



MOTIVATION, COMMITMENTS AND CULTURAL LEARNING ENVIRONMENT OF LEARNING ACHIEVEMENT TOEFL PREPARATION COURSE PARTICIPANTS IN CENTRAL UNIVERSITY LANGUAGE HASANUDDIN

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Abstrak

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one of the benchmarks for pupil competence can be measured via their studying achievement, that is additionally a prerequisite for a person who desires to work in an company. gaining knowledge of performance finished by way of someone within the teaching and mastering method can have an impact on getting to know effects which can be in accordance with their performance. what is the relationship between motivation, dedication, learning surroundings way of life on overall performance? There are nevertheless few researchers who discover this question. This study aims to determine the effect of motivation, commitment, and learning environment culture on learning achievement (increase in English scores/TOEFL scores) of English course participants at the Language Center of Unhas. This research was conducted at the Hasanuddin University Language Center. The population involved 150 English language course participants (TOEFL Preparation). The number of samples in this study were 100 people from TOEFL Preparation course participants, the number of samples was obtained from the results of the Slovin formula. The sampling technique used is random sampling. Sources of data collection were English language course participants at the Unhas. Data collection techniques consist of subject analysis, observation, questionnaires and literature studies. The analysis technique used is multiple regression analysis. The results showed that all hypotheses were accepted. Based on the test that the variables of motivation, commitment and culture of the learning environment have a positive and significant effect on learning achievement from both partial and simultaneous.

A. INTRODUCTION

Achievement is a topic of take a look at that has attracted the attention of diverse researchers thinking about that it is a trademark of a person's success in taking a sure degree of education (Amoli & Aghashahi, 2016a; Tight, 2018). coaching and gaining knowledge of activities are one of the crucial activities within the global of training, the success of coaching and mastering may be measured through learning evaluation sports. The excessive getting to know success is decided by way of the position of self-regulated getting to know method (Holmgren & Sjöberg, 2022; Lahn, 2016; Matee et al., 2023).

One of the benchmarks for student competence can be measured through their learning achievement, this is also a prerequisite for someone who wants to work in an organization (Dong et al., 2023). Learning performance carried out by someone in the teaching and learning process will have an impact on learning outcomes that are in accordance with their performance (Alam et al., 2023; Evans, 2021). Some of the main characteristics in the evaluation of learning achievement are measuring changes, the existence of evidence that is collected as a basis for assessment, measurement of this evidence, and used to make decisions (Brown, 2022).

Various educational institutions always emphasize the importance of improving the learning achievement of their students, be it success in taking tests, both knowledge tests and ability tests (Michel, 2020; Shohel et al., 2021). Basically, a person's learning achievement is influenced by various elements. These elements are partly due to factors of motivation to learn, commitment, and the culture of the learning environment (Mok & Xiong, 2022).

Motivation plays an important role in the world of education, especially when associated with daily activities (Göhler et al., 2023; Sulaiman, 2022a, 2022b; Wang et al., 2015). Through motivation, a person can develop initiative and direct his perseverance in learning. In reality, there are many students who are less motivated in the learning process, both practical and theoretical activities. Basically, motivation aims to move or inspire a person to arise the desire and willingness to do something so as to obtain certain results or goals. Various things that affect motivation to learn are health factors, attention, interests and talents. Ideals, learning abilities, one's physical and spiritual condition, class environment conditions, dynamic elements of learning and teacher performance are factors that influence one's learning motivation.

When students are intrinsically motivated, they display a strong desire to explore and understand subjects, concepts, and skills. They willingly invest time and effort in their studies, driven by the joy of learning and the sense of accomplishment that comes with mastering new knowledge. Enhanced Learning Engagement: Intrinsically motivated students are actively engaged in their studies (Arshad et al., 2021a; Moody & Pesut, 2006; Saether, 2019). They eagerly participate in class discussions, ask questions, and seek deeper understanding of the subject matter. This high level of engagement facilitates better retention of information and enhances the learning experience. Intrinsic motivation serves as a powerful force that propels students to persevere through challenges and setbacks. They are more likely to embrace difficulties as opportunities for growth rather than becoming discouraged by failure. As a result, they exhibit greater resilience and a willingness to persist in their academic pursuits, leading to improved performance over time.

Students who are intrinsically motivated tend to achieve higher academic performance (Deja & Wójcik, 2021). Their enthusiasm for learning and proactive approach to studies often result in a deeper understanding of the material and a stronger grasp of fundamental concepts. Intrinsic motivation encourages self-directed learning. Students take the initiative to explore beyond the required curriculum, seeking additional resources and opportunities for self-improvement. They become lifelong learners who are continuously curious and eager to expand their knowledge. Intrinsic motivation contributes to positive emotional well-being in students. The joy of learning and the satisfaction of achieving personal goals foster a sense of happiness, self-confidence, and a positive attitude towards education (Evans, 2021; Moser et al., 2021; Namono et al., 2021). Intrinsically motivated students are less reliant on external rewards or punishments to drive their performance. Unlike extrinsically motivated students who may lose interest once external incentives are removed, intrinsically motivated students maintain their enthusiasm for learning, even in

the absence of rewards. Intrinsic motivation empowers students to explore their creativity and think critically. They are more likely to engage in problem-solving, independent research, and innovative thinking, leading to novel solutions and original ideas.

