

The Effect of Lecturer Competence and Learning Motivation on Student Learning Achievement in Web Design Subjects (Case Study of Office Administration Education Students, State University of Jakarta)

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Abstract

The competence of a lecturer is one of the important role holders in improving student learning achievement from the external side. Problems such as decreased student achievement will arise if the lecturer cannot fulfill his competence in the learning process. In addition, improving student achievement is also inseparable from learning motivation as an internal factor that affects it. This study aims to determine whether lecturer competence and student learning motivation can have an influence on improving student achievement, especially students of the State University of Jakarta Office Administration Education Study Program in Web Design Subjects. In this study using quantitative methods which make numerical data as a research tool through distributing questionnaires with a research sample of 63 respondents. The SPSS version 27 application is the application that will be used for data processing in this study. The test results of this study suggest that learning motivation and lecturer competence have a significant positive impact on learning achievement. Furthermore, the combination of lecturer competence and learning motivation has a significant positive impact on the achievement of learning.

Keywords: Lecturer Competence; Learning Motivation; Learning Achievement

1. Introduction

In every process of human growth and development, it will always be in line with science. For every human being, studying is a must that must be faced even from their birth into the world until they close their age. Every human being is obliged to continue to study without any age limit, as long as their mind and body are still healthy. Without realizing it, humans will experience difficulties in development and even experience backwardness if they do not gain knowledge. The acquisition of knowledge can be done through various delivery media, even through social networks such as the internet. To obtain knowledge, one of the ways is through education in higher education, where the knowledge is delivered by teachers, namely lecturers. Therefore, education should be aimed at producing individuals who are not only capable and competitive, but also noble and moral.

Every organization or institution needs skilled human resources who have the required abilities and education plays an important role in realizing this. The HR crisis indicates the low quality of education, so every organization needs human resources who have the necessary skills so that organizational goals can be achieved. In the world of education, lecturers are the main actors in higher education who play a role in the transformation, development, and dissemination of knowledge so as to achieve an advanced nation. Before creating a superior generation, a lecturer must first have high quality because the lecturer is an expert, creative, educated, motivated and reliable in management, so that it can produce a good management culture and a good generation. According to Takrim and Mikkael (2020), there are two primary categories of factors that can influence academic performance: internal and external. Student learning results are directly influenced by several internal elements, one of the most important of which is learning motivation. Alternatively, lecturer competence in the classroom is an external component that significantly impacts students' ability to learn.

The Office Administration Education study program at the Faculty of Economics, State University of Jakarta offers various courses that must be followed by students. One of them is the Web Design course, which is part of the compulsory courses in the Office Administration Education study program at State University of Jakarta which discusses how to design, design, and manage a web. In today's digital era, both in the fields of education, administration, and government need a website that will support every activity, and this means that the ability to manage and design a web is not only a technical skill, but also a form of digital literacy. For students of the Office Administration Education study program, this web design course provides many benefits that are in accordance with the profile of graduates. In the field of education, designing and managing a web can be useful as an attractive learning media and can also organize learning materials so as to improve the quality of teaching. In addition, in the field of web administration, it will support administrative activities such as an institution or company information platform, documentation, and data management. And this web design course is also useful for students who have the intention to open a business.

The success of Office Administration Education study program students in this web design course cannot be separated from the role of lecturers as facilitators and learning motivation from the students themselves. Lecturer competence which includes teaching skills and professionalism in teaching web design courses greatly influences the success in providing knowledge to students. In addition, student learning motivation is also very influential in determining their ability to master the material provided.

According to Sriargianti Amir (2019) if someone has criteria such as skills, knowledge, and behavior that have been determined and the institution can recognize it, then that person can be considered competent. These competencies greatly affect the development of learning, therefore a lecturer must have competency standards that the institution or college has set. According to Najamudin (2018), lecturer competence is a behavior, knowledge, and skills that need to be internalized, understood, and adopted by a lecturer to fulfill his professional duties and responsibilities, therefore a lecturer must be competent. In this case, to achieve maximum performance in the field of education or community service, a lecturer must also have pedagogic competence, personality and the need for social character not only have professional competence. As one of the important human resources in higher education, a lecturer must have superior skills that will also affect student learning achievement.

