

Multifactor Influences on Student's Learning Motivation

(Study on the Pancasila and Citizenship Education Study Program at Higher Education in Padang)

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ABSTRACT

Symptoms of the tendency to weaken the learning motivation of students in general and students of the Pancasila and Citizenship Education Study Program (PPKn) in particular make us concerned, because they have the potential to adversely affect their studies and optimize their functional assignments as Civics teachers later. For this reason, it is necessary to study the multifactors that affect student learning motivation, namely with a quantitative approach, cross sectional survey method, population 499 and a sample of 217 students (43.5%), and with the Proportional Stratified Random Sampling technique. The data collection used a questionnaire with path analysis using regression statistics and ANOVA through IBM SPSS 20.

From the data analysis, it is concluded that: 1). There is a positive influence on the four independent variables, namely Future Expectations (X_1), Lecturer Competence (X_2), Student Self Condition (X_3), and Student Environment (X_4) including intermediate variable Student Self-Concept (Y) on student learning motivation (Z), either partially or simultaneously, or directly or indirectly. 2). The coefficient of influence for each variable is: $X_1 = 4.96\%$, $X_2 = 4.30\%$, $X_3 = 7.02\%$, $X_4 = 4.77\%$, and $Y = 11\%$, for a total of 32.05%. A number of 67.95% is influenced by other variables. 3). The influence efficiency of each variable is relatively low. 4). The direct effect is greater than the indirect effect, either partially or simultaneously. 5). The relatively biggest influence is on Self-Concept, namely 11%.

Keywords: *Influence, learning motivation, future expectations, competence of lecturers, student self-condition, environment, student self-concept, learning motivation.*

1. INTRODUCTION

Currently, the motivation to learn most students tends to decline, including students of the Pancasila and Citizenship Education Study Program (PPKn) at universities in Padang City, West Sumatra, Indonesia. It is indicated by various symptoms of indifferent lecture attitudes and behavior when the lecturer explains, not committed to lecture assignments, lack of or no attention in class and discussions.

As the description of Tahrir's research [1] that nearly 60% of students who are not ready to present a given assignment on the grounds that they are not ready or do not have a reference, not to mention the phenomenon of laziness to attend lectures, indifference or continue to chat when the lecturer is explaining, the lecturer has to wait until students enter classes, do not return assignments to display.

This phenomenon is also expressed by Hartono: [2]

"... Moreover, motivation to excel, which of course is an important thing for students. But in fact the student achievement motivation ... is still low, this can be seen from there are still many students who come late to campus, students who skip classes, students who cheat on exams, students who don't do assignments, students who sleep in class, and students. who was busy attending lectures."

From the results of the survey the researchers conducted on the shadow class, it can be concluded that the college motivation of most students is very low, with an average score of 42.6, only 12.5% are relatively highly motivated, while 87.5% are low motivated. [3]

This condition of weakness indicates a problem, and encourages researchers to examine the factors causing it. In terms of prospective Civics Education (Civics)

teachers, they will face increasingly tough task challenges, because in the midst of various negative effects or implications of technological advances, and information technology, the students they face are more emphasized on planting values, especially the formation of characters or personalities that have a spirit high fighting power, optimism, a strong work ethic and responsibility as a consequence of their professional responsibilities.[4]

Therefore, the lack of motivation to learn in most students is an upstream problem that must be identified and researched. As stated by Theobal that in the 21st century, it becomes complex task and one of the biggest challenges for the teachers to motivate the students.[5]. With this motivation a psychic process is built that provides encouragement, direction and behavioral persistence. This means that motivated behavior is one that is full of energy, directed, and lasts a long time. [6]

According Dimiyati, Strong / high learning motivation is shown by learning behavior: 1). Diligent in facing assignments, 2). Resilient in facing learning difficulties (not quick to give up), 3). Show interest in various problems, 4). Prefer to work independently, 5). Do not get bored quickly with routine tasks, 6). Can defend his opinion, 7). Do not give up quickly on things that are believed, and 8). Happy to find and solve problems.[7]

