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The role of lecturer discipline on student interests: motivation to learnas intervening variable

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ABSTRACT

The world of higher education requires students to always update their knowledge and skills. Lecturers play a role in improving the quality of education, and student interest in learning is needed for lecturer discipline. This study aims to analyze the influence of a lecturer's discipline in increasing student interest in learning through learning motivation. This study used quantitative method with student population majoring in management, which uses a sample of 99 respondents whose analysis uses the SmartPLS 3.0, and the results of this study indicate that the influence of lecturer discipline has a significant effect on the direct influence on learning interest; lecturer discipline has a significant direct effect on learning motivation; learning motivation has a significant direct effect on learning interest; lecturer discipline has a significant but indirect effect on learning interest, and looking at the results of the mediation effect shows that lecturer discipline can increase learning interest directly even without going through learning motivation as a mediating variable. This means that a lecturer really needs to increase his teaching motivation by providing students with timely learning opportunities so that they feel comfortable with the discipline of the lecturer in teaching, making students enthusiastic about learning to increase.

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Introduction

The COVID-19 pandemic has changed teaching and learning activities that were originally held in universities to study at home through online media. The online teaching and learning process that is applied must be in accordance with the capabilities of each university so that the learning process takes place well—especially supported by digital technology such as Google Classroom, Learning Houses, Zoom Meetings, video conferences, telephone or live chat, and others. (Dewi, 2020), (Lewis, 2022) who said the use of online media requires lecturers to continue to provide assistance to students when distributing assignments, one of which is through WhatsApp groups so that students can continue to follow the teaching and learning process properly.

Because of the severity of the pandemic, schools had to not only survive but prosper through the transition from offline to online education that e-learning represented. Educators, parents, and students need to have their voices heard alongside the myriad of technical and organizational obstacles facing institutions. including What constitutes an issue with technology in the classroom may change over time and from one location to another. Inadequate funding for digital infrastructure and a lack of technical support for lecturers are the key problems (Hamdan, 2020).

Research by SyahrinaNoormalaDewi(2020) suggests that students face similar challenges to those encountered by lectureres in the online learning process due to students being forced to study without proper facilities and infrastructure. Despite the fact that the primary need for online lectures is that students must have laptops and some students do not have cellphones, or their cellphones do not support installing lecture programs for online lectures, not all students have access to these devices. Purwanto's research (2020) confirms the significance of this amenity to the success of the educational process. Unprepared human resources, including students and lecturers, are the next challenge. Students may believe that engaging in online learning is the key to becoming self-reliant learners, but in practice, they rely almost exclusively on what the lecturer says. Despite the convenience of online education, many students struggle because they lack the self-awareness to learn lecture materials outside of the lectures presented by the lectureres. Unfortunately, many professors also lack online-teaching expertise, which leads to subpar classroom experiences for students. Some lecturers rely solely on homework to assess students' knowledge of online learning platforms. Next, it's difficult for educators to provide online education because pupils often don't have access to their own computers.

The major challenges in the COVID-19 pandemic create a very challenging environment for Human Resource Management (HRM), and (Gruman & Budworth, 2022), (Rasul, 2017) which states that (HR) is specifically required to focus on all activities related to with humans. (Ningrum, 2016), (Mushabe et al., 2022) which says the position of human resources has a very important role in the operational activities of the organization, this is because human resources are the basic capital in the process of development and development of companies and organizations.

(Marlinah, 2019), said that human resources in organizations are often referred to as human capital and intellectual capital, because human resources contribute to profitability, the ability to convey superior ideas in organizational development. HR is the set of philosophies, policies, strategies, and practices used to govern individuals through organizations. The more positive criteria a lecturer has, then an organization will have lecturers who have a high discipline spirit and organizational goals will be achieved. (Norhyatun et al., 2020), (A. Wardani, 2016) stated that lecturer discipline can significantly affect student interest in learning. In line with research (Setiawan,andpositiveto student achievement, both individually and collectively. That is, learning achievement increases if the discipline and competence of lecturers is improved and (Sukmanasa et al., 2017) states that the teaching-learning process at a university is influenced by several factors, including the discipline and competence of educators which include:strategyin teaching including how to convey material, mastery of the material, evaluate, as well as the means andinfrastructurewhich supports the activities of the learning process.