Based on Kusumaningtyas and Solikah (2020), they argue that in achieving the goals set by lecturers, motivation becomes a psychological driver that arises in students in the process of learning activities. According to Uno (2011), learning motivation is a form of encouragement that comes from within and from external factors that encourage them to learn and develop certain behaviors, usually with some encouragement or supporting elements. These supporting elements include the desire to succeed, the desire to learn, dreams of the future, appreciation in the learning process and a positive educational environment. To produce good student achievement, learning motivation is needed which will help in encouraging a sense of enthusiasm in learning activities. Therefore, motivation can be considered as one of the factors that influence learning achievement and can result in students achieving high quality results.

Jani (2021) said that learning achievement is the result of the learning process that students have gone through in acquiring knowledge and skills in higher education through a series of learning programs. Takrim and Mikkael, (2020) argue that learning achievement is the result of assessing the learning activities that have been carried out and combining them into a conclusion formula to determine the extent of students' abilities. This learning achievement can be shown in the form of symbols, numbers, letters, or sentences that can show what they have learned. Learning achievement can be said to be satisfactory, if it is in accordance with the expectations of students and lecturers, but many factors influence so that achieving good learning achievement is not easy, therefore lecturers and students must be able to work together to achieve high learning achievement by means of lecturers exerting all their competence to provide knowledge to students and students must also motivate themselves to achieve maximum learning achievement. Based on the explanations above, I distributed a questionnaire with a total of 6 questions and was answered by 12 students to obtain data as a pre-survey on the study, the following is a table of questionnaire results:

No	Question Item	Alternative Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Lecturers are able to explain the material clearly and	0	6	6	0	0

	easily understood					
2	Lecturers often provide real examples in explaining the material.	6	3	3	0	0
3	Lecturers are able to create an active and fun learning atmosphere	0	8	4	0	0
4	I often prepare myself before attending lectures	0	7	5	0	0
5	I feel encouraged to study because I want to get good grades	6	3	3	0	0
6	I feel challenged to always learn better	4	7	1	0	0

Based on the results of the pre-survey above, it can be found that on the question item “Lecturers are able to explain the material clearly and easily understood”, 6 people answered agree and 6 people were neutral. For the question item “Lecturers often provide real examples in explaining the material”, 6 students answered strongly agree, 3 students answered agree, and 3 more people answered neutral. Then for the question item “Lecturers are able to create an active and fun learning atmosphere” 8 students answered agree. Furthermore, for the question item “I often prepare myself before attending lectures”, 7 people answered agree and 5 people answered neutral. On the question item “I feel encouraged to study because I want to get good grades”, students will be encouraged to study because they want to achieve their goals in getting good grades as evidenced by 6 people answering strongly agree, 3 answering agree, and 3 people answering neutral. And on the last question item, namely “I feel challenged to always learn better”, 7 people answered agree.

There are several previous researchers who have examined similar topics. One of the relevant studies was conducted by Takrim and Mikkael (2020) which showed that student learning achievement can be influenced by lecturer competence and motivation. Furthermore, Muslifiansyah, Setiadi, and Rahayu (2022) also conducted a similar study that confirmed a significant positive relationship between lecturer competence, motivation, and student learning achievement. However, different results were found in a study conducted by Kusumaningtyas and Solikah (2020), which showed that lecturer competence had an indirect effect on student achievement, while student motivation also had an indirect effect on their achievement.