Purwanto stated that the factors that influence learning motivation consist of internal factors and external factors [8], while according to Dimiyati it is influenced by: 1). Goals or aspirations, 2). Learning ability; Psychic aspects in students: for example, accuracy, attention, memory, thinking power, fantasy. 3). Student condition: psychophysical unity related to physical and psychological conditions. 4). Environmental conditions: can include elements of health, harmony, social order, sense of security, peace, order, and beauty. 5) Dynamic elements in learning, such as emotional states, passion for learning, situations in the family. 6). The teacher's own efforts in learning. [9]

Efforts to encourage student learning motivation actually translate into four aspects of lecturer competence as instructed by Law Number 14 of 2005 concerning Teachers and Lecturers which includes pedagogical competence, social competence, professional competence, and personality competence. [10]

The important role of learning motivation is that competent lecturers in the opinion of D. Decce and Grawford will carry out at least four ways of maintaining and increasing student learning motivation, [11] namely: (1) lecturers who excite students, meaning that lecturers must avoid things Monotonous and boring things in learning, (2) provide realistic expectations,

meaning that the lecturer must maintain realistic student/student expectations and modify less or unrealistic expectations, (3) provide incentives, meaning that the lecturer is expected to provide rewards to students (can be in the form of praise, good numbers, and so on) for their success, so that students are encouraged to make further efforts to achieve learning goals, (4) direct student behavior, meaning that lecturers must respond to students who are not directly involved in learning to participate actively.

To identify five variables that have the potential to influence learning motivation. First as an independent variable, namely future expectations/ideals (being a Civics teacher) (X1), Lecturer Competence (X2), Student Self Condition (X3), Student Environment (X4). Second as a variable, namely Student Self Concept (self concept; X5).

The first is the influence of the variables of future expectations. As the results of many researches which prove that the variable "hope" has a positive effect on learning motivation, as stated by Burns that motivation is the result or result of the desire to achieve a hope.[12].

The second is the influence of the lecturer competency. Richards argues that lecturer competence has a positive effect on student learning motivation, because lecturer competence has an important and strategic role in learning, so whether learning is effective or not is closely related to lecturer competence. [13]. As stated by Wijaya and Rusyan, the teacher or lecturer is a very dominant and most important factor in formal education in general. Lecturers with adequate competence have the ability to create class conditions and a conducive climate for student learning. [14]

In line with Hamalik, the learning process and learning outcomes are no longer determined by the school, the pattern, structure and content of the curriculum, but largely determined by the competence of teachers/lecturers who teach and guide students / students. [15]

The third is the influence of the student's self-condition variable. Self-condition is a state consisting of psychophysical units; physical condition and psychological condition. Likewise with psychological or psychological conditions; joy, excitement, pleasure, or comfort denotes a psychological condition in which thoughts and feelings or psychology are normal or fine; there are no symptoms of anomalous conditions let alone permanent. This condition has a positive impact on his learning motivation. [16]

The fourth is the influence of environmental variables. Environmental influences include: 1) psychological influence; accepted or rejected, which can strengthen or weaken concentration, 2) the social environment can foster an atmosphere of intimacy, joy,

harmony, and peace, or vice versa cause disputes, competition, and blame each other 3) the atmosphere of the environment can strengthen or weaken the spirit of students.[17]

Therefore, as Maharani stated that the physical environment, the social environment including the family, and the academic environment play an important role both in student motivation and learning process. [18].

Everyone's motivation is inseparable from their interaction with their environment, and can even be seen as a social product of their environment. According to Sunarto, construction is based on the conditions and stimuli of the socio-cultural environment, related to conditions and situations, events, treatment, or the work of other people in their environment, including patterns of life, interactions and exemplary within the family, group interactions, patterns and lifestyles in society, education and teaching, guidance and counseling. [19]

Akbar suggests that the school environment, family environment and community environment have a positive and direct or indirect effect on learning motivation.[20]

The fifth is the influence of self-concept. Various research results indicate that self-concept has a positive effect on learning motivation. This means that the better and positive the student's self-concept, the higher the student's motivation to learn. Such findings are revealed from several other research findings on the influence of self-concept.

