The Influence Of Learning Methods And Academic Administration On The Academic Achievement Of Office Administration Education Students At UNJ

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Abstract
This study examines the influence of learning methods and academic administration on academic achievement among students in the Office Administration Education Program at Universitas Negeri Jakarta (UNJ). Recognizing the importance of instructional strategies and academic support in student success, the research seeks to identify correlations between these factors and academic Achievement. Employing a quantitative approach, data will be collected through surveys from 120 students of Office Administration Education as samples using Google Form, with responses analyzed using SPSS. The findings reveal that both learning methods and academic administration play significant roles in enhancing student achievement. Effective learning methods positively impact academic achievement by fostering better understanding and engagement, while well-organized academic administration ensures smooth processes and accessibility, contributing to improved outcomes. These insights emphasize the importance of prioritizing innovative teaching strategies and refining academic administrative systems to create an environment conducive to learning. Educational institutions are encouraged to integrate these approaches to achieve higher levels of academic performance. Future studies could explore other influential factors, such as the integration of technology in learning and administration, to provide a more comprehensive understanding of their impact on student achievement.

Keywords: Learning Methods; Academic Administration; Academic Achievement

1. Introduction

Student academic achievement is a crucial indicator in assessing the success of learning processes at universities. Various factors influence academic Achievement, ranging from internal factors such as motivation and ability to external factors, including learning methods and the effectiveness of academic administration. In the Office Administration Education program within the Faculty of Economics at Universitas Negeri Jakarta, there is noticeable variation in academic achievement that warrants further analysis. This is particularly significant given the university's high-quality faculty and a supportive learning environment, even amidst ongoing building construction. However, the significant differences in academic achievements among students suggest the presence of other influencing factors.

One critical external factor in improving academic Achievement is the teaching methods employed by lecturers. Effective learning methods can enhance student motivation, deepen their understanding of the material, and improve their analytical and critical thinking skills. Lecturers in this program have adopted various teaching methods, ranging from conventional approaches to more interactive ones such as group discussions, project-based learning, and the integration of technology in the teaching process. Thus, it is essential to investigate the extent to which these teaching methods impact student performance.

In addition to learning methods, the effectiveness of campus administration plays a vital role in supporting optimal learning processes. Efficient campus administration can create a conducive learning environment, provide adequate learning facilities, and ensure the smooth operation of campus activities. Effective administration also contributes to resource management, scheduling learning activities, and evaluating lecturer Achievement. This study aims to examine how teaching methods and the effectiveness of academic administration influence student academic achievement, both directly and indirectly, by supporting the learning process.

2. Literature Review

2.1. Theoritical Foundation

2.1.1. Learning Methods

Learning methods consist of two terms: "method" and "learning." A method refers to an approach or technique used to achieve specific objectives, while learning is an interactive process involving learners and learning resources or materials to acquire knowledge, skills, and attitudes. Etymologically, the word "method" originates from the Greek word *methodos*, which is composed of two parts: *meta*, meaning "through," and *hodos*, meaning "path" or "way." According to the *Kamus Besar Bahasa Indonesia* (KBBI), a method is a systematic way of performing tasks to achieve desired outcomes, facilitating a structured workflow for achieving predetermined goals.

According to Indonesia Government Regulation No. 32 of 2013, learning is defined as an interaction process between students and educators, as well as between students and learning resources within a learning environment. This implies that effective learning requires essential elements, such as learners, educators, learning resources, and an adequate environment, to ensure a smooth learning process. Basri and Lestari (2019) define learning methods as approaches employed by educators to deliver instructional materials to learners, either individually or in groups. Darmadi (2017) describes learning methods as techniques used by teachers to facilitate the achievement of learning objectives effectively. Nina (2020) further

explains that learning methods are tools used by educators to reach educational goals. Although the methods chosen by different educators might be the same, their implementation techniques often differ.

In the context of education, learning methods are crucial for fostering classroom engagement and improving academic Achievement. The right methods can enhance the teaching and learning process, making it more efficient and effective. Several learning methods are commonly employed in educational settings, each with its own strengths and limitations. The lecture method remains one of the most traditional approaches, effective for delivering large amounts of information quickly. However, its passive nature often limits student engagement. In contrast, the discussion method actively involves students, enhancing their critical thinking and communication skills, though it requires effective time management to stay focused.