This research will investigate how lecturers' competence and students' motivation to learn will impact on students' achievement in Web Design course which is one of the important parts of mastering digital skills for Office Administration Education students. There is not much literature that discusses this subject, especially in the field of Office Administration

Education, therefore this research offers a new discussion in the literature. This study will also provide insights into different relationship patterns from previous studies in other institutions. In addition, the ability to design a web is becoming increasingly important as technology and digitization develop in the world of work and this research has significant relevance in relation to current industry demands. By linking it to the field of education, the research findings can provide useful suggestions for improving the quality of learning to match industry needs.

2. Introduction

2.1 Lecturer Competence

Both internal and external influences have an impact on students' ability to learn. Competence of the instructor is one of the external elements that can affect students' ability to learn. A set of skills, knowledge, and behaviors that a teacher has in achieving predetermined teaching and educational goals is the definition of lecturer competence. Being a competent lecturer means having the right information, habits, and abilities to help students learn and grow. A teacher needs competence, according to Musfah (2011), in order to accomplish the aims of education and teaching. This competence includes knowledge, actions, and abilities. Through various sources of learning, training, and education, these competencies can be obtained. According to Murti and Prasetyo (2018) as a lecturer to be able to carry out his professional duties must have competencies that refer to his expertise, knowledge, and behavior. According to Mustaqim (2020), competence is an expertise, knowledge, and values that are reflected in the way of acting and thinking. A lecturer's internalization and possession of a set of skills, information, and activities is necessary for fulfilling a competency, according to Murti and Prasetyo (2018). Ginting, et al., (2022) also has a similar opinion that competence is a science and expertise in achieving goals that a lecturer must have. Based on the explanation of lecturer competence conveyed by various experts, it can be concluded that a lecturer must have the ability to be reviewed on a science, expertise, and also behavior. In other words, if someone has criteria such as skills, knowledge, and behavior that have been determined and the institution can recognize it, then that person can be considered competent.

Based on research by Sadewa and Damayanti (2023), lecturer competence has four indicators listed in the Law on Teachers and Lecturers Number 14 of 2005, including: 1) pedagogical competence, 2) personality competence, 3) professional competence, and 4) social competence.

2.2 Learning Motivation

One of the internal aspects that can influence learning achievement is learning motivation. In achieving learning effectiveness, motivation is one of the factors that influence it. Usually students tend to be able to learn optimally when there are factors that influence it, one of which is the existence of learning motivation. Good learning motivation owned by students tends to be diligent in the learning process to achieve their goals. This is in line with the view of Uno (2011) who said that learning motivation becomes an encouragement for students who are intrinsic and extrinsic so that they can learn to do a behavior, usually with several encouragements or supporting elements. These supporting elements include the desire to succeed, the desire to learn, dreams of the future, appreciation in the learning process and a positive educational environment. Mustaqim (2020) argues that in students, achievement motivation or learning motivation becomes a driving force in themselves because it will create a good situation in the learning process so that it can lead to the desired goals in order to achieve

the best results. According to Sardiman (2007) learning motivation is an energy that moves students in creating a positive atmosphere in the process of learning activities that lead to achieving the desired goals of what they want to learn. In the view of Datu, et al. (2022) learning motivation is a psychological support in directing and guiding human behavior, including learning activities that really need motivation and of course will encourage one's enthusiasm in studying to achieve their goals. In his research Mayasari, et al. (2021) argue that learning motivation is a characteristic that is possessed so that it can motivate a person to support his learning spirit and carry out certain tasks in order to achieve learning outcomes and goals. A highly motivated student will exert considerable effort while engaging in their educational pursuits, according to the aforementioned professional viewpoints. Therefore, it is possible that someone who has a fairly good adjustment can experience failure due to low motivation, because to get maximum learning achievement really needs motivation to support it.

Here are some indicators of learning motivation according to Uno (2014), among others: 1) The existence of desire and desire to succeed, 2) The existence of encouragement and needs in learning, 3) There are hopes and aspirations for the future, 4) There is appreciation in learning, 5) There are interesting activities in learning, 6) There is a conducive learning environment.