2. METHOD

This study uses a quantitative approach with a cross sectional survey method, and proportional stratified random sampling, while data collection used a structured and closed questionnaire technique with a Likert scale model by first doing trials and validity. Before conducting a hypothesis test or analysis, a prerequisite analysis test is performed: data normality test, homogeneity test, linearity test, multicollinearity test, independence test, and regression coefficient significance test, where the results of all these tests prove to be eligible.

Hypothesis testing is done by statistical regression through the SPSS version 20 program, the output of which consists of Anova, Coefficients, and Model Summary tables. then analyzed by technique. For single predictor, or partially t test. The hypothesis is accepted if the probability t count is greater (>) than t table and the significance value is smaller (<) than the probability alpha (α) 0.05. The table value at α = 0.05 is 1.652. Whereas for multiple hypothesis testing or simultaneously/collectively) an F test is carried out, the

hypothesis is accepted if Fcount is greater than Ftable and the significance value is smaller than alpha (α) 0.05.

3. RESULTS AND DISCUSSION

3.1. Direct Influence of Future Expectations (X1)

Hypothesis one as well as subsequent hypotheses consists of the null hypothesis (Ho) and the alternative hypothesis (Ha).

The following shows the regression for hypothesis 1:

Table 1: Path Effect Coefficient Pzx1

Model	Coefficients ^a			t	Sig.
	Unstdr	Std.			
	Coefficients	Coef.			
	B	Std. Err	Beta		
(Constant)	63,007	2,173		28,997,000	
1 Future Expectation(X ₁)	,060	,191	,215	3,235	,001

a. Dependent Variable: Learning Motivation (Z)

Source: processed data

Based on table 1 above, the regression equation is:

$$Z = a + \beta_1 X_1$$

$$Z = 63.007 + 0.060 X_1$$

It shows that the constant value is 63.007, if the value of the future expectation (X1) is 0, then the student's learning motivation (Z) is positive, which is 63.007. Then the future expectation variable regression coefficient (X1) is 0.060; This means that every one unit increase in the value of future expectations assuming the value of the other independent variables is constant, the value of learning motivation (Z) will increase by 0.060.

Table 1 above also shows that the t-value of 3,235 is greater than the t table at α = 0.05, namely 1.652 (2,988 > 1.652), while the Sig probability value of 0.001 is smaller than 0.05. This means that future expectations (X1) have a positive influence on student learning motivation .

It can also be seen that the Beta is 0.215, so the determinant coefficient (R²) of the Pzx1 path is 0.046 or 4%. In line with the research of Umar [21] and other relevant research that the "expectation" variable has a positive effect on learning motivation, as also stated by Vroom [22] and Burns [23] that motivation is a result or outcome of the desire to achieve an expectation.

With the hope of the future, according to Biggs and Moore, students will respond and carry out ways and processes that eradicate themselves to realize the results or fruits of their struggle. [24]

3.2. Direct Effect of Lecturer Competence (X2)

This second hypothesis - like other hypotheses - consists of Ho and Ha. The following shows the regression table for hypothesis 2:

Table 2: Path Effect Coefficient Pzx₂

Model	Coefficients ^a			t	Sig.
	Unstr.	Str.			
	Coefficients	Coef.	Beta		
	B	Std. Error			
(Constant)	61,289	2,891		21,197	,000
Lecturer Competence (X ₂)	,064	,021	,20	2,988	,003

a. Dependent Variable: Learning Motivation (Z)

Source: processed data

Based on table 2 above, the regression equation can be made as follows:

$$Z = a + \beta_1 X_2e$$

$$Z = 61.289 + 0.064 X_2e$$

This equation shows that the constant value is 61.289. This means that if the lecturer competence (X₂) is 0, the learning motivation (Z) is positive, namely 61.289. Then the regression coefficient of the lecturer competence (X₂) is 0.064; This means that every one unit increase in the competency value of a lecturer with the assumption that the value of the other independent variables is constant, the value of learning motivation (Z) will increase by 0.064.

Table 3 above shows that the t-value acquisition of 2.988 is greater than the t table at $\alpha = 0.05$, namely 1.652, while the Sig probability value is 0.003 less than 0.05, with a positive coefficient. This means that lecturer competence effects learning motivation (Z) positively.

