

The Effect of Academic Services Quality toward the Cadets Learning Motivation at Politeknik Ilmu Pelayaran Makassar

Mustamin

Politeknik Ilmu Pelayaran Makassar, Indonesia

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Abstract. Universities, as one of the formal education institutions, are required to prepare their students to become human beings to reach the expected national education goal. The goal of education is to produce people who agree with and concern God Almighty and have a noble spirit, maintain knowledge and abilities, which are bodily and mentally healthy, have a strong and independent character and control a feeling of social and national responsibility. Additionally, graduates of Higher Education are expected to be able to fill the need for the availability of experts and professionals at various levels and types of abilities. Therefore, the purpose of the study is to determine the effect of academic services toward the cadets learning motivation at the shipping science polytechnic of Makassar. The approach used in the study is an explanatory survey with a population of 1,407 cadets of *Politeknik Ilmu Pelayaran* (PIP) Makassar with a sample of 281 selected by using proportional random sampling technique. The data were collected using observation, questionnaires, and documentation and then analyzed using Structural Equation Modeling (SEM). The results of the study showed that the academic services are influential to the cadets' learning motivation at the Shipping Science Polytechnic of Makassar.

Keywords: Academic Services; Learning Motivation; Cadets; Private University; Behavior.

1. Introduction

In Indonesia, the implementation of higher education is carried out by the government, namely state universities and by the community, namely, private universities. The role of universities in providing higher education services is

increasing. The effect is noticeable from the growth of private universities which have always been increasing lately, by offering various types and levels of study programs. Universities as places for learning process activities are expected to be able to produce human resources which have professional academic abilities, personality based on the demands of national education goals.

However, in reality, higher education in Indonesia is still not meaningful in improving the quality of Indonesian people, both moral, work ethic, abilities and skills are still far from the coveted expectations. Today's global life demands the mastery and application of science and technology, but the efforts of higher education still do not fully meet these demands.

Higher education is an institution that has a role and strategic position in achieving macro education goals that need to make continuous improvement efforts to realize quality human resources (McCowan, 2018; Ruben, 2018; Wright, 2018). The existence of humans as a resource is essential in university because human resources support through work, talent, creativity, encouragement, and real roles. Without the presence of human elements in higher education, the tertiary institution cannot move and get to what it wants. Therefore, Kelchevskaya et al. (2018) produce a model for managing the efficiency of science and pedagogical workers as a basis for human capital growth in higher education in the context of global academic biases. The importance of organizational culture in higher education implies the importance of universities to change the mindset of traditional higher education institutions to higher education with new insights that focus on creating quality culture colleges. Changes in mindset are necessary for universities that follow change, oriented towards creating a more dynamic, productive and competitive organizational culture.

Implementation of higher education should examine service quality (Ruben, 2018). Educational activities are not only oriented closer to the result of the schooling process, but also via proof of strict accountability such as excellent assurance, fantastic control, and satisfactory improvement.

PIP Makassar is providing academic services as well as possible, in line with the vision of PIP Makassar namely, to be a leading tertiary institution in the development of transportation and human research resources in the field of Shipping. Studying at PIP Makassar can make graduates into prime, professional and ethical people. The promising job prospect is one of the reasons to study at PIP Makassar.

In terms of organizational culture, the conception of these values can also touch on the values that are embedded and adhered to in the implementation of higher education, namely the process of teaching, research and community service in PIP Makassar. The current organizational culture includes elements of customer centre on product excellence, including satisfaction (Shavyrina et al., 2018).

Managing the organization and personnel is by creating a conducive academic atmosphere or campus environment and leading to sound internal institutional management, the organizational, institutional conditions often occur in PIP

Makassar. From aspects of organizational culture characteristics, it is relatively low attention. Furthermore, the leaders of higher education institutions rarely manage their employees at a certain level to innovate and take the risk (Innovation and risk-taking). Therefore, staff work patterns tend to focus on routine work activities.

