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# The Effect of Learning Motivation on The Performance of Management Students at Nias Raya University in Completing Course Assignments

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**Abstract:**

This study aims to examine the effect of learning motivation on the performance of Management students at Nias Raya University in completing course assignments. The research employed a quantitative approach with an associative research design. Data were collected through a structured questionnaire distributed to 30 active Management students selected using purposive sampling. The collected data were analyzed using simple linear regression after passing validity, reliability, and classical assumption tests, including normality, linearity, and heteroskedasticity tests. The results show that learning motivation has a positive and significant effect on student performance. The regression analysis indicates that an increase in learning motivation leads to an improvement in students' ability to complete academic assignments. The t-test results confirm that learning motivation significantly influences student performance at a 5% significance level. Furthermore, the coefficient of determination reveals that learning motivation explains 83.8% of the variance in student performance, while the remaining percentage is influenced by other factors not examined in this study. These findings highlight the importance of fostering learning motivation to enhance student performance in higher education. Therefore, lecturers and educational institutions are encouraged to implement learning strategies that strengthen students' motivation in order to improve academic outcomes.

**Keywords:** *learning motivation, student performance, course assignments*

**Abstrak:**

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi belajar terhadap kinerja mahasiswa Program Studi Manajemen di Universitas Nias Raya dalam menyelesaikan tugas perkuliahan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian asosiatif. Data dikumpulkan melalui penyebaran kuesioner kepada 30 mahasiswa aktif yang dipilih menggunakan teknik purposive sampling. Data yang diperoleh dianalisis menggunakan regresi linier sederhana setelah memenuhi uji validitas, reliabilitas, serta uji asumsi klasik yang meliputi uji normalitas, linearitas, dan heteroskedastisitas. Hasil penelitian menunjukkan bahwa motivasi belajar berpengaruh positif dan signifikan terhadap kinerja mahasiswa. Analisis regresi menunjukkan bahwa peningkatan motivasi belajar diikuti oleh

peningkatan kinerja mahasiswa dalam menyelesaikan tugas kuliah. Hasil uji t membuktikan bahwa motivasi belajar memiliki pengaruh yang signifikan pada taraf signifikansi 5%. Selain itu, nilai koefisien determinasi menunjukkan bahwa motivasi belajar mampu menjelaskan 83,8% variasi kinerja mahasiswa, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian. Temuan ini menegaskan pentingnya motivasi belajar dalam meningkatkan kinerja akademik mahasiswa di perguruan tinggi.
**Kata Kunci:** *motivasi belajar, kinerja mahasiswa, tugas perkuliahan*

## INTRODUCTION

The quality of learning in higher education is determined by the interaction of three equally important components: students, lecturers, and the learning environment (Taghizadeh & Hajhosseini, 2021). According to Yan et al (2021), the success of the teaching and learning process is strongly influenced by variables originating from students' personal characteristics, lecturers' efforts in designing and managing instructional conditions, and the learning environment, particularly the availability of adequate facilities and a supportive academic climate. These factors collectively shape students' learning experiences and outcomes, including their ability to complete academic tasks effectively.

Among these components, lecturers play a crucial role in fostering and enhancing students' learning motivation (Merdiaty & Sulistiasih, 2024). Effective teaching practices, clear expectations, and supportive feedback from lecturers can stimulate students' motivation, which in turn improves their academic performance, particularly in completing course assignments (Daniel et al., 2024). Students with high learning motivation tend to exert greater effort, persist in facing academic challenges, and actively seek to improve their competencies (Uçar & Sungur, 2017). Consequently, strong learning motivation is a key determinant of students' success in completing academic tasks and achieving higher academic performance.

Learning itself is a fundamental process that contributes significantly to the formation of individual behavior and personal development. Learning can be understood as a relatively permanent change in behavior that occurs as a result of experience (Illeris, 2018). Motivation is an essential condition of learning, as optimal learning outcomes are unlikely to be achieved without it. The more appropriate and meaningful the motivation provided, the more successful students are in completing academic tasks and achieving desired learning outcomes (Randi & Corno, 2022).