The demonstration method aids understanding by providing visual or practical examples, benefiting visual learners, but its effectiveness is limited without student participation. Similarly, the experimental method, common in science education, promotes hands-on learning and analytical skills but often depends on specific resources and conditions. The question-and-answer method engages students through direct interaction, fostering active participation, though it may deter shy learners. Meanwhile, technology-based learning methods, such as using videos and online tools, provide diverse resources and cater to various learning styles but require adequate infrastructure and digital literacy.

More interactive methods include problem-based learning (PBL), where students tackle real-world issues, and project-based learning (PjBL), which emphasizes teamwork and practical application of knowledge. Both approaches enhance critical thinking and creativity but demand significant guidance and time to implement effectively. Each of these methods serves a distinct purpose and caters to different aspects of the learning process. By strategically combining and adapting these methods, educators can create an inclusive and dynamic learning environment that meets the diverse needs of students and maximizes their academic potential.

2.1.2. Academic Administration

Academic administration refers to the management processes encompassing planning, organizing, directing, and controlling all academic resources to achieve optimal educational objectives (Syaiful Sagala, 2009). Similarly, Mulyasa (2011) emphasizes that academic administration involves organizing academic resources to ensure that the educational process operates effectively and efficiently, focusing on teaching quality and student welfare.

Academic administration can thus be defined as the planning, organizing, implementation, and supervision of academic resource management aimed at achieving educational goals. It encompasses several critical aspects related to managing and operating educational systems in institutions such as universities, schools, or training centers. A fundamental component of academic administration is curriculum management, which includes planning, developing, and evaluating curricula, as well as coordinating and scheduling courses or programs. Equally essential is student registration and administration, which covers processes for new student admissions, maintaining academic records, and managing payments.

The administration of class schedules and facilities ensures the efficient organization of lectures, exams, and other academic activities, while also addressing the allocation and maintenance of educational resources. Furthermore, academic evaluation and assessment are

integral to monitoring student achievement and ensuring quality learning outcomes. Student support is another vital element of academic administration. Services such as academic advising, counseling, scholarships, internships, and extracurricular activities contribute significantly to enhancing the overall educational experience. Additionally, the management of teaching staff, including recruitment, professional development, and workload distribution, plays a crucial role in maintaining high teaching standards.

Other key responsibilities include certification and diploma administration, such as issuing graduation certificates and verifying student records, and quality management, which ensures compliance with accreditation standards, monitors academic achievement, and evaluates institutional processes. Lastly, academic data management, involving the organization of databases, record-keeping, and reporting, is critical for maintaining operational transparency and accountability.

Effective academic administration creates a conducive and efficient educational environment, supporting both students and educators. It ensures the smooth operation of academic processes, promotes professional development for faculty, and enhances the learning experiences of students. By fostering these outcomes, academic administration contributes significantly to achieving institutional educational objectives.

2.1.3. Academic Achievement

Academic achievement refers to the learning outcomes attained by students. According to Hasnari (2019), academic achievement is the result of assessing students, encompassing cognitive, affective, and psychomotor domains, following a learning process. Setyanto (2019) further defines academic achievement as the outcome of students' learning efforts, reflected in numerical scores obtained from skill tests that represent their learning achievement.

Zimmerman and Moylan (2020) emphasize the significant influence of self-regulated learning (SRL) strategies on academic achievement. SRL highlights the importance of students' ability to set learning goals, monitor their progress, and reflect independently. Students with greater control over their learning pace and processes tend to achieve better outcomes. Supporting this view, Schunk and Greene (2021) connect academic achievement with motivation and self-regulation theories. They argue that students who can self-motivate and manage their learning independently typically demonstrate stronger academic achievement.

Muhibbin Syah (2011) identifies three primary factors influencing learning: internal factors (such as physical and mental conditions), external factors (such as environmental conditions), and the strategies and methods used in teaching. Setyanto (2019) categorizes these factors into two groups, which is internal factors, including physiological aspects (physical health) and psychological aspects, such as students' interest in learning, intelligence, motivation, talent, and attitudes toward learning. External factors, which encompass physical and social environments, as well as educational instruments like curriculum, teaching methods, educators, and available facilities.

In summary, academic achievement is shaped by a combination of internal factors, such as physical and psychological conditions, and external factors, including the learning environment and educational methodologies. Success in learning results from the interplay between students' internal conditions and the quality of external support systems and instructional methods.