(Airey, 2020), (Firman et al., 2020) which states that interest in learning is the starting point of education in motivating students in the learning process, and through interest in learning, student achievement can be improved.

(Prasetyo&Kusumantoro, 2015), (Kholifah et al., 2020), (Brandmiller et al., 2020) explain that learning motivation can provide encouragement to students to hasten their efforts in achieving high learning achievement. The results of the research presented, the appropriate motivation is taken as a mediating variable, therefore the researcher wants to clarify the relationship by providing motivation as a mediation

(AD Wardani et al., 2020), (Huang et al., 2020), motivation can be considered as one of the most important factors to ensure one's success in learning, as stated by (Sari &Trisnawati, 2021b) the existence of a motive that Thus, it could be influenced by intrinsic motivation which encourages individuals to do something without having to be ordered by others and extrinsic motivation which can be influenced from outside, such as lecturers, environment, peers, parents and others.

Higher education is one of the institutions that provide higher education that participates in educating the nation's life, from the resultsstudyInitially, researchers found problems with student interest in learning which had begun to decline with the online system in the Covid-19 pandemic, andmanystudents' focus is often disturbed due to lecture activities that are not disciplined, for example classes that start late and friends who are late to join Zoom Meetings or Google Meetings, it can be concluded that the consistency of lecture hours, the effectiveness of online classes, and external disturbances have a huge impact on learning motivation and quality of learning outcomes.

(Al-Okaily et al., 2020), (Rusli et al., 2020) explained that in its implementation, the online learning system has its own advantages and disadvantages. One of the advantages that is felt is the lecture schedule is more flexible while the weakness is that it is less effective and maximal in explaining the material by the lecturer to the student.

The impact of the online learning system can result in low student motivation in the teaching and learning process so that it can reduce student interest in learning.

This can be seen in the student attendance data as follows.

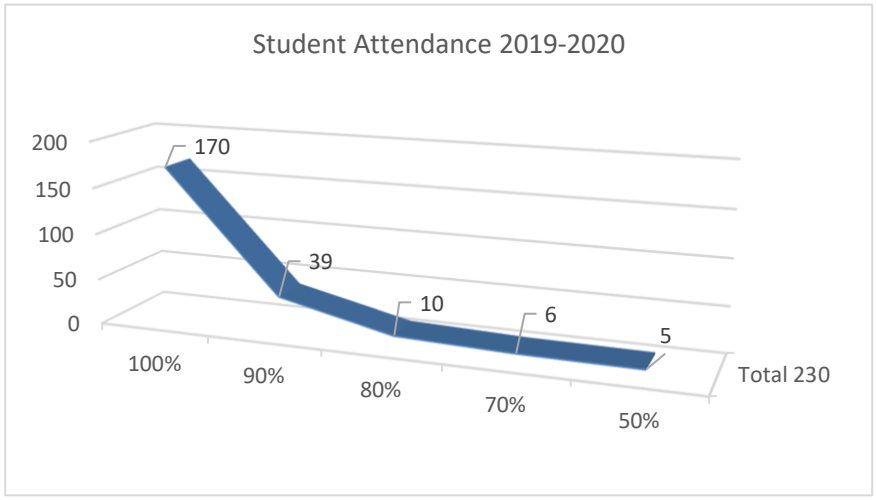

Figure 1. Student Attendance Diagram for 2019-2020 odd semesters

In the 2019-2020 odd semester, of the 230 students there were 170 students whose attendance was 100%, 39 students whose attendance was 90%, and 10 students whose attendance was 80%. While the attendance of 70% there are 6 students, and the attendance of 50% there are 5 students.

