

Competence, Professionalism, and Spiritual Intelligence of The Impact on Learning Motivation

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Abstract: This study aims to determine the effect of lecturer competence, lecturer professionalism, and the spiritual intelligence of lecturers on learning motivation at Muhammadiyah University in East Java. The population in this study were all students enrolled at Muhammadiyah University in East Java with a total of 56,400 students. Determination of the research sample using the stratified random sampling method for each university obtained by using the Slovin formula with a 90% confidence level obtained a sample of 135 students. This study was analyzed using Path Analysis with SEM method. The results showed that the lecturers' competence had a significant effect on the learning motivation of students of Muhammadiyah University in East Java. Professionalism of lecturers has a significant effect on the learning motivation of students of Muhammadiyah University in East Java. The lecturer's spiritual intelligence does not significantly influence the learning motivation of Muhammadiyah University students in East Java.

Keywords: Lecturer Competence, Lecturer Professionalism, Lecturer Spiritual Intelligence, Learning Motivation.

Date of Submission: 18-01-2019

Date of acceptance: 02-02-2019

I. INTRODUCTION

Education is one way in efforts to educate the younger generation. In the national education system mentioned that the government gives opportunities to private educational institutions to play a role in educate the younger generation. The role of lecturers is very important in improving student achievement in college. The improvement of student achievement is very important considering the current competition is increasing. In the last decade, the challenges faced by educated people in employment are becoming increasingly severe. The most important challenge is the level of increasingly narrow business competition, while the world of education continues to print students in all majors. Not to mention the onslaught of reliable technicians from outside who will enter when the MEA is enforced.

Based on data from the Organization for Economic Co-operation Development (OECD) 2012, Indonesia is predicted to be the country with the fifth number of scholars in the world by 2020. The data is a projection of various programs of increasing the number of college graduates conducted each year. However, the absorption of undergraduate graduates in Indonesia is relatively slow. Until now as many as 442,000 undergraduate graduates in Indonesia are still unemployed and still looking for work. This represents 5.5% of total open unemployment rate in Indonesia reaching 7.17 million people (Central Bureau of Statistics 2013). Based on the existing phenomenon, the role of universities both public and private is very important in improving student achievement so as to compete in obtaining jobs.

Motivation to learn is an energy from the inside that causes us to do what the action is directed to a specific goal to be achieved. Motivation is a condition in an individual that causes a person to carry out certain activities to achieve certain goals (Azhad et al. 2015). Various things that are usually contained in various definitions of motivation include desire, hope, needs, goals, goals, encouragement and incentives. Thus it can be said that the motive is a psychological condition that encourages, activates or moves and that motive directs and channels a person's behavior, attitudes and actions which are always associated with achieving goals, both organizational goals and personal goals of each member of the organization concerned. That is why it can be said that however motivation is defined, there are three main components, namely needs, encouragement, and goals. Needs, which if he feels a lack in him. In a homeostatic sense, needs arise or are created when there is an imbalance between what is owned and what according to the perceptions concerned should have, both in physiological and psychological terms. For example, if someone is hungry, there will be a need to eliminate hunger. As soon as someone eats, that means the situation of imbalance has disappeared.

One of the factors that can influence the increase in student learning motivation is the competence of lecturers. Lecturer competency is the ability (both knowledge, attitudes and skills) that must be possessed by a lecturer to carry out and account for his duties in accordance with the prescribed instructions. Referring to Republic of Indonesia's Law No. 14 of 2005 concerning teachers and lecturers, in order to become professional lecturers one must have four competencies namely pedagogic competence, personality competence, social competence and professional competence. The competence of teachers and lecturers is related to the authority to carry out their duties, in this case in using the field of study as learning material which acts as an educational tool, and pedagogical competencies related to the functions of teachers and lecturers in paying attention to the behavior of student learning (Fitri, 2012). Martini and Welas (2013) stated that lecturer competency can improve student learning motivation. Mahesta (2015) stated that lecturer competency can increase student learning motivation in Widyatama University students. Tahrir (2013) in his research also stated that lecturer competency had a linear effect on the learning motivation of the Psychology Faculty students of Sunan Gunung Djati Bandung 2010-2011.

