The Influence of Learning Motivation, Work Environment And Locus of Control on Learning Achievement with Tutor Performance as Moderation

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ABSTRACT: *This study generally aims to test a theoretical model that explains the role of online tutors' performance on the relationship between learning motivation, work environment and locus of control on student achievement. and examining the effect of learning motivation, work environment and locus of control on student achievement with online tutor performance as moderation. This research is an empirical study of 351 undergraduate students of UPBJJ-UT Ternate with an active registration period for the 2019 academic year. The data analysis model uses Multiple Regression and Moderate Regression Analysis (MRA). The results of the study partially show that learning motivation, locus of control affect student learning perspectives and work environment variables have no effect on student achievement. As moderation, this indicates that the online tutor's performance does not moderate the effect of learning motivation variables and locuss of control on student learning achievement. Meanwhile, online tutor performance can moderate the influence of the work environment on student achievement.*

KEYWORDS-Work Environment, Learning Motivation, Locus Of Control, Tutor Performance and Learning Achievement

I.   INTRODUCTION

Education is a form of effort for every person who consciously strives to create a learning atmosphere in the teaching and learning process so that students actively develop their potential to have useful self-strength and are needed by individuals and society, the nation and the State (Hasbullah, 205). The development of the world of education is growing rapidly until now and educational institutions are faced with the Industrial Era 4.0. Therefore, higher education must be able to answer these challenges by preparing various resources that must be owned in order to direct the academic community to compete professionally according to their respective fields of competence (Caroline, 2008: 1) with the hope that each university has high-achieving students in academics and in the world of work (Alam, 2016).

In this condition, the Open University has implemented a distance learning system which requires students to have awareness in increasing their independent learning outside the classroom (Alam, 2016). Effective independent learning can only be done if students have self-discipline, initiative, and strong motivation to learn. Independent learning can be done individually or in groups using printed and non-printed teaching materials as a learning resource. Because of this separation, learning media is a very important need for

users (Frans and Aisyah, 2018). In addition to the online library provided by the Open University in supporting student independent learning, the Subject Module is one that is used by Tebuka University students in order to carry out independent learning properly. Students are expected to be able to independently study course material, which is a form of independent learning that can be carried out either independently, in groups or in the form of Face-to-Face or Online Tutorials. In addition, the distance education system makes it easy for students with working status to manage their work time with distance learning services, but in fact, these student workers sometimes have a heavy workload in the local work environment, so they ignore and neglect to run online tutorials and the negligence can affect student achievement and the length of study of students.

In addition to work environment variables, other factors that influence learning achievement, one of which is student learning motivation. According to M. Dalyono (2009: 57), learning motivation is the power of movement in a person that can lead to learning activities and ensures continuity and direction of learning activities, so that the desired goals can be achieved. According to Dewi (2014), several things that are included in internal factors or from within students include locus of control. A person with internal locus of control has the perception that the achievements, both success and failure, come from within himself. They have the perception that if they want to achieve success they have to make an effort. On the other hand, someone with external locus of control is less willing to try because they believe that the success and failure experienced is determined by fate, luck, or things that come from outside within.

Apart from that, the quality of tutor service is also one of the determinants of student achievement, this is because there are several problems that are often faced by UT students in understanding teaching materials, feeling isolated, and slow to get feedback on the tasks they are doing (Andriani, 2005).). The emergence of these problems is because they are not familiar with the distance learning system and instead are accustomed to face-to-face learning with the guidance of a teacher in the classroom as experienced when studying at the previous school level. Therefore, students studying in distance education still need academic assistance in the form of tutorial services (Wardani, 2000). This form of tutorial service requires the role of a professional and qualified tutor. However, Frans and Aisyah's research results (2016) show that the quality of tutors is low, seen from the fact that there are tutors who do not share a summary of the Tutorial Activity Plan and Tutorial Activity Unit at the beginning of the tutorial, do not summarize and conclude the material at the end of the discussion, do not provide examples of questions that will be discussed and the tutor did not reprimand the participants for interrupting the course of the tutorial. Therefore, it is necessary to conduct research to find out whether the performance of online tutors can mediate student learning achievement while taking online tutorials.

This study develops research conducted by Herman (2010) with the title Participant assessment of tutor performance, and tutorial results and tutorial fees on face-to-face tutorials in open universities with the following research differences: First; Research objects of previous research were researchers in 100 students at UPBJJ Bandung, while this study made 351 active students who registered for the 2019.2 academic year in online tutorials as research respondents. The reasons for using tuton students for the 2019.2 registration period, namely: Most students have minimal knowledge regarding the fastest service procedures for obtaining a Registration LIP from UPBJJ-UT to activate the registration period and the work environment culture that is still minimal in supporting increasing HR competencies. Second, previous research used tutor performance as the dependent variable, while current research uses tutor performance as a moderating variable. Third; Researchers add variables to the Work Environment, Learning motivation and Locus Of Control as independent variables. Starting from the problems found in previous studies, the urgency of this research to formulate the problems in the research are: First; How the Role of the Work Environment, Learning Motivation and Locus Of Control Influence Student Learning Achievement. Second; How the role of online tutor performance moderates the work environment, finance, learning motivation and locus of control towards student learning achievement.