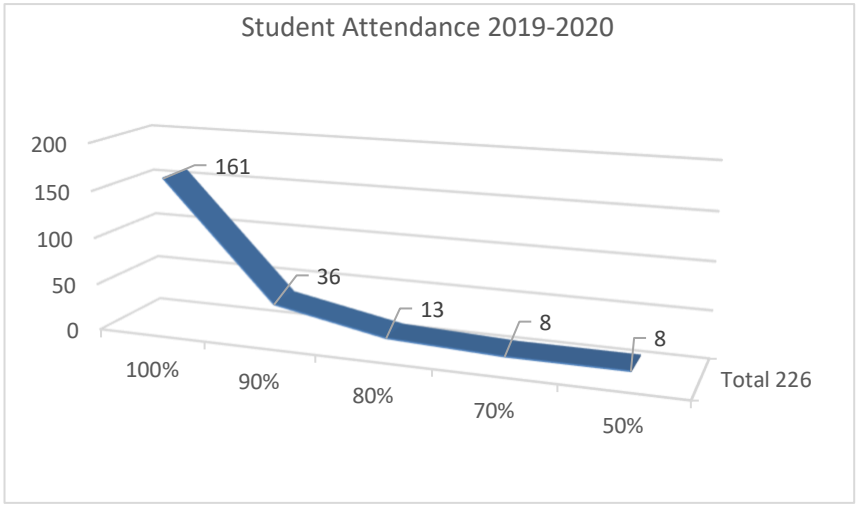

Figure 2. Student Attendance Diagram for 2019-2020 even semesters

In the 2019-2020 even semester, from a total of 226 students there were 116 students whose attendance was 100%, 36 students whose attendance was 90%, and 13 students whose attendance was 80%. While the attendance of 70% there are 8 students, and the attendance of 50% there are 8 students. Based on the odd and even semesters of 2019-2020, it shows that there is a decrease in student attendance in online lectures during the pandemic.

Interest in learning in the study programmanagementexperiencing problems, namely the lack of student motivation to receive material, seen from the lecturers when carrying out teaching and learning that is not varied and inconsistent attendance in carrying out teaching tasks as expected.

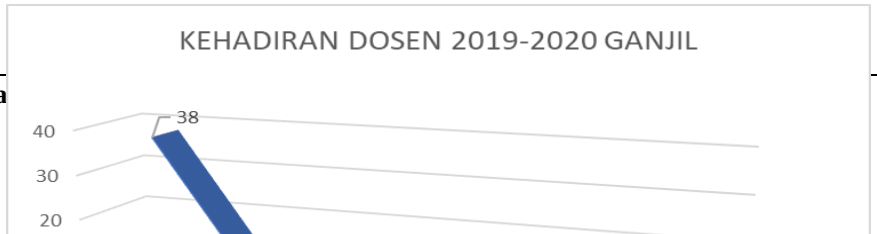

Figure 3. Odd semester 2019-2020 lecturer attendance diagram

Based on the graph of the study program lecturer attendance datamanagementin the 2019-2020 Odd Semester, shows that from 46 lecturers, there are 38 lecturers with 100% attendance percentage, there is 1 lecturer with 96% attendance, there are also 4 lecturers with 93% attendance, 1 lecturer with 89% attendance and 2 lecturers with 87% attendance. This shows that there are some lecturers who are still lacking in attending lectures with the provision of 16 meetings per semester.

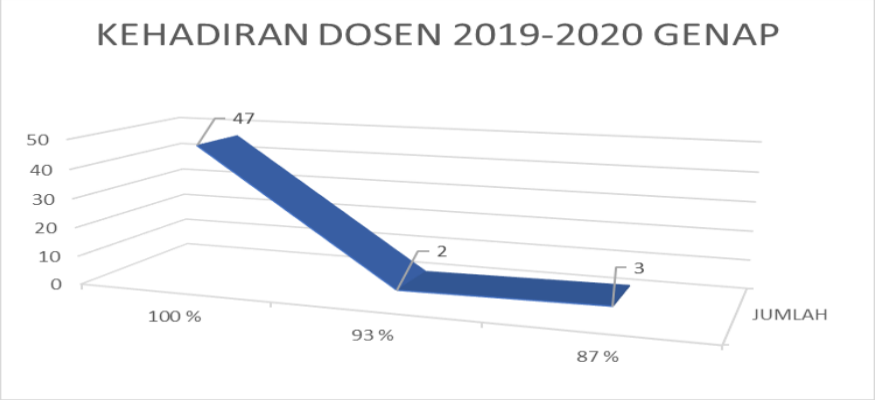

Figure 4. Attendance diagram for even semester 2019-2020 lecturers

Based on the graph of the study program lecturer attendance data management in the 2019-2020 Even Semester, shows that out of 52 lecturers, there are 47 lecturers with 100% attendance percentage, there are 2 lecturers with 93% attendance, there are also 3 lecturers with 87% attendance. This shows that there are some lecturers who are still lacking in attending lectures per semester.

