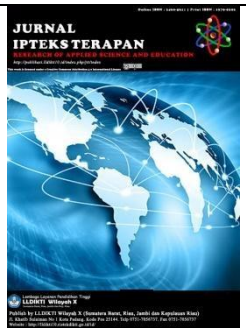

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THE INFLUENCE OF ORGANIZED ACTIVENESS AND CAMPUS FACILITIES ON LEARNING ACHIEVEMENT WITH LEARNING MOTIVATION AS AN INTERVENING VARIABLE

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Abstract

Background : This study aims to examine how much influence organizational activity and campus facilities have on learning achievement with learning motivation as an intervening variable (student organizations at private universities in Padang city).. **Method :** The data collection technique with this survey uses a self-administered survey in which each questionnaire is distributed online using the Google Form. **Result :** A total of 172 people filled out the questionnaire that was distributed. All statements in the questionnaire were answered by respondents consisting of 6 (six) statements on Organizational Activeness, 10 (ten) questions, 14 (fourteen) statements for learning motivation variables and 15 (fifteen) questions for Learning Achievement. **Conclusions :** Based on the results of testing the direct effect hypothesis, it can be concluded that organizational activity has a significant effect on learning motivation, campus facilities have no significant effect on learning motivation, organizational activity has a significant effect on learning achievement, campus facilities have no significant effect on learning achievement, learning motivation has a significant on learning achievement, learning motivation cannot mediate organizational activity on learning achievement and learning motivation cannot mediate campus facilities on learning achievement.

Keywords: Organized Activeness, Campus Facilities, Learning Achievement, Learning Motivation

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INTRODUCTION

The aim of national education is to elevate the status of Indonesian society as a whole and educate the life of the nation. Individuals who have high morals, knowledge, skills, physical and spiritual health, a strong and independent personality, a sense of citizenship and civic responsibility, as well as faith and piety to God Almighty, are considered as whole human beings. Evaluation of students' progress or success in mastering the subject matter being taught can be used to determine the level of student mastery of the lesson [1].

It is impossible for someone to achieve or produce learning achievements as long as they do not carry out activities in earnest or with a persistent struggle. In fact, to get an achievement is not as easy as turning the palm of the hand. But it must be full of struggle and face many obstacles and obstacles that must be faced to achieve it. With tenacity, optimism, and persistence, an achievement can be obtained. Learning achievement is a series of sentences consisting of two words, namely achievement and learning, in which the two words are related to each other which have different meanings[3].

According to [1] the academic achievement of students in tertiary institutions themselves acts as an indicator of the quality and quantity of insights that students have understood. Meanwhile, according to [2] academic achievement is the result of self-interaction as an aspect that influences the way of learning in a totality way that covers all intellectual domains that change as a result of experience and student learning methods. Citing the results of research that has been carried out by [3] the Department of Education Management FIP Unesa implements a policy called cross monitoring and evaluation or commonly called cross monitoring and evaluation. This policy is an agenda that allows the Department of Education Management to obtain an assessment both in terms of physical and other aspects, so that it can be used as reference material to improve the quality of the department from all aspects which will produce competent graduates. In the process of obtaining learning outcomes there are several factors that can influence student academic achievement, namely internal factors and external factors within each individual. Referring to the elaboration that has been explained by [4] which states that academic achievement itself can be influenced by two factors, namely internal factors and external factors, while internal factors themselves are a person's psychological condition which is motivated by motivation.

In other words, motivation here has considerable involvement in relation to student academic achievement apart from other supporting factors. According to Mc. Donald in [5] motivation or enthusiasm for learning is the growth of energy in a

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person signaled by the emergence of feelings and preceded by a response to a goal. With the emergence of high motivation from a student, it will affect the enthusiasm from within him to learn and improve his achievement while in college. Then it can be said that the level of motivation possessed by each student will be a factor that influences the academic achievement they have. Research conducted by [6] There is a positive and significant influence of learning motivation on student achievement. This coincides with research conducted by [7], the contribution of learning motivation to student achievement.

Furthermore, there are several factors that affect student achievement, namely organizational activity. Organizational activity is an active role or individual participation in an organization that has an impact on the organization and provides changes in behavior in the form of a positive attitude which includes five aspects, namely responsiveness, accountability, adaptability, empathy and transparency. Organized activity plays an important role in shaping student work readiness. Activeness in organizing provides a variety of new knowledge and experiences outside of lecture activities. In line with [8] work readiness is an important selection. Being active in an organization will provide its own attributes for students. In addition to having intelligence, experience is also needed to be ready in the world of work.