The area of education is supposed to provide educated people who have the experience, capabilities and attitudes. It indicates that educational activities are anticipated to create knowledgeable graduates, have suitable character and skills. Therefore, a lecturer must be expected to grasp a variety of technical and non-technical skills ranging from planning, implementing and evaluating.

However, in reality, there are often delays in students or cadets in completing their studies in tertiary institutions. It is due to the unsatisfactory performance of service providers. Furthermore, in general, the cadets' motivation to learn is still not optimal. The value of each subject is relatively below the average. In principle, the factors that influence learning motivation include the role of lecturers in guiding and educating students, which are strongly influenced by the factors of independence and professionalism of lecturers. Environmental factors are also strongly influenced by available competitors. The cadet's willingness factor, which is strongly influenced by the attention and motivation given by parents, also causes the low quality of PIP Makassar.

Some previous researchers have been conducted a study on students' motivation recently. They found that teaching methods and teaching strategy can improve students' motivation in learning (Lin et al. 2018; Sanaie et al., 2019). Additionally, students can engage in learning and have high motivation when the technology is integrated into learning (Arango-López et al., 2019; Dunn & Kennedy, 2019; Yakovleva & Goltsova, 2016; Zainuddin, 2018). However, this recent study proposed academic services as one variable that can affect the students' motivation in learning. Therefore, this study aims at determining the effect of academic services toward the cadets learning motivation at Politeknik Ilmu Pelayaran (PIP) Makassar.

2. Literature Review

2.1. Learning Motivation

Motivation to learn is a method that promotes learning, administration, and resolution of behaviour. The motivated behaviour is a behaviour that is entire energy, directed and long-lasting (Ruthankoon & Olu Ogunlana, 2003). Winkel et al., (2011) define that motivation to learn is the whole driving power in students that creates activities and provides orientation to learning activities.

Schweinle & Helming (2011) state that learning motivation prioritizes cognitive response that is the trend of students to perform essential and beneficial academic activities and attempt to benefit from these activities. Students who maintain the motivation to study will pay attention to the lessons presented, and

therefore they can understand it, and practice specific learning strategies that support. Furthermore, students also have an intense involvement in the learning activities, vast curiosity, looking for materials related to understanding a topic, and completing the task given. Academic self-efficacy and motivation have a strong correlation (Komarraju & Dial, 2014).

There are many advantages of learning motivation for students related to academic outcome. Scholarly inspiration was observed to be definitively identified with an assortment of scholastic results, for example, combined evaluations, school participation, and study hall lead (Vecchione et al., 2014).

The achieved learning motivation after going through the lecture process is seen through the students change in behaviour. Every class activity is always expecting to produce maximum learning advantage. If the performance of lecturers considered as one of the causal factors and motivation to learn by the students as a result, then between lecturer performance and motivation to learn, mechanism of causality relationships can be established. It means that the performance of lecturers in teaching also determines good or bad student learning motivation. The performance of lecturers is very dominating the development of motivation in students.

2.2. Academic Service Quality

Quality of service is a multidimensional satisfaction motorist. The company view cannot evaluate the level of service quality. However, it can be assessed by the customer view (Cravens & Piercy, 2008). Consumer satisfaction deemed well if it fulfils what they require. Oppositely, the service will be insufficiently perceived if it does not engage what they demand (Kotler & Armstrong, 2010). Customer satisfaction is a judgment of products or services that have satisfied their expectations. Consumer behaviour theory asserts that customer satisfaction is the attitude of consumer participation after consuming a product or service (Oliver, 2000). Customer satisfaction is required to influence loyalty. Loyal customers can provide a significant benefit to the company.

The implementation of education should consider service quality. Educational activities are not only determined towards the results of the educational process, but also through an attempt of proper accountability, including quality assurance, quality control, and quality development (Amstrong, 2009).

PIP Makassar accommodates academic services as well as possible, in line with the vision of PIP Makassar, namely, becoming the leading shipping university in the development of human transportation resources and research in the field of shipping. Studying at PIP Makassar can make excellent, professional and ethical alumnus. A promising job prospect is one reason to study at PIP Makassar.