The next factor that can determine the increase in student learning motivation is professionalism. Profession is a job that requires certain skills of the culprit. So it can be assumed that the profession is a job that requires training and mastery of a particular knowledge. But in its application it needs mastery of the systematic theory that underlies implementation practice, and the relationship between theory and application in the practice within the scope of the work itself. The profession comes from profession, and professionals come from the word professional, which has limits varying depending on the context you want to express. Professional ethics is related to the good and bad behavior of individuals in a job, which has been regulated in a code of ethics. A profession is usually bound by a professional code of ethics, professional associations, and a certification and licensing process that is specific to the profession. Professional code of ethics: professional organizations usually have a code of ethics for their members and disciplinary procedures for those who violate the rules. This is used to avoid the occurrence of deviations in the code of ethics so as to reduce the honor of the profession itself. Everyone is allowed to have a job, but not all jobs are the same type because it is measured by the level of difficulty and education taken by the person to get the job itself. The profession is a job that requires certain skills of the culprit. So it can be assumed that the profession is a job that requires training and mastery of a particular knowledge. But in its application it needs mastery of the systematic theory that underlies implementation practice, and the relationship between theory and application in the practice within the scope of the work itself. Research on the relationship between the professionalism of teachers / lecturers and students' learning motivation has done a lot. Manahen's research (2010) states that teacher professionalism can increase student learning motivation. Mahmud et al. (2017) stated that teacher professionalism had an effect on 13.69% of the students' motivation.

The next factor that can influence learning motivation is spiritual intelligence. Spiritual intelligence is an ability that consists of three aspects, namely: the first aspect, namely the aspect of direction, namely the ability to focus on a problem that must be solved, the second aspect is the adaptation aspect, namely the ability to adapt to the problem at hand or be flexible in dealing with problems, and the third is the criticism aspect, namely the ability to make criticism, both on the problems faced and on itself. As for Goleman (2006) suggests that intelligence is the ability of individuals to provide the right response (good) to the stimulus they receive. In Emotional Spiritual Quotient (ESQ) defines spiritual intelligence as the ability to give meaning to worship for every behavior and activity through natural steps and thoughts, towards a whole person and having integralistic thought patterns, and principled only because of Allah (Agustian, 2011). Some studies that connect spiritual intelligence with student learning achievement are one of the studies conducted by Basuki (2015) which states that there is a significant direct influence of spiritual intelligence on learning motivation. In line with the research conducted by Hapsari (2010) which states that there is a relationship between spiritual intelligence and learning motivation in D IV Midwifery students at the Sebelas Maret University Medical School.

Increasing students' learning motivation must continue to be improved so that the achievements obtained increase given the increasing competition in the work world. For this reason the problem was immediately solved, one of which was by building a model for increasing the motivation of PTS students in East Java as an effort to improve the achievement of PTS students in East Java based on lecturer competencies, lecturers' professionalism and lecturers' spiritual intelligence. This model has advantages in increasing PTS student learning motivation in East Java so that it can compete with other graduates in obtaining employment. The research objective was to determine the effect of lecturer competency, lecturer professionalism and spiritual intelligence on student learning motivation at Muhammadiyah University in East Java.

