


Influence of Lecturer's Pedagogic Competency Level, Quality of Administrative Services, Completeness of Lecture Supporting Facilities, and Student Satisfaction on Learning Motivation

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ARTICLE INFO	ABSTRACT
Article history Received 07, 24, 2020 Revised 08, 11, 2020 Accepted 08, 23, 2020 Keywords Pedagogical competency Administrative services Lecture supporting facilities Student satisfaction Learning motivation	<p>This research aims to know students' perceptions of the competencies of pedagogical lectures, the quality of administrative services, the completeness of the facilities supporting lectures, student satisfaction, and its relationship with student learning motivation. The approach used is quantitative with the design of survey research. The research population was 3,702 of FIP UM students, while the sample was 361 students. The study was conducted in 2020. Sampling techniques were done using proportional sampling and simple random sampling. Meanwhile, data collection was carried out using questionnaires, and the data were analyzed using two kinds of analysis techniques, namely descriptive analysis and path analysis. The results showed: (1) the competency of pedagogic lecturers and the quality of administrative services according to students' perception in the category is quite good. In contrast, the student's perception of the completeness of the lecture support facilities in the category is quite complete, and the student expresses satisfaction with the services received. But on the motivation of studying of FIP students have a low level; (2) there is an influence on the level of pedagogical competency of lecturers on the motivation of student learning; (3) there is an influence on the quality of administrative services on student learning motivation; (4) there is an influence on the completeness of the facilities to support lectures on the motivation of student learning; (5) there is an influence of satisfaction on the motivation of student learning; and (6) simultaneously there is the influence of lecturer competency level, quality of administrative services, completeness of lecture support facilities, and student satisfaction on learning motivation.</p> <p>This is an open access article under the CC-BY license.</p> 

I. Introduction

Education is the main means to succeed national development because with education is expected to print the quality human resources needed in development, not least universities. The role and responsibility of universities are great, especially in printing the nation's future generation today. Therefore, universities must continue to improve themselves to realize the noble goal of scoring the next generation of reliable and qualified nations in the face of global challenges to compete with other countries. As stated by Akbar & Awang, (2020); Sonhadji, (2012), the strategic issues faced by universities in Indonesia are the competitiveness of the nation, which includes national integration, globalization of research and education, differentiation of missions, and access to

knowledge. Meanwhile Tubbs, (2004) is of the view that higher education is related to individual freedom. The implications of higher education include the recognition of objects related to the modernization of social relationships.

To produce qualified graduates, higher education institutions continue to strive to encourage student creativity in various fields. This is in accordance with Tubbs, (2004), that the university's indicators of success are seen from qualified graduates. To produce qualified graduates, the process that can be pursued is by encouraging students' creativity in the fields of science and technology (science) and art. Therefore, in the learning process carried out by lecturers must have meaning for students. The competence of lec-

turers, especially in the pedagogical aspect, needs to continue to improve the collar better.

Attention to the quality of educational services that emphasize student satisfaction arises to attract prospective students and serve and retain them. Improving the quality of higher education, including the quality of academic services, must be made so that students' satisfaction as customers of educational institutions can be given optimally. Customer satisfaction measurement is an important element in providing better, more efficient, and more effective service. If students are dissatisfied with a service provided, then the service can be ensured to be ineffective and inefficient. Sallis, (2014) said superior institutions will always maintain proximity to customers and have a connection to quality. Thus, a good relationship between service providers (in this case universities) and customers (students) is indispensable.

The variable competency of pedagogical lecturers, the skin of administrative services, the quality of the facilities supporting lectures may affect the satisfaction and motivation of student learning. Mashudi, (2018) proves that there is a positive relationship between the perception of the professional competence of lecturers and the motivation of student learning. Meanwhile, Wrahatnolo, (2018) also prove that there is a significant positive influence on students' attitudes about the competence of lecturers in teaching on learning achievement. Thus, it can be concluded that the student's perception of the competence of lecturers is important to study because it affects his or her motivation and learning achievements.

Based on empirical studies as described above, researchers are interested in further reviewing through research on the influence of lecturers' pedagogical competency levels, quality of administrative services, completeness of lecture supporting facilities, and student satisfaction on their learning motivation. In this study, the subjects of the study were FIP UM students from various generations and would be randomly selected as a sample.

II. Method

This research employed a quantitative approach with a survey research design and based on the achievement of its objectives. This research includes causal explanation research, which explains the relationship between variables with each other. Basically, such research contains an explanation because it contains a description in its description that is useful to produce a construct for a social phenomenon based on relationship models derived from theoretic

cal studies. Therefore, the end of the research process is to test and develop relationship models.