(Brandmiller et al., 2020), (Liubana & Puspasari, 2021), Lecturer discipline is also able to influence the quality of learning in terms of student learning motivation (Nasrullah et al., 2019), (Suroyo et al., 2022), (Lia Sajidah Rusydayana & Supriyanto, 2020). Explaining discipline is the awareness and readiness of individuals to obey the rules in an organization and social norms have been set. Discipline will create a pleasant lecture atmosphere and student motivation will also increase, and in addition to the discipline and competence of lecturers, another thing that affects student interest in learning is learning motivation.

Method

Research design

Research aboutThe Effect of Discipline on Interest in LearningWith student learning motivation as a mediation using a quantitative approach method. The definition of the quantitative method is research data in the form of numbers and analyzing data using statistical procedures, while the purpose of the following research is causality research which has the aim of examining the relationship between the variables to be studied (Sugiyono, 2013).

Population and Sample

(Fatihudin, 2015) Population is all aspects or elements that will be examined from the results of counting or measuring quantitatively or qualitatively about a complete and clear collection of objects. Respondents used in this study were 99 respondents.

Data analysis

(Sholihin & Ratmono, 2021) Data analysis is to decompose everything into a smaller component in order to know the dominant component, make comparisons between one component using other components, and make comparisons of one or several components as a whole. Data analysis techniques are used to provide answers toformulationproblems or test hypotheses that have been formulated. Data management in the following research utilizes SmartPLS 3.0 Software.

Results and Discussions

Partial Least Square (PLS) Model Schematic

In the following research, hypothesis testing uses analytical techniques using the Smart PLS 3.0 program, and it can be seen in the schematic model of the PLS 3.0 program tested in Figure 4.1,

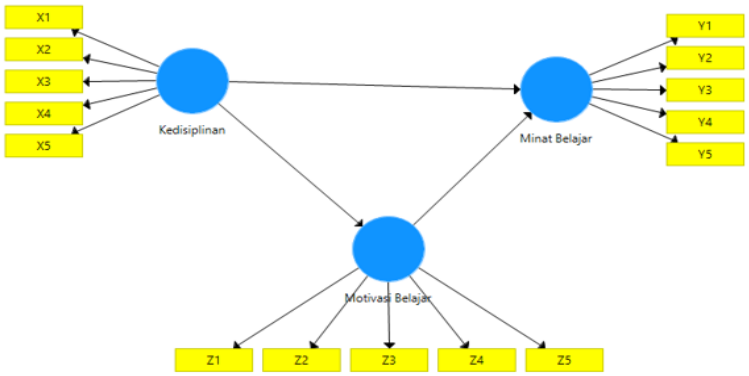

Figure 5. PLS Model Schematic

Evaluation Measurement (Outer) Model

Based on the results of the PLS analysis with the PLS Argorithm to test the validity and reliability, the coefficient of model determination and the path coefficient for the equation model, below is the image generated based on the output of the PLS Argorithm Smart PLS, which can be observed in Figure 4.2 below:

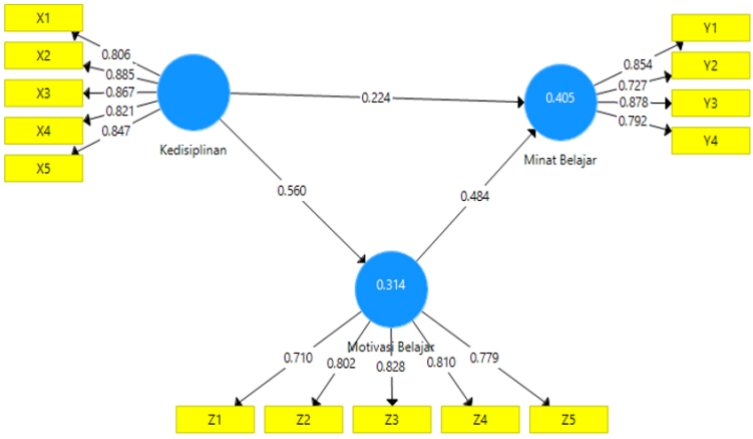

Figure 6. Outer Model Test Results

Convergent Validity

Convergent validity based on the measurement model using reflective indicators can be observed based on the correlation between item scores or indicators using construct scores. Reflective Sizeindividualdeclared as high if it has a correlation of more than 0.70 using the construct to be measured (Latan&Ghozali, 2016), below is the outer loading value of each indicator in the research variable":