The organizational conditions that often occur in the PIP Makassar from the characteristics of organizational culture are the personnel's relatively low awareness as organization members about the importance of the relationship between fellow staff members, including in carrying out their duties and functions. University leaders rarely socialize and meet their employees at a

certain level to innovate and take risks (Innovation and risk-taking). So what occurs is staff's performance patterns tend to focus towards routine activities. Besides, the orientation of education providers, to the management of organizational activities in PIP Makassar, still tends to emphasize maintaining the status quo (Stability), as a contrast to growth.

2.3. The Effect of the Quality of Academic Services on Learning Motivation

Quality service can be identified through customer satisfaction. As an educational institution, the educational process is a core process, and therefore customer satisfaction in this process must be measured periodically. Based on the definition of quality above, it can be said that current education is no longer limited to the ability to produce graduates that are measured academically, but has led to a form of inclusive quality education oriented to customer satisfaction (Sahney et al., 2004). Education customers are divided into two groups, namely, internal customers and external customers. Internal customers include educators and supporting staff. External customers include the main external customers, namely students. Secondary external customers are parents, government and employers, and tertiary external customers are the labour market, government and society.

Higher education activities provide educational services. Higher education products in the form of science and education, are used by students, and therefore students are customers. Science and education are invisible things, and therefore universities can also be seen as a service industry. The service industry in achieving success and service quality has always been customer-focused. In higher education, efforts to meet the needs of students must be the main focus in managing the quality of educational services. Students become very important other than as a significant customer is because the success of the learning process is very dependent on student participation, no matter how smart the lecturers who teach. Under the concept of university quality management, that the implementation of education must carry out monitoring and evaluation, it is necessary to know how student satisfaction with the services that have been provided. Inevitably it will affect the quality of education services provided.

3. Research Method

3.1. Research Approach

This study applied a quantitative approach. This method, according to Kerlinger & Lee (2000), is ordinarily employed in high and low populations, but the data analyzed is data from samples taken from the population. Therefore, there are related events, distribution and relationships between variable.

3.2. Research Variables

Operational definitions of variables in this study are as follows:

- a. Academic Services (X1) providing academic services to cadets in those who can support the teaching and learning process, with indicators; Academic Tutorial Help; Learning Process, and Academic Atmosphere.
- b. Learning Motivation (Y) is internal and external stimulation in a person who is learning to make behavioral changes, generally with some indicators and/or supporting elements. Measurement of learning motivation variables, namely; Desire and will to learn; Encouragement and need for learning; Future hopes and ideals; There is appreciation in learning; and the existence of a conducive learning environment.

3.3. Population and Samples

The population in this study is all cadets of Makassar Shipping Science Polytechnic (PIP Makassar) Academic Year 2017/2018 which numbered 1,407 people, while the number of samples (20%) was 281 people/students.

3.4. Research Instrument

The research instrument used in collecting data in the field was questionnaire sheets. The procedure used to measure all the variables studied using the Likert method. Academic Service Variable (X1) has three indicators, namely academic assistance (X1.1), learning process (X1.2), and academic atmosphere (X1.3). Meanwhile, learning Motivation (Y) variable (Y) has four indicators namely desire and will to learn (Y1), encouragement and need for learning (Y2), hopes and aspirations for the future (Y3), and the appreciation in learning (Y4). Based on these indicators, the researchers compiled questionnaire sheets and distributed them to the respondents to obtain data so that research objectives can be answered. For the sake of instrument validity, It is necessary to test the reliability and validity of the instrument to determine the reliability coefficient and validity of the instrument. The test is before the instrument is distributed to respondents.

3.5. Data Analysis

The data analysis used is inferential statistical analysis to respond to the problems raised in this study. The approach used to achieve the research goals is quantitative. It is to examine how much the impact of independent variables on the dependent variable investigated using comprehensive Structural Equation Modeling (SEM). It consists of Structural Measurement Model designed to establish an empirical indicator-based dimension or factor. The Structural Model is a blueprint of the relationship framework that shapes or explains cause and effect among factors.