In addition to the activeness of the organization, other things that can affect student learning achievement are academic operations, one of which is the facilities in a tertiary institution. Facility support makes a major contribution to the operations carried out. Complete facilities help in academic activities and the learning process will be easier with complete facilities at tertiary institutions. Internet access, computers, LCD projectors, scholarships, lecture halls, and sports facilities are forms of facilities that contribute to student activities. According to [9] Facilities are anything that can facilitate efforts and expedite work in order to achieve a goal.

The results of research conducted by [10] namely the effect of student activity in organizing on student learning achievement found that there was a positive and significant influence between student activity in organizing on student learning achievement. Where the object of research studied here is the management study program student at STIE Indonesia Medan. This is the same as what was done by [11] that there is an influence of organizational activity on student achievement.

The completeness of supporting facilities for the academic process in tertiary institutions is not always at the maximum level. The reality is that in several tertiary institutions there is still a lack of facilities, both in terms of infrastructure and programs to support

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academic activities. Students feel that their academic needs are not facilitated on the campus where they study. Higher education institutions must be managed based on the interests of the academic community and educational staff. Various facility problems have an impact on the formation of students' feelings of dissatisfaction with the campus in carrying out the educational services provided.

Research conducted by [12] shows that there is an influence between learning facilities on student achievement. Where the object of this research is SMA N 5 Gowa. This is the same as research conducted by [13]

RESEARCH METHODS

Respondents from this study used several criteria so that they used an accidental sampling technique. This is because in this study only people with the criteria determined by the researcher can provide the right information. Respondent criteria used in this study were students who were active in organizations. The data collection technique was carried out using the survey method, namely the primary data collection method by giving or distributing a list of questions/statements to respondents in the hope of responding to the list of questions. The list of questions/statements can be open if the answers are not predetermined, they are closed, if the alternative answers have been provided with an instrument in the form of a list of questions, which can be in the form of a questionnaire. Each question has 5 answers, ranging from strongly agree, agree, neutral, disagree and strongly disagree.

In accordance with the research objectives and the problems studied and formulated, this research can be classified as descriptive and quantitative research. Descriptive analysis is a statistic that is used to analyze data by describing, describing how the data has been collected without intending to make general conclusions or generalizations [14].

Meanwhile, according to [15] the quantitative research method is a method based on positivism, used to examine certain populations and samples, sample collection techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative with the aim of testing established hypotheses .

This model specifies the relationship between latent variables and their indicators. or it can be said that the outer model defines how each indicator relates to its latent variable. Tests performed on the outer model:

1. Convergent Validity. The convergent validity value is the factor loading value on the latent variable with its indicators. Expected value >0.7.

2. Discriminant Validity. This value is the value of the cross loading factor which is useful to find out whether the construct has adequate discriminant, namely by comparing the loading value on the intended construct must be greater than the loading value with other constructs.

3. Composite Reliability. Data that has composite reliability > 0.8 has high reliability.

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4. Average Variance Extracted (AVE). Expected AVE value > 0.5.

RESULTS AND DISCUSSION

In this study, the outer loading value was 0.7 and the indicators did not meet the criteria so they were eliminated from this study where the internal consistency, namely the high composite reliability value, showed the consistency value of each indicator in measuring its construct. Figure 3 shows a model that has been modified and meets the following criteria:

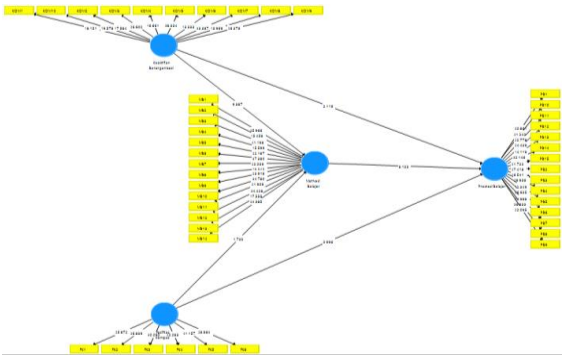

Figure 1. Outer Model After Modification

To test the convergent validity, the outer loading value or loading factor is used. An indicator is declared to meet convergent validity in the good category if the outer loading value is > 0.7. The following is the outer loading value of each indicator on the research variables:

	Campus Facilities	Organized Activity	Motivation to learn	Learning achievement
KOM1		0,819		
KOM2		0,807		
KOM3		0,833		
KOM4		0,729		
KOM5		0,887		
KOM6		0,748		
KOM7		0,863		
KOM8		0,748		
KOM9		0,856		
KOM10		0,808		
FK1	0,843			
FK2	0,847			
FK3	0,872			
FK4	0,895			
FK5	0,878			
FK6	0,839			
MB1			0,838	
MB2			0,761	
MB3			0,894	
MB4			0,757	
MB5			0,823	
MB6			0,891	
MB7			0,837	
MB8			0,871	
MB9			0,839	
MB10			0,865	
MB11			0,798	
MB12			0,875	
MB13			0,784	
MB14			0,854	
PB1				0,824
PB2				0,844
PB3				0,784
PB4				0,863
PB5				0,735
PB6				0,845
PB7				0,842
PB8				0,902
PB9				0,838
PB10				0,852
PB1				0,825

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1	
PB12	0,853
PB13	0,739
PB14	0,877
PB15	0,828

Table 1. Outer Model

Based on the data presented in Table 3, it is known that each of the research variable indicators has an outer loading value of > 0.7. So that all indicators are declared feasible or valid for research use and can be used for further analysis.

The results of the pre-test reliability test in this study can be seen from the Cronbacah alpha coefficient values as follows:

	Cronbach's Alpha	rho_A	Reliabilitas Komposit	(AVE)
Campus Facilities	0,931	0,933	0,946	0,744
Organized Activity	0,942	0,946	0,951	0,659
Motivation to learn	0,967	0,968	0,97	0,699
Learning achievement	0,968	0,969	0,971	0,691

Table 2. Reliability Test Results

The reliability test is called reliable if the instrument is good enough to reveal the data obtained. The instrument is said to be highly reliable if the Alpha coefficient is equal to or greater than 0.600. In the table above it can be seen that the Cronbach's alpha value is above 0.6, so it can be stated that the instrument in this study is reliable.

Structural model analysis or (inner model) aims to test the research hypothesis. The parts that need to be analyzed in the structural model are the coefficient of determination (R-Square) and hypothesis testing. The coefficient of determination (R-Square) aims to evaluate the accuracy of the predictions of a model. In other words, to evaluate how the variation in the value of the dependent variable is affected by the variation in the value of the independent variable in a path model.

	R Square	Adjusted R Square
Motivation to learn	0,847	0,845
Learning achievement	0,880	0,878

Table 3. Coefficient of Determination (R – Square)

Based on the table above, the results of the influence of the variable activeness in organizations and campus facilities on the learning motivation variable are 0.847. The R-Square value of 0.847 indicates that the variation in the value of the learning motivation variable can be explained by the variation in the value of the variable activeness in organizations and campus facilities of 84.7%. The influence of the variables of activeness in organizations, campus facilities and learning motivation on the learning achievement variable is 0.880. The R-Square value of 0.482 indicates that the variation in the value of the Y variable can be explained by the variation in the value of organizational activity, campus facilities and learning motivation of 88.0%.

Hypothesis testing is done by looking at the p values in the bootstrapping test. Based on the data processing performed, the results obtained from the hypothesis test are as follows:

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	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics	P Values
Organized Activeness -> Learning Motivation	0,796	0,791	0,080	9,972	**0,000**
Campus Facilities -> Learning Motivation	0,151	0,156	0,085	1,783	**0,075**
Organized Activeness -> Learning Achievement	0,187	0,178	0,091	2,052	**0,041**
Campus Facilities -> Learning Achievement	0,062	0,071	0,061	1,015	**0,311**
Learning Motivation -> Learning Achievement	0,714	0,713	0,090	7,930	**0,000**

Table 4. Test Results Between Variables

Hypothesis 1: It is suspected that there is a significant effect of organizational activity on learning motivation. The results showed that organizational activeness had a significant effect on learning motivation as seen from the p value of 0.000 ≤ 0.05, which means that the effect of organizational activeness had a significant effect on learning motivation.

H1: Ha Accepted, which means that organizational activity has a significant effect on learning motivation.