2.3 Learning Achievement

Learning achievement can be interpreted as evidence of the results of what has been done and achieved by students after carrying out various activities during a certain period. On the other hand, learning achievement can also be understood as the result of measurement and evaluation of the efforts made by students in the learning process. According to Yulyani's view (2022) learning achievement is an achievement that students achieve after going through various series of learning processes that build their intellectual, emotional, and psychological aspects. Jani (2021) argues that learning achievement is the acquisition achieved by students from the learning process through various systematically designed learning programs that they have undergone to acquire knowledge and skills in higher education. According to Nuswantoro (2021) learning achievement is an achievement of what students or students have done as part of the completion of the learning process. According to the views of Murti and Prasetyo (2018) learning achievement is a skill and knowledge that can be developed in a course, which is indicated by test scores and lecturer assessments. In the view of Gusmawati, et al. (2020) the results obtained on exams, exercises, and experiences that drive awareness are the definition of learning achievement. Based on the explanation of learning achievement from several experts, it can be concluded that learning achievement is the result obtained throughout the learning process. Achieving achievement is not easy as people say, it takes hard work to achieve it. Perseverance and personal optimism are key factors that can help us achieve these goals. Thus, it is very natural that wanting to achieve something requires hard work, perseverance, and motivation.

Based on research by Sadewa and Damayanti (2023), learning achievement has three indicators, including: 1) cognitive (creative domain), affective (feeling domain), and 3) psychomotor (feeling domain).

2.4 Hipotesis

This study will explain how the effect of Lecturer Competence (X1) and Learning Motivation (X2) as independent variables on Learning Achievement (Y) as the dependent variable, so that this study can determine the hypothesis as follows:

H1: Lecturer Competence (X1) has a positive and significant effect on Learning Achievement (Y)

H2: Learning Motivation (X2) has a positive and significant effect on Learning Achievement (Y)

H3: Lecturer Competence (X1) and Learning Motivation (X2) have a positive and significant effect on Learning Achievement (Y)

3. Material and Method

3.1 Design Study

This research will be conducted in one of the faculties and study programs of the State University of Jakarta, namely the Faculty of Economics and the Office Administration Education Study Program. Researchers in this study will use quantitative methods in the form of numbers as a method of research and use the Likert Scale on each question item with several answer options that can be selected to represent the question. Researchers will rely on questionnaires as a means of gathering information. Active students of the 2022 and 2023 batches of State University of Jakarta, Faculty of Economics with the Office Administration Education Study Program who have taught Web Design courses are the population in this study with a sample size of 63 respondents to represent the entire population using the Taro Yamane formula. In this study, researchers will rely on the following characteristics:

1. Active students of batch 2022 and 2023 of State University of Jakarta Office Administration Education Study Program
2. Office Administration Education Study Program students who have completed the Web Design course

3.2 Data Analysis

Researchers will process data and analyze it using the SPSS version 27 application after researchers distribute questionnaires and get data as answers from respondents. After that the researcher will carry out several data analysis techniques such as descriptive data analysis, classical assumption test which consists of several tests, namely multicollinearity test, heteroscedasticity test, and normality test, besides that there is multiple linear regression test, and the last test of data analysis techniques in this study is hypothesis testing which consists of several tests, such as partial regression coefficient test (t test), simultaneous regression coefficient test (f test), and coefficient of determination test (r²).

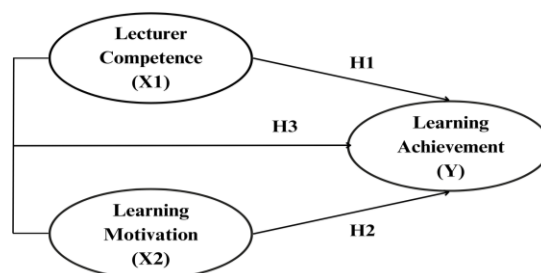


Figure 1. Research Model

4. Result

4.1 Data Description

In this study, there are two independent variables and one dependent variable. Lecturer Competence and Learning Motivation function as independent variables, while Learning Achievement is the dependent variable. The data description in this study can be grouped into two parts, the first is the respondent profile, including information about gender, age, and class, and the second is the analysis of variable data descriptions.