The population in the study included all FIP UM students totaling 3,702. The total sample in this study was 361 students. Sampling technique using proportional sampling technique and simple random sampling. Data collection was done using questionnaires, meanwhile, for data analysis is based on research objectives and types of collected statistical data, so researchers set two kinds of analytical techniques: descriptive analysis and path analysis.

III. Results and Discussion

A. Lecturer Pedagogical Competency

The results of a descriptive analysis of the Lecturer's Pedagogical Competency Variable (X1) show minimum score of 41; maximum score of 80; average 64.72; and standard deviation of 7.51. The frequency distribution of these variables as in Table 1.

Table 1. Variable Frequency Distribution of Lecturer Pedagogical Competencies (X1)

Category	Interval	F	%
Very good	> 75,99	39	9
Good	68,47 - 75,99	81	20
Good Enough	60,96 - 68,47	159	38
Less good	53,45 - 60,96	114	28
Not Good	< 53,45	21	5
Total		414	100

Based on Table 1 can be outlined that there are 9% respondents stating the competency level of pedagogic lecturers entered in the category very well, 20% category is good, 38% enter the category quite well, 28% category is not good, and only 5% category is not good. Thus it is concluded that the pedagogical competence of FIP lecturers according to the perception of students in the category is quite good.

B. Quality of Administration Services

The results of a descriptive analysis of administrative service quality variables (X2) show: a minimum score of 19; maximum score of 60; average 46.73; and standard deviation 6.28. Frequency distribution as shown in Table 2.

Table 2. Distribution of Administrative Service Quality Variable Frequency (X2)

Category	Interval	F	%
Very good	> 56,14	38	9
Good	49,87 - 56,14	69	17
Good enough	43,59 - 49,87	217	52
Less good	37,31 - 43,59	71	17
Not good	< 37,31	19	5
Total		414	100

Based on Table 2, it can be explained that there are 9% of respondents stating the quality of administrative services entered in the category very well, 17% of categories are good and less good, 52% enter the category quite well, and only 5% of respondents state the quality condition of administrative services in the category is not good. Thus, it can be concluded that students' perception towards the quality condition of FIP administration services in the category is quite good.

C. Completeness of Lecture Supporting Facilities

The results of the descriptive analysis on the Completeness Variable of The Lecture Supporting Facility (X3) show: minimum score of 15; maximum score of 60; average 42.14; and standard deviation of 10.17. Frequency distribution as shown in Table 3.

Table 3. Variable Frequency Distribution of Lecture Supporting Facilities (X3)

Category	Interval	F	%
Very complete	> 57,40	24	6
Complete	47,23 - 57,40	77	19
Quite complete	37,06 - 47,23	229	55
Incomplete enough	26,88 - 37,06	48	12
Incomplete	< 26,88	36	9
Total		414	100

Based on Table 3, it can be explained that there are 6% of respondents stating the completeness of the facilities supporting lectures in the category is very complete, 19% of respondents state complete, 52% enter the category quite complete, 12% of respondents declare incomplete, and 9% of respondents declare incomplete. Therefore, it can be concluded that FIP students state the completeness of the facilities supporting lectures in the category is quite complete.

D. Student Satisfaction

The results of the analysis lead to a minimum score of 10; maximum score of 40; average 37.31; and standard deviation of 4.18. Frequency distribution as shown in Table 4.

Table 4. Variable Frequency Distribution of Student Satisfaction (X4)

Category	Interval	F	%
Very satisfied	> 43,57	0	0
Satisfied	39,39 - 43,57	219	53
Quite Satisfied	35,22 - 39,39	105	25
Less satisfied	31,04 - 35,22	54	13
Not satisfied	< 31,04	36	9
Total		414	100

Based on Table 4, it can be explained that none (0%) 53% of respondents expressed dissatisfaction, 25% were satisfied, 13% said they were dissatisfied,

and 9% were dissatisfied. Therefore, it can be concluded that fip students express satisfaction with the services they receive.

E. Learning Motivation

The results of the descriptive analysis calculation on Learning Motivation Variables (Y) are known: a minimum score of 77; maximum score of 136; average 102.17; and standard deviation 11.73. Frequency distribution as shown in Table 5.

Table 5. Variable Frequency Distribution Of Learning Motivation

Kategori	Interval	F	%
Very high	> 119,77	39	9
High	108,04 - 119,77	82	20
Quite	96,31 - 108,04	136	33
Low	84,58 - 96,31	154	37
Very Low	< 84,58	3	1

Based on Table 5, it can be explained that there are 9% of respondents have very high, 20% motivation is high, 33% of student motivation is in the category enough, 37% of respondents have a low motivation level, and only 1% of respondents have a very low motivation level. Thus, it can be concluded that FIP students have a low level of motivation.