Table 1. Outer Loading Convergent validity

Indicator	Discipline	Motivation to learn	Interest to learn
X1	0.806		
X2	0.885		
X3	0.867		
X4	0.821		
X5	0.847		
Z1		0.710	
Z2		0.802	
Z3		0.828	
Z4		0.810	
Z5		0.779	
Y1			0.854
Y2			0.727
Y3			0.878
Y4			0.792

Source: Data Processed 2022

Discriminant Validity

Discriminant validityindicators can be observed on the cross loading between indicators and constructs. Table 4.2, it can be observed that each indicator in the research variable has the largest cross loading value on the created variable, which is carried out in comparison with the cross loading value of the other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity when compiling each variable.

Table 2. Cross Loading Discriminant Validity

Indicator	Discipline	Motivation to learn	Interest to learn
X1	0.806	0.442	0.449
X2	0.885	0.560	0.459
X3	0.867	0.483	0.362
X4	0.821	0.394	0.377
X5	0.847	0.489	0.435
Z1	0.447	0.710	0.394
Z2	0.457	0.802	0.481
Z3	0.472	0.828	0.458
Z4	0.345	0.810	0.510
Z5	0.474	0.779	0.541
Y1	0.440	0.512	0.854
Y2	0.313	0.398	0.727
Y3	0.465	0.482	0.878
Y4	0.381	0.572	0.792

Source: Data Processed 2022

While presenting the data in Table 4.3, it can be observed that each research variable has an average variant extracted (AVE) value > 0.5. Through this problem, it can be stated that each variable has good discriminant validity.

Table 3. Average Variant Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Discipline	0.715
Motivation to learn	0.619
Interest to learn	0.664

Source: Processed Data 2021

Composite Reliability

Composite Reliability that is, some are used to test the reliability value of several indicators to a variable. A variable can be declared to fulfill composite reliability if it has a composite reliability value of more than 0.6.

Cronbach Alpha

The reliability test with composite reliability can be strengthened through the use of the Cronbach alpha value. Table 4.5, it can be obtained that "the Cronbach alpha value of each research variable is > 0.7. So based on the problem itself, the results of this study prove that each research variable has met the requirements of the Cronbach alpha value, so there is a conclusion that all variables have a high level of reliability".

Table 5. Cronbach Alpha

Variable	Cronbach's Alpha
Lecturer Discipline	0.900
Motivation to learn	0.845
Interest to learn	0.830

Source: Processed Data 2022

Structural Model Test or Inner Model

In the following research, an explanation of the results of path coefficient testing, goodness of fit testing and hypothesis testing can be given.

Path Coefficient Test

Path coefficient evaluation is used to show how strong the effect or influence of exogenous variables on endogenous variables is. Meanwhile, the determination coefficient (R-Square) is used to measure how much endogenous variables are influenced by other variables. (Marcoulides et al., 2009)

Meanwhile, if it has a result of 0.33 - 0.67 so it is classified in the medium category, and if it has a result of 0.19 - 0.33 it is classified in the weak category.

Table 6. Path Coefficient

Construction	*Path Coefficient*	Information
Discipline -> Interest in Learning	0.224	Weak
Discipline -> Motivation to Learn	0.560	Currently
Learning Motivation -> Interest in Learning	0.484	Currently

Goodness of the Model (Goodness of Fit)

Based on the data in table 4.7, it can be observed that the R-Square value for the learning motivation variable is 0.314. Getting the value itself provides an explanation that the percentage of discipline can be explained by learning motivation as much as 31.4%. Furthermore, for the R-Square value obtained by the variable Interest in learning is 0.405. That value provides an explanation "that Discipline, learning motivation can be explained by interest in learning by 40.5%, based on this, from the results themselves so that the following research model can be said to have a good and positive goodness of fit.