4. Results

This study used a second-order SEM model. Two variables were discovered, including latent variables or exogenous and endogenous buildings. The convergent validity measurement presented as follows used to test the fitness goodness in the measurement model for each variable. This analysis is completed by examining the loading factor value for each indicator. If the value exceeds 0.50, the indicator will be valid. Convergent Validity aims to guarantee that the latent variables observed are adequately defined by the indicators used. The results of the data processing of exogenous and endogenous constructs for Convergent Validity analysis are as follows.

Table 1: Results of Standardized Regression Weight Confirmatory Variables Academic Services (X)

Dimension	Item	Loading Factor	CR	Probability	Information
Academic Tutorial Hel	X _{1.1}	0.772	-		
	X _{1.2}	0.684	11.684	0.000	Significant
	X _{1.1.3}	0.720	12.503	0.000	Significant
Learning process	X _{2.1}	0.791	-		
	X _{2.2}	0.704	12.483	0.000	Significant
	X _{2.3}	0.749	13.561	0.000	Significant
Academic atmosphere	X _{3.1}	0.823	-		
	X _{3.2}	0.793	15.116	0.000	Significant
	X _{3.3}	0.784	14.883	0.000	Significant

Source: Data Outcomes, 2018

Based on table 1, the Academic Services variable (X) obtained the value of loading factors on all indicators above 0.5 with a sig value <0.05. The number shows that the existing sub-variables in Academic Services (X) have valid indicators and can form these variables well.

Table 2. Results of Standardized Regression Weight Confirmatory Learning Motivation Variables (Y)

Dimension	Item	Loading Factor	CR	Probability	Information
Desires and Will	Y _{11.1}	0.853	-		
	Y _{11.2}	0.833	18.017	0.000	Significant
	Y _{11.3}	0.839	18.395	0.000	Significant
Encouragement and Need	Y _{12.1}	0.792	-		
	Y _{12.2}	0.819	15.980	0.000	Significant
	Y _{12.3}	0.870	17.365	0.000	Significant
Hope and ideal	Y _{13.1}	0.847	-		
	Y _{13.2}	0.844	18.517	0.000	Significant
	Y _{13.3}	0.803	16.938	0.000	Significant
Appraisal	Y _{14.1}	0.841	-		

academic services. Learning Motivation variable (Y) has four indicators namely desire and will to learn (Y1), encouragement and need for learning (Y2), hopes and aspirations for the future (Y3), and the appreciation in learning (Y4) as seen in figure 3 below.

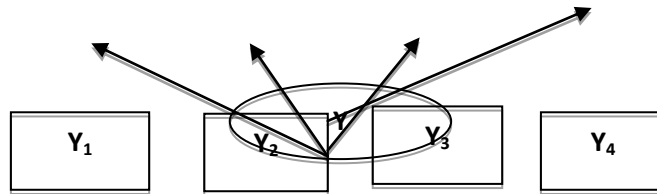


Figure 3. Learning motivation (Y)

Based on the results of processed SEM, the structural model obtained is:

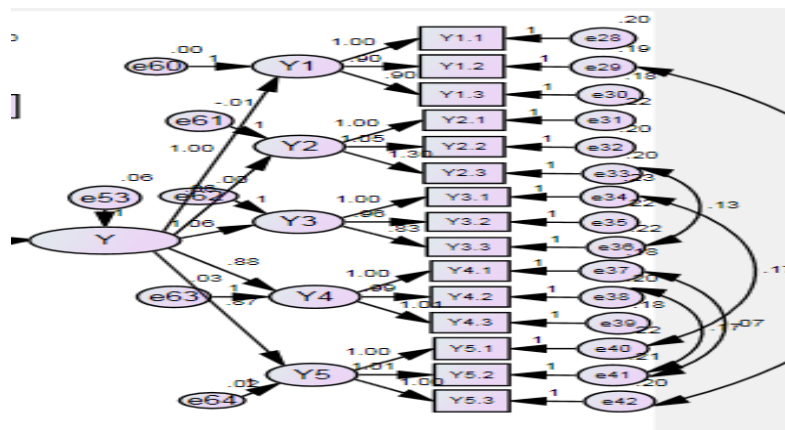


Figure 4. Structural Model of Learning Motivation (Y)

For more explicit information, the analysis result of a structural model is provided and presented in figure 5 below.