F. Path Model Coefficient

Based on the path analysis design, it is known that there are 4 structures formed between exogenous variables and endogenous variables. The first structure regression analysis is the Lecturer's Pedagogical Competency Variable (X1) to the Administrative Service Quality Variable (X2) obtaining a beta X1 coefficient value of 0.535; determination index (R²) of 0.286; and error index $\sqrt{1 - R^2}$ for 0,845. The second structure regression analysis is the Lecturer Pedagogical Competency Variable (X1) and the Administrative Service Quality Variable (X2) on the Completeness Variable of The Lecture Supporting Facility (X3) obtaining beta X1 coefficient values of 0.115 and X2 of 0.225; determination index (R²) of 0.092; and error index $\sqrt{1 - R^2}$ for 0,953. The third structure regression analysis is the Lecturer Pedagogical Competency Variable (X1), the Administrative Service Quality Variable (X2), and the Completeness Variable of the Lecture Supporting Facility (X3) to the Student Satisfaction Variable (X4) obtaining a beta coefficient value of X1 of 0.036; X2 of 0.405; X3 of 0.240; determination index (R²) of 0.259; and error index $\sqrt{1 - R^2}$ for 0,861. The fourth structure regression analysis is Lecturer Pedagogical Competency Variable (X1), Administrative Service Quality Variable (X2), Completeness Variable of Lecture Supporting

Facility (X3), and Student Satisfaction Variable (X4) on Learning Motivation Variable (Y) obtaining beta coefficient value of X1 of 0.193; X2 of 0.091; X3 of 0.402; X4 of 0.024; determination index (R^2) of 0.212; and error index $\sqrt{1 - R^2}$ for 0,888. A summary of the path coefficient of each structure's regression analysis process in Table 6.

Table 6. Summary Of Path Coefficient

Stru cture	B et a	Coeff icient	Notati on	R^2	$\sqrt{1 - R^2}$	Simult aneous Influen ce
Regre ssion I	X	0,193	PX2X1	0,28	0,845	-
Regre ssion II	X	0,091	PX3X1 X2	0,09	0,953	-
Regre ssion III	X	0,402	PYX1X 2X3	0,25	0,861	-
Regre ssion IV	X	0,024	PYX1X 2X3X4	0,21	0,888	-
ε_1	-	0,953	-	-	-	-
ε_2	-	0,861	-	-	-	-
ε_3	-	0,888	-	-	-	-
X1, X2, X3, X4	-	-	-	-	-	0,212

G. Track Model Coefficient (Beta) and Significance Test

1) Path Model Coefficient (Beta) and Test

Significance Summarize the significance of the path model coefficient (beta) of the results of the regression analysis process of each structure in Table 4.7. The results of the t test analysis of the first structure path model (partial) using the significance level of 0.05 can be known that the value of the significance obtained is $0.000 < 0.05$. This means the coefficient of the path is significant. The results of the F test analysis of the second structure path model (simultaneously) using a significance level of 0.05 can be known that the value of significance obtained is $0.000 < 0.05$. This means a significant coefficient of the path.

The results of the F test analysis of the third structure path model (simultaneously) using the significance level of 0.05 can be known that the value of the significance obtained is $0.000 < 0.05$. This means the coefficient of the path is significant. The results of the F test analysis of the fourth structure path model (simultaneously) using a significance level of 0.05 can be found that the value of significance ob-

tained is $0.000 < 0.05$. This means a significant coefficient of the path.

Table 7. Significance per Path Coefficient

Model Path	Coefficient	t score	Sign. t
PX2X1	0,193	7,857	0,000
PX3X1X2	0,091	3,370	0,001
PYX1X2X3	0,402	13,057	0,000
PYX1X2X3X4	0,024	11,853	0,000