4.1.1 Respondent Profile

This research utilizes one of the digital media, namely Google Form as a survey tool by filling out a questionnaire. The following is a percentage profile of respondents in this study which can be explained as:

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	51	81.0	81.0	81.0
	Male	12	19.0	19.0	100.0
	Total	63	100.0	100.0	

According to the data, out of a total of 63 participants in this study, 51 were female, accounting for about 81% of the total, while 12 were male, representing about 19%. This is an acceptable fact because Jakarta State University students with the Office Administration Education Study Program are dominated by female students.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 20 years	53	84.1	84.1	84.1
	21 - 22 years	10	15.9	15.9	100.0
	Total	63	100.0	100.0	

Based on the figure above, it is known that respondents aged 18-20 years dominate with 53 respondents at a percentage of 84.1%, while respondents aged 21-22 years only numbered 10 respondents at a percentage of 15.9%. This is an acceptable fact because the birth year of the current batch of 2022 and 2023 students is around 2004 and 2005.

Generation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2022	47	74.6	74.6	74.6
	2023	16	25.4	25.4	100.0
	Total	63	100.0	100.0	

The figure above shows that the 2022 respondents in this study dominated with a total of 47 respondents at a percentage of 74.6%, while the 2023 respondents only totaled 16 respondents at a percentage of 25.4%. This is an acceptable fact because the total number of 2022 students is greater than the total number of 2023 students.

4.1.2 Descriptive Analysis of Variable Data

4.1.2.1 Lecturer Competence

Descriptive Statistics						
Indicator	Question Item	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogical Competence	2	63	3	5	4,51	,619
	3	63	2	5	4,24	,689
Personality Competence	4	63	1	5	1,98	1,085
Professional Competence	6	63	3	5	4,29	,658
Social Competence	7	63	2	5	4,44	,667
Valid N (listwise)		63				

Based on the table of descriptive data results of the lecturer competency variable above, it shows that lecturer competence is most influenced by question item number 2 on the pedagogical competence indicator. This is reflected in the mean result of 4.51, which means that students feel that they are helped by the provision of guidance by web design lecturers when they have difficulty understanding during practice. The indicator that has the least influence is personality competence in question number 4 with a mean of 1.98. With these mean results, it can be found that the lecturer's personality competence in showing patience and appreciating every student's question during the learning process can be felt by them, but not so great.

4.1.2.2 Learning Motivation

Descriptive Statistics						
Indicator	Question Item	N	Minimum	Maximum	Mean	Std. Deviation
The existence of desire and desire to succeed	1	63	3	5	4,35	,676
The existence of encouragement and needs in learning	2	63	3	5	4,16	,700

There are interesting activities in learning	5	63	1	5	2,14	,948
There is a conducive learning environment	6	63	1	5	2,24	1,160
Valid N (listwise)		63				

The mean of 4.35 shows that the desire and desire to succeed indicator has the most influence on student learning motivation, as evidenced by the table of descriptive data results of the learning motivation variable . Every student wants the best learning results and to be a successful version of themselves. This aspiration for success will trigger students' enthusiasm, thus motivating them to learn and contribute to the achievement of success. The indicator of interesting learning activities is the least influential, with a calculated mean of 2.14. These median scores show that students have sufficient information to perceive the presence of engaging learning activities like practice and group projects.