Zainal Arifin (2011) outlines five main functions of academic achievement: as an indicator of the quality and quantity of students' knowledge, a symbol of intellectual curiosity, a source

of information for educational innovation, an indicator of institutional quality, and a measure of students' learning absorption. Similarly, Setyanto (2019) highlights academic achievement as a measure of the quality and quantity of knowledge gained through learning. Mayer (2019) adds that academic achievement serves as a benchmark for the effectiveness of teaching methods, helping evaluate whether they enhance students' cognitive understanding.

From these perspectives, it can be concluded that academic achievement plays a central role in evaluating educational quality, measuring student success, and serving as a foundation for educational innovation and improvement. The primary purpose of academic achievement is to motivate students to reach their full potential. Measuring achievement encourages students to develop critical thinking, analytical, and problem-solving skills. It inspires them to strive for continuous improvement in academic achievement, both individually and collaboratively with peers. Moreover, academic achievement helps students understand the importance of taking responsibility for their academic results, setting realistic learning goals, and pursuing higher accomplishments as part of their preparation for future careers and life beyond graduation.

2.2. Research Hypotheses

2.2.1. Learning Methods and Academic Achievement

According to Munyarazi (2013), educators must adopt learning methods tailored to specific learning objectives and desired outcomes to facilitate the transfer of knowledge effectively. In traditional settings, teacher-centered approaches were commonly used to deliver knowledge to students, as opposed to student-centered methods. Educators are encouraged to create a conducive learning environment that enhances students' learning experiences while continually expanding their knowledge of diverse teaching strategies to keep students engaged and motivated throughout the learning process. Rojiyyah (2018) defines learning methods as the approaches or pathways taken by educators to deliver learning materials, ensuring that learning objectives are met. Even the most well-structured content may fail to reach students effectively if inappropriate teaching methods are used, leading to decreased academic achievement due to insufficient comprehension of the material.

Bloom's Taxonomy (1956) emphasizes that teaching methods should align with students' cognitive abilities, ranging from basic knowledge to higher-order skills like analysis and evaluation. Selecting appropriate methods that correspond to students' levels of understanding significantly enhances learning outcomes. Gagne (1985), in his theory of learning conditions, supports this view by stating that effective teaching strategies facilitate cognitive processes within students, ultimately improving their academic achievement. Gagne also highlights that instructional strategies should align with the nature of the subject matter and the needs of learners.

Mayer (2019), in his *Cognitive Theory of Multimedia Learning*, asserts that teaching methods incorporating multimedia effectively help students process information more deeply, thereby enhancing their academic achievement. Mayer suggests that multimedia learning, which integrates text, visuals, and audio, offers a richer educational experience compared to traditional methods relying solely on auditory instruction. Therefore, the following hypothesis is constructed based on existing literature.

H1: Learning methods has a positive impact on academic achievement.

2.2.2. Academic Administration and Academic Achievement

The quality of academic administrative services in higher education can be assessed through various key aspects, including tangibility, responsiveness, reliability, and empathy (Nurlaela and Sugiyanto, 2019). Administrative staff who demonstrate high achievement, capability, dependability, and a willingness to perform their duties efficiently and according to proper procedures are considered to have consistently and accurately supported students in their learning process.

Administrative elements in higher education institutions must fulfill their functions precisely and accurately (Sujianto et al., 2023). This ensures that institutions, students, and the general public seeking academic administrative services can have their expectations and academic interests met. The role of administrative staff in universities is critical for facilitating and supporting campus learning activities effectively. Setiawardani (2018), highlights that achieving the goals of educational institutions, particularly in preparing graduates to enter the workforce, relies heavily on high-quality academic administrative services. These services are essential to meeting students' needs and ensuring their satisfaction, which directly impacts their academic success. Effective academic administration supports the learning process and contributes to improved academic achievement, ultimately leading to greater student satisfaction.

Suharlina (2022) underscores the significance of integrating technology into academic administration in the digital era. The use of information technology, such as learning management systems (LMS), institutional websites, campus repositories, and other digital platforms, enhances the accessibility, speed, and transparency of academic information. This technological integration increases student engagement in learning processes and improves academic achievement by providing easy access to relevant information. Additionally, effective academic administration involves optimizing the management of facilities and infrastructure to further support learning. Therefore, the following hypothesis is constructed based on existing literature.

H2: Academic administration has a positive impact on academic achievement.