II. RESEARCH METHODS

In this study, the influence of lecturer competency variables, professionalism of lecturers, spiritual intelligence of lecturers on students' learning motivation will be analyzed. To determine the effect of lecturer competency variables, professionalism of lecturers, lecturers' spiritual intelligence on individual student learning

motivation, t test was used, and to find out the effect simultaneously, the F test was used. Population as a generalization region consisting of objects / subjects that have certain quantities and characteristics (Ghozali, 2006). Population is all objects or individuals that have certain characteristics, clear and complete to be studied. The population of this study were all students of Muhammadiyah University in East Java which included colleges: Muhammadiyah Sidoarjo University, Muhammadiyah Jember University, Muhammadiyah Gresik University, Muhammadiyah Malang University, Muhammadiyah Ponorogo University, Muhammadiyah Surabaya University. The population in this study is 56,400 people (Forlap Dikti, 2018). The sampling method used is stratified random sampling. The number of samples is determined by Slovin formula. From the results of the Slovin formula with an error rate of 10%, the number of samples was 135 students.

Operational Definition of Variables

Competence

In this study the independent variable is the competence of the lecturer. Lecturer competency is the ability and authority of lecturers in carrying out their duties. According to Law No. 14 of 2005 concerning teachers and lecturers and PP No. 74 In 2008 the competence of lecturers includes: pedagogic competencies, professional competencies, personality competencies and social competencies.

Professionalism

Lecturer professionalism is a condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching relating to the work of someone who is a livelihood. Professional lecturers are a determining factor in the quality education process. To be professional, they must be able to find their identity and actualize themselves. The very low priority given to the development of education over the past several decades has had a very extensive adverse impact on the life of the nation and state. The indicators for professionalism of lecturers are: Having special skills, maximizing their abilities, having identity.

Spiritual Intelligence

Spiritual intelligence has more to do with enlightenment of the soul. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event, problem, and even suffering they experience (Zonar san Marrshall, 2003). By giving positive meaning will be able to arouse the soul and do positive actions and actions. The spiritual nature of humans is known from the major religions in the world that preach that humans are spiritual beings who are now passing through physical existence as part of human eternal spiritual journey. The indicators of spiritual intelligence are (Ardana et al, 2013): 1) Social Skills, 2) Faith in God, 3) Meaning of Life, 4) Love.

Motivation to learn

Azhad et al. (2015) stated that motivation is an impulse that makes someone to do something that can improve self-performance. Motivation is an energy (encouragement, reason for willingness) from the inside that causes us to do / act where the action is directed towards certain goals to be achieved (Afritasari, 2013). According to David (2012), motivation comes from the basic motive, which is interpreted as an effort to encourage someone to do something. Motives can be said as the driving force from within and within the subject to perform certain activities in order to achieve a goal. Even motives can be interpreted as an internal condition.

Descriptive statistics

Descriptive analysis is used to determine the average value of the variables used in the study. The average value of the variable competence of lecturers, professionalism of lecturers, spiritual intelligence, and learning motivation and student achievement.

Test Validity and Reliability of Instruments

This validity test is conducted to determine the extent to which a measuring instrument (questionnaire) can measure the information needed. Test the validity of the data can be done by calculating the correlation between the scores of each item with a total score. To calculate the correlation used the Pearson correlation formula. Reliability shows the extent to which a measuring instrument in the form of a questionnaire can produce results that are not different if a re-measurement of the same subject is done at different times. Measurements were made by measuring the correlation between the results of the answer questions, namely using the reliability measuring facility with Cronbach Alpha (α) statistical test. A variable will be said to be reliable if it gives the value of Cronbach Alpha > 0.60 (Ghozali, 2006).

Test Modeling in SEM

Modeling in SEM basically includes: Measurement Model and Structural Model (Ferdinand, 2004). The measurement model is done to confirm whether the indicators used can confirm a factor or observed variable capable of defining latent variables. This measurement model is also called Confirmation Factor Analysis (CFA). While the Structural Model (Structural Model) describes the relationships between latent variables (exogenous latent variables and endogenous latent variables). The Structural Model is also called the Structural Equation Model (SEM).

