

# The Effect of Teaching Quality and Campus Facilities on Student Learning Motivation

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## ABSTRACT

This study aims to evaluate the effect between teaching quality and campus facilities on student motivation. The quality of teaching and campus facilities is considered as an important factor that can influence student learning motivation. Data was collected through a questionnaire filled out by 93 students from various study programs at Bina Mandiri University, Gorontalo. Statistical analysis was used to examine the influence between these variables. The results showed that there was a significant positive effect between teaching quality and student learning motivation. In addition, campus facilities were also found to have a significant influence on student learning motivation.

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## 1. INTRODUCTION

Higher education plays a very important role in the formation of quality individuals who are ready to face challenges in the world of work. In the higher education environment, factors such as the quality of teaching and campus facilities can influence student motivation to learn. High learning motivation is believed to increase student learning outcomes and academic achievement.

The quality of teaching and campus facilities has a significant role in establishing a good learning environment. Teaching quality includes teaching methods, lecturer competence, interactions between lecturers and students, and the use of technology in the learning process. Campus facilities include facilities and infrastructure available on campus, such as libraries, laboratories,

classrooms, internet access, and sports facilities.

Previous research has shown that the quality of teaching and campus facilities can affect student motivation. Students tend to be more motivated to learn if they feel involved in an effective learning process and have adequate access to facilities that support learning. Good teaching quality, such as lecturer involvement, ability to explain material clearly, and providing constructive feedback, has a positive relationship with student learning motivation [1]. The research also found that the existence of adequate campus facilities, such as modern libraries and comfortable study rooms, also contributed to increasing student learning motivation.

Quality of teaching and campus facilities has a significant influence on student

learning motivation [2]. They emphasize the importance of viewing motivation to learn as a multidimensional construct that is influenced by environmental factors. Quality of teaching and learning environment had a positive impact on student motivation [3]. They underlined the importance of creating learning conditions that support and stimulate learning motivation. Impact of campus facilities on student satisfaction [4]. They concluded that adequate campus facilities can increase student satisfaction, which in turn has the potential to increase learning motivation.

Therefore, it is important to identify and understand the influence between teaching quality and campus facilities on student motivation. This research is expected to provide useful insights for educational institutions to improve the quality of teaching and campus facilities, so as to encourage higher learning motivation among students.

## 2. LITERATURE REVIEW

### 2.1 *Student Learning Motivation*

Student learning motivation involves a psychological state that encourages a person to be involved in the learning process with the aim of achieving academic goals [5]. This motivation can be influenced by factors such as needs, interests, and perceived value of learning materials. Student learning motivation involves encouragement and effort arising from an internal desire to achieve competency and personal growth [6]. This motivation can be influenced by factors such as autonomy, competence, and the relationship between individual goals and their values.

Student learning motivation can be influenced by the orientation of the mind (mindset) they have [7]. Students with a growth mindset tend to be more motivated to learn, face challenges, and see failure as an opportunity to learn and develop.

Student motivation involves two main dimensions, namely intrinsic and extrinsic motivation [8]. Intrinsic motivation arises from internal satisfaction and interest in learning materials, while extrinsic motivation arises from external rewards or rewards.

Student motivation can also be influenced by contextual factors, such as personal goals relevant to students' needs and values, as well as the effective feedback and social support provided in the learning environment [9]. Student motivation is also influenced by their perceptions of the usefulness and relevance of learning materials [10]. If students feel that what they are learning has a real application in their lives, their motivation to study will increase.

Student motivation is also influenced by self-monitoring and the feedback provided [11]. Students who have a clear understanding of their progress in achieving learning goals and receive constructive feedback tend to be more motivated and focused on self-improvement. Student learning motivation can also be understood through the concept of intrinsic harmony [12]. Intrinsic harmony occurs when students pursue academic goals that they consider important and compatible with their personal values and interests. Learning motivation that comes from intrinsic harmony tends to be stronger and more sustainable.

