

THE INFLUENCE OF LECTURERS' TEACHING ABILITY AND ORGANIZATIONAL CLIMATE TOWARD MIDSHIPMAN'S LEARNING MOTIVATION AND MIDSHIPMAN'S LEARNING OUTCOME IN POLYTECHNIC SEAMANSHIP MAKASSAR

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**THE INFLUENCE OF LECTURERS' TEACHING ABILITY AND
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LEARNING MOTIVATION AND MIDSHIPMAN'S LEARNING
OUTCOME IN POLYTECHNIC SEAMANSHIP MAKASSAR**

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ABSTRACT

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This research has some objectives. First, it aims at finding out the influence of lecturers' teaching ability, organizational climate, learning motivation toward midshipman's learning outcome. Second, it aims at finding out the influence of lecturers' teaching ability toward midshipman's learning outcome. Third, it aims at finding out the influence of learning motivation toward midshipman's learning outcome. Fourth, it aims at finding out the influence of organizational climate toward learning motivation. Fifth, it aims at finding out the influence of lecturers' teaching ability toward learning motivation. Sixth, it aims at finding out the influence of organizational climate toward the learning outcome. This research was a survey research using quantitative approach. This research was conducted in Polytechnic Seamanship Makassar at Jl. Tentara Pelajar No 173 Makassar. The population was the whole eighth-grade midshipmen consisting of 122 midshipmen, and samples consist of 48 midshipmen. There were three variables in this research namely independent. (1) and organizational dependent, and controlled variable. Independent variable consisted of lecturers' teaching ability. climate (X2). The controlled variable was learning motivation (Y). The dependent variable was the learning outcome (Z). Data collection techniques were the scale of lecturers' teaching ability, organizational climate, learning motivation, and documentation of the learning outcome. The data were analyzed using path analysis. This research found that lecturers' teaching ability, organizational climate, and learning motivation can affect midshipmen learning outcome. Learning motivation can mediate the lecturers' teaching ability and organizational climate toward midshipman's learning outcomes.

Key words: lecturers' teaching ability, organizational climate, learning motivation, learning outcome

1. INTRODUCTION

The quality of teaching and learning activities in Polytechnic Seamanship Makassar is determined by the ability of lecturer in teaching. As an educator, the lecturer must continuously observe the fundamental aspects of teaching and learning activities. Teaching and learning activities must be interactive, and pedagogical aspects should exist. Therefore, the problem of lecturers' teaching ability needs to get attention. The lecturers' teaching ability will give an impact to the quality of teaching and learning.

Other factors that largely determine the outcome of a process is organizational climate. The organizational climate is essential to be created because it is a person's perception of something that is given by the organization. In addition, it also served as the basis for the determination of the behavior of a member in the future. The climate is determined by how well a member is directed, built and valued by the organization.

The lecturers' teaching ability and organizational climate have multi-dimensional effects that influence the learning motivation and the learning outcome in the process of teaching and learning. For example, midshipman housing environment, the role of parents, facilities, and creativity of midshipman. However, besides the above basic components, there are other factors that influence the learning motivation. They are lecturers' teaching ability and organizational climate. Lecturers' teaching ability is a highly influential factor in the success of a lecturer in teaching and learning process.

Thus, lecturers must be able to create an organizational climate that can support the development of education, including in fostering midshipman's motivation. They are required to display the ideal teaching ability in the process of teaching and learning.

There are so many problem statements in this research, as follows.

- 1) How are the lecturers' teaching ability, the organizational climate, the learning motivation, and the learning outcome?
- 2) Is there any influence of the lecturers' teaching ability toward learning outcome?
- 3) Is there any influence of learning motivation toward learning outcome?
- 4) Is there any influence of organizational climate toward learning motivation?
- 5) Is there any influence of lecturers' teaching ability toward learning motivation?
- 6) Is there any influence of organizational climate toward learning outcome?

There are also some objectives of this research. First, it aims at finding out the influence of lecturers' teaching ability, organizational climate, learning motivation toward midshipman's learning outcome. Second, it aims at finding out the influence of lecturers' teaching ability toward midshipman's learning outcome. Third, it aims at finding out the influence of learning motivation toward midshipman's learning outcome. Fourth, it aims at finding out the influence of organizational climate toward learning motivation. Fifth it aims at finding out the influence of lecturers' teaching ability toward learning motivation. Sixth, it aims at finding out the influence of organizational climate toward learning outcome.

2. REVIEW OF RELATED LITERATURE

Learning Outcome

Learning outcome is a new response to behavior. The new response has the same definition of the new behavior (knowledge attitudes and skills) [1]

The learning outcome is an internal event in the sense of something that happened in a person. The event is started from the existence of cognitive changes that then take effect on behavior. Thus, the person's behavior is based on the level of knowledge of something that is learned which can be known through the test. The learning outcome appears in the form of real value or non-real value [2].

Lecturers' Teaching Ability

There are some indicators of lecturers' teaching ability. They are mastering learning materials, the use of language, the use of teaching methods, the use of teaching media, interest in learners, interest to clever learners, interest to dumb learners, not being discriminate toward the students, giving the task in accordance with the subject matter, fair in giving value to the learners, understanding the limitation of learners ability, is having a sense of humor, the neatness of dress, mastering class order, and teaching effectively [3]. Teaching is an activity that organizes the environment as well as possible so that it creates an opportunity for learners to learn effectively [4].

Learning Motivation

Definition of motivation in the Dictionary of Contemporary Indonesian Language is the desire or impulse arising from a person either consciously or unconsciously to do something specific with the goal of actions [5]. A motif is a behavior or an inducement [6]. The motif is any resource that encourages someone to do something [7]. Motivation is the situation in the individual that encourages him to do something in achieving specific objectives [8]. Motivation is a change in a person's energy which is characterized by the appearance of feeling and was preceded by the response of any purpose [9]. In order to stimulate learning motivation, a lecturer should always pay attention to the following things. First, a lecturer, should be able to optimize the application of learning principles. Second, a lecturer should be able to optimize the dynamic elements in learning [10].

Organizational Climate

Organizational climate is the quality of the internal environment of the organization, which is relatively continued. Members of the organization experience it, and it affects the behavior. In addition, it can be represented by a set of characteristics or the nature of the organization [11].

Theoretical Framework

The lecturer has an influence on the learning outcome. Learning outcomes is the result of a combination of several items, namely a goal, learning materials, curriculum, behavior, and teaching ability of lecturer. The achievement will be better if students have high motivation. There is a relation between midshipman's learning motivation and the ability to teach performed by the lecturer in teaching and learning process. Whether midshipman is satisfied or not with the teaching ability of lecturers will be the driving force for a midshipman. Therefore, the midshipman will be motivated or not depending on the

lecturer ability of teaching. If teaching ability performed by the lecturer in the learning process complies with the expectation of the midshipman, the midshipman will be motivated to learn properly. Thus, it is thought that there is a positive relationship between the learning outcome, teaching ability of the lecturer, organizational climate, and learning motivation.

Hypothesis

There are some