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The Influence of Lecturer Roles and Teaching Methods on Student Motivation and Learning Satisfaction

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Abstract

The Objectives – This study aims to analyze the influence of lecturers' roles and teaching methods on students' learning motivation and satisfaction.

The Methods – The research method used is quantitative with a survey approach through a questionnaire. Data were collected using questionnaires distributed to 250 students at universities in Indonesia. The independent variables include the role of lecturers (as facilitators, motivators, and evaluators) and teaching methods (lectures, discussions, and project-based learning), while the dependent variables are learning motivation and learning satisfaction. Data analysis was conducted using multiple linear regression with the assistance of SPSS 13.0 and Lisrel 8.50.

The Results – The results of the study indicate that the role of lecturers and teaching methods have a significant influence on learning motivation ($p < 0.05$) and learning satisfaction ($p < 0.05$). Specifically, project-based learning methods contributed the most to learning satisfaction.

The Research Implications – The implications of this research emphasize the importance for lecturers to continuously develop pedagogical competencies and to select varied teaching methods in order to enhance students' learning motivation and satisfaction. These findings can serve as a reference for educational institutions in designing more effective lecturer training programs and curricula.

Keywords: lecturer role, teaching methods, learning motivation, learning satisfaction, students.

1. Introduction

Higher education plays a strategic role in producing quality human resources who are able to compete in the era of globalization. One of the important factors in the success of the learning process in higher education is the role of lecturers as the main driver in building a conducive learning atmosphere. Lecturers not only function as material deliverers, but also as facilitators, motivators, and evaluators who play an active role in guiding students to achieve the expected competencies. In addition,

the teaching method applied is also a crucial aspect that can affect the effectiveness of the learning process. The right method will be able to increase student motivation, engagement, and learning satisfaction (Prihatiningsih, 2019).

Learning motivation is an internal factor that encourages students to actively participate in the learning process and achieve their academic goals. High motivation is believed to improve the quality of learning and study outcomes. Meanwhile, learning satisfaction describes students' comfort level and acceptance of their learning experience, which is influenced by various factors, including interactions with lecturers and teaching methods used. Both, motivation and learning satisfaction, are important indicators in assessing the success of the educational process in higher education (Wahyudin et al., 2024).

Along with the times and the increasingly complex needs of the world of work, teaching approaches in higher education are required to be more innovative and adaptive. The use of various learning methods, such as project-based learning, interactive discussions, and effective lecture methods, is expected to optimize student potential and improve the quality of educational output. In this context, the role of lecturers who are able to manage teaching methods appropriately becomes very important (Sidabutar, 2020).

Based on this background, this study aims to analyze the influence of lecturer roles and teaching methods on student motivation and learning satisfaction. It is hoped that the results of this study can contribute to the development of teaching strategies in higher education and become a reference for educational institutions in designing lecturer training programs and curricula that are more effective and oriented to student needs.

In the world of higher education, the student learning process is influenced by various internal and external factors. Two external factors that are very instrumental are the role of lecturers (X1) and lecturer teaching methods (X2). Lecturers who carry out their roles as facilitators, mentors, and motivators can create a more conducive learning atmosphere. When students feel assisted, appreciated, and cared for by their lecturers, they will be encouraged to be more active in the learning process.

In addition to the lecturer's role, the lecturer's teaching method (X2) also determines the quality of the learning process. The application of teaching methods that are varied and appropriate to the characteristics of students, such as group discussions, project-based learning, or the use of interactive media, can increase students' understanding and involvement in class. Thus, the right teaching method will create a more enjoyable and effective learning process. Lecturers who are able to interact effectively with students can build good interpersonal relationships, thus creating a positive academic climate. The attention given by lecturers, such as readiness to answer questions, provide feedback, and understand student learning difficulties, contributes greatly to increasing student confidence and enthusiasm for learning. Lecturers also play a role in shaping the character of students,guide in career development, and inspire critical and innovative thinking (Abbas, 2023).

Appropriate teaching methods can increase students' active participation in class. Conversely, monotonous teaching methods that are irrelevant to students' needs can reduce their motivation to learn and their satisfaction with the learning process. In

the modern learning context, active learning methods such as student- centered learning, collaborative learning, project-based learning, and technology- based learning (e.g. blended learning and e-learning) are increasingly used. The choice of teaching methods should be tailored to the characteristics of the students, the learning objectives, and the complexity of the material being taught. Diversity in teaching methods also allows for a dynamic and inclusive learning atmosphere, where students from different backgrounds and learning styles feel accommodated.