4.1.2.3 Learning Achievement

Descriptive Statistics						
Indicator	Question Item	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive (creative domain)	2	63	3	5	4,35	,572
	3	63	3	5	4,37	,655
Affective (feeling domain)	4	63	2	5	4,21	,765
	5	63	1	5	2,14	1,162
Psychomotor (feeling domain)	6	63	3	5	4,35	,572
	7	63	1	5	4,25	,803
Valid N (listwise)		63				

Based on the table of descriptive data results of the learning achievement variable above, it shows that learning achievement is most influenced by question item number 3 on the cognitive indicator (creative domain) with a mea count of 4.37. This indicator can be said to represent a variable which means that students can utilize the guidelines that have been taught very well so that it helps them in completing each Web Design course assignment. The indicator that has the least influence is affective (feeling domain) on question item number 5

with a mean of 2.14. The calculated mean means means that during the learning process in practice, students build a good attitude by understanding the application of technology in web design. In addition, not all students are able to operate the technology used in practice.

4.2 Classical Assumption Test

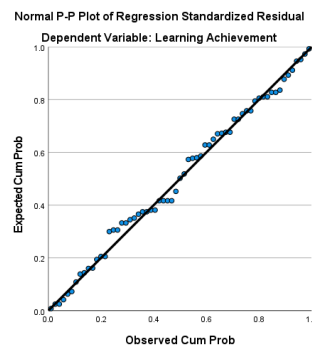
4.2.1 Multicollinearity Test

Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.595	2.468		3.483	<.,001		
	Lecturer Competence	.396	.127	.307	3.108	.003	.912	1.096
	Learning Motivation	.572	.108	.525	5.306	<.,001	.912	1.096

a. Dependent Variable: Learning Achievement

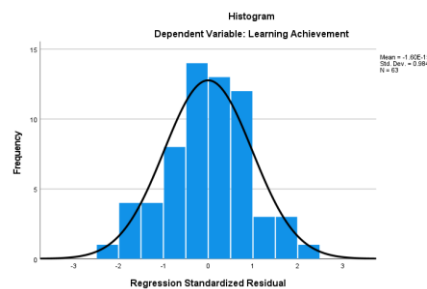
The previously mentioned reveal that the variables of lecturer competency and learning motivation yield a tolerance value of 0.912 and a VIF value of 1.096. These findings suggest that the data collected for this investigation are acceptable and free from multicollinearity symptoms because it shows results of $0.912 > 0.01$ for tolerance value and $1.096 < 10$ for VIF value.

4.2.2 Heteroscedasticity Test



Based on the results of the heteroscedasticity test obtained, it can be seen that the picture above does not have heteroscedasticity in this study, indicated by not forming a pattern and the distribution of points above and below the number 0 on the Y axis. The data can also be said to be normal because it shows the points spread along the diagonal line.

4.2.3 Normality Test



It is evident from the results of the heteroscedasticity test that the data follows a normal distribution, as the histogram graph forms a perfect bell.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		63	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	1.89028518	
Most Extreme Differences	Absolute	.075	
	Positive	.061	
	Negative	-.075	
Test Statistic		.075	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.513	
	99% Confidence Interval	Lower Bound	.500
		Upper Bound	.526

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure above shows the result of processing the normalcy test data, the significance value of lecturer competency, learning motivation, and learning achievement is 0.513. Since the significance value is greater than 0.05 (0.513 > 0.05), these results clearly indicate that the data follows a normal distribution.

4.3 Multiple Linear Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.595	2.468		3.483	<.001
	Lecturer Competence	.396	.127	.307	3.108	.003
	Learning Motivation	.572	.108	.525	5.306	<.001

a. Dependent Variable: Learning Achievement

Based on the above-mentioned calculation results, a constant value of 8.595 has been determined, which is expressed in the following regression equation model:

$$Y = 8,595 + 0,396 X1 + 0,572 X2$$

In the coefficients table that has been presented, it can be assumed that if the lecturer competency and learning motivation variables have a value of 0, then the learning achievement variable has a positive value of 8.595. A regression coefficient of 0.396 for the lecturer competency variable indicates that it has a positive effect on the learning accomplishment variables. A regression coefficient of 0.572 for the learning motivation variable indicates that it positively affects both the learning achievement.