Therefore, it can be interpreted that the better / higher the competence of the lecturers (X₂), the stronger / increasing student motivation (Z). In the summary model table, the coefficient value ® is 0.200 with R Square 0.040. This means that the contribution of lecturer competence to learning motivation is 4%.

Thus the positive influence of lecturer competence on student learning motivation is a very logical understanding and empiricism which is in line with most of the results of previous related studies, such as research by Tahrir [25], B. Muntashofi & Kurjono [26], Mahesta. Agung, et. al. [27], and by many other related studies.

The results of these studies indicate that the competence of lecturers plays an important and strategic role in learning, because the effectiveness of learning is closely related to the competence of lecturers, even according to Long, lecturers whose competences are

adequate are also able to create class conditions and a climate conducive to student learning . [28]

3.3. Direct Effect of Self Condition (X3)

This third hypothesis - like other hypotheses - consists of Ho and Ha. The following shows the regression table for hypothesis 3:

Table 3: Path Effect Coefficient Pzx₃

Model	Coefficients ^a			t	Sig.
	Unstr.	Str.			
	Coefficients	Coef.	Beta		
	B	Std. Err			
(Constant)	57,064	3,314		17,219	,000
Self Condition					
1 College student (X ₃)	,190	,049	,256	3,889	,000

a. Dependent Variable: Learning Motivation (Z)

Source:Processed data

Based on table 3 above, the regression equation can be made as follows:

$$Z = a + \beta_1 X_3e$$

$$Z = 57.064 + 0.190 X_3e$$

This equation shows that the constant value is 57.064. That is, if the student's self-condition (X₃) is 0, then the learning motivation (Z) is positive, which is 57.064. Then the regression coefficient of the self condition variable (X₃) is 0.190. This means that each increase in one unit of self-condition value assuming the value of other independent variables is constant, then the value of student learning motivation (Z) will increase by 0.190.

Table 2 above also shows that the t-value of 3.889 is greater than the t table at $\alpha = 0.05$, namely 1.652, while the Sig probability value of 0.000 is smaller than 0.05 with a positive coefficient. This means that the student's self-condition (X₃) has a positive effect on student learning motivation (Z). Therefore, it can be interpreted that the better / better the self-condition (X₃), the stronger / increased student learning motivation (Z).

From the summary model table, the coefficient value ® is 0.256 with R Square 0.066. This means that the contribution of students' self-condition to their learning motivation is 6.6%.

The influence of the student's self-condition is related to the experience of feeling (physical) and feeling (psychic) which is being or will soon be experienced, can be negative or positive. It can take the form of physical health conditions such as headaches or dizziness, fever, nausea or other complaints, while in a psychological form such as happy or happy feelings,

restlessness, confused thoughts, sadness, anxiety or other forms.

Such self-condition - whether positive or negative - can affect the mood of the mind and heart which has an impact on learning attitudes and behavior; affect motivation to learn. This happens because the condition of the self affects the concentration, feelings, views, and / or subjective attitude of the students themselves, which in turn has an impact on the condition of the student's learning motivation.

3.4. Direct Effect of Student Environment (X4)

The fourth hypothesis can be formulated to be Ho and Ha. The next table 4 shows the regression for hypothesis 4:

Table 4: Path Effect Coefficients Pzx4

Model	Coefficients ^a			T	Sig.
	Unstr.	Str.			
	Coefficients	Coef.	Beta		
	B	Std. Error			
1 (Constant)	64,261	1,840		34,924	,000
1 Environment(X4)	,050	,016	,211	3,171	,002

a. Dependent Variable: Learning Motivation (Z)

Source: Processed data

Table 4 above shows the regression equation:

$$Z = a + \beta 1 X4e$$

$$Z = 64,261 + 0.050 X4e$$

This equation shows that the constant value is 64.261. It means, if the environment (X4) is 0, then the learning motivation (Z) is positive, which is 64.261. Then the environmental variable regression coefficient (X4) is 0.050; it means that every increase of one unit of environmental value assuming the value of other independent variables is constant, then the value of student learning motivation (Z) will increase by 0.050.