Both factors, the role of lecturers and teaching methods, are expected to influence student learning satisfaction (Y) and student learning motivation (Z). Learning satisfaction (Y) reflects the extent to which students are satisfied with the learning process they experience, while learning motivation (Z) describes students' internal drive to learn and achieve. The better the role of the lecturer and the more effective the teaching method, the higher the level of student satisfaction and motivation to learn.

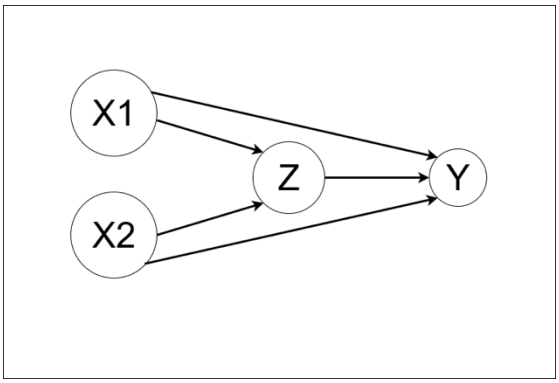

Figure 1 Theoretical Thinking Framework

H1 : The role of lecturers has a significant effect on student learning motivation.

H2 : Teaching methods have a significant effect on student learning satisfaction.

H3 : The role of lecturers and teaching methods simultaneously have a significant effect on student motivation and learning satisfaction.

2. Methodology

This research uses quantitative methods with a survey approach to analyze the influence of the role of lecturers and teaching methods on student motivation and learning satisfaction.The type of research used is associative, which aims to determine the relationship and influence between variables.The independent variables in this study are lecturer roles, which include functions as facilitators, motivators, and evaluators, as well as teaching methods consisting of lectures, discussions, and project-based learning. The dependent variables in this study are students learning motivation and learning satisfaction.

The subjects of this study were students from several universities in Indonesia. The sampling technique used is purposive sampling, which is a sample selection

technique based on certain criteria, namely active students who have taken at least four courses. The number of respondents involved in this study was 250 students. Data were collected using an instrument in the form of a closed questionnaire with a 5-point Likert scale, ranging from “strongly disagree” to “strongly agree”, designed to measure student perceptions of the role of lecturers, teaching methods, learning motivation, and learning satisfaction.

Data collection was carried out through distributing questionnaires both online and offline.To maintain data validity and reliability, before use, the research instrument was first tested using the Pearson Product Moment validity test and the Cronbach's Alpha reliability test.Data analysis in this study was carried out using multiple linear regression techniques to test the simultaneous and partial effects between the independent and dependent variables.The analysis process was assisted by statistical software SPSS version 13.0 and Lisrel 8.50 for testing the relationship model between variables. In addition, the researcher explained the data sources used, namely students as research respondents. Research instruments, data collection techniques, and data analysis techniques are described in detail to ensure methodological transparency.

3. Result and Discussion

In this study, data was collected from 250 respondents consisting students from various study programs in higher education. Of the total respondents, 72% were female students and 28% were male students, with ages ranging from 18 to 25 years old. Most of the respondents were in their second and third year of study, which provides a relevant perspective on their learning experience.

The results of the analysis show that the role of lecturers has a significant positive influence on student learning motivation. The average learning motivation score of students taught by active and responsive lecturers reached 4.2 out of a scale of 5. This finding is in line with Astin's (1993) opinion that good interaction between lecturers and students can increase learning motivation. Students who feel supported by lecturers tend to be more motivated to participate in learning activities.

In addition, the analysis also showed that the teaching methods used by lecturers had a significant effect on students' learning motivation. Students taught with active learning methods, such as group discussions and project-based learning, reported higher levels of motivation, with the average score reaching 4.5. In contrast, students taught with traditional lecture methods only achieved an average of 3.6. This finding supports research (Bonwell & Eison, 1991) that emphasizes the importance of active teaching methods in increasing student engagement.

Furthermore, the results showed that learning motivation has a significant positive influence on student learning satisfaction. The average learning satisfaction score of students who have high motivation reaches 4.4, while students with low motivation only reach 3.2. This is in line with the theory (M. . R. Ryan & Deci, 2018) which states that intrinsic motivation contributes to higher learning satisfaction. Students who feel motivated tend to be more satisfied with their learning experience.

The path analysis conducted in this study also shows that the role of lecturers and teaching methods directly affect student learning satisfaction through learning motivation as a mediator. This model shows that increasing the role of lecturers and the use of effective teaching methods can increase learning motivation, which in turn increases student learning satisfaction. This finding is in line with (Oliver, 1997) research which emphasizes the importance of learning satisfaction as an indicator of educational effectiveness.