H. Empirical Model

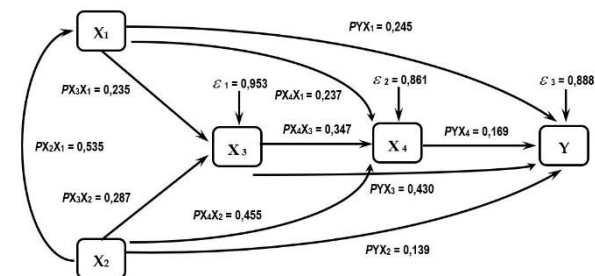


Fig. 1. Empirical Model of Variable Causal Relationships

I. Direct and Indirect Relationship Coefficient

The direct relationship coefficient of research variables is: PYX 1 of 0.245; PYX 2 of 0.139; PYX 3 of 0.430; PYX 4 of 0.169; PX 2X 1 by 0.535; PX 3X 1 by 0.235; PX 4X1 by 0.237; PX3X2 is 0.287; PX4X2 is 0.455; and PX4X3 by 0.347. And there is nondirected coefficient (1) X1 indirect relationship with Y via X2 amounts to $PX2X1.PYX2 = (0,535). (0,139) = 0,074$; (2) X1 indirect relationship with Y via X3 amounts to $PX3X1.PYX3 = (0,235). (0,430) = 0,101$; (3) X1 indirect relationship with Y via X4 amounts to $PX4X1.PYX4 = (0,237). (0,169) = 0,040$; (4) X2 indirect relationship with Y via X3 amounts to $PX3X2.PYX2 = (0,287). (0,139) = 0,039$; (5) X2 indirect relationship with Y via X4 amounts to $PX4X2.PYX2 = (0,455). (0,139) = 0,063$; (6) X3 indirect relationship with Y via X4 amounts to $PX4X3.PYX3 = (0,347). (0,430) = 0,149$. Summary of direct and indirect relationship coefficients of exogenous and endogenous variables in Table 8.

Table 8. Direct and Indirect Relationship Variables

Exog enou s Vari ables (X)	Trac k coeff icien t	Relationship with Endogenous Variables (Y)				Simult aneous Influe nce
		Lan gsun g	Indirect (via) X 2	X 3	T ot al	
X1	0,193	0,193	0,074	0,101	0,040	-
X2	0,091	0,091	-	0,039	0,063	-
X3	0,402	0,402	-	-	0,149	-

Exogenous Variables (X)	Tracking coefficient	Relationship with Endogenous Variables (Y)					Simultaneous Influence
		Lan g s u n	Indirect (via)			T o t a l	
			X 2	X 3	X 4		
					14	55	
					9	1	
X4	0,024	0,024	-	-	-	0,024	-
\mathcal{E}_1	0,953	-	-	-	-	-	-
\mathcal{E}_2	0,861	-	-	-	-	-	-
\mathcal{E}_3	0,888	-	-	-	-	-	-
X1, X2, X3, X4	-	-	-	-	-	-	0,212

J. Determination Index

The Determination Index of each Exogenous Variable against endogenous is presented in Table 9.

Table 9. Determination Index of each Exogenous Variable to Endogenous

Variable	Beta	r_{yxi}	Determination (effective)	Simultaneous Influence
X ₁	0,193	0,245	0,034	-
X ₂	0,091	0,139	0,012	-
X ₃	0,402	0,430	0,162	-
X ₄	0,024	0,169	0,004	-
X ₁ , X ₂ , X ₃ , X ₄	-	-	-	0,212

K. Lecturer Pedagogical Competency

Pedagogical competence is essentially an ability that must be possessed or mastered by lecturers in managing learning. This competency is a typical competency, which distinguishes the profession of lecturer from other professions and will determine the success rate of the process and the learning results of its students. This competency is not obtained suddenly but through continuous and systematic learning efforts, both in the pre-term (education of prospective lecturers) and during office, which is supported by talents, interests, and potential to other lecturers of everyone concerned. Based on analytic results obtained the fact that the pedagogical competency of FIP lecturers according to the perception of students in the category is quite good. The results of this study are not in line with the results of Suarman, (2015) that, on average, scored 83 or 68.6% of the total sample of 121 respondents stated that lecturers in the Department of Civil Engineering have good

and high standards of pedagogical competency. Similarly, the results of Sujati, (2013) which aims to describe the pedagogical aspects of teaching lecturers at PGSD FIP UNY and describe pedagogical components that lecturers should improve in PGSD, where the result is a pedagogical portrait of PGSD lecturer FIP UNY based on the aspect, which is aspect 1 to 8 belongs in the good category, while it is in aspect 9 in the category is very good. Meanwhile, there are several aspects of pedagogy that must be improved especially for lecturers who are judged to be lacking are aspects of 1,2, 3, 4, 6,7 especially in terms of academic discipline, e.g., attendance & timeliness, organizing & delivery of poor materials, class management, use of less varied strategies and methods, reference & cutting-edge learning resources, the provision of varied & challenging tasks, objective assessment, discipline, and assertiveness.