Various empirical studies that support the link between motivation and learning achievement, this shows that the role of motivation is very large (Arshad et al., 2021b; Kim et al., 2021). One's learning achievement is not only through motivation, but also influenced by one's commitment which becomes one's internal interpretation of how they absorb and interpret their learning experience. Commitment can explain the agreed outcome of a decision or require and make a good effort to carry out the decision effectively. Commitment is the subject of interest in an organization that makes a person more loyal to certain things. There are numerous methods in explaining dedication, namely the attitude technique and the behavioral method. The mindset approach focuses on the thought procedures of people approximately their relationship with the agency. people will keep in mind the suitability of their values and desires with the organization. high commitment could be proven by means of robust belief and reputation of the values and dreams of the agency, specially academic groups (Amoli & Aghashahi, 2016b; Avidov-Ungar & Arviv-Elyashiv, 2018; Kõiv et al., 2019).

Committed students exhibit a strong work ethic characterized by diligence, discipline, and consistency in their studies. They are more likely to complete assignments on time, actively participate in class discussions, and devote extra effort to grasp complex concepts. Students with high levels of commitment tend to be better at managing their time effectively. They prioritize academic tasks, create study schedules, and avoid procrastination, which leads to greater productivity and academic progress (Mubarok et al., 2021a, 2021b). Committed students display improved focus and concentration during learning activities. They are less likely to be distracted by external factors and can maintain their attention on academic tasks, leading to a deeper understanding of the material. Student commitment is positively correlated with regular class attendance and active participation.

Committed students value the learning process and understand the importance of being present and engaged in the classroom environment. Perhaps the most significant observation is that student commitment is strongly associated with higher academic achievement. Committed students tend to earn better grades, perform well on assessments, and achieve academic excellence. Committed students display greater resilience when facing academic challenges or setbacks. Instead of giving up, they view obstacles as opportunities to learn and grow, maintaining a positive attitude toward their studies. Student commitment is often linked to a long-term goal orientation (Erdheim et al., 2006; Meyer & Allen, 1997). Committed students have a clear vision of their educational objectives and are willing to make sacrifices in the present to achieve their future aspirations. Students who are committed to their academic pursuits experience a sense of accomplishment and fulfillment. This positive emotional experience contributes to overall well-being, and self-confidence.

The next factor that influences learning achievement is the culture of the learning environment (Michel, 2020). A positive and supportive learning environment culture fosters psychological safety for students. When students feel comfortable, respected, and supported, they are more likely to actively participate, ask questions, and take academic risks without fear of ridicule or judgment. This increased engagement leads to better information retention and understanding. A culture that promotes open communication and collaboration among students and between students and educators enhances learning. Students can freely exchange ideas, work together on projects, and seek help when needed, which promotes a deeper understanding of the subject matter. Learning environments with a strong sense of community and belonging positively impact student performance. When

students feel connected to their peers and educators, they are more motivated to excel academically and contribute actively to the learning process.

A studying environment subculture that embraces a growth attitude emphasizes the idea that intelligence and skills may be evolved through effort and mastering. Students are recommended to embrace demanding situations, persist through setbacks, and examine disasters as opportunities for growth. This mind-set helps college students' resilience and willingness to tackle instructional demanding situations. Whilst the learning surroundings culture aligns with students' values, beliefs, and identification, they experience a stronger experience of ownership over their training. This alignment encourages students to connect their mastering to their non-public reports and hobbies, main to elevated motivation and performance. A positive learning environment culture balances high expectations for student performance with supportive accountability. When educators set challenging but achievable goals for students and provide the necessary support to meet those goals, students are more likely to excel academically. A learning environment culture that values diversity and inclusivity enrich the learning experience for all students. Exposure to diverse perspectives and ideas fosters critical thinking and empathy, enhancing students' cognitive abilities and overall academic performance (Zotoo et al., 2021).

The subculture of the mastering environment is the whole lot that looks round college students and the elements that influence their development and behavior in sporting out their sports, namely efforts to reap changes in information, attitudes and talents. With a conducive learning surroundings way of life will permit a person to study nicely. In widespread, the subculture of the mastering surroundings is split into the social environment, the natural environment, and the constructed environment. This look at goals to study and examine the impact of motivation, commitment, and getting to know environment culture at the mastering success of direction members on the Hasanuddin university Language middle.