4.4 Hypothesis Test

4.4.1 Partial Regression Coefficient Test (t test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.595	2.468		3.483	<.001
	Lecturer Competence	.396	.127	.307	3.108	.003
	Learning Motivation	.572	.108	.525	5.306	<.001

a. Dependent Variable: Learning Achievement

All of the aforementioned computations have proven that the lecturer competency variable has a sig. value of 0.003, which means that there is an influence between the lecturer competency variable on learning achievement because the sig. value is less than 0.05 or 0.003

< 0.05. The learning motivation variable has a sig. value of 0.001, which means that there is an influence between the learning motivation variable on learning achievement because the sig. value is less than 0.05 or $0.001 < 0.05$.

4.4.2 Simultaneous Regression Coefficient Test (f test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	192.463	2	96.231	26.063	<.001 ^b
	Residual	221.537	60	3.692		
	Total	414.000	62			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Motivation, Lecturer Competence

The results in the ANOVA table indicate that the significance level is 0.001, or $0.001 < 0.05$, thereby supporting the acceptance of the hypothesis. Based on these results, it can be concluded that between the variables of lecturer competence and learning motivation on learning achievement have a significant influence.

4.4.3 Determination Coefficient Test (R^2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682 ^a	.465	.447	1.922

a. Predictors: (Constant), Learning Motivation, Lecturer Competence

b. Dependent Variable: Learning Achievement

The model summary table above shows a R Squared value of 0.465. Based on this result, we can deduce that variables related to lecturer competence and learning motivation account for 46.5% of the variance in learning achievement, whereas variables that have not been investigated account for the remaining 53.5%.

5. Discussion

H1 : Lecturer Competence on Student Learning Achievement in Web Design Subjects

Based on several tests that researchers have done, the results show that learning achievement is positively influenced significantly by lecturer competence. This result is obtained based on multiple linear regression test testing which shows a number of 0.396, so that learning achievement is positively influenced by lecturer competence. There is a substantial effect of lecturer competence on learning achievement, as confirmed by the partial regression coefficient test (t test), which yielded a significance value of $0.003 < 0.05$.

These results underline that the main factor that can improve student achievement is the quality of lecturer competence itself, especially in web design courses that adopt technology so that it requires technical skills. This emphasizes that if the quality of lecturer competence continues to increase, student achievement will also increase. Lecturers who have good quality competence are certainly able to adopt technology into the learning process, so that the class will be more interactive and interesting. Web design courses that are more familiar with technology require technical skills, so lecturers must have competencies that suit the needs of students and the needs for the learning process. This will help students in developing their skills

according to industry demands. Competence outside the learning process is also very important, considering that the lecturer will certainly be a role model for his students if the lecturer has good ethics and morals that can reflect his attitude. This is the reason why lecturer competence has a considerable and positive impact on learning outcomes. Utami (2020) and Mustaqim (2020) found a similar positive and substantial influence of the lecturer competence variable on student learning achievement, therefore this results are in line with theirs.

H2 : Learning Motivation on Student Learning Achievement in Web Design Subjects

Based on several tests that researchers have conducted, the results show that learning motivation has a significant positive effect on learning achievement with multiple linear regression test results of 0.572 and partial regression coefficient test results (t test) with a sig value. $0,001 < 0,05$.

This study's findings provide credence to the idea that learning motivation plays a significant part in the learning process by inspiring students to make the most of their time spent studying. The high learning motivation of students will make them always try their best to achieve brilliant academic achievements. This motivation helps encourage passion, such as learning to be more active to understand the material, be active in the learning process, and maximize the assignments given, and with this students will achieve high learning achievement. Especially in web design courses, students will certainly be encouraged to master skills in applying technology and concepts in designing a web. The use of digital media such as video tutorials and technology-based platforms will make the learning experience in web design courses interesting and closely related to skill needs. This, this encourages students' learning motivation to continue to develop and achieve better academic performance. This demonstrates that a strong desire to learn has a favorable effect on learning achievement. Prior studies that support the findings of this study include the research of Setyaningsih and Atmaja (2021), Rafiola, Setyosari, Radjah, and Ramli (2020), and Yulyani (2022) which found that learning achievement is positively and significantly influenced by learning motivation.