### 2.2 *Teaching Quality*

Teaching Quality is the teacher's ability to create a conducive learning climate, presenting subject matter in a clear and structured manner, providing constructive feedback, actively involving students, and connecting learning with real-world contexts [13]. Quality of Teaching involves an in-depth

understanding of subject matter, the ability to manage an effective class, apply a variety of teaching strategies, and have strong interpersonal skills in building mutually supportive relationships between instructors and students [14].

Teaching Quality covers four main domains, namely teaching preparation, classroom environment, hands-on teaching, and assessment [15]. Teaching preparation involves careful planning, understanding of the curriculum, and mastery of subject matter. The classroom environment includes creating a positive learning climate, maintaining discipline, and promoting student participation. Hands-on teaching involves implementing effective teaching strategies, as well as facilitating constructive interactions and discussions. Assessment involves a fair and accurate evaluation of student progress.

Teaching quality can be measured through the effect size (effect size) seen in student learning outcomes [16]. Significant aspects of teaching quality include effective feedback, facilitating deep understanding, providing adequate challenge, and developing students' critical thinking and metacognition. Teaching Quality also includes the ability of teachers to reflect on and adapt their teaching practices [17]. Quality educators are constantly looking for ways to improve their skills and adapt their teaching approach according to the needs of students.

### 2.3 *Campus Facilities*

Campus facilities are a physical environment that supports the vision and mission of educational institutions [18]. These facilities are designed with the teaching, research,

and development needs of students in mind, and provide an inspiring place to interact and learn. Campus facilities must provide an environment that supports student success [19]. This involves design thinking that pays attention to aspects of ergonomics, safety, comfort, accessibility, and sustainability, so that students can optimize their potential in the learning process.

Campus facilities are the physical elements that shape the identity and image of educational institutions [20]. The design and condition of campus facilities must reflect the culture, values and mission of the institution, and be able to create a positive experience for all members of the campus community. Campus facilities must also support the use of technology and innovation in the learning process [21]. Space and infrastructure design must facilitate technology integration, such as classrooms equipped with multimedia equipment, technology laboratories, and fast internet access.

Campus facilities must consider sustainability and energy efficiency [22]. In the design and use of facilities, it is important to adopt environmentally friendly practices, such as the use of renewable energy, good waste management, energy efficient building design, and use of environmentally friendly materials. Campus facilities can also be seen as a tool for community service [23]. Campus facilities that are open to the public and can be used by the surrounding community can improve relations between educational institutions and the community, as well as provide wider benefits for all parties.

### 2.4 *Influence Between Variables*

The effect of teaching quality on student learning motivation has

become an interesting research topic. The following are some references to previous research discussing the effect of teaching quality on student learning motivation. Analyze how the quality of teaching in tertiary institutions affects student involvement in the learning process [24]. The results of the study show that high teaching quality has a positive impact on student learning motivation. Influence of the learning environment felt by students on learning motivation and self-regulation [25]. The results of the study show that teaching quality, including factors such as social support and teacher competency, has a significant impact on student learning motivation. Relationship between teaching competence and student achievement in rural areas of China [26]. The results of the study show that good teaching quality, including the teacher's ability to present material clearly and stimulate interest in learning, has a positive impact on student motivation and achievement. Effect of teaching quality on student academic achievement in Chinese tertiary institutions [27]. The results of the study show that good teaching quality contributes positively to student learning motivation and academic achievement.

Meta-analysis investigated the relationship between teaching quality and student learning outcomes by combining the results of multilevel research [28]. The findings of this study indicate that there is a positive influence of teaching quality on student motivation and achievement. Investigate the effect of teaching quality on student motivation in Indonesian tertiary institutions [29]. The results of the study show that factors such as teacher competence, teacher-student

interaction, and teaching methods have a positive effect on learning motivation. Effect of teaching quality on learning motivation through learning satisfaction as an intermediary variable [30]. The research was conducted on students at several universities in Indonesia, and the results showed that teaching quality has a positive effect on learning motivation through learning satisfaction.