Table 7. R-Square. Value

Variable	*R Square*
Motivation to learn	0.314
Interest to learn	0.405

Source: Data processed 2022

The goodness of fit assessment is seen from the Q-Square value. The value of Q-Square has an equivalent meaning with R-Square in regression analysis, where the higher the Q-Square, which makes the model can be said to be better or more fit using the data. The results of the calculation of the value of Q-Square are:

Q-Square = 1 – [(1 – R21) x (1 – R22)]
= 1 – [(1 – 0.314) x (1 – 0.405)]
= 1 – (0.686 x 0.595)
= 0.592

Based on the results of these calculations, obtained a Q-Square value of 0.592. The following problem shows the diversity of research data that can be influenced by the research model, which is 59.2%. Meanwhile, the remaining 40.8% were explained by other factors outside the research model itself.

Live Effect Test

The next test is to see the significant value of the influence between variables through observing the parameter coefficient values and also the T statistical significance value using the bootstrapping method (Latan&Ghozali, 2016).

Table 8. T-Statistic

No.	Hpo	Variable	Original Sample	T Statistics (|O/STDEV|)	P Values
1	1	Lecturer Discipline-> Interest in Learning	0.224	2,344	0.019
2	2	Lecturer Discipline -> Learning Motivation	0.560	7.297	0.000
3	3	Learning Motivation-> Learning Interest	0.484	5,242	0.000

Source: Data processed 2022

Hypothesis of the Effect of T-Statistics P-Values based on the data presented in table 4.8, it can be observed that based on the 3 hypotheses submitted in the following research, all of them can be accepted because each effect shown has a P-Values value < 0.05. Which makes it possible to say that the exogenous to endogenous variables have a significant influence. Below is a breakdown of the influence between variables:

The Influence of Lecturer Discipline on Interest in Learning
Based on the table above, testing the variable of Lecturer Discipline on Interest in Learning, the t-statistics value is 2,344 with a P-value of 0.019. Because the -value is greater than (0.019 < 0.05), then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Interest.

The Influence of Lecturer Discipline on Learning Motivation
Testing the variable of Lecturer Discipline on Learning Interests obtained a t-statistics value of 7,297 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05) then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Motivation.

The Effect of Learning Motivation on Learning Interest
Based on the table above, it can be seen that the test of the learning motivation variable on learning interest obtained the t-statistics value of 5.242 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05), then H0 is rejected, thus learning motivation has a significant effect on learning interest.

Indirect Effect Test
Testing the indirect effect hypothesis was carried out using a bootstrapping re-sampling technique. An alternative approach to testing the significance of mediation (Bollen & Stine, 1990)

The following are the results of data processing to determine exogenous variables to endogenous variables, exogenous variables to mediator variables, mediator variables that affect endogenous variables, exogenous variables to endogenous variables through mediators:

Table 9. T-Statistics and P-Values

No.	Hpo	Variable	Original Sample	T Statistics (|O/STDEV|)	P Values
1	4	Lecturer Discipline ->Learning Motivation->Learning Interest	0.271	3.911	0.000

Source: Data processed 2021

Based on table 4.9, it can be seen that exogenous variables have a significant influence on the mediator variable, the mediator variable has a significant influence on the endogenous variable. So, based on these results, it can be concluded that the mediating variable of learning motivation is the full or perfect mediation variable. Full mediation or full/perfect mediation occurs if the direct effect of exogenous variables on endogenous variables is significant when the mediating variable is included. Based on the calculation of the path coefficient, it is known that:

The total influence of Lecturer Discipline on Learning Interest through Learning Motivation is obtained by t-statistics of 3.911 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05) then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Interest through Learning Motivation as a mediation.

Interpretation of Results

Lecturer Discipline Against Learning Interest

Based on the table above, testing the variable of Lecturer Discipline on Interest in Learning, the t-statistics value is 2,344 with a P-value of 0.019. Because the -value is greater than (0.019 < 0.05), then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Interest.

Based on the results of the study, it is known that the discipline of the lecturer affects student learning interest in achieving the goal of increasing achievement, because the discipline of the lecturer is very important for students in lecture activities if the lecturer is present in lectures and actively continues to provide learning and guidance to students.student, because its existence is one of the keys to success in the teaching and learning process and is balanced with the active role of lecturers and high discipline.