Learning motivation refers to an internal process that activates, directs, and sustains behavior over time. Individuals may be motivated for different reasons and with varying levels of intensity. Motivation can be explained through several theoretical perspectives, including reinforcement theory, human needs theory, cognitive dissonance theory, attribution theory, and expectancy theory (Zajda, 2023). Learning motivation can be enhanced by emphasizing clear learning goals, strengthening students' attribution patterns, stimulating interest, maintaining curiosity, employing diverse instructional strategies, communicating expectations clearly, and providing frequent and

timely feedback (Bhardwaj et al., 2025). In addition, motivation increases when lecturers provide rewards that are contingent, specific, and credible.

Pintrich and De Groot (1990) propose three key components of learning motivation: self-efficacy, intrinsic value, and test anxiety. Self-efficacy refers to individuals' beliefs about their capability to perform a task successfully. Higher self-efficacy leads to stronger confidence and greater effort in completing academic tasks (Neroni et al., 2022). Intrinsic value relates to internal drives such as enjoyment of course material, a positive classroom atmosphere, and challenging assignments that stimulate intellectual growth (Singh & Garg, 2025). Meanwhile, test anxiety represents the affective component of motivation, reflected in students' emotional reactions, such as worry or nervousness, toward exams and academic assignments.

Academic performance represents changes in students' abilities, skills, and behaviors as a result of learning experiences rather than biological maturation (Giusti et al., 2021). It is commonly assessed through standardized measures such as tests, assignments, and academic achievement indicators. Motivation plays a vital role in determining academic performance, as motivated students demonstrate greater persistence, effort, and engagement in learning activities. Motivation functions as a driving force that encourages effort and supports academic achievement, reinforcing the idea that diligent effort grounded in strong motivation leads to better learning outcomes (Alfiyanto et al., 2021).

At Nias Raya University, differences in learning motivation can be observed across study programs. Preliminary observations indicate that students in the Accounting program tend to demonstrate higher learning motivation than those in the Management program. Accounting students are more likely to bring recommended textbooks, actively participate in classroom discussions, complete assignments consistently, and maintain focus during lectures. These differences suggest that learning motivation may significantly influence students' performance in completing course assignments. Therefore, examining the effect of learning motivation on the performance of Management students at Nias Raya University is essential to understanding how motivational factors contribute to academic success in higher education.

## RESEARCH METHOD

This study employed a quantitative research approach with an associative design to examine the relationship between learning motivation and student performance in completing course assignments (Walker, et al, 2024). The data used in this study were quantitative in nature and were collected through a structured questionnaire (Meng, & Hu,. 2023). The questionnaire was designed to measure two main variables, namely learning motivation as the independent variable and student performance as the dependent variable. Respondents provided their responses using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing the data to be quantified and analyzed statistically (Muljana, et al, 2023).

The population of this study consisted of all active students enrolled in

the Management Study Program, Faculty of Economics and Business, Nias Raya University. Considering that the population size was relatively large and dynamic, the exact number of the population was not determined (Shalgimbekova, et al, 2024). Therefore, a non-probability sampling technique with a purposive sampling method was applied to ensure that respondents met specific criteria relevant to the research objectives (Sugiyono, 2022). The sample consisted of 30 active Management students who were currently taking courses with academic assignments and were willing to complete the questionnaire fully. The sample size was determined based on the Central Limit Theorem, which states that a sample size of 30 or more is sufficient to approximate a normal distribution and meet the minimum requirements for parametric statistical analysis, particularly simple linear regression.

Data analysis was conducted through several stages, including instrument testing, classical assumption testing, and hypothesis testing (Jiang, et al, 2024). Instrument validity was assessed using Pearson's Product Moment correlation, while reliability was tested using Cronbach's Alpha to ensure internal consistency. Classical assumption tests included the normality test using the Kolmogorov–Smirnov method, linearity testing through analysis of variance (ANOVA), and heteroskedasticity testing using scatterplots and the Glejser test. The hypothesis was tested using simple linear regression analysis to determine the direction and magnitude of the effect of learning motivation on student performance. Furthermore, the significance of the regression coefficient was examined using a t-test, and the coefficient of determination ($R^2$) was calculated to measure the proportion of variance in student performance explained by learning motivation.