From the results of this study can illustrate that FIP UM lecturers need to continue to develop specific pedagogic competencies in some aspect that are weak masil, among others in hakl attendance & timeliness, organizing & delivery of poor materials, class management, use of strategies and methods less varied, references & learning resources are cutting-edge.

L. Quality of Administration Services

The success of service in achieving its goals depends heavily on its customers. In this case, it is analogous that the educational institution providing quality services to its customers (all stakeholders) will be successful in achieving its goals. Now the quality of service has become a major concern in winning competition, not least in educational institutions. The quality of service can be used as one of the agency's strategies to create consumer satisfaction. The quality of service is how far between the expectations and the customers' reality for the service they receive. The quality of service can be known by comparing the customer's perception of the service he received with the service he expected. The results of the descriptive analysis show that the quality condition of FIP administration services in the category is quite good.

In order for the service to satisfy the person or group of people served, according to Sari & Hadijah, (2016) there are four basic requirements, namely (1) polite behavior, (2) how to convey something related to what should be received by the person concerned, (3) the right delivery time, and (4) hospitality. Supporting factors that are no less important with satisfaction include awareness factors of officials or officers engaged in service, rule factors that are the cornerstone of service work, organizational factors that are tools and systems that allow the running of service activity mechanisms, proficiency factors of officers (lecturers and administrative personnel) in

providing services, factors of officer skills, and factors of means in the implementation of service duties.

Meanwhile, Zeithaml, (1990) states there are 10 aspects of service quality in general, namely: (1) tangible, the physical appearance of the equipment, personnel and communication materials; (2) reliability, ability to perform promised services responsibly and accurately; (3) responsiveness, desire to help users and provide fast service; (4) competency, mastery of ability and knowledge necessary to carry out the service; (5) courtesy, respect and friendliness of the liaison personnel; (6) credibility, trustworthy and generous service providers; (7) security, free from the danger of risk and doubt; (8) access, ease of contact and dedication; (9) communication, keeping users informed in an easy-to-understand language, and always willing to listen to user complaints; and (10) understanding the customer, always trying to understand the user and his needs.

These ten aspects can provide a quality picture that can satisfy customers or users, in this case are students. Zeithaml, (1990) further identified the causes of failures in service quality in five gaps between the customer and provider perceptions i.e., the form of gaps in terms of (1) between expected services and management perceptions of user expectations; (2) between the quality of the service and the perception of the user; (3) between the result of service delivery and service quality specifications; (4) between the result of the delivery of the service and the value of the user's external communication; and (5) between perceived and expected services.

The results of Sumarsono, (2012) show that all indicators that affect student satisfaction (academic service lecturers and administrative personnel) in the category of satisfied. The most dominant indicator of satisfaction to students is the indicator of professionalism of lecturers. Meanwhile, the results of Sumarsono, (2012) show that the most dominant factor affecting student satisfaction is the quality of service provided by laboratory staff, meaning the competence of laboratory staff is key to student satisfaction.

M. Completeness Of Lecture Supporting Facilities

The availability of facilities and infrastructure in the context of learning is essential to facilitate the success of Tridarma activities (education and teaching, research, and devotion) of universities. Sudjana, (2001) mentioned that props in the learning process play an important role in creating an effective learning process. Therefore, the utilization of learning facilities or facilities and infrastructure is an important and inseparable part of the learning process. The results of the description analysis showed that 6% of respondents stated that the completeness of the

lecture supporting facilities in the category was very complete, 19% of respondents stated complete, 52% entered the category quite complete, 12% of respondents stated incomplete, and 9% of respondents declared incomplete. Therefore, it can be concluded that fip students state the completeness of the facilities supporting lectures in the category is quite complete. The results of this study are in line with Lyons, (2002) which is about the influence of Utilization of Learning Facilities and Infrastructure with The Level of Student Achievement, that the facilities and infrastructure of learning that are possessed when compared to the number of users, is considered adequate, although objectively not ideal yet. The means of supporting lectures greatly affect the continuity of the student learning process. The results of the analysis in this study show the supporting facilities of lectures in the category are quite complete. In this regard, the campus in this case FIP needs to increase the availability of supporting facilities of lectures both in terms of the number and quality of the facilities. With the availability of complete lecture support facilities both in terms of numbers and quality, it is possible to influence the achievement of student learning outcomes. This is as Nuri et al., (2018) which states the completeness of supporting materials or facilities and infrastructure is very influential to the spirit of student learning, this is evidenced by the acquisition in the questionnaire aspect two that many students choose not to do much in the campus area, due to the lack of supporting facilities.