The results of this study support the results of previous studies,Norhyatun et al., (2018) in their research show that teacher discipline in teaching has a significant and positive influence on interest in learning, and is also strengthened by Rifkah's research (2020) which states that teacher teaching discipline affects students' interest in learning, significantly so that this is proves that teacher teaching discipline has an effect on student learning interest.

Lecturer Discipline Against Learning Motivation

Testing the variable of Lecturer Discipline on Learning Interests obtained a t-statistics value of 7,297 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05) then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Motivation

Based on the results of the study, it is known that the teaching discipline of lecturers can affect themotivationstudent learning. This shows that there is a need for synergy between students and lecturers to support the realization of goalslearning. Lecturer aseducatorthose who have a great responsibility for learning, of course, must understand andcapableplay the best possible role. To achieve this, lecturers must develop according to their function. The problem of the knowledge, skills and skills of lecturers, as well as the importance of teaching discipline for lecturers needs serious attention.

The results of this study support the results of previous studiesNurfadialh, (2016) in his research shows that teacher discipline has a significant and positive influence on student learning motivation, these results illustrate that there is a positive influence between teacher discipline and student learning motivation. This research is also supported by the research of Saleh and Nasrullah, (2019). The results of the study show that: lecturer's teaching discipline has an effect on learning motivation, the results show that there is an influence of lecturer's teaching discipline on student learning motivation.

The Effect of Learning Motivation on Learning Interest

Based on the table above, it can be seen that the test of the learning motivation variable on learning interest obtained the t-statistics value of 5.242 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05), then H0 is rejected, thus learning motivation has a significant effect on learning interest.

Based on this value, it can be seen that learning motivation can affect student interest in learning. This shows the desire to succeed and achieve student learning achievements to maintain their learning motivation. This is an important role for institutions to be able to set high standards, provide quality lecturers and create a competitive and conducive learning atmosphere.

The results of this study support the results of previous studies(Laras & Rifai, 2019) said that if there was a significant influence of interest in learning on student learning outcomes with the simultaneous value of learning motivation on results, (Zulfia&Syofyan, 2015) also stated in their research that learning motivation had an effect on learning outcomes, andsupporteralso by (Ricardo & Meilani, 2017) said that there was a positive and significant influence of interest in learning and learning motivation on student learning outcomes either simultaneously or partially.

According to research by Alexandra Okada (2020), student trust and satisfaction with online learning is critical in a world where distance education is rapidly becoming an important practice in responding to a global pandemic.

This research shows that, to keep students engaged in online courses during the covid-19 pandemic, it is important to keep them fun. Tews et al. (2015) investigates two types of pleasure: that which occurs during student-generated learning activities and that which occurs during the delivery of teaching by the faculty. The first are "live" games and exercises designed to get students to talk to each other. The latter is associated with lecturers-centered instruction that utilizes improvisation, creative case studies, and storytelling.

Discipline of Interest in Learning Through Learning Motivation

The total influence of Lecturer Discipline on Learning Interest through Learning Motivation is obtained by t-statistics of 3.911 with a P-value of 0.000. Because the -value is smaller than (0.000 < 0.05) then H0 is rejected, thus Lecturer Discipline has a significant effect on Learning Interest through Learning Motivation as a mediation.

(Sari &Trisnawati, 2021a) said that in his research there was a significant influence between learning motivation on student interest in learning and learning readiness on interest in learning through student learning motivation.

And when compared with the direct effect, the value of the original sample of indirect influence is 0.271 above from the direct influence of Discipline on Interest in learning is 0.224, and this shows that Discipline can increase student's interest in learning if through student learning motivation as a mediating variable.

Conclusions

Based on the results of the study, it is known that the discipline of the lecturer affects student learning interest in achieving the goal of increasing achievement. and it is known that the teaching discipline of lecturers can affect the motivation student learning. This shows that there is a need for synergy between students and lecturers to support the realization of goalslearning. the desire to succeed and achieve student learning achievements to maintain their learning motivation. This is an important role for institutions to be able to set high standards, provide quality lecturers and create a competitive and conducive learning atmosphere. The latter is associated with lecturers-centered instruction that utilizes improvisation, creative case studies, and storytelling.

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