Correlation of Lecturers' Competence and the Learning Motivation of Students

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ABSTRACT

The purpose of this study is to find out 1) to find out the profile of English lecturers' personality competence at maritime schools, 2) to describe the profile of students' learning motivation at maritime schools, 3) to analyze the effect of the lecturer's personality competence toward the students' learning motivation at naval schools. The research uses a quantitative method with the implementation of an ex post facto method. The population in this study is all fourth-semester students in Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta, Politeknik Ilmu Pelayaran (PIP) Semarang, and Politeknik Ilmu Pelayaran (PIP) Makassar. The sampling technique used a simple random sampling technique. The independent and dependent variable of this study is lecturers' personality competence and students' learning motivation, respectively. The data of lecturers' personality competence data and students' learning motivation were collected by using questionnaires. Data were then analyzed using descriptive analysis. Partial regression analysis was used to determine the effect of variables synergistically from independent variables (lecturers' personality competence) on the dependent variable (students' learning motivation). The result shows that the three maritime schools indicate a high level of the lecturers' personality competence. The students' learning motivation is categorized in the high-level category. The personality competence influences the students' learning motivation in PIP Semarang. Unfortunately, the influence of personality competence on students' learning motivation at STIP Jakarta and PIP Makassar show a different pattern, or it does not mean they influence each other.

Keywords: Personality competence, learning motivation, maritime school

1. INTRODUCTION

In order to be admitted as a professional lecturer by the Ministry of National Education, a lecturer must have a lecturer certificate that can be obtained through the lecturer certification program. Based on the government regulation of the Republic of Indonesia about Lecturer, educator certification is formal evidence as to the admission which is given to the lecturer as professional staff. There are many aspects to be evaluated to gain quality as an experienced lecturer. One of them is lecturers' competence. Competence is meant as an ability or skill. The lecturer competence consists of four competencies; those are pedagogic competence, personality competence, professional competence, and social competence. The success of the learning process depends on the ability of a lecturer to manage his/ her learning. By mastering all the competencies, a lecturer can create an enjoyable and pleasant learning environment [1], [2].

In Indonesia, English is deemed as difficult, either to be taught or to be learned [3]. The lecturer needs more skills to be able to teach English. Besides mastering the skills to teach the subject matters, lecturers also have creativity in developing the learning process. It is expected that students could understand the material and could master good English skills through the experience of being taught by professional educators or lecturers.

Maritime School is an educational program that prepares human resources in the field of sea transportation or commonly referred to as cadets. This program includes three skills, namely ship navigation, marine engineering, and the world of shipping management. The communication skills of its graduates are essential for efficient and safe sailing.

The International Maritime Organization (IMO) requires the principal capital for every mariner is knowledge of English. The English language proficiency was significantly related to the education of safety at sea. Consequently, International regulation for

seafarer established that the use of English becomes much more crucial. People who involve in this field have to master English for oral and written communication. They use English for sending or receiving messages when they are on a voyage [4].

Learning motivation in students is one of the determinants of success in mastering English. Motivation is a psychological factor that drives student action, and enthusiasm determines learning strategies in achieving targets. In the previous study, the writers had described the influence of the pedagogic and professional competence of the lecturer on students' writing. However, for the present study, the writers are interested in representing the profile of lecturers' personality competence on students' learning motivation, especially at maritime schools.

The theory revealed many roles in empowering students. As a professional educator, the teacher must know about delivering information and students' knowledge.

They give a chance (stimulus) in developing the students' ability and interest in learning. The second role is the motivator. The teacher was responsible for directing and motivating students about learning strategies. They develop students' emotional intelligence and learning responsibility. Thirdly, teachers as a learning supervisor mean the role to create a learning plan and the way of critical thinking of students. The fourth, teacher as a facilitator requires the ability to provide a training activity for students and arrange for a source of learning needed by students. The evaluator's role as a teacher means that they decide the

confession of students' ability and planning or using the measurement tool correctly [5], [6].

2. METHOD OF RESEARCH

This research used a quantitative design with the implementation of the *ex post facto* method. Researchers studied the facts that have occurred and observed the effect on the dependent variable without providing any treatment. Based on the technique, this research is expected to elaborate on the meaning of each variable investigated. This research uses two variables; those are independent variable (X) and dependent variables (Y). The independent variable is the lecturers' personality competences (X), and the dependent variable is students' learning motivation (Y).

The quantitative data were collected from 261 students from three Maritim schools, namely Politeknik Ilmu Pelayaran (PIP) Semarang, Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta, and Politeknik Ilmu Pelayaran (PIP) Makassar. There are 87 respondents in each school. The instrument consists of two questionnaires. The first questionnaire is used to assess the lecturer's personality competence, which was evaluated by the students. The second questionnaire is used to know the student's learning motivation, particularly in learning English.