N. Student Satisfaction

Customer satisfaction includes the difference between expectations and performance or expected results. In the context of this research, student satisfaction is interpreted as the derajad of student expectations for the service provided by the campus with the reality that he feels or gets. If the performance here is not enough expectations, then the customer will feel dissatisfied. Aritonang, L., (2005) argues that customer satisfaction is interpreted because of customer assessment of what it expects by buying and consuming a product.

There are two measures of customer satisfaction: (1) customer expectations that serve as a comparison of a measure, and (2) customer satisfaction associated with product performance. This was confirmed by Kotler, (1999) who stated customer satisfaction is a person's feeling of pleasure or disappointment resulting from comparing a product's, received performance (or outcome) in relation to the person's expectation. Customer satisfaction is a person's feelings of pleasure or disappointment because of a comparison between the achievement or product felt and what he expects. Based on the results of the analysis, 53% of respondents expressed satisfaction with the service

provided by FIP. This is in line with the results of Ilyas, (2014) which examined the Level of Student Satisfaction with Academic Services of Islamic Religious Education Lecturers (Research on Students Semester II Faculty of Education, Semarang State University), the results showed that academic services that were considered very satisfactory by successive students from the highest were the mastery of materials by lecturers 75%, the display of lecturers in lectures 58% , lecturer's acceptance of students 50%.

O. Learning Motivation

Learning motivation encourages a person to achieve a learning goal (Kertamuda, 2008). As explained by Uno, (2013), the motivation of learning referred to in this study is internal and external encouragement in students studying to make behaviour changes in general. Furthermore, Uno, (2013) explained that changes in student behaviour will be seen from several indicators, such as the desire and desire to succeed, the encouragement and need in learning, the expectations and ideals of the future, the appreciation in learning, the absence of interesting activities in learning, and the development environment that is conducive to allowing a student to learn well. Based on the results of the analysis can be explained that there are 9% of respondents have very high, 20% motivation is high, 33% of motivated students enter the category enough, 37% of respondents have a low motivation level, and only 1% of respondents have a very low motivation level. Thus, it can be concluded that FIP students have a low level of motivation. The low motivation of studying FIP students can be traced to the causative factors, with known factors, it will be easy to overcome this. This learning motivation will greatly affect the results of his learning achievements. This learning motivation will encourage a person to do something to achieve the goal. If students are encouraged to study, there will be an effective learning that will ultimately result in high learning achievement. This is in line with Riswanto & Aryani, (2017), which states that motivation can serve as a driver of effort and achievement. Someone tried because of motivation. There is a good motivation in learning will show good results. In other words, with diligent effort and especially awareness of motivation, then someone who learns it will be able to give birth to a good achievement. The intensity of a person's motivation will greatly determine the level of achievement of his learning achievements.

P. The Effect of Lecturer's Pedagogical Competency Level on Learning Motivation FIP UM Students

Learning motivation is an encouragement that a person must achieve a goal. In the context of this research, the motivation of student learning is inter-

preted as an encouragement for students to continue to make efforts in learning. Students will have the need to pursue success, achieve goals or succeed in carrying out difficult tasks. This means that strong learning motivation will give strength to students in the process of education in college, as well as to achieve the best possible achievement. Student assessments provide information for lecturers to improve their teaching practices, assist students in the selection of subjects, and lead manager accountability and promotional things (Abrami et al., 1990). When the first two objectives come within the scope of formal assessment, the final purpose used is in the scope of judicial evaluation for decision-making on issues related to lecturer promotion, compensation and contract extension (Gravestock & Gregor-Greenleaf, 2008). In assessments conducted with formal purposes, it can be said that there are problems in the application process providing feedback to faculty members and students.

For Shulman, (1987), the professional knowledge base can be divided into seven categories of information that form the basis of teaching: content knowledge, general pedagogy knowledge, curriculum knowledge, pedagogy knowledge (educational information), knowledge of learning characteristics, knowledge of educational content (environmental information and educational conditions), educational objectives, values, and basic historical and philosophical knowledge. Medical knowledge is related to how teachers teach and mask knowledge and skills such as getting to know students, learning theories, principles and strategies in classroom management, material development and use, measurement, and evaluation. Shulman, (1986) suggested that it is not enough for a teacher to have only knowledge of a subject, but he must also know and explain the source of knowledge, the cause, his interactions with other fields, and why students should learn the information.

