the construct to be measured. However, loading 0.5 to 0.6 is still acceptable (Ghozali 2008). At the beginning of the data processing, the quantitative indicator was not significant as an indicator of the latent variable of achievement, as evidenced by a value of 0.086 and a T statistic of 0.267, smaller than the value of T table 1.96. Therefore quantitative is excluded from the model. If we look at the path of competence to achievement, it

turns out to be insignificant, this is evidenced by the value of -0.009 , the T statistic is 0.108 which is smaller than 1.96 . For this reason, the path is removed from the model and the results are obtained (Figure 2). All indicators are significant, indicated by a T statistic value greater than 1.96 , meaning that all indicators in the block of latent variables can be explained properly by their latent variables. Likewise, each indicator is all significant, all indicators have a T statistical value above T table 1.96 .

Judging from Composite Reliability, all constructs have a high level of reliability, that is, the value is more than 0.7 , as in table 5, meaning that the indicator block on each latent variable has high consistency. . In addition to a composite reliability value greater than 0.7 , an AVE value greater than 0.5 is also supported.

Discriminant validity with reflexive indicators can be seen from the cross loading value. The correlation value of the indicator to its construct must be greater than the correlation value between indicators and other constructs. As a result, the correlation of latent variables with their indicators is higher than the correlation values between indicators and other constructs (Table 4).

b. Structural model test (inner Model)

After that, the inner model is evaluated. The R square value of the model formed can be seen in table 5, it appears that 48.9% of the variation in motivation can be explained by competence and 72.5% of the variation in achievement can be explained by motivation. These values indicate that the model under study is good. The variability of student motivation which can be explained by the competence of the lecturer is 48.9% and the variability of student achievement which can be explained by the two variables in the model, namely motivation and competence of 72.5% . Test the structural model based on this path coefficient by looking at the value of the parameter coefficient (original sample) as well as the t-statistic value. This study succeeded in identifying two variables or constructs that can improve student achievement, namely student motivation and lecturer competence directly and indirectly.

The structural model based on the T statistical value is shown in table 3, namely the competency construct does not have a significant effect on the achievement construct, because the T statistical value is 0.108 which is smaller than the recommended value (T statistic < 1.96). The competency construct has a significant effect on the motivational construct. This can be seen from the T statistic of $9,150 > 1.96$. Meanwhile, the motivational construct has a significant effect on the achievement construct, as evidenced by the T statistic value of $20,447 > 1.96$.

For positive and negative effects between constructs, it can be seen based on the values of the path coefficient as shown in Table 3. The Path Coefficient value can be used to see the significance of the effect of each variable of the competency construct, motivational construct, and construct. achievement. Test the structural model based on this path coefficient by looking at the value of the parameter coefficient (original sample) as well as the T statistical value. For the relationship between latent variables, it appears that there is no path from competency to achievement. Competence has an effect on motivation (T statistics is $9.150 > 1.96$) and motivation affects achievement (T statistics is $20.447 > 1.96$). The direct effect of competence on motivation is 0.699 . The direct effect of motivation on achievement is 0.852 . And the indirect effect of competence on achievement is $(0.699 * 0.852) 0.596$.

The parameter coefficient for the motivational construct variable in the original sample is 0.852 . This explains that there is a positive influence on the motivational construct variable on achievement and significant because the T-statistic value is $20,447$, which is greater than T table (1.96). This is in line with what Robin has stated, namely There is a relationship between the need for achievement and job performance. (Robin: 2001: 174) Although less research has been done on the need for power and affiliation, there are also findings-consistent discovery. These results also support the research conducted by (Efrina Masdaini, 2018), that motivation affects student achievement. And also supporting research, student learning motivation partially has a positive and significant effect on student achievement (Alam, 2018), (Wiyono, 2019), and (Suhasto & Lestariningsih, 2018) but contrary to research results (Muhammad Arifin, 2015).

The test results on the parameter coefficient between competence and achievement have no direct relationship, as evidenced by the value of the parameter coefficient of -0.009 and the T statistic of $0.108 < 1.96$. The T statistic value is below the critical value of 1.96 , which means that lecturer competence directly affects achievement is not significant or that lecturer competence directly is an inappropriate model for improving student achievement (no path). This is in accordance with the results of research (Ridyantoro Widoyo Murti and Arif Parnoto, 2018), that lecturer competence does not have a significant relationship with student academic achievement. This study also supports the results of Al-Mutairi's research in Kuwait, that there is no

significant relationship between lecturer quality and student academic achievement (Al-Mutairi, 2011) and research (Prasetio et al., 2017). Although most of the previous studies stated that there was a significant relationship between teacher or lecturer competence and student achievement (Ha-kim, 2015), (Alam, 2018) and (Efrina Masdaini, 2018), (Ferla et al, 2010), (Kusmajati et al, 2017), (Turner et al., 2009), and (Muhammad Arifin, 2015).

Lecturer competence is the right model to increase student motivation, as evidenced by the value in the original sample of 0.699 and significant (T statistic of 9,150 > 1.96). The results of this study are supported by previous research, that there is a positive relationship between teacher competence and learning motivation (Solihah et al, 2012), (Kusmajati et al, 2017) and research (Ferla et al, 2010), (Siti Homisati et al). However, indirectly (through student motivation), lecturer competence can improve student achievement, as evidenced by the value of the correlation coefficient of $(0.699 * 0.852) 0.596$.