Table 4 above also shows that the t-value acquisition of 3.171 is greater than the t table at $\alpha = 0.05$, namely 1.652, while the Sig probability value of 0.002 is smaller than 0.05, with a positive coefficient. This means that the student environment (X4) effects learning motivation (Z).

Therefore, it can be interpreted that the better the environment, the stronger student learning motivation.

Furthermore, in the summary model table, the coefficient value is @ 0.211 with R Square 0.045 (R2). This means that the contribution of environmental variables to learning motivation is 4.5%.

The quantification that shows the positive influence of the environment confirms that the more positive or conducive the student environment is, the higher the student's learning motivation.

Akbar's research wrote that the school environment, family environment and community environment have a positive effect on learning motivation, both partially and collectively. [29] The manifestations of the effects include: (1) the psychological influence of accepting or rejecting students, which will result in strengthening or weakening concentration or learning motivation, (2) creating an atmosphere of intimacy, joy, harmony, dispute, and competition, so that it affects the enthusiasm or motivation to learn, or vice versa, the student's social environment can weaken the enthusiasm or motivation to learn of students / students, and (iii) the social environment at school / campus, in association or in the neighborhood can affect the enthusiasm or motivation to learn [31]

3.5. Direct Influence of Student Self-Concept (X5)

This fifth hypothesis can be formulated to be Ho and Ha. The next table 5 shows the regression hypothesis 5:

Table 5: Path Effect Coefficients Pzy

Model	Coefficients ^a			T	Sig.
	Unstr.	Str.			
	Coefficients	Coef	Beta		
	B	Std. Error			
1 (Constant)	58,972	2,184		27,002	,000
1 Self Concept (Y)	,095	,019	,331	5,142	,000

a. Dependent Variable: Learning Motivation (Z)

Source: Processed data

Based on table 5 above, the regression equation can be made as follows:

$$Y = a + \beta 1 Ye$$

$$Y = 58,972 + 0.095 Ye$$

This equation shows that the constant value is 58.972. This means that if the self-concept (Y) is 0, then the student's learning motivation (Z) is positive, which is 58.972. Then the regression coefficient of self-concept variable (Y) is 0.095; This means that every one unit increase in the value of future expectations assuming the value of the other variables is constant, the value of student learning motivation (Z) will increase by 0.095.

Table 1 above also shows that the acquisition of the t value of 5.142 is greater than the t table at $\alpha = 0.05$, namely 1.652, while the Sig probability value of 0.001 is smaller than 0.05, with a positive coefficient. This means that self-concept (Y) has a positive influence on student learning motivation (Z).

On that basis, the statistics for testing the fifth hypothesis prove that Ha is accepted and Ho is rejected. This means that student self-concept (Y) has a positive effect on learning motivation (Z). So it can be

interpreted that the better / stronger the student's self-concept, the stronger student learning motivation.

Table 5 above also shows that the Beta @ value is 0.331, so the R square the Pzy path is 0.109 or 11%.

From researching related studies, there are quite a lot of research findings that are in line with the findings of this study where self-concept has a positive and significant effect on learning motivation, including Widyawati's research on Analysis of the Influence of Self-Concept on Student Learning Motivation [31], Prabadewi & Widiasavitri on the Relationship between Academic Self-Concept and Achievement Motivation in Early Adolescents Living in an Orphanage in Denpasar [32], Sriyono, Heru & Zahrin about the contribution of self-concept to student learning motivation in schools [33].

As it is understood that self-concept is a social product which is formed through the process of internalization and organization of psychological experiences. These psychological experiences are the result of an individual's exploration of his social and physical environment and a reflection of his "self" received from people who influence him.[34]

Therefore, if students have a negative or bad self-concept, in some cases they tend to reject or weaken themselves to face or take advantage of experiences that bring success. Then there will be awareness and changes that remain in him when there is a determination of experience which allows restructuring of the concept that leads to positive perceptual values, attitudes or behaviors, so that permanent changes in his achievements will give birth to changes in attitudes towards himself. [35]