From the specific objectives mentioned above, the urgency of this research is that with a new development concept, the researcher tries to build a suggestion regarding Tutor Performance, through a synthesis of academic contemplation of supporting theories. This research proposes a new concept, namely the theories: motivation and quality. This concept is expected to play a role in improving the quality of tutors' work as well as improving the learning achievement of Open University students at UPBJJ Ternate.

II.   LITERARY REVIEW

Motivation Theory

Motivation is an encouragement that gives strength to humans in directing their behavior in interaction (Perry, 1997), while according to Robbins (2007: 214) motivation can be seen from three things, namely 1) the sensitivity of a person who tries to try, 2) Trying to have a consistent relationship to an organization, and 3) how long the person keeps the business.

Quality Theory

Quality is a characteristic of a product or service that can provide satisfaction to users of that product or service. According to Tjiptono (1999) service quality consists of three main components, namely: Technical Quality, namely components related to the service output received by customers; Functional Quality, which is a component related to the quality of the way a service is delivered; and Corporate image, namely the profile, reputation, general image and special attractiveness of a company. The quality of the services mentioned above will be able to improve the tutor's performance in carrying out online tutorials.

There are five dimensions in the tutor performance variable. The five dimensions are:
1. Preparation of tutorials by tutors to carry out tutorials which include preparation of tutorial plans, preparation of tutorial materials, preparation of assignments for students.
2. Mastery of tutorial material by the tutor as material to be given to students to help them understand the teaching material. The tutor must repeat or review the material that will be given to the tutorial participants.
3. The tutor's ability to present teaching material so that students feel helped in understanding the teaching material.
4. The tutor's ability to communicate and interact with students so that students can be motivated to be active in the tutorial process and motivated to learn.
5. Discipline of the tutor in carrying out its duties, such as using the time of implementing the tutorial efficiently, giving assignments according to schedule, and announcing assignment scores on time.

Motivation to learn

Motivation comes from the word "motive" which shows an impulse that arises from within a person that causes the person to act to do something (Purwanto, 2007: 71). Motivation is defined as a condition that causes or causes certain behavior and which gives direction and resistance to the behavior (Sugihartono, 2007: 20)

Locus of Control

The concept of locus of control was first put forward by Julian Rotter, an expert in social learning. Rotter's concept of locus of control explains that a person has a belief about the causes of success and failure that he experiences due to internal or external factors. Rotter (in Hendri, 2011) also states that internal and external represent the two ends of the continuum, not separately. Someone with internal locus of control tends to state that an event is under their own control, while someone with an external locus of control is more likely to think that external factors are the cause of the events that happen to them.

Learning achievement

Understanding learning according to Sardiman (2009: 20-21) "learning is intended as the mastery of science material which is part of the activity towards the formation of a whole personality". Achievement is the result achieved by someone when doing a certain task or activity.

Conceptual framework
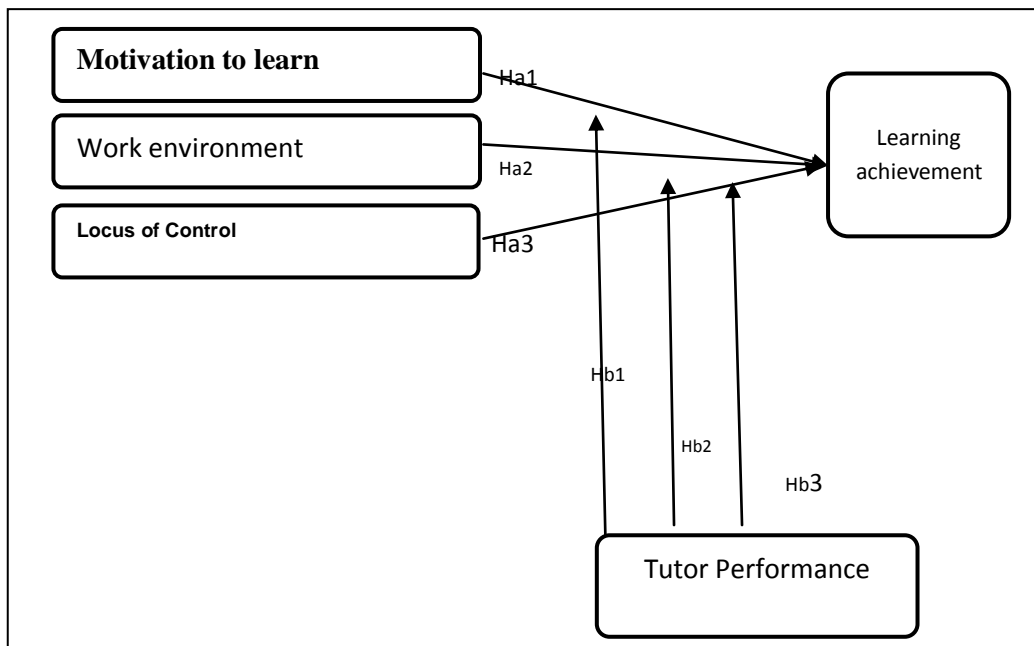
III. RESEARCH METHODS