Effect of teaching quality on student motivation by examining the role of self-regulation-based learning as a mediating variable [31]. The research findings show that teaching quality has a positive influence on learning motivation through self-regulation. Effect of the quality of teaching and learning facilities on student motivation and academic achievement [32]. The results of the study show that the quality of teaching and learning facilities significantly affect student learning motivation. Influence of teaching quality and learning interest on student learning motivation [33]. The results showed that the quality of teaching and interest in learning had a significant positive effect on student learning motivation.

H1 = There is a positive and significant effect of teaching quality on student learning motivation

Effect of campus facilities on learning motivation and student satisfaction [34]. The results showed that good and adequate campus facilities had a positive relationship with students' learning motivation and their satisfaction with the learning environment. Influence of campus facilities on student learning motivation [35]. The results of the study show that complete and adequate campus facilities have a positive influence on student learning motivation. Influence of campus facilities on student motivation and academic achievement at a university in

Malaysia [36]. The research findings show that adequate campus facilities have a positive impact on student learning motivation and contribute to increased academic achievement.

Influence of campus facilities on student motivation and learning outcomes [37]. The results of the study show that good campus facilities affect student learning motivation and contribute to improving learning outcomes. Influence of campus facilities on student motivation in higher education [38]. The research findings show that adequate campus facilities have a positive effect on student learning motivation. Influence of campus facilities on student learning motivation at a university in Indonesia [39]. The results of the study show that good and adequate campus facilities have a positive impact on student learning motivation. Effect of campus facilities on student motivation in a higher education institution in Indonesia [40]. The research findings show that good campus facilities contribute positively to student learning motivation.

H2 = There is a positive and significant influence of campus facilities on student learning motivation

### 3. METHODS

This study uses a survey research design with a quantitative approach. A quantitative approach is used to collect data through questionnaires in the form of numbers and analyze them statistically. The data obtained from this survey research can be analysed using statistical regression techniques. The quantitative approach in survey research is very useful in collecting data from a large number of respondents, so that it can provide a representative picture of the population being studied. This method also allows researchers to perform more detailed statistical analyses to test research hypotheses and answer research questions posed. The sample of this research was Bina Mandiri Gorontalo University students who responded to a questionnaire sent by 93

people. The sampling technique in this study used a probability sampling technique. Data analysis using multiple linear regression.

## 4. RESULTS AND DISCUSSION

### 4.1 Assumption Test Results

To check whether the data is normally distributed or not, it can be seen from the Normal PP Plot graph of standardized regression residuals. If the data points are spread homogeneously around the diagonal line and follow the pattern of the diagonal line, then it can be said that the regression model meets the normality assumption. Conversely, if the data points are spread far from the diagonal line or do not follow the pattern of the diagonal line, it can be concluded that the regression model does not meet the normality assumption. The normality test results can be found in Figure 1.

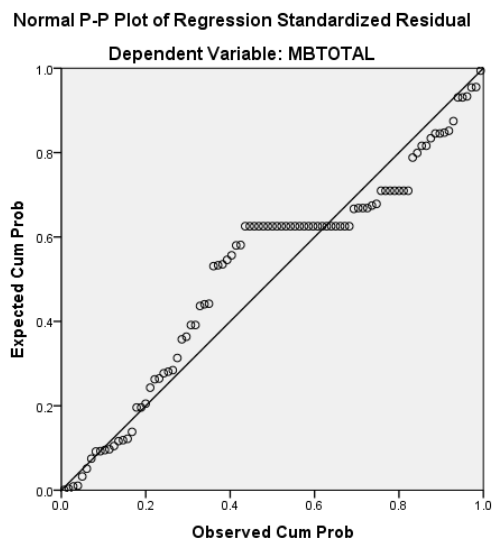


Figure 1. Data Normality Test

Based on Figure 1, it can be seen that the data points spread homogeneously around the diagonal line and follow the pattern of the diagonal line. Therefore, it can be concluded that the data is normally distributed and the regression model meets the assumption of normality.