Test Validity

A valid measuring instrument, not only able to reveal data correctly and provide a careful picture of the data. Validity of a data if the loading factor of the variable indicator has a value above 0.50, it can be said that the question item as the compiler of the unobserved variable in path analysis is valid (Ghozali, 2005). The results of statistical calculations related to the validity test indicate that each indicator used in the research variable has a loading factor value greater than 0.50. This means that the indicators used in this research variable are valid or valid to be used as data collectors.

Test Reliability

The second test of the measuring instrument (questionnaire) is reliable, i.e. an index that shows the extent to which a measuring instrument is reliable or reliable. Reliability is a measure of the internal consistency of the indicators of a formed variable that shows the degree to which each indicator indicates a common formed variable. In this study in calculating reliability using composite (construct) reliability with a cut-off value is a minimum of 0.70 (Solimun, 2002). The results of the reliability test show that each latent variable used in the study gives a CR value above the cut-off value of 0.7 so that each latent variable can be said to be reliable. After testing the validity and reliability of each latent variable, an assumption test is performed to see whether the prerequisites needed in SEM modeling can be fulfilled. The prerequisites that must be fulfilled are the assumption of normal multivariate, the absence of multicollinearity or singularity and outliers.

Analysis of Structural Equation Modeling (SEM)

At this stage, we will discuss the suitability test model and test the significance of causality. The results of testing with the AMOS version 16.0 program gave the results of the SEM model as shown in the following figure which shows the influence of lecturer competency, lecturer professionalism, and lecturers' spiritual intelligence on learning motivation and student achievement at Muhammadiyah University in East Java.

Table 1. SEM Compatibility Index

Criteria	Value Cut Off	Test Result	Information
Chi Square	Expected to be smaller than X^2 on df = 169, that is 214,685	188,785	Good
Sig. Probability	$\geq 0,05$	0,142	Good
RMSEA	$\leq 0,08$	0,030	Good
GFI	$\geq 0,90$	0,890	Marginal
AGFI	$\geq 0,90$	0,850	Marginal
CMIN/DF	≤ 2 atau 3	1,117	Good
TLI	$\geq 0,95$	0,978	Good
CFI	$\geq 0,95$	0,982	Good

Source: Data Processed 2018.

From the results of calculations in table 1 it can be seen that out of the eight criteria used to assess whether a model is feasible or not there are six criteria that have been fulfilled. So that it can be stated that the model is acceptable which means there is a suitability of the model with the data.

III. DISCUSSION

Effect of Competence on Learning Motivation

The results of the study showed that lecturer competency factors had a significant influence on learning motivation. So that it can be stated that lecturer competency has a significant effect on the achievement of Muhammadiyah University students in East Java. This means that the better the competence of lecturers, the better student achievement will be. Competent lecturers are generally seen from how far the lecturers master the material and the lecturer can apply the appropriate learning model to the material being studied. Competent educators are educators who have the skills to provide reinforcement, ask questions, make variations, explain, and open and close the lesson. Professional lecturer competency is the ability (both knowledge, attitude and

skills) that must be possessed by a lecturer to carry out and account for his duties in accordance with the instructions set. Referring to Republic of Indonesia's Law No. 14 of 2005 concerning teachers and lecturers, in order to become professional lecturers one must have four competencies namely pedagogic competence, personality competence, social competence and professional competence. Lecturer competency can be seen clearly if he has a high value of thinking and has a great commitment in carrying out teaching assignments. Seeing the severity of the lecturers' responsibility towards the success of education business, the consequences of lecturers in teaching assignments must be truly professional. Because with his profession, a lecturer can pursue and live his work so that he always tries to improve his quality. When discussing teaching and learning activities in the world of campus, it is never separated from the figure of the lecturer, because the profile of a lecturer is a mirror that is most noticed by students in the teaching and learning process. In fact there is an assumption, the success of educational efforts on campus lies in how the attitudes, abilities and responsibilities of a lecturer in carrying out his teaching duties. Good competence of lecturers will improve academic atmosphere quality and increase student motivation. Ambarita (2016) states that lecturer competence can increase learning motivation. Tahrir (2013) states that there is a positive relationship between competence and learning motivation.