2.2.3. Learning Methods and Academic Administration on Academic Achievement

The relationship between learning methods and academic administration serves as a critical synergy in enhancing student academic achievement. According to Munyaradzi (2013), appropriate learning methods, whether teacher-centered or student-centered, significantly influence students' ability to comprehend the material. Innovative strategies, such as project-based learning and interactive approaches, have been shown to improve student achievement compared to traditional methods. Bloom (1956) emphasizes through his taxonomy that selecting methods tailored to students' cognitive levels ensures effective learning and positively impacts academic achievement.

In parallel, high-quality academic administration plays a pivotal role in supporting student achievement. As noted by Suharlina (2022), effective academic administration enhances student motivation, directly affecting their academic success. The incorporation of technological resources in academic administration, such as technology-driven learning management systems, streamlines the teaching and learning processes, contributing to improved academic outcomes. Thus, both effective learning methods and robust academic

administration work synergistically to enhance student academic achievement comprehensively.

The interaction between learning methods and academic administration is vital in creating an optimal educational ecosystem. Mayer (2019) highlights that effective multimedia-based learning methods enable students to process information more effectively, while supportive academic administration facilitates easier access to relevant resources. Efficient administrative management, such as well-organized scheduling and responsive academic support systems, reinforces the effectiveness of classroom teaching methods (Ganyaupfu, 2013).

In conclusion, the integration of innovative learning methods and effective academic administration produces a significant positive impact on student academic achievement. This combination not only ensures that students achieve better outcomes but also fosters a conducive environment for continuous improvement in learning processes. Therefore, the following hypothesis is constructed based on both literatures.

H3: Learning methods and academic administration positively impact academic achievement.

2.3. Conceptual Framework

According to the explanation provided in the literature review in the previous part, a research model is offered in Figure 2.1 below. According to this model, 3 research hypotheses are provided:

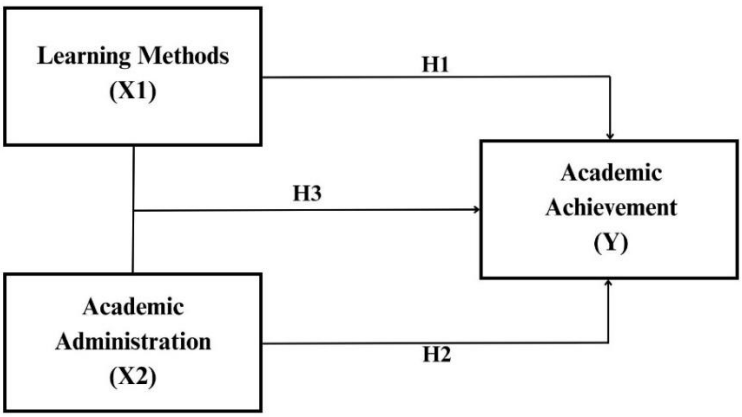

Figure 2. 1 Conceptual Framework
Source: Author (2024)

3. Material and Method

In this study, the researcher employed a quantitative approach. The quantitative method emphasizes the collection and analysis of numerical data (Creswell, 2014). Quantitative research typically utilizes instruments such as questionnaires or surveys designed to generate statistically measurable data. The purpose of this research is to test the formulated hypotheses, identify relationships between variables, and generalize the findings to a broader population. Furthermore, as described by Sugiyono (2018), the quantitative method is grounded in the philosophy of positivism. This method involves studying a specific population or sample, collecting data using research instruments, and conducting quantitative/statistical analysis to test pre-established hypotheses.

Based on the explanations above, it can be concluded that the quantitative approach is a research method used to test hypotheses through accurate statistical data analysis. Given the background and problem formulation, this study employs a quantitative approach to measure the influence of learning methods and academic administration on students' academic achievement.

This research uses primary data collected through questionnaires distributed to respondents via the Google Form platform. The data are directly gathered from the responses and subsequently processed using the Statistical Product and Service Solutions (SPSS) software version 26 to test the hypotheses established by the researcher regarding learning methods (X1), academic administration (X2), and academic achievement (Y).

This study was conducted for over five months, starting on August 28, 2024, beginning with the submission of the research title and the pre-research phase. The researcher prepared research instruments and designed an online questionnaire, with the study concluding in November 2024. Researcher collected data via online surveys and respondents were approached through various ways, including social media advertising, email invitations, and connections on Office Administration Education program.