The personality competence of the lecturer in communicating with students indicated six aspects that are steady (S1), stable (S2), mature (S3), wise and dignified (S4), becoming role models for students (S5), and noble (S6). In contrast, the motivation of the student to learn English is divided into two types, namely instrumental motivation and integrative motivation.

Table 1. The Indicators of Motivation

Instrumental Motivation		Integrative Motivation	
Q1	Comfort to talk with other people	Q11	Future career
Q2	Extent of communication	Q12	Future career
Q3	Ease of understanding art	Q13	School requirements
Q4	Ease of understanding science	Q14	Find independence
Q5	Ease of understanding outside cultures	Q15	Broader job opportunities
Q6	Educated Person	Q16	Helpful to complete the study
Q7	Assimilation with other groups	Q17	Interest for learning strategy of English Subject
Q8	Understand various technologies	Q18	Important language
Q9	Opportunity to travel abroad	Q19	Learning outcomes of other subjects
Q10	Opportunities to work abroad	Q20	Mentally challenging

Data analysis uses descriptive statistics. Regression was carried out to determine the significance of lecturers' competence (X) against the students' learning motivation (Y). The researcher using SPSS 20.0 program to simplify the calculation. Assessment of

competence of lecturers and students' learning motivation is divided into five categories (Table 2).

Table 2. Category of Variables

Range	Category
1.000 – 1.799	Very low
1.800 – 2.499	Low
2.500 – 3.299	Moderate
3.300 – 4.099	High
4.100 – 5.000	Very high

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. Description of English Lecturers' Personality Competence at Maritime Schools

The following table outlines all the 6 statement items and resulting itemized mean scores. Descriptive statistics of Sum, Mean scores, Rating, Standard Deviation (S.D.) are served as the basis for further interpretation and implications.

Table 3. The description of Lecturer' Competence at Politeknik Ilmu Pelayaran (PIP) Semarang

Aspect	Mean	Rating	Std. Deviation
S1	4.6207	Very High	0.48803
S2	4.5172	Very High	0.5026
S3	4.5517	Very High	0.52293
S4	4.4368	Very High	0.54348
S5	4.4828	Very High	0.54692
S6	4.5172	Very High	0.56778
Average	4.521067	Very High	0.52862

The results of the analysis showed that respondents at the PIP Semarang considered that the highest lecturer competency was in the S1 (steady) aspect. Lecturers show actions and appearances that are following social norms have functional integrity to their profession and are consistent in their activities. The other five factors also show good categories.

Respondents at STIP Jakarta considered that the best lecturer competencies were on S5 (role and model). Lecturers show behavior that should be emulated by students. Their actions and traits are significant roles for students. The average score on the sixth competence shows a very high category.

Respondents at PIP Makassar expressed that the higher competencies were on S6 (noble). The expression is based on the fact that lecturer behavior has a positive effect on students. His appearance and

thoughts trigger students' enthusiasm. The average score on the sixth competence shows a very high category.

Table 4. The description of Lecturer' Competence at Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta

Aspect	Mean	Rating	Std. Deviation
S1	4.4023	Very High	.51624
S2	4.4138	Very High	.49537
S3	4.3678	Very High	.50842
S4	4.3448	Very High	.50180
S5	4.4253	Very High	.52011
S6	4.3333	Very High	.52088
Average	4.3812	Very High	.51047

Table 5. The description of Lecturer' Competence at Politeknik Ilmu Pelayaran (PIP) Makassar

Aspect	Mean	Rating	Std. Deviation
S1	4.3103	Very High	0.53506
S2	4.2069	Very High	0.5313
S3	4.3793	Very High	0.53356
S4	4.3793	Very High	0.5113
S5	4.3678	Very High	0.61218
S6	4.4483	Very High	0.60538
Average	4.34865	Very High	0.554797

Table 6. The Summarize of Lecturer' Competence

University	Lecturer' Competence
PIP Semarang	4.521067
STIP Jakarta	4.3812
PIP Makassar	4.34865
Average	**4.416972**

Generally, the competence of lecturers in the three Maritime Schools shows a very high category or the value between 4.00 - 5.00. The competency indicates that the lecturer has a good personality and complies with the ability to teach at the university.

3.1.2. Description of Students' Learning Motivation at Maritime Schools

The motivation of the student to learn English is divided into two types namely instrumental motivation and integrative motivation. There were ten indicators for each aspect. This segment presents the students' learning motivation in which the overall details are described in the following tables. The table outlines the average of students' learning motivation in three schools.

Table 7. The Students' Learning Motivation at Maritime Schools

School	Motivation	Mean	Rating	Std. Deviation
PIP Semarang	Instrumental	4.041	High	0.8489
	Integrative	4.206	Very high	0.7357
STIP Jakarta	Instrumental	4.102	Very high	0.7597
	Integrative	4.116	Very high	1.586
PIP Makassar	Instrumental	3.779	High	0.9045
	Integrative	4.313	Very high	0.6802
Average		4.093	High	0.919

Table 7 shows that the motivation levels of students in a high category or the value of mean between 3.300 and 4.099. Generally, in the three schools, integrative motivation shows higher scores compared to instrumental motivation. In general, students learn English with the aim of career development or achieving the target of faster completion of studies.