H3 : Lecturer Competence and Learning Motivation on Student Learning Achievement in Web Design Courses

Based on several tests that researchers have done, the results show that lecturer competence and learning motivation have a significant positive effect on learning achievement with the results of the simultaneous regression coefficient (f test) with a sig value. $0.001 < 0.05$ and the test results of the coefficient of determination (R²) of 0.465 or 46.5%.

Lecturer competence and learning motivation are two crucial elements that contribute to improving learning achievement. Learning motivation functions as an internal factor that affects learning outcomes, while the competence of a lecturer as an external factor also determines student success. So if lecturers are able to carry out their obligations properly and high learning motivation can be owned by students, then these two things will play a significant role in improving student achievement. In the context of web design courses that adopt technology, of course, it requires technical skills, so lecturers must optimize their competence to provide guidance in the learning process. If lecturers are able to provide direction on the use of digital technology in web design courses properly, it will encourage student motivation to study harder to deepen their understanding which ultimately affects the level of learning

achievement. Previous research that is in line with this research is the research of Muslifiansyah, Setiadi, and Rahayu (2022), Sudarjo and Suyitno (2023), and Mustaqim (2020) which found that learning achievement is significantly positively influenced jointly by lecturer competence and learning motivation.

6. Conclusion, Implication, and Recommendation

6.1 Conclusion

Findings will be based on a case study of students majoring in Office Administration Education at State University Jakarta's Web Design subjects, with the goal of determining whether or not lecturer competency and student motivation have an effect on learning achievement. The results of the many tests conducted in this study allow us to draw the conclusion that:

1. There is a positive and significant influence between lecturer competence (X1) on learning achievement (Y).
2. There is a positive and significant influence between learning motivation (X2) on learning achievement (Y).
3. There is a positive and significant influence together between lecturer competence (X1) and learning motivation (X2) on learning achievement (Y).

6.2 Implication

This study shows findings on how learning achievement is positively and significantly influenced by lecturer competence and learning motivation. This finding will provide an overview in seeing the importance of improving the quality of lecturer competence which will affect student learning achievement which will also increase. In addition, it is important for students to have motivation in themselves because this motivation will help encourage them to optimize their learning process and end up achieving good learning achievement. And it will be easy for students to achieve high learning achievement if these two factors can be harmonized.

6.3 Recommendation

1. Academic Advice
 - a. The results showed that the personality competence indicator in the lecturer competency variable was the indicator that had the least influence, especially on the view of respect and patience when facing student questions. This indicator needs to be improved by conducting methods such as providing training to lecturers that focus on improving soft skills in managing emotions, communication, and professional ethics. This training aims to help increase knowledge of the importance of being patient, empathetic, and respectful. In addition, it can also be done in ways such as providing facilities by providing a healthy discussion space where each student can feel valued and not worry about getting bad responses.
 - b. The learning motivation variable in this study has an indicator with the least influence of 2.14, namely the indicator of interesting activities in learning. In the learning process, each student must have their own learning style according to their conditions. Therefore, this indicator can be improved by the way each student must know their respective learning styles. This learning style will help students motivate themselves to learn because they already know how effective learning methods are for themselves so they don't feel too bored when learning.

- c. The results showed that the affective indicator (sense domain) in the learning achievement variable was the indicator that had the least influence, especially on building a good attitude by understanding the application of technology in web design. To improve students' ability to operate technology can be done in several ways such as attending workshops, lecturers can also provide modules, lecturer competence also needs to be improved so that it is always relevant to developments, and of course learning motivation from within the students themselves. In these ways it will help in improving learning achievement.

2. Practical Advice

For future researchers who are interested in researching similar topics, it is recommended to add other variables that are thought to be able to predict the effect on learning achievement. And it is also suggested that in order for the research to be varied, researchers can expand the range or change the object of research.

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