B. METHOD

The studies method used is descriptive method, namely: a take a look at that goals to explain the variables of motivation, dedication, and getting to know surroundings way of life that affect quantitatively in improving the gaining knowledge of achievement of course contributors at the Hasanuddin college Language middle. Researchers involved a hundred and fifty English language direction contributors (TOEFL practise) which includes three have a look at population corporations namely: TOEFL training from most of the people, TOEFL training from the Unhas postgraduate software, TOEFL coaching from Unhas undergraduate students. The wide variety of samples in this have a look at were a hundred humans from TOEFL practise route contributors. The sampling approach used is random sampling, particularly the sample is taken randomly. Samples have been taken proportionally in every part of the English direction on the Hasanuddin university Language middle. on this examine, multiple linear regression changed into used because there were numerous unbiased variables and one based variable. Regression analysis statistical check to decide whether or now not there's a position between the unbiased variables at the dependent variable.

C. RESULT AND DISCUSSION

1. *Research Instrument Test*

A variable is said to be valid if the score of the variable is the total score using the corrected item. The test results explain that the research instrument has a significance level

of less than α 5%, so that all items in the instrument are said to be valid. Cronbach's alpha for all of these instruments is greater than 0.6. This shows that measurements can provide consistent results if repeated measurements are carried out on the same subject.

2. Examination of hypothesis test

The results of the calculation of the regression model show the results in table 1. Based on the multiple linear regression equation, an explanation is obtained that the regression coefficient of the motivational variable is 0.317. The coefficient indicates that there is a positive and significant relationship between the variables of motivation on the learning achievement of the course participants. This can be interpreted by increasing the quality of motivation will have an impact on increasing the learning achievement of course participants. The commitment variable regression coefficient is 0.307. The coefficient indicates a positive and significant relationship between the variable commitment to the learning achievement of the course participants. This can be interpreted as an increase in commitment will have an impact on increasing the learning achievement of the course participants. The regression coefficient of the learning environment culture variable is 0.295. The coefficient indicates a positive and significant relationship between the cultural variables of the learning environment on the learning achievement of the course participants. This can be interpreted by increasing the culture of the learning environment which will have an impact on increasing the learning achievement of the course participants.

Table 1. Hypothesis test

Variable	β	S.E	t	Prob.
Constant	0,371	0.347	1,070	0,287
Motivation	0,317	0,115	2,760	0,007
Commitment	0,307	0,104	2,942	0,004
Learning Environment Culture	0,295	0,112	2,648	0,009
F Count = 39,779				
F Table = 2,699				
T Table = 1,660				
Sig = 0,000				
$R^2 = 0,554$				
Adjusted R Square = 0,540				

Based on the F test, it was found that the calculated F value was $39.779 > 2.699$ (F table) with a significance level (F-statistic) of 0.00 (smaller than 0.05). Thus, it can be concluded that the regression model can be used to predict all independent variables significantly affect the dependent variable (learning achievement of course participants). The results of the t test and F test can be used to prove the hypothesis proposed H1: Variables of motivation, commitment, and learning environment culture have a positive and significant effect on the learning achievement of course participants. Based on the F test, it was found that the

calculated F value of all independent variables was smaller than the F table, thus the variables of motivation, commitment, and learning environment culture had a positive and significant effect on the learning achievement of the course participants. Thus, the first hypothesis is accepted. H2: The commitment variable has a dominant effect on the learning achievement of the course participants. Based on the t test, it was found that the calculated t value of the commitment variable was 2.942 with a significance level of 0.004, because the significance level was smaller than the other independent variables, the commitment variable had a dominant and significant effect on the learning achievement of the course participants. Thus, the second hypothesis is accepted.

based totally at the results of the evaluation of the variables of motivation, dedication and mastering surroundings way of life have a effective and full-size effect on enhancing fulfillment. The regression coefficients of motivation, dedication and tradition of the studying environment imply that if there is an growth within the great and amount of the incentive variable, it will also growth the studying success of the direction contributors. the main advantage of motivation is to create a passion for studying, so that success will increase.

The advantages derived from analyzing with encouraged people are that various responsibilities may be finished well. which means that paintings responsibilities are completed in line with the ideal standards and inside a predetermined time scale, and those experience doing them. something that is carried out due to the fact there's motivation that drives it's going to make humans happy to do it. human beings may even feel valued/recognized, this occurs due to the fact getting to know is a valuable component for prompted human beings, so that man or woman will take a look at diligently.

A consequence of collaborating in the TOEFL route technique is that students are required to boom their dedication to expose higher learning success with the aid of considering different factors. by using constructing the dedication of all route members, it's going to make it easier for them to attain the expectations and goals of the course. gaining knowledge of lifestyle as a better training subsystem performs an vital position in efforts to build and increase the subculture and civilization of society and the state as a whole.

D. CONCLUSION

The motivational variable has a full-size effect on getting to know fulfillment, that is primarily based at the effects of a couple of regression testing. by means of increasing motivation, it will also raise getting to know success. commitment is one of the elements for choicest gaining knowledge of fulfillment. in part, the dedication variable has a fine and sizable impact on mastering achievement. The results of statistical analysis show that the mastering environment tradition can enhance learning achievement, this is supported by means of diverse empirical studies. it's far was hoping that the Hasanuddin university Language center can stimulate studying motivation in direction contributors with various processes and media.