3.1. Design Study

The objects of this research are learning methods and academic administration in relation to the academic achievement of students in the Office Administration Education program. The independent variables in this study are learning methods and academic administration (variables X1 and X2), while the dependent variable is academic achievement (variable Y). The subjects of this study are students of the Office Administration Education program 2022 and 2023 at the Faculty of Economics, Universitas Negeri Jakarta.

Data were collected through an online survey distributed via Google Forms platform, allowing participants to respond at their convenience. Consent from participants was implied upon their completion of the questionnaire. Before distributing the survey, a reliability test was conducted for each question to ensure respondents had a consistent understanding of the topics addressed.

3.2. Data Analysis

Data analysis techniques are processes used to analyze data and interpret the results, supported by data collection procedures to make the analysis more straightforward, precise, and accurate. In other words, data analysis is the process of processing or interpreting data collected by a researcher. It is a series of activities involving the examination, classification, systematization, interpretation, and verification of data to give a phenomenon social, academic, and scientific value.

The analytical technique used in this study is multiple regression analysis. Regression is a method used to examine the relationship between two or more variables. Multiple regression analysis is an extension of simple regression analysis, which only analyzes the effect of one variable on another. In multiple regression analysis, the mathematical relationship between two or more independent variables and a dependent variable is examined. In this research, regression analysis was employed to determine whether the teaching methods and academic administration influence students' academic achievement.

Data management and analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 26.0, a software widely used by researchers for statistical data analysis. SPSS was utilized in this study to process data for basic assumption tests and hypothesis testing.

4. Result

4.1. Respondents Data

The respondents in this study are students from the Office Administration Education program at the Faculty of Economics, Universitas Negeri Jakarta, from the 2022 and 2023 cohorts. The population of this study consists of 173 students, with a research sample of 120 respondents. The survey was distributed online via the Google Forms platform containing 30 questions from 3 variables.

The majority of the respondents are students from the 2022 cohort, comprising 56% or 67 students, while the remaining 44% or 53 students are from the 2023 cohort. This is because the researcher is also a student from the 2022 cohort of the Office Administration Education program, making it easier to distribute the questionnaire to students from the same cohort.

4.2. Measurement Model

Table 4. 1 Realibility Test

Reliability Statistics

Cronbach's Alpha	N of Items
.844	30

Based on SPSS realibility statistics result shows that the cronbach's alpha of total 30 questions are .844 which means that the instruments used during the research are reliable.

Table 4. 2 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	30	3	5	3,77	0,774
X1.2	30	1	4	2,33	0,884
X1.3	30	3	5	4,23	0,679
X1.4	30	2	5	3,30	0,877
X1.5	30	2	5	3,60	0,932
X1.6	30	2	5	3,53	0,860
X1.7	30	2	5	3,57	0,817
X1.8	30	2	5	3,73	0,944
X1.9	30	2	5	3,73	0,868
X1.10	30	1	5	2,80	0,997
X2.1	30	1	5	3,30	1,022
X2.2	30	1	4	2,60	0,932
X2.3	30	1	5	3,30	0,988
X2.4	30	1	5	3,37	1,033
X2.5	30	2	5	3,30	0,915
X2.6	30	1	5	2,80	1,095

X2.7	30	2	5	3,03	0,964
X2.8	30	2	5	3,10	0,845
X2.9	30	2	5	3,17	0,874
X2.10	30	1	5	2,87	1,074
Y1	30	2	5	3,13	0,819
Y2	30	1	4	2,63	0,890
Y3	30	2	5	3,37	0,999
Y4	30	2	5	3,00	0,743
Y5	30	1	5	3,37	1,033
Y6	30	1	4	2,70	0,915
Y7	30	2	5	3,30	0,952
Y8	30	2	4	3,00	0,788
Y9	30	2	5	3,17	0,986
Y10	30	2	5	3,30	1,022
Valid N (listwise)	30				

The descriptive statistics provide an overview of the data for each variable, including the number of observations, minimum and maximum values, mean, and standard deviation. Each variable has 30 observations, with no missing data, and all are measured on a Likert scale ranging from 1 to 5. For the X1 variables, the mean scores range from 2.33 (X1.2) to 4.23 (X1.3), indicating varying levels of agreement, with X1.3 showing the highest mean and X1.2 the lowest. The standard deviations for these variables are moderate, suggesting slight variability in responses.