From the results of this study, it can be concluded that the role of lecturers and teaching methods have a significant influence on student motivation and learning satisfaction. Lecturers who are active and use interesting teaching methods can increase students' learning motivation, which in turn contributes to higher learning satisfaction. Therefore, it is important for educational institutions to provide training and support to lecturers in developing effective teaching skills. This research provides valuable insights for the development of teaching strategies that can enhance students' learning experience in higher education.

T-Value Test Result

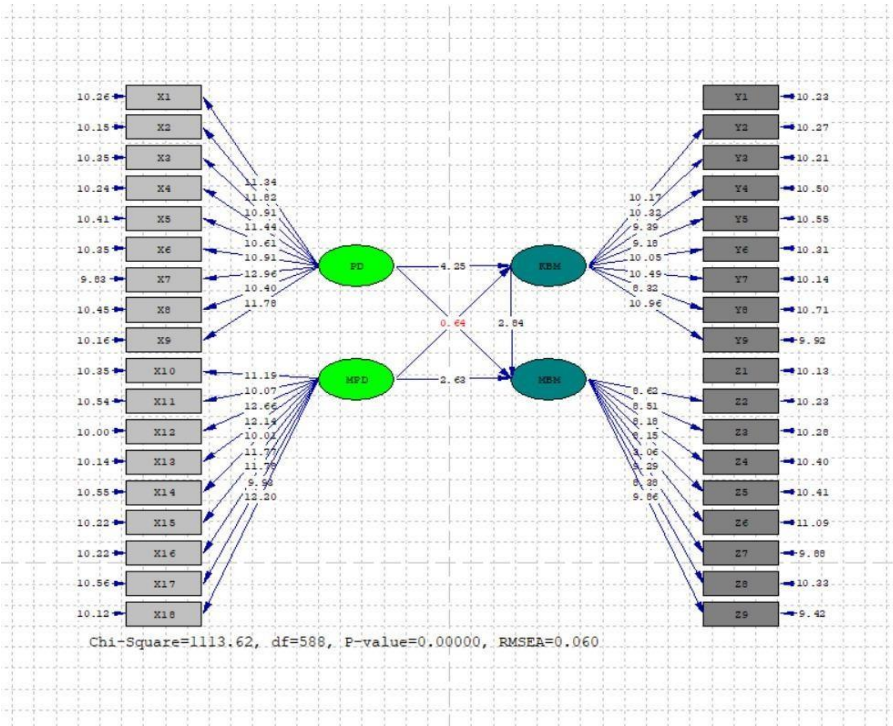

Figure 2 Full Path Diagram (T-Value)

1) General Description of SEM Model (Structural Equation Modeling)

The Structural Equation Modeling (SEM) model analyzed using LISREL software aims to examine the effect of Lecturer Role (PD) and Lecturer Teaching Method (MPD) on two dependent variables, namely Student Learning Satisfaction (KBM) and Student Learning Motivation (MBM). This model describes the structure of causal relationships between latent variables, each of which is measured through a number of indicators: X1 to X18 for lecturer variables, Y1 to Y9 for

learning satisfaction, and Z1 to Z9 for learning motivation. Each latent variable is measured through questionnaire items and represented in the model with one-way structural paths (arrows) showing the assumed causal relationships. Visually and statistically, the model helps explain how lecturers' characteristics and approaches can impact on students' perceptions of learning and their academic motivation.

2) Interpretation of T-Value in Model

The T-value in SEM is used to test the significance of the effect between variables. In general, a T-value > 1.96 indicates that the effect is statistically significant at the 95% confidence level. The following is the interpretation of each path in the model:

a) The Role of Lecturers (PD) on Student Learning Satisfaction (KBM)

The T-value of 4.25 indicates that the role of lecturers has a significant effect on student learning satisfaction. This means that when lecturers actively guide, provide direction, and show concern, students tend to feel more satisfied with their learning process.

b) Lecturer Teaching Method (MPD) on Student Learning Satisfaction (KBM)

The T-value of 2.63 indicates a significant effect. This suggests that the teaching methods used by lecturers - such as how to deliver the material, use of media, and interactive learning approaches contribute to student satisfaction in the learning process.

c) The Role of Lecturers (PD) on Student Learning Motivation (MBM)

With a T-value of 2.84, this pathway is also statistically significant. This means that lecturers' active role in guiding and supporting students can increase their motivation to learn. Students feel more encouraged to learn when lecturers are inspirational and supportive.

d) Lecturer Teaching Method (MPD) on Student Learning Motivation (MBM)

This pathway has the highest T-value of 8.51, which indicates a very strong and significant effect. This shows that good and interesting teaching methods are very influential in motivating students to learn, especially if the learning approach matches their needs and learning styles.