## FINDINGS AND DISCUSSION

### Findings

#### 1. Validity and Reliability Test of Learning Motivation Variable (X)

Based on the results of the validity test conducted on 30 respondents, the r-table value was 0.361 at a significance level of 0.05. The analysis shows that all statement items numbered 1 to 8 have r-calculated values greater than r-table (r-count > r-table). This indicates that all questionnaire items measuring the learning motivation variable are valid, as the correlation coefficients are positive and exceed the minimum validity threshold.

Furthermore, the reliability test results show that the Cronbach's Alpha coefficient for the learning motivation variable is 0.928, which is greater than the minimum acceptable value of 0.60. This result indicates that the learning motivation instrument has very high internal consistency and is therefore reliable for further analysis.

#### 2. Validity and Reliability Test of Student Performance Variable (Y)

The validity test for the student performance variable was also conducted using data from 30 respondents, with an r-table value of 0.361 at a 0.05 significance level. The results reveal that all statement items numbered 1 to 10 have r-calculated values exceeding r-table. Thus, all items measuring student

performance are declared valid, as they demonstrate positive and sufficient correlation coefficients.

The reliability test for the student performance variable produced a Cronbach's Alpha value of 0.928, which is higher than the required minimum of 0.60. This finding confirms that the instrument used to measure student performance is reliable and suitable for use in statistical analysis.

## 3. Classical Assumption Tests

### a. Normality Test

The normality of the regression residuals was tested using the One-Sample Kolmogorov–Smirnov test. The results are presented in Table 1.

**Table 1. Normality Test (One-Sample Kolmogorov–Smirnov Test)**

| Description | Value |
|---|---|
| N | 30 |
| Test Statistic | 0.159 |
| Asymp. Sig. (2-tailed) | 0.051 |

*Source: Processed by the Researcher (2025)*

The Kolmogorov–Smirnov test shows that the Asymp. Sig. value is 0.051, which is greater than 0.05. This indicates that the residuals are normally distributed. Therefore, the normality assumption of the regression model is fulfilled. To further support this result, a histogram and a Normal P–P Plot were examined.

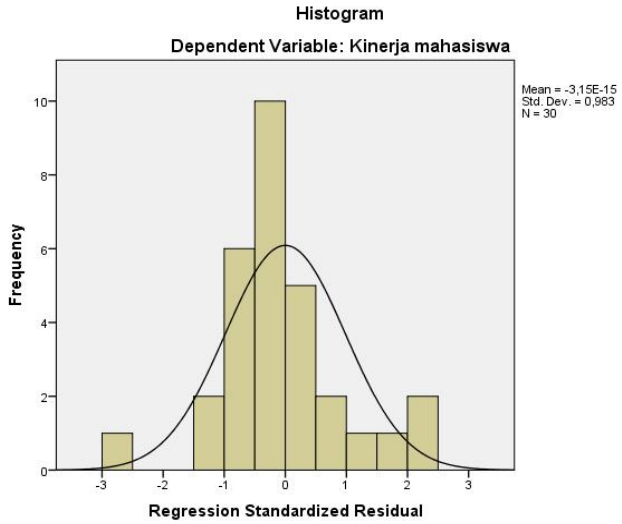


**Figure 1. Histogram of Residuals**

*Source: Processed by the Researcher (2025)*

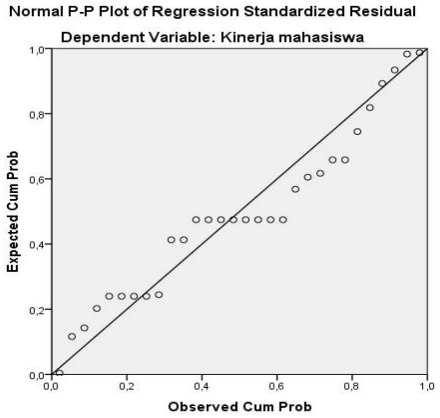


**Figure 2. Normal P–P Plot of Regression Standardized Residuals**

*Source: Processed by the Researcher (2025)*

The histogram displays a symmetric distribution forming a bell-shaped curve, while the points in the Normal P–P Plot closely follow the diagonal line. These graphical results confirm that the residuals are normally distributed.