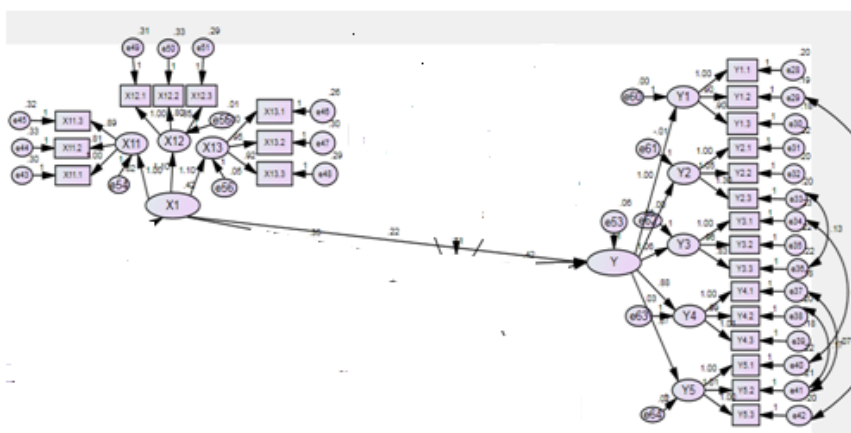


Figure 5. The analysis result of structural model.

Table 3. Results of Direct Effect Analysis

Relationship Between Variables	Coefficient	p-value	Description
X1→Y	0.216	0.028	Significant

Source: Data Outcomes, 2018

Based on this analysis, the relationship of Academic Services (X1) to Learning Motivation (Y) has positive coefficient path coefficients (0.216) and p values = 0.000 ($p < 0.05$). It can be indicated that Academic Services (X1) have a significant beneficial impact on learning motivation (Y).

5. Discussion

The research findings indicated that academic service had a significant impact on learning motivation. Academic service indicators in this study help with academic tutorials, learning processes, and academic atmosphere. Vecchione et al., (2014) reveal that academic motivation was seen to be related to educational outcomes, for instance, joined assessments, school support, and teaching and learning process. Moreover, motivation can help achievement in the classroom.

It is revealed that quality can be described as a vibrant situation that meets and exceeds expectations of products, services, individuals, procedures and environments (Hsu et al., 2019). Quality is related to the achievement of expected standards, where it must be able to understand what consumers need for a product to be produced. There are two definitions of quality. First, for distinct individuals, quality implies different things. Second, quality has to do with procedures or results.

The new paradigm of higher education management refers to five pillars: quality, autonomy, accountability, accreditation, and evaluation. The implementation of this paradigm serves to realize the ultimate goal of continuous quality improvement. Management of improving the quality of higher education is defined as public, professional services that are carried out and directed to the maximum extent possible to provide services that are appropriate or exceeding standards. It means that services provided by universities must be of high quality in order to gain public or public trust. It means that at least tertiary institutions must have service criteria and standards or measure services to customers in order to improve the quality of their education.

Management systems for quality control of higher education services are divided into two, namely internal and external. The internal scope includes supervision of higher education. The supervision aims to realize the vision and mission. It is also to meet the needs of stakeholders (customers) through the implementation of the teaching, research, and dedication in Higher Education. The current external scope is commonly carried out through the assessment of

quality standards by the National Accreditation Board of Higher Education (BAN-PT) and ISO (International Organization for Standardization).