Meichenbaum's study confirms that if students are helped to state positive things about themselves and are given reinforcement, this will foster a more positive self-concept. [36] However, it should be realized that changes in behavior will only be followed by a change in self-concept, if it is in accordance with reality. It will be easy to do if the self-concept of the student is not realistic.[37]

Likewise, when faced with learning activities or lectures as a function that is being carried out by students. The success of students in learning depends a lot on their quality; the type of self-concept it has. Students who have a negative self-concept will tend to have low success, tend to avoid communicating with their friends, be pessimistic about competition, are reluctant to compete with others for achievement, feel disliked by others, so this has a very strong effect on learning development so that learning outcomes tend not to be as expected.[38]

Likewise, on the other hand, if the values of his self-concept are positive and affirmative, then the potential

for the construction of strong motivation will be greater, and in turn, there will be great opportunities to meet academic success.

3.6 Indirect Effects of X1, X2, X3 and X4.

Based on SPSS 20 statistics, namely the Coefficients table and its summary, the partial and indirect effects of each influence variable or independent variable are: 1) Future expectations / ideals (X1) of 3.6%, 2) Competence of lecturers (X2) 3%, 3) Student self-condition (X3) 4.2%, and 4) Student environment (X4) by 2.7%. So that the collective and indirect effect is 13.5%.

3.7 Collective Influence: Future Expectations / Ideals, Lecturer Competence, Student Self Condition, Environment, and Student Self Concept (X1, X2, X3 X4, Y).

This fifth hypothesis can be formulated as Ho and Ha.

Unlike the t test technique for the first to four hypotheses above, for this fifth hypothesis (Path Jalurx1x2x3x4y) the F test (for multiple variables) is used.

For significance, if the probability of the sig value is smaller than the α value of 0.05, it means that it has a positive effect (Ha is accepted, Ho is rejected), and if the opposite is true where the probability of the significance value (Sig) is greater than α 0.05, it means 4 The independent variable has no effect on student learning motivation (Ho is accepted, Ha is rejected). The results of this sixth hypothesis test are as follows:

Table 6: Results of Path Anova Analysis Pzx₁x₂x₃x₄y

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5452,794	5	1090,559	13,569	000 ^b
1 Residual	16957,897	211	80,369		
Total	22410,691	216			

a. Dependent Variable: Learning Motivation (Z)

b. Predictors: (Constant), Self Concept (Y), Environment (X₄), Lecturer Competence (X₂), Future Expectation (X₁), Self Condition (X₃)

Table 6 above shows that the F value is 13.569 with a probability value (Sig.) = 0.000. Because the Sig < 0.05, the decision is Ho is rejected and Ha is accepted. That is, the variables of future expectations / ideals (X1), lecturer competence (X2), student self-condition (X3), student environmental variables (X4), and student self-concept (Y) simultaneously or collectively have a positive effect on learning motivation. (Z). Meanwhile, the coefficient is reflected by R square or R2 path Pzx1x2x3x4y = 0.243 = 24.3%, as in table 6 below.

Table 7: Path Effect Coefficients Pzx₁x₂x₃x₄y

Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.225
			8,965

a. Predictors: (Constant), Self Concept (Y), Environment (X4), Lecturer Competence (X2), Future Expectation (X1), Self Condition (X3)

Source: Processed data

Table 7 above shows that simultaneously, the R value is 0.493 and the R Square (R²) value is 0.243 (24.3%), with a positive coefficient. This proves that the sixth hypothesis (H_a) can be accepted and H_o is rejected. This means that the five collective variables have a positive effect on student learning motivation. Therefore it can be interpreted that the higher the level of Future Expectations (X1), Lecturer Competence (X2), Student Self Condition (X3), Environment (X4), and Self Concept (Y), the higher student motivation is also strong.

The conclusion statement of the sixth hypothesis is a very logical and realistic psycho-social fact, because this statistical evidence is supported or related to the findings of other or previous studies and theories about the influence of lecturer competence and / or self-concept on learning motivation.

4. CONCLUSION

Based on the results of statistical tests and analysis, the following conclusions can be made. The higher, stronger, or better the condition of each influence variable, the higher or stronger the student's motivation to learn. The direct influence is relatively stronger than the indirect effect, either partially or simultaneously or collectively.

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