### 4.2 Model Feasibility Test

Based on the results of the due diligence, it was found that the R Square value

in this study was 0.351, which is equivalent to 35.10%. This value indicates that the quality of teaching (X1) and campus facilities (X2) contribute 35.10% to the dependent variable, namely student learning motivation (Y). Meanwhile, the remaining 64.90% indicated that other factors besides the quality of teaching and campus facilities influenced this research.

**Table 1. Regression Test Results**

Variable	Standardized Coefficient Beta	t	sig	Information
Constant	11,097	5,324	0.000	
Teaching Quality	0.272	2,542	0.013	Significant
Campus Facilities	0.386	3,608	0.001	Significant

#### 4.3 The Effect of Teaching Quality on Student Learning Motivation

The results of the analysis show that the coefficient value of the teaching quality variable indicates a positive and significant relationship between teaching quality (X1) and student learning motivation (Y). This finding confirms the correctness of H1 in this study. This result is in line with the results of research conducted by [24]–[33]. These findings indicate that teaching quality has a significant effect on student learning motivation. Therefore, the implication is that it is important for educational institutions to improve the quality of teaching given to students. Lecturers or instructors can use this research as a basis for improving their teaching methods, pay attention to interactions with students, and ensure that the material presented is relevant and interesting.

#### 4.4 The Effect of Campus Facilities on Student Learning Motivation

The results of the analysis show that the coefficient value of the campus facilities variable indicates a positive and significant relationship between campus facilities (X2) and student learning motivation (Y). This finding confirms the truth of H2 in this study. This result is in line with the results of research conducted by [34]–[36], [38]–[40], [42].

These findings indicate that campus facilities have a significant influence on student learning motivation. Therefore, the implication is that it is important for educational institutions to increase investment in campus facilities. Infrastructure improvements, improvements to laboratories, libraries, classrooms, study centers, and other supporting facilities can help create a conducive environment for student learning motivation.

## 5. CONCLUSION

From this study, it can be concluded that the quality of teaching and campus facilities has a significant influence on student learning motivation. Good teaching quality, including innovative approaches, clearly presented material, and good interactions with students, can motivate students to learn. In addition, adequate campus facilities such as libraries, laboratories, classrooms, internet access, and good sports facilities also play a role in creating a conducive learning environment and motivating students to actively participate in academic activities.

However, this study also has some limitations that need to be considered:

Limited generalizations: 1) This research was only conducted at Bina Mandiri University, Gorontalo, so it only involved a limited sample. Therefore, the results of this study may not be directly generalizable to the general student population. Further research is needed with a larger sample and involving a variety of educational institutions to gain a more comprehensive understanding. 2) Other Variables Not Taken into Account: This study only focuses on the quality of teaching and campus facilities as factors that influence student learning motivation. However, there are other factors that can also play a role in learning motivation, such as personal factors, intrinsic and extrinsic motivation, social support, and family environment. Further research can broaden the scope of these variables to gain a more complete understanding. 3) Subjectivity of Student Perceptions: This study may rely on students' subjective perceptions and judgments

regarding the quality of teaching and campus facilities. Individual perceptions can vary and are influenced by personal preferences and expectations. In addition, students involved in this research may have different characteristics or experiences, which can influence their perceptions. In future research, additional methods such as observation or interviews can be used to explore a more objective understanding. This research may rely on students' subjective perceptions and judgments regarding the quality of teaching and campus facilities. Individual perceptions can vary and are influenced by personal preferences and expectations. In addition, students involved in this research may have different characteristics or experiences, which

can influence their perceptions. In future research, additional methods such as observation or interviews can be used to explore a more objective understanding. This research may rely on students' subjective perceptions and judgments regarding the quality of teaching and campus facilities. Individual perceptions can vary and are influenced by personal preferences and expectations. In addition, students involved in this research may have different characteristics or experiences, which can influence their perceptions. In future research, additional methods such as observation or interviews can be used to explore a more objective understanding.

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