3) Evaluation of Goodness of Fit Model

The SEM model was also evaluated based on the fit between the theoretical model and the empirical data. The test results show the Chi-Square value 1113.62 with degrees of freedom (df) 588 and a P-value of 0.00000. Although a significant P-value can be interpreted as model misfit, in SEM practice, this is common in large sample sizes and does not necessarily reflect model weakness. Another important indicator is the RMSEA (Root Mean Square Error of Approximation) value, which in this model is 0.060. This value is below the thresholdof 0.08, which means that the model has a good level of fit and is acceptable. Overall, this model is feasible to use to explain the relationship between the variables studied.

4) Standardized Solution Test Result

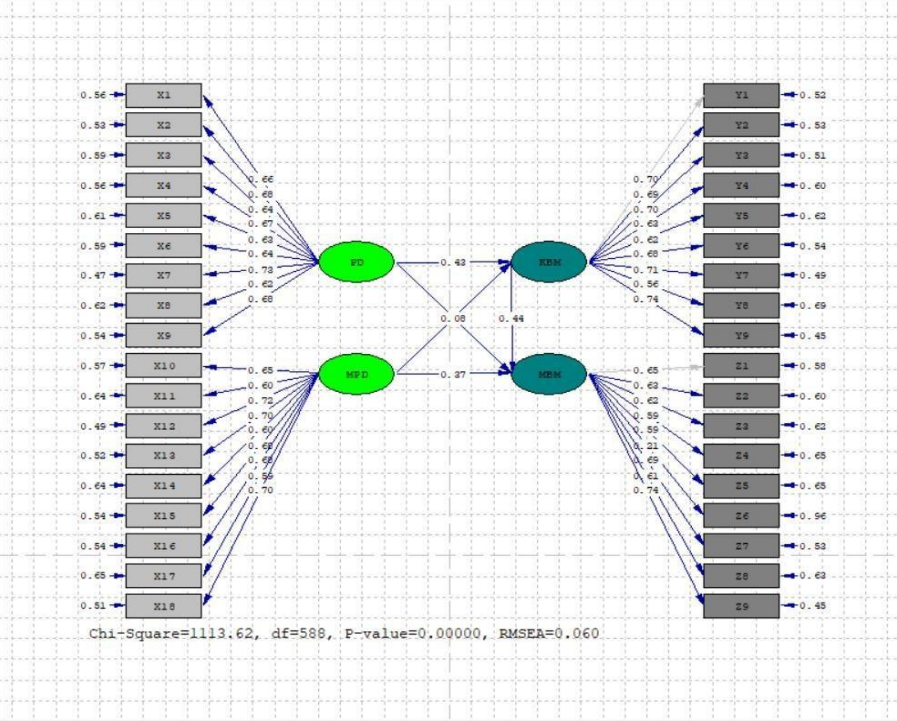

Figure 3 Standardized Solution

a) Measurement Model of Exogenous Latent Variables

The exogenous latent variables in this model consist of two constructs, namely PD and MPD. The PD construct is formed by nine indicators denoted by X1 to X9. The standardized loading value for each indicator ranges from 0.47 to 0.68, indicating that all indicators have a fairly strong contribution in forming the PD construct. This means that each indicator has sufficient strength in reflecting the PD latent variable consistently. Thus, it can be concluded that the PD construct is validly formed by the existing indicators.

Furthermore, the MPD construct also consists of nine indicators, namely X10 to X18. These indicators have loading values that are generally higher than those of the PD construct, ranging from 0.57 to 0.74. This indicates that MPD is a very strong and stable construct, and is well explained by its indicators. These high values confirm that the indicators are very representative in measuring the MPD construct.

b) Endogenous Latent Variable Measurement Model

The endogenous latent variables studied in this model are KEM and MBM. The KEM construct is formed by nine indicators labeled Y1 to Y9. The loading factor values for these indicators range between 0.45 to 0.71. In general, these values are above the minimum threshold of 0.5, which is statistically

considered sufficient to demonstrate construct validity. Some indicators such as Y4, Y5, and Y6 have values close to or even exceeding 0.6, indicating greater contributing power than other indicators.