It turns out that there are only two significant relationships, namely between competence to student motivation with a coefficient value of 0.699 and significant on T Statistics 9.150 greater than (T table 1.96), and between Student Motivation to student achievement with a coefficient value of 0.852 and significant in T Statistics. 20,447. Meanwhile, the relationship between competence and student achievement is not significant, because the T statistical value is smaller than the T table value of 1.96 which is 0.108.

Lecturer competence turned out to be the right model for building student motivation, but not the right model for increasing achievement. This means that competence cannot directly affect student achievement, but through building motivation first can only increase achievement. So there is an indirect relationship of competence to student achievement.

Hypothesis Test

The coefficient value of the structural model is said to be significant if the value of T Statistic > T-table is 1.96. The hypothesis test results for the outer model concluded that all indicators are significant so that they can be used to build the model, while the inner model hypothesis test results are as follows: (1) There is a positive (0.852) and significant (T Statistics 20.447 > 1.96) relationship between learning motivation and achievement as shown in Table 3 (2) There is a positive (0.699) and significant (T Statistics 9.150 > 1.96) relationship between lecturer competence and Student motivation as shown in Table 3 and (3) There is a negative (-0.009) and insignificant (T statistic 0.108) relationship between lecturer competence and student achievement as shown in Table 3.

5. CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The conclusion of this study, for the relationship between latent variables, it appears that there is no path from competency to achievement. Competence has an effect on motivation (T statistic of 9.15 > 1.96). Motivation has an effect on achievement (T Statistic of 20,447 > 1.96). The direct effect of competence on motivation is 0.699 and the direct effect of motivation on achievement is 0.852. and the indirect effect of competence on achievement of $(0.699 * 0.852) 0.596$. It turns out that there are only two significant relationships, namely between lecturer competence and student motivation, and between student motivation and student achievement. Meanwhile, the relationship between competence and student achievement is not significant, because the T statistic value of 0.108 is smaller than the T table value of 1.96.

So motivation is the right model to increase achievement and lecturer competence is the right model to build student motivation, but not right to increase performance. This means that the competence of lecturers cannot directly affect student achievement, but through building motivation first, then it can increase achievement. So there is an indirect relationship between competence and student achievement.

This research resulted in the finding that the competence of lecturers directly affects student motivation, this indicates that lecturers have a big role in motivating students, the implication so they use their best judgement when motivating and engaging their students. Understanding a variety of motivate theories will help them decide which approach is best in any given situation. Such as giving immediate feedback on student assignments, a fair and balanced appraisal. Students want to know what they are doing right and wrong so that they can improve. (for achieverers). Be personal, so it might be best to praise them in private rather than in front of others (for student motivated by affiliation) and when providing feedback, be direct with these students, keep them motivated by helping them further their career goals (for a high need to power).

Lecturer competence, does not directly affect student achievement. This is because data collection was carried out during the Covid-19 pandemic, which required distance learning, so there was a change in learn-

ing methods from face-to-face to full online learning. The role of the lecturer shifted as a facilitator, so that the lecturer had the role of inspiring and motivating their students. Moreover, this 2019 class student is generation Z, whose characteristics need to be understood. One of them is they really like digital learning media. This requires lecturers to improve their abilities, which are related to digital learning content

Based on the motivation analysis, students are dominated by the need for achievement that is higher than the need for power and affiliation. People with high achievement needs, prefer situations in which they have personal responsibility, feedback, and moderate risk (Robin: 2001: 175). if those characteristics are present, they are highly motivated. Student motivated by achievement need challenging, but not impossible, tasks they thrive on overcoming difficult problems or situations, so make sure you keep them engaged this way. Student motivated by achievement work very effectively either alone or with other high achievers. So, when providing feedback, give achievers a fair and balanced appraisal. Because they want to know what they are doing right -and wrong so that they can improve. It is every campus job to make sure that they produce top quality students. These students might play a major role in society one day or they might even have the potencial to change certain aspects of the world.in order for them to do that, these students would always have to perform at the highest degree, and it is the job of the campus to make sure that these students get the education they deserve. The right students Assesment forms are important of them. Therefore, by assessing students fairly and objectively, it means that lecturers provide feedback to students, as a tool to motivate them to increase their performance.

Based on the findings, the results of this study are to provide feedback for Untag towards the development of lecturers competencies, so we suggest, namely that untag or institutions provide training to lecturers related to online learning and independent learning campuses (KMMB) continuously. And secondly, for the lecturers, they are expected to be role models and sources of extrinsic motivation for students, able to understand student characteristics so that they can inspire and motivate students to improve their achievements, namely when providing feedback, give achievers (students) a fair and balanced appraisal. They want to know what they are doing right and wrong so that they can improve. Finally, students maintain their learning motivation so that their achievement increases.

Even though this research has been reported and discussed, this research also has limitations, related to the research sample, which only involved 2019 FEB students. As a result, the research results could not be generalized to other faculty students, therefore the next research, samples were obtained from several forces and all faculties. In addition, the variables studied were limited to competence and motivation to improve student achievement. Other variables, such as student activity and lecturer performance (Wiyono, 2019), parenting styles and self-efficacy (Turner et al., 2009), lecturer creativity on motivation (Oktiani, 2017). And working or not/(TL, et al.,2017).

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