Q. The Effect of Quality Of Administration Services on The Learning Motivation FIP UM Students

An emerging strategy to improve the quality of services in higher education that attracts significant public interest is a student-centered approach (Stodnick & Rogers, 2008). The core idea of this strategy is to consider students as customers and universities should try their best to provide the best educational services for students (Stodnick & Rogers, 2008), which will make students satisfied and loyal to their universities (Martínez-Argüelles & Batalla-Busquets, 2016).

While there is still some debate about what constitutes the quality of service in various sectors and fields, most scholars and practitioners agree that the

quality of service is determined by the difference between expectations and customer service experience (Gronroos, 1990). Parasuraman et al., (1985) were the first pioneers to demonstrate the attributes of quality of service in a traditional business environment. They identified ten components of service quality: physical proof, reliability, responsiveness, competence, decency, credibility, security, access, communication, and customer understanding. (Parasuraman et al., 1988) compress these ten factors into a seminal SERVQUAL scale, which includes the appearance of facilities, equipment, and personnel, collectively referred to as "tangibles"; willingness to help customers and provide fast service, collectively referred to as "responsive"; the ability to perform services performed properly and trustily referred to as "reliability"; the knowledge and decency of staff and their ability to generate trust and trust, collectively referred to as "guarantees"; and accessibility, easy to contact, and always striving to understand customers and their needs, collectively referred to as "empathy". SERVQUAL and its modified variants have been used to measure service quality in many studies, although it has also raised debate about whether it is the most appropriate instrument for measuring service quality. In the field of higher education, the quality of service is defined as the difference between the expectations and experience of higher education services students (Stodnick & Rogers, 2008).

SERVQUAL has been used to measure the quality of service in traditional learning environments. Hughey et al., (2003) was among the first researchers to investigate the application of SERVQUAL to measure the quality of higher education services felt by students. The authors report a low reliability coefficient for each SERVQUAL factor. The authors run a factor analysis of SERVQUAL items and extract seven factors that are not equal to servqual's original five factors. The study concluded that SERVQUAL may not be suitable for measuring the quality of higher education services. Hughey et al., (2003) used SERVQUAL to measure the quality of computer laboratory services at the university. After running an exploration factor analysis, three factors are extracted, namely, staff, service, and professionalism. In addition, other variables such as gender, academic standing and time spent in the lab were also analyzed to see if these variables affected the quality of service experienced by students. The results showed that female students scored higher in service and professionalism than male students. Results also showed that junior students rated lab staff factors higher than senior students.

R. The Effect of Completeness of Lecture Supporting Facilities on The Learning Motivation of FIP UM Students

Learning is a complex activity that tests students' motivation and physical condition (Lyons, 2002). It has been a long-standing assumption that curriculum and teaching have an impact on learning. However, it is becoming clearer that the physical condition of our schools can affect student achievement. Earthman et al., (1996) found that 11th graders in the above buildings scored higher as measured by the Basic Skill Comprehensive Test compared to their peers present in the classroom in sub-standardized facilities. The condition of school facilities for participating schools is determined by the Total Learning Environment Assessment (TLEA) completed by principals or designated officials on high school campuses in Texas with enrollment between 1,000 and 2000 and poor enrollment of less than 40%. Each school in the research population is organized by grades nine through twelve. Data for achievement, attendance, discipline, completion rate, and teacher turnover rate are collected through the Public Education Information Management System (PEIMS) administered by the Texas Board of Education.

Motivation is generally closely related to a stimulus as a trigger from the birth of an action. The action referred to in this connection is in the form of learning motivation from students. The role of lecturer support for students in terms of utilizing existing lecture facilities and infrastructure is in the form of direction and giving various feedbacks to the lecture process. So that the learning pattern in lectures will be more constructive, effective, and communicative. This statement is in line with the statement from Dimiyati & Mujiono, (2009) that a teacher or teacher when applying a two-way communication pattern in the learning process will lead to constructiveness and increased learning motivation. Therefore, things that can be explored together from the discussion in this section are inseparable from the existing research results. It is appropriate, the best solution to increase and improve student motivation is to provide a communicative and constructive learning pattern from the related tutors or related lecturers, no matter how busy the instructor is. So, the output that exists is in the form of a consistent passion for learning from students.

S. The Effect of Satisfaction on The Learning Motivation of FIP UM Students

The difference between these motivational theories is that the second focuses on the desired goal or outcome. This relates to the direction of behaviour towards the desired outcome, but they do not deal with the question of why a particular result is desired. The theory of self-determination focuses primarily

on three innate needs: the need for competence, interconnectedness, and autonomy (or self-determination). Competence involves understanding how to reach a person and being effective in performing the necessary actions; interconnectedness involves the development of a sense of security and a satisfying connection with others in one's social environment, and autonomy refers to being self-initiative and self-governing over self-action (Deci & Ryan, 2016). When a person or student meets their basic needs for competence, interconnectedness or communication, and a sense of self-reliance, it will increase their motivation and hence their performance. E-learning has great potential to improve and improve competence, interconnectedness and autonomy if done properly.