3.1.3. The Effect of Lecturer's Personality Competence Toward the Students' Learning Motivation at Maritime Schools

Regression tests were carried out to determine the contribution of the independent variable to the dependent variable. Furthermore, this analysis also found regression coefficients of lecturers 'competence (X) against the dependent variable, which is students' learning motivation (Y). The result of the statistical analysis showed in Table 8.

Table 8. Result of Statistical Analysis

School	R_{square}	Sig.	Model	
			Constant	Coefficient
PIP Semarang	0.090	0.005	0.928	57.284
STIP Jakarta	0.072	0.012	0.232	3.670
PIP Makassar	0.002	0.672	0.098	78.345

Lecturers' personality competence of PIP Semarang, who has the highest contribution to students' learning motivation, is 9%. It proves that personality competence has little effect on student learning motivation. The influence of personality competence on students' learning motivation, is also evidenced by the results of regression calculations which show the significance value for personality competency p $0.05 \leq 0.05$, this means that Ha is accepted and Ho is rejected, meaning that personality competence has a positive and significant effect on lecturer performance. With the regression line, Y = 57.284 + 0.928X, and it shows that the higher the personality competency of a lecturer, the higher the student learning motivation.

Different from the result found in PIP Semarang. The regression calculation data showed that the lecturers' personality competence of STIP Jakarta and PIP Makassar don't contribute to the students' learning motivation.

There is no influence of personality competence on students' learning motivation. It is proved by the results of regression calculations that show the significance value for personality competency p $0.12 > 0.05$ for STIP Jakarta and $0.672 > 0.05$ for PIP Makassar. This result means that H_0 is accepted, and H_a is rejected, meaning that personality competence does not have a positive and significant effect on students' learning motivation.

3.2. Discussions

The result of research in three schools indicated that the lecturers' personality competence is in the high category. Based on the results of the study, it can be explained that the lecturers can control themselves in various situations and conditions. They have wisdom in making decisions, The lecturer also has the authority as a lecturer, and becomes a role model for students in behaving. In treating the students, lecturers are always fair and never discriminate against students. As a teaching staff and educator, a lecturer should be able to control themselves and have a wise nature. Lecturers must be able to maintain dignity in front of their students because the lecturer is a figure who is always be the role model for students.

The previous research supports the notion that lecturers must be a role model for students. The lecturers is a representation of a group of people in a community or society who are expected to be the good role models which can be invoked and imitated. This statement is following the opinion of Bardes, which

states that teachers are responsible for carrying out educational activities in schools in the sense of providing guidance and teaching to students [7].

Furthermore, the students in the maritime schools are highly motivated to learn English. The findings answer the research question of what the profile of students' learning motivation is. It is discovered that the students of PIP Semarang (A), STIP Jakarta (B), and PIP Makassar (C) are slightly more strongly integratively motivated to learn English.

The students' tendency toward integrative motivation could be of great value for the Maritime schools for the enhancement through new focuses on the Maritime schools English language enhancement programs. At the same time, the institute should also take into account the potentials and strategies for the students' instrumental motivation to learn English and ultimately improve their proficiency. It might be beneficial for the Maritime schools to implement the on-going extra-curricular language programs or activities involving both faculty members and students to encourage interaction and enhance exposure and language usage.

The first suggestion is for the English lecturers in general. Maritime school lecturers should always improve their abilities and understandings of personality competencies. Overall, although the learning motivation of students has been classified as high, the involvement of students in this research needs to be further improved. Lecturers should involve students in research activities to add knowledge and experience to the students.

For further researchers, they are suggested to explore more about the issue of personality competence of lecturers on students' learning motivation at maritime schools, to provide a better understanding of the problems. Meanwhile, the limitation of this study is that the study does not examine other competencies of lecturers and motivation in English language learning of students in a specific category at maritime schools.

For maritime schools institution, according to the findings of the research, the researchers expect that the institutions intend to evaluate more about the lecturers' personality competence and the students' learning English motivation since they both are the crucial matters to improve teaching and learning process

4. CONCLUSION

Overall, the three maritime schools show a high level of lecturers' personality competence. The students' learning motivation is categorized in a high-level category. English makes them knowledgeable, and skilful people. The skill also help them to travel abroad are the highest point of the instrumental motivation, and

a strong will to maximize their proficiency is the highest point of the integrative motivation. Furthermore, personality competence influences the students' learning motivation in PIP Semarang. Unfortunately, the influence of personality competence on students' learning motivation at STIP Jakarta and PIP Makassar show a different pattern, or it does not mean they influence each other.

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