The sampling method was carried out by non-probability sampling. Non-probability sampling technique in this study by determining the sample based on several considerations of respondents used. The criteria used were sampling techniques, namely determining 20-25% of the total population of 1,719 with a sample size of 351 by distributing a list of questions (questionnaires) to be filled in or answered by respondents. The regression equation used by researchers is:

$$Y = \beta\alpha + \beta_1 X_{1a} + \beta_2 X_{1b} + \beta_3 X_{1c} + \beta_4 [X_{1a} - X_5] + \beta_5 [X_{1b} - X_5] + \beta_6 [X_{1c} - X_5] + \beta_{n..} + \varepsilon$$

Information:

Y = Learning achievement
α = Constant
X_{1a} = Motivation to learn
X_{1b} = Work environment
X_{1c} = Locus of Control
X_2 = Tutor Performance
$X_1 - X_5$ = Mediation is measured by the absolute value of the difference between X_i and X_4
ε = error
$\beta_1\ \beta_2\ \beta_3\ \beta_4\ \beta_5\ \beta_6....$ = Regression Coefficient

IV. RESULTS AND DISCUSSION

From the results of distributing questionnaires in the field, a total of 350 questionnaires. 236 questionnaires were returned:

Table 1.
Distributing Questionnaires

Information	Number of Questionnaires	percentage
Number of questionnaires distributed	351	100%
Non-returned questionnaire	(115)	(33%)
Incomplete questionnaire	(0)	(0%)
The total sample at the end of the observation	236	67%

Source: Primary data processed, 2020

1. Descriptive Statistics

Table 2.
Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Motivation to learn	236	3,33	5,00	4,0944	0,34634
Tutor Performance	236	3,10	5,00	3,9547	0,39229
Locus of Control	236	2,86	5,00	4,0077	0,46845
Work environment	236	3,29	5,00	3,9708	0,44428
Learning achievement	236	2,00	4,86	3,2976	0,59556

Source: Primary data processed, 2020

Based on Table 2, it can be seen that the number of observations (N) in this study was 61. The standard deviation value of each variable is smaller than the mean value, which indicates that the data in this study are scattered around the calculated mean.

2. Hypothesis Testing Results

Table 3.
Hypothesis-Partial Testing Results

Information	Constants	B	t Table	Sig
Motivation to learn	2,379	0,224	2,014	0,045
Locus of Control	2,643	0,163	1,982	0,049
Work environment	2,819	0,121	1,382	0,168

Source: Primary data processed, 2020

Hasil Pengujian Hipotesis-Moderasi

Information	Constants	B	t Tabel	Sig
X2_X5	3,275	0,036	0,511	0,610
X3_X5	3,244	0,074	1,200	0,231
X4_X5	3,171	0,112	2,169	0,031*

Adjusted Square= 0,002
R Square = 0,006
F 0,033
Sig= *0,05 dan ** 0,10

$$Y = \beta\alpha + \backslash 0,224X_2 + 0,163X_3 + 0,121X_4 + + 0,036\,[X_2 - X_5] + 0,074\,[X_3 - X_5] + 0,112\,[X_4 - X_5] + \beta_{n..} + \varepsilon$$

3. Discussion
Learning Motivation Affects Student Achievement

The results showed that learning motivation has an effect on student learning achievement. These results are in accordance with the descriptive results which show that students have a strong desire and desire to learn, students can complete assignments on time and study hard is part of the hope to improve student achievement. According to Nalim and Santika (2020) achievement motivation is hope for achievement. important indicators in fostering passion and enthusiasm for learning. Of course, the passion and enthusiasm for learning can increase student learning achievement. The results of this study are also in line with Arviyati (2017) showing that achievement motivation has an effect on learning achievement. This result is also reinforced by the results of research by Nalim and Santika (2020) which show that learning motivation can increase student learning achievement.

Locus of Control Affects Student Achievement
The results showed that Locus Of Control Affects Student Achievement. These results are reinforced by descriptive results which show that students have persistence in learning, prepare themselves better in independent study before taking exams, and the test results are a reflection of themselves.

Work Environment Affects Student Achievement
The results showed that the work environment had no effect on student learning achievement. These results indicate that if the student works while studying and can divide his time well, is given permission by the boss, and can carry out his work and assignments better, but all that is done does not affect the student's learning achievement.

Tutor Performance Moderation Learning Motivation, Locus Of Control and Work Environment Against Student Learning Achievement
The results of testing the hypothesis on the moderation variable show that tutor performance is not proven to moderate the effect of learning motivation and locus of control on student learning achievement, however, tutor performance is shown to moderate the influence of the work environment on student learning achievement. This shows that Tutor Performance can strengthen the influence of the work environment on Student Learning Achievement.

V.   CONCLUSION
The results of the discussion on the previous material can be concluded that: Learning Motivation, Locus Of Control Affects Student Achievement. Meanwhile, the work environment has no effect on student learning achievement. Online tutor performance does not moderate the effect of learning motivation and locuss of control on student learning achievement. However, Tutor Performance Can Moderate the Effect of the Work Environment on Student Learning Achievement.

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