Quality services can be recognized by satisfying the client. Yusuf (2018) reveals that the quality of educational services affects the satisfaction of the learners. The quality should, therefore, be tracked. Education quality surveillance is a fundamental component of the feedback scheme for learners, which significantly adds to the instructional process (Razinkina et al., 2018). As an educational institution, the educational process is a core process, and therefore a measurement of customer satisfaction in this process must be carried out periodically. Based on the quality understanding above, it can be assumed that current education is no longer limited to the ability to produce academically measured graduates, but has led to a form of inclusive quality education that is customer satisfaction oriented. Customers of education are divided into two groups: inner and external clients. Internal customers include teachers and personnel support. External clients include learners as the primary internal clients; secondary external clients are parents, governments, and employers; and third-party external clients are the labour, government, and society market. Zineldin et al., (2011) the student satisfaction factors were discovered to be technical, functional, facilities, interaction and the atmosphere of higher education organizations.

Higher education institutions provide educational services. College products in the form of science and education are used or used by students, so students are customers. Science and education are invisible, and therefore, higher education can also be seen as a service industry. The service industry in achieving success and quality of service has always been customer-focused.

In universities, the effort to meet the needs of students must be the main focus in managing the quality of education services. Students become very important besides being the primary customer because the success of the learning process is very dependent on student participation, no matter how smart the lecturers teach. Therefore, higher education institutions and academic staff should provide excellent services to the students (Thaichon & Quach, 2015). In accordance with the quality management concept of higher education, that the implementation of education must conduct monitoring and evaluation, it is necessary to know how student satisfaction with the services provided. Indeed, it will affect the quality of education services provided.

PIP Makassar in implementing education activities, aims to produce the quality human resource. Quality is measured based on the mastery of science and technology, as well as attitudes and noble, active, creative and innovative attitudes. Furthermore, using the importance of performance analysis (IPA) is used to assess the quality of academic services (Saggaf et al., 2018). This goal becomes difficult to achieve because it is constrained by various factors, both student factors and external factors related to student services provided. One obstacle to achieving this goal is student dissatisfaction with the services provided. It can be caused by the students themselves who do not know and are

reluctant to get to know the institution as a whole so that they do not know how their rights and obligations are to get excellent service. The opposite can be caused by employees, lecturers, and other staff. These conditions indicate that in order to realize its goals, universities need a service that can facilitate students and lecturers, administrative staff, and other supporting parties. This service is commonly referred to as excellent education services.

Educational activities are not only geared towards the outcomes of the educational system through the production of several graduates, but also the focus of attention must start to be on the quality of services in the execution of the teaching and learning system. The quality of education facilities should not be taken into account because it affects academic outcomes, but it is also essential to look at the aspect of competition between academic organizations to attract fresh learners. It is believed, the quality of service will affect the public interest or new students.

PIP Makassar continues to improve in improving the quality of good learning so that it can create excellent and competent graduates. For that, students or cadets have the right to get the quality of quality learning provided by educational institutions (colleges). Based on Indonesian Government Regulation No. 60 of 1999, concerning Higher Education Article 109, it is stated that one of the rights of students is to get the best teaching and service in the academic field in accordance with their interests, talents, interests and abilities, and also entitled to guidance from study program lecturers that he follows in completing his studies. These rights will be fulfilled if the teachers (lecturers) carry out their responsibilities properly. Because in providing educational services, the teacher or lecturer does not only act as a knowledge provider, but also a driver, supervisor, appraiser and mentor in the learning process.

6. Conclusion

Based on the results of the study of the influence of academic services on cadets' learning motivation at *Politeknik Ilmu Pelayaran* (PIP) Makassar, it was concluded that there is a significant effect of academic service on learning motivation of PIP Makassar cadets. It is also found that the coefficient value of academic service towards learning motivation is obtained by positive path coefficient (0.216) and p -value = 0.000 ($p < 0.05$). The results of this study are expected to be used as material for the development of education, especially for the improvement of academic services and learning motivation. In addition, the results of this study can also be used as material for consideration in applying an approach to increase learning motivation.

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