For the X2 variables, mean scores range from 2.60 (X2.2) to 3.37 (X2.4), reflecting moderate agreement, with X2.4 showing the strongest agreement and X2.2 the weakest. The standard deviations are slightly higher for X2.6 (1.095) and X2.10 (1.074), indicating greater variability. The Y variables have mean scores ranging from 2.63 (Y2) to 3.37 (Y3 and Y5), suggesting moderate agreement, with Y3 and Y5 having the highest means and Y2 the lowest. The standard deviations are relatively consistent, with Y4 showing the least variability (0.743) and Y5 the most (1.033). Overall, most variables exhibit moderate agreement with slight to moderate variability in responses, reflecting consistent yet diverse perspectives across the data.

Table 4. 3 Kolmogorov-Smirnov Table

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		120
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.56721171
Most Extreme Differences	Absolute	.084
	Positive	.073
	Negative	-.084
Test Statistic		.084
Asymp. Sig. (2-tailed)		.036[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The normality of the standardized residuals was assessed using SPSS with the One-Sample Kolmogorov-Smirnov test with the Lilliefors Significance Correction. The test assumes a null hypothesis that the residuals follow a normal distribution. SPSS reports the test statistic as 0.084 and a p-value of 0.036, which is less than the significance threshold of 0.05. This indicates a rejection of the null hypothesis, concluding that the residuals are not normally distributed at a 95% confidence level. The Lilliefors correction accounts for the estimation of the mean and standard deviation from the sample, ensuring a more accurate assessment of normality.

Table 4. 4 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828[a]	0,685	0,680	2,589

a. Predictors: (Constant), X2, X1

The model summary indicates that the multiple regression model, which includes predictors X1 and X2, explains a substantial proportion of the variance in the dependent variable. The R value of 0.828 signifies a strong positive correlation between the predictors (X1 and X2) and the dependent variable. The R Square value of 0.685 indicates that 68.5% of the variance in the dependent variable can be explained by the predictors included in the model. The Adjusted R Square value of 0.680 accounts for the number of predictors and sample size, confirming that the model remains robust. The standard error of the estimate (2.589) suggests the average deviation of observed values from the predicted values, reflecting the accuracy of the model. These results demonstrate that the predictors contribute significantly to explaining the variance in the dependent variable, making the model reliable for interpretation.

Table 4. 5 Anova Table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1705.046	2	852.523	127.181	.000[b]
	Residual	784.279	117	6.703		
	Total	2489.325	119			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

The ANOVA analysis for the regression model reveals a significant relationship between the predictors (Learning Methods, X1, and Academic Administration, X2) and the dependent variable (Learning Achievement, Y). The model demonstrates a regression sum of squares of 1705.046 with 2 degrees of freedom, resulting in a mean square of 852.523. The F-statistic is 127.181 with a significance value of .000, indicating that the predictors significantly explain the variance in Learning Achievement (Y). The residual sum of squares is 784.279 with 117 degrees of freedom, giving a mean square error of 6.703. The total sum of squares for the model is 2489.325 across 119 observations. These results suggest that the regression model is statistically significant, showing a substantial impact of the independent variables (X1 and X2) on the dependent variable (Y).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-2.341	2.408		-.972	.333		
	X1	.303	.048	.346	6.255	.000	.879	1.137
	X2	.837	.072	.641	11.587	.000	.879	1.137

a. Dependent Variable: Y

The regression coefficients provide insights into the contribution of each independent variable (X1 and X2) to the dependent variable (Y). The constant (-2.341) represents the predicted value of Y when both X1 and X2 are zero, but it is not statistically significant ($p = 0.333$). For the predictors, X1 has an unstandardized coefficient (B) of 0.303, indicating that for every one-unit increase in X1, Y is expected to increase by 0.303 units, holding X2 constant. The standardized coefficient (Beta) of 0.346 suggests a moderate contribution of X1 to the model.

This relationship is statistically significant ($p < 0.001$). Similarly, X2 has an unstandardized coefficient (B) of 0.837, implying that a one-unit increase in X2 leads to a 0.837-unit increase in Y, controlling for X1. The standardized coefficient (Beta) of 0.641 shows that X2 has a stronger effect on Y compared to X1, and this relationship is also statistically significant ($p < 0.001$). These results indicate that both X1 and X2 significantly contribute to predicting Y, with X2 having a greater influence.