### b. Linearity Test

The linearity test was conducted to examine whether the relationship between learning motivation (X) and student performance (Y) is linear. The test results are presented in Table 2.

**Table 2. Linearity Tes**

| Source of Variance | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups (Combined) | 429.050 | 12 | 35.754 | 18.750 | .000 |
| Linearity | 386.895 | 1 | 386.895 | 202.896 | .000 |
| Deviation from Linearity | 42.155 | 11 | 3.832 | 2.010 | .095 |
| Within Groups | 32.417 | 17 | 1.907 | | |
| Total | 461.467 | 29 | | | |

*Source: Processed by the Researcher (2025)*

The deviation from linearity value obtained was 0.095, which is greater than 0.05. This result indicates that there is no deviation from linearity, meaning that the relationship between learning motivation and student performance is linear. Thus, the assumption of linearity is satisfied, and simple linear regression analysis can be applied.

### c. Heteroskedasticity Test

The heteroskedasticity test was conducted using a scatterplot of the residuals.

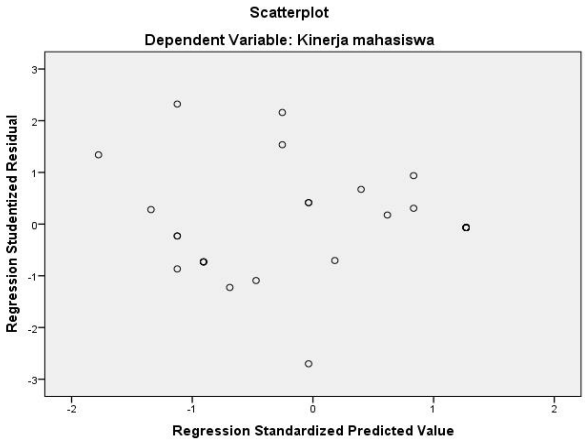


**Figure 3. Heteroskedasticity Test (Scatterplot)**

*Source: Processed by the Researcher (2025)*

The scatterplot shows that the data points are randomly distributed, do not form a specific pattern, and are spread both above and below the zero line on the Y-axis. This indicates that there is no heteroskedasticity problem in the regression model. Therefore, the assumption of homoscedasticity is met.

### 4. Simple Linear Regression Analysis

The results of the simple linear regression analysis are presented in Table 3.

**Table 3. Regression Equation**

| Model | Variable | Unstandardized Coefficients (B) | Std. Error | Standardized Coefficients (Beta) | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 5.355 | 2.928 | — | 1.829 | .078 |
| | Learning Motivation | 0.795 | 0.066 | 0.916 | 12.053 | .000 |

*Source: Processed by the Researcher (2025)*

The regression equation obtained is as follows:

Y=5.355+0.795XY = 5.355 + 0.795XY=5.355+0.795X

This equation can be interpreted as follows:

a. When the learning motivation variable (X) is zero, the student performance score (Y) is 5.355, indicating a constant level of performance.
b. An increase of one unit in learning motivation leads to an increase of 0.795 units in student performance.
c. This result indicates that learning motivation positively contributes to improving student performance in completing course assignments.

## 5. Hypothesis Testing (t-Test)

The partial hypothesis test was conducted using the t-test, as shown in Table 4

**Table 4. Partial Test (t-Test)**

| Model | Variable | Unstandardized Coefficients (B) | Std. Error | Standardized Coefficients (Beta) | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 5.355 | 2.928 | – | 1.829 | 0.078 |
| | Learning Motivation | 0.795 | 0.066 | 0.916 | 12.053 | 0.000 |

*Source: Processed by the Researcher (2025)*

The results show that the calculated t-value (t-count) is 12.053, while the t-table value at a 5% significance level is 1.701. Since t-count is greater than t-table, the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_1$) is accepted. This means that learning motivation has a significant effect on student performance in completing course assignments. In other words, higher learning motivation leads to better student performance.