Meanwhile, the MBM construct is also measured through nine indicators (Z1 to Z9) which overall show loading factor values between 0.45 to 0.74. The majority of indicators have values above 0.6, indicating that the indicators are consistently able to reflect the MBM construct. This indicates that the MBM construct is a strong, valid, and well-measured latent variable through the indicators that have been designed.

c) Causal Relationships Between Latent Constructs

The structural model in this figure shows the causal relationship between exogenous and endogenous latent constructs. First, the PD construct has an influence on KEM with a coefficient value of 0.43. This shows that PD makes a fairly strong positive contribution to increasing the value of KEM. In this context, the higher the value of PD, the higher the tendency to form KEM, although it is not entirely dominant.

However, the relationship between PD and MBM has a very low coefficient of 0.08. This indicates that the effect of PD on MBM is weak and practically insignificant. This suggests that PD is not the main factor determining the formation of MBM in this model.

On the other hand, the MPD construct shows a stronger and more consistent influence on both endogenous constructs. MPD has an effect on KEM with a coefficient of 0.37 and on MBM with a coefficient of 0.37 and 0.44. Both values high in the context of the SEM model, indicating that MPD plays an important role in influencing both KEM and MBM. This, MPD can be said to be a predictor variable that is more dominant than PD in explaining the variation that occurs in endogenous variables.

d) Evaluation of Model Goodness of Fit

The model fit evaluation is shown at the bottom of the figure and includes a Chi-Square value of 1113.62 with degrees of freedom (df) of 588 and a p-value of 0.00000. Statistically, a significant p-value (smaller than 0.05) indicates that the model does not fully fit the data. However, in SEM practice, especially with large sample sizes, Chi-Square values tend to be sensitive and often indicate a poor fit even though the model is actually quite good.

Therefore, it is necessary to look at other measures of fit such as RMSEA (Root Mean Square Error of Approximation) which in this model shows a value of 0.060. This value is within the acceptable fit range, where the RMSEA value of< 0.08 indicates that the model has an adequate level of fit between the empirical data and the theoretical model built. This means that overall this model can be said to be feasible and valid to be used as a basis for further interpretation and decision making.

e) Interim Conclusion of Model Results

Based on the results of the Standardized Solution model generated through LISREL, it can be concluded that all latent constructs in this model are measured by valid and reliable indicators. The causal relationship between constructs also shows a clear pattern, where MPD has a greater and significant influence on the endogenous variables KEM and MBM compared to the PD construct. With RMSEA values that are within acceptable limits, the model as a whole shows adequate fit and can be used to explain the phenomenon under study.

Based on the results of the analysis, all paths in the model have a T value > 1.96, which means that all hypotheses in this study are statistically supported. The role of lecturers and lecturers' teaching methods were found to significantly influence both student satisfaction and motivation to learn. Among all the relationships tested, the effect of teaching methods on learning motivation showed the most strength, signaling the importance of appropriate, engaging and participatory teaching strategies in supporting students' learning enthusiasm.

Practically, these results imply that lecturers need to continue to develop their roles, not only as material deliverers, but also as companions and motivators who build positive relationships with students. In addition, teaching methods that are innovative, adaptive to the times, and relevant to the characteristics of today's students are needed. Educational institutions also have an important role in supporting the training and professional development of lecturers in order to create effective and enjoyable learning experiences.

4. Conclusion

Based on the results of research that aims to examine the influence of the role of lecturers and teaching methods on student motivation in the learning process, it can be concluded that both theoretically and based on the results of statistical data processing, the two variables have a positive and significant influence on student motivation.

Substantially, the role of lecturers is proven to have an important contribution in creating a conducive and interactive learning atmosphere. Lecturers who are active, communicative, and able to understand the needs of students will form a healthy academic relationship, which in turn can encourage students to be more enthusiastic in participating in the learning process. On the other hand, the teaching methods used also have a big influence on learning motivation. Methods that are varied, participatory, and relevant to the context of the students can foster interest, increase focus, and make learning more meaningful. The combination of a strong lecturer role and effective teaching methods creates a learning environment that encourages both students' intrinsic and extrinsic motivation.

The results of data processing using the LISREL application through the Standardized Solution model support these findings. Exogenous latent variables,

namely the role of lecturers (PD) and lecturer teaching methods (MPD), are proven to be valid and reliable based on the loading value of indicators that are in a fairly good range. Meanwhile, the endogenous variables, namely KEM and MBM, also show decent loading values and can be trusted as a representation of the measured constructs. Structurally, the role of lecturers has a significant influence on KEM (with a coefficient of 0.43), but only a very small effect on student learning motivation (MBM), which is 0.08. In contrast, the lecturer's teaching method has a significant influence on both endogenous variables, namely 0.37 on KEM and 0.44 on MBM. This result confirms that teaching methods are a more dominant factor in directly influencing students' learning motivation than the role of lecturers.

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