5. Discussion

The results of the analysis in the previous chapter provide strong support for the hypotheses. First, H1, which states that there is a positive and significant influence of Learning Methods

on Academic Achievement, is supported. The unstandardized coefficient (B) for Learning Methods (X1) is 0.303, indicating a positive effect on Academic Achievement (Y), and this relationship is statistically significant ($p < 0.001$). This finding highlights the importance of innovative and effective teaching strategies in enhancing student achievement. Educators could focus on adapting learning methods to the specific needs and preferences of students to optimize their academic outcomes.

H2, which posits that there is a positive and significant influence of Academic Administration on Academic Achievement, is also supported. The unstandardized coefficient (B) for Academic Administration (X2) is 0.837, showing a stronger positive effect on Academic Achievement (Y) compared to Learning Methods, with the relationship being statistically significant ($p < 0.001$). This result suggests that well-structured administrative processes, such as efficient class scheduling, timely communication, and availability of resources, play a critical role in fostering a conducive learning environment. Institutions should consider evaluating and refining their administrative policies to further enhance academic performance.

Additionally, H3, which suggests a positive and significant joint effect of Learning Methods and Academic Administration on Academic Achievement, is confirmed. The overall model significance, as demonstrated by the ANOVA results ($F = 127.181$, $p < 0.001$), indicates that both X1 and X2 together significantly predict Academic Achievement. This finding underscores the interdependent relationship between instructional strategies and administrative support, implying that neither factor alone is sufficient to achieve optimal student outcomes.

The findings align with prior research that emphasizes the dual role of pedagogical methods and institutional frameworks in shaping academic success. However, the stronger impact of Academic Administration compared to Learning Methods raises questions about the relative weight of external versus instructional factors in influencing performance. Future research could explore this dynamic further, perhaps by examining other variables such as student motivation or external support systems. Moreover, these results could inform policy recommendations, encouraging educational institutions to strike a balance between innovative teaching approaches and robust administrative systems to maximize academic achievement.

6. Conclusion, Implications and Recommendations

6.1. Conclusion

This study demonstrates that Learning Methods and Academic Administration significantly influence Academic Achievement, both individually and collectively. Learning Methods positively affect Academic Achievement with a coefficient of 0.303, highlighting the importance of instructional strategies tailored to student needs. Similarly, Academic Administration has an even stronger positive impact, with a coefficient of 0.837, underscoring the critical role of efficient and supportive administrative practices. The joint effect of these factors, as evidenced by the model significance ($F = 127.181$, $p < 0.001$), further emphasizes their combined importance in fostering student success. These findings validate all three hypotheses and reinforce the interconnected roles of learning methods and institutional support in academic achievement.

6.2. Implications

The findings of this study offer important implications for educators, administrators, and policymakers in higher education. The significant influence of Learning Methods suggests that teachers should prioritize adopting diverse and innovative pedagogical approaches that cater to varied learning styles. Meanwhile, the substantial role of Academic Administration underscores the need for institutions to ensure efficient processes and adequate resources that directly support students' academic pursuits. The joint effect of these factors suggests that holistic improvements in teaching strategies and institutional policies are necessary to maximize academic outcomes. Educational institutions should view Learning Methods and Academic Administration as complementary, rather than isolated, elements in their efforts to improve student achievement.

6.3. Recommendations

Based on the findings, several recommendations are proposed to enhance academic achievement. For educators, it is essential to invest in professional development programs that equip teachers with contemporary, evidence-based instructional techniques. The adoption of active learning methods, such as problem-based learning and collaborative activities, should be prioritized to engage students more effectively.

Academic administrators should focus on streamlining administrative processes to eliminate inefficiencies and enhance the overall student experience. Furthermore, increasing accessibility to academic resources, such as learning materials, academic advising, and counseling services, is crucial.

Policymakers should develop regulations that balance instructional innovation and administrative efficiency within higher education institutions, supported by adequate funding for initiatives promoting both pedagogical advancements and improved academic administration.

Future research should consider exploring additional variables, such as student motivation, socio-economic background, or digital learning tools, to gain a more comprehensive understanding of factors influencing academic achievement. Longitudinal studies assessing the long-term effects of changes in learning methods and academic administration on student performance are also recommended to provide deeper insights into this field. By implementing these recommendations, stakeholders in higher education can contribute to the creation of an environment that supports sustained academic achievement.

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