Based on Zadina, (2014), satisfaction in terms of fulfilling the need for new things is a condition in which the various expectations of students for learning patterns are in accordance with the reality in the process. Then, Oettingen et al., (2009) contends that fulfilling the needs of student satisfaction to school institutions will be a pioneer of a mental contrasting, where students will be the focus. Various processes of learning activities are born that are full of enthusiasm. It is mandatory for the institution to achieve optimal student satisfaction when it wants to achieve mental contrasting of its students. Satisfaction with that predicate is sufficient, which causes students in terms of learning motivation to be quite low in this study. Therefore, improving the quality of both services, teaching, and infrastructure, must be formed into an integrated quality that is evenly distributed. So that the long effect is in the form of learning motivation that increases sharply.

T. The Effect of of Lecturer Competency Level, Quality of Administrative Services, Completeness of Lecture Supporting Facilities, and Student Satisfaction on Learning Motivation in FIP UM

Suarman, (2015) studied the role of lecturer-student relationship intermediaries to student satisfaction. Data has been seen collected from 450 students at Riau University to examine four elements in determining student satisfaction. The four elements are motivation, course, planning and competency of lecturers. In addition, the relationship between lecturers and students also contributes to student satisfaction. Lecturers must be competent, friendly, helpful, and efficient in performing their duties as motivators, mentors, facilitators, and educators. Researchers recommend that students feel the quality of their lecturers based on the amount of knowledge, learning experience and satisfaction regardless of gender issues. Students' perceptions of quality teaching will affect their satisfaction. A study conducted by Teerawut, (2011) on the impact of teacher compe-

tency on student satisfaction. Elements used for investigation are knowledge, skills, curriculum, and tuition. The data was collected from 400 undergraduate students from four different universities in Bangkok, Thailand. The results showed that knowledge and curriculum had a direct influence on student satisfaction. Knowledge and curriculum have no direct word of mouth impact. However, as teacher knowledge and curriculum improve, it will increase student satisfaction; thus, word of mouth will also increase. Gravestock & Gregor-Greenleaf, (2008) investigates the factors that determine student satisfaction. Respondents were business students who took four marketing modules where different instructors taught modules. Thirteen dimensions of teaching in the classroom have been identified to indicate student satisfaction. All dimensions have a significant impact on overall student satisfaction. Dimensions include lecturer knowledge, responsive lecturers, audio visual aids, presentation standards, learning resources, lesson text, class participation, student workload, learning outcomes, teaching facilities, pleasure, clarity, effective assignments, and module satisfaction.

According to Ali and Ahmad, (2011), instructor performance, course evaluation, and student-instructor interaction significantly impact student satisfaction. The study collected data from Open University student Allama Iqbal Pakistan. The findings suggest that interaction between students and instructors is the strongest variable contributing to student satisfaction. Students are asked to discuss lecturer feedback and interaction in the field, the ability of lecturers to treat each student individually, and inform their periodic progress. A total of 68 percent of respondents supported lecturers to encourage them to engage in course discussions. Students love to engage in discussions and receive feedback from their instructors.

The essence of the various discussions above is related to the causal relationship between lecturers' pedagogic competence, lecturer support for the use of learning facilities, and the performance of administrative staff on learning motivation in student classes. The three components or variables are interrelated and cannot be measured from one another. So that requires equal distribution of quality on all these variables so that the output and results obtained are optimal to optimize student learning motivation. Various Long-term effects that will affect if a student has high motivation to learn, the main thing is to improve the quality of graduates in the related institutions. Therefore, various quality theories of education must be implemented thoroughly in institutional management practices to create a generation of graduates who are in accordance with current and future records.

Conclusion

The present study concluded that (1) the pedagogic competence of the lecturers and the various existing facilities gets a good result from this research, (2) the pedagogic competence of the lecturers and the completeness of the learning facilities has a significant effect on a person's passion for learning. students, (3) student satisfaction in undergoing a learning process tends to be optimal when a lecturer provides direct feedback on the development of the student learning process. (4) administrative services from tertiary institutions have a role in completing various student assignments so that they can be completed efficiently. Therefore, this study suggests the need for integration between the pedagogic competences of lecturers and learning infrastructure as well as motivational service quality to produce students who are creative, innovative, and highly motivated to learn.

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