Hypothesis 2: It is suspected that there is a significant influence of Campus Facilities on Learning Motivation

The results showed that campus facilities did not have a significant effect on learning motivation as seen from the p value of 0.075 ≥ 0.05, which means that campus facilities did not have a significant effect on learning motivation.

H2: Ha Rejected, which means that organizational activity has no significant effect on learning motivation.

Hypothesis 3: It is suspected that there is a significant effect of organizational activity on learning achievement

The results showed that organizational activity had a significant effect on learning achievement as seen from the p value of 0.041 ≤ 0.05, which means that the influence of organizational activity significantly on learning achievement.

H3 : Ha Accepted, which means that organizational activity has a significant effect on learning achievement.

Hypothesis 4: It is suspected that there is a significant influence of Campus Facilities on Learning Achievement

The results showed that campus facilities did not have a significant effect on learning achievement as seen from the p value of 0.311 ≥ 0.05, which means that campus facilities did not have a significant effect on learning achievement.

H4: Ha Rejected, which means that activeness in the organization has no significant effect on learning achievement.

Hypothesis 5: It is suspected that there is a significant influence of Learning Motivation on Learning Achievement

The results showed that learning motivation had a significant effect on learning achievement as seen from the p value of 0.000 ≤ 0.05, which means that learning motivation has a significant effect on learning achievement.

H5: Ha Accepted, which means that learning motivation has a significant effect on learning achievement.

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H6: Ha Accepted, it is suspected that there is an influence of activeness in organizations on learning achievement with learning motivation as an intervening variable

The effect of organizational activity on learning achievement with learning motivation as an intervening variable is shown by the original sample value of 0.568. Because the value is 5.591 and the p value is 0.000 equal to 0.05, these results indicate that there is a direct influence of organizational activity on learning achievement with learning motivation as an intervening variable. Thus learning motivation cannot mediate organizational activity on learning achievement.

H7: Ha Rejected, it is suspected that there is an influence of campus facilities on learning achievement with learning motivation as an intervening variable

The effect of campus facilities on learning achievement with learning motivation as an intervening variable is shown by the original sample value of 0.108. Because the value of the t statistic is 1.867 and the p value is 0.063 above 0.05, these results indicate that there is no direct effect between organizational activity on learning achievement and learning motivation as an intervening variable. Thus learning motivation cannot mediate campus facilities on learning achievement.

CONCLUSION

Based on the results of testing the direct effect hypothesis, it can be concluded that organizational activity has a significant effect on learning motivation, campus facilities have no significant effect on learning motivation, organizational activity has a significant effect on learning achievement, campus facilities have no significant effect on learning achievement, learning motivation has a significant on learning achievement, learning motivation cannot mediate organizational activity on learning achievement and learning motivation cannot mediate campus facilities on learning achievement.

1. Student learning achievement needs to be improved by paying attention to the organizations that are joined, namely organizations that are beneficial both on campus and outside campus as well as the creation of a tridharma of higher education such as community service by participating in organizational activities engaged in the social sector, then facilitating student needs campus campuses such as internet access, a complete library, toilets, prayer room, canteen, meeting rooms, and so on, and create learning motivation to continue to improve student learning achievement by holding seminars or workshops to generate motivation for these students. of 0.000 0.05 or a value of 8.582 greater than 1.98422 indicates this.

2. For the 2017-2019 period, separate variables arising from regional management have an impact on PAD, with economic growth as an interverning variable in the Regency/City of North Sumatra Province. A significant value of 0.032 greater than 0.05 or a value of 2.176 greater than 1.98422 indicates this.

3. For the 2017-2019 period, the Silpa variable has a small effect on PAD when economic growth is used as an interverning variable in the Regency/City of North Sumatra Province. The significance value of 0.426 is greater than

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0.05 or the value of -0.800 < 1.98422 indicates this.

4. For the period 2017-2019, the variable economic growth as an intervening variable has no effect on PAD in the Regency/City of the Province of North Sumatra. The significance value of 0.139 is greater than 0.05 or -1.493 is greater than 1.98422, as can be seen from these figures.

5. In the Regency/City of the Province of North Sumatra for the 2017-2019 period, user fees, separated regional management, and silpa together affect PAD with economic growth as an interverning variable. The value of 7.288 is greater than 2.70 with a significance of 0.000 <0.05 indicating this.

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