## 6. Coefficient of Determination ($R^2$)

The coefficient of determination test results are presented in Table 5.

**Table 5. Coefficient of Determination ($R^2$)**

| R | R Square | Adjusted R Square |
|---|---|---|
| 0.916 | 0.838 | 0.833 |

*Source: Processed by the Researcher (2025)*

The R Square value of 0.838 indicates that learning motivation explains 83.8% of the variance in student performance. The remaining 16.2% is influenced by other factors not included in this research model.

## Discussion

The findings of this study demonstrate that learning motivation has a positive and significant effect on student performance in completing course assignments. The results of the simple linear regression analysis indicate that learning motivation contributes substantially to student performance, as shown by the positive regression coefficient and the high t-value. This finding confirms the main hypothesis of the study and suggests that students with higher levels of learning motivation tend to perform better in fulfilling academic responsibilities. These results reinforce the view that motivation is a critical determinant of academic success in higher education.

The strong influence of learning motivation on student performance is consistent with motivational learning theories that emphasize the role of internal and external drives in sustaining learning behavior. Ahmad (2021) states that motivation is an essential condition of learning, without which optimal learning outcomes are difficult to achieve. Similarly, Talbi & Ouared (2022) explains that motivation functions to initiate, direct, and maintain goal-oriented behavior. In the context of this study, motivated students are more likely to demonstrate persistence, effort, and responsibility in completing academic assignments, which ultimately leads to better performance.

Furthermore, the high coefficient of determination ($R^2$ = 0.838) indicates that learning motivation explains a substantial proportion of variance in student performance. This finding aligns with the work of (Yu et al., 2022), who argue that motivational components particularly self-efficacy, intrinsic value, and emotional regulation play a central role in determining students' engagement and achievement. Students who believe in their ability to complete tasks (self-efficacy) and perceive learning activities as meaningful (intrinsic value) tend to invest more cognitive and behavioral effort, which is reflected in higher academic performance.

The results of this study are also supported by Astin's (1993) theory of student involvement, which emphasizes that academic performance is strongly influenced by the extent to which students are psychologically and behaviorally involved in academic activities. Learning motivation acts as an internal driver that encourages such involvement, including attending classes, participating in discussions, and completing assignments on time. When motivation is high, students allocate more time and energy to academic tasks, thereby enhancing their overall performance.

However, although learning motivation accounts for a large proportion of student performance, this study also indicates that 16.2% of the variance is explained by other factors not included in the research model. This finding suggests that student performance is a multidimensional construct influenced not only by motivation but also by other variables such as teaching quality, learning environment, academic support systems, and individual differences. Previous studies e.g. Berhanu & Sewagegn (2024), highlight that campus climate and instructional practices also contribute significantly to academic outcomes. Therefore, future research is encouraged to incorporate additional variables to obtain a more comprehensive understanding of factors affecting student performance in higher education.

## CONCLUSION

This study concludes that learning motivation has a positive and significant effect on the performance of Management students at Nias Raya University in completing course assignments. The results of the simple linear regression analysis indicate that higher levels of learning motivation lead to better student performance, as reflected in increased responsibility, persistence, and effectiveness in completing academic tasks. The findings confirm that learning motivation is a key factor influencing academic performance and plays a crucial role in supporting successful learning outcomes in higher education.

Furthermore, the high coefficient of determination demonstrates that learning motivation explains a substantial proportion of the variance in student performance, although other factors also contribute to academic outcomes. This suggests that efforts to improve student performance should not only focus on enhancing motivation but also consider complementary factors such as instructional quality, learning environment, and academic support systems. Therefore, universities and lecturers are encouraged to implement learning strategies that foster students' motivation in order to improve academic

performance and overall educational quality.

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