Effect of Professionalism on Learning Motivation

The results of the study showed that the factor of lecturer professionalism had a significant influence on learning motivation. So that it can be stated that the professionalism of lecturers has a significant effect on the achievements of Muhammadiyah University students in East Java. This means that the better the professionalism of lecturers, the better student achievement will be. Lecturer professionalism is a condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching relating to the work of someone who is a livelihood. Professional lecturers are a determining factor in the quality education process. To be professional, they must be able to find their identity and actualize themselves. Professionalism refers to the commitment of members of a profession to improve their professional abilities and continuously develop strategies that they use in carrying out work that is in accordance with their profession. Professionalism is an attitude that is born of the belief in work held as something of high value so that it is consciously loved, and this is evident from the continuous and continuous effort to make continuous improvements. Professional lecturers strive to realize attitudes and behaviors towards producing students who have the desire, determination and ability to advance professions based on science and technology. With attitude and behavior, lecturers make continuous improvements, increase efficiency creatively through efforts to increase productivity and optimize the utilization of the resources around them. Based on this description, it can be stated that the professionalism of lecturers can encourage the improvement of student learning motivation. Manahen (2010) states that there is a significant influence between teacher professionalism on student learning motivation. Mahfud et al. (2017) states that there is a positive influence between teacher professionalism on student learning motivation.

Effect of Lecturer Spiritual Intelligence on Learning Motivation

The results showed that the lecturers' spiritual intelligence did not have a significant effect on learning motivation. So that it can be stated that the spiritual intelligence of the lecturer does not affect the learning motivation of Muhammadiyah University students in East Java. This means that the spiritual intelligence of the lecturer does not directly increase student learning motivation. The insignificant influence of lecturers' spiritual intelligence on learning motivation can be attributed to the lack of intensity of two-way communication between students and lecturers. Often, lecturers only carry out teaching assignments, without being accompanied by a communicative approach with students, so that students do not know their lecturers and include the aspects of the lecturers' spirituality. This condition is certainly an obstacle for lecturers to be able to increase student motivation. Spiritual intelligence has more to do with enlightenment of the soul. People who have high spiritual intelligence are able to interpret life by giving positive meaning to every event, problem, and even suffering they experience. By giving positive meaning will be able to arouse the soul and do positive actions and actions. The spiritual nature of humans is known from the major religions in the world that preach that humans are spiritual beings who are now passing through physical existence as part of human eternal spiritual journey. This research is not in line with the research of Hapsari (2010) which states that there is a positive influence between spiritual intelligence on learning motivation.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the analysis that has been done in this study, the conclusions can be drawn as follows:

1. Lecturer competency has a significant effect on learning motivation of Muhammadiyah University students in East Java.

2. Lecturer professionalism has a significant effect on the learning motivation of Muhammadiyah University students in East Java.
3. The spiritual intelligence of the lecturer does not have a significant effect on the learning motivation of Muhammadiyah University students in East Java.

Suggestion

Referring to the conclusions above, suggestions can be given as follows.

1. The results of the study show that lecturers' competence, lecturers' professionalism, and lecturers' spiritual intelligence influence the motivation of Muhammadiyah University students in East Java. Therefore, the need to improve lecturers' competencies, lecturers' professionalism, and lecturers' spiritual intelligence can be done through increasing or updating teaching materials, improving teaching facilities, implementing learning evaluations in an objective and transparent manner, and encouraging lecturers to attend various seminars and research activities.
2. For further research it is recommended to add other variables such as the learning environment, facilities, and others. In addition, there is a need for direct involvement of researchers, so that the objectivity of research can be achieved. So that it can obtain better findings in explaining learning achievement and is useful for the development of science.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Mochamad Hatip. “Competence, Professionalism, and Spiritual Intelligence of The Impact on Learning Motivation.” *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 01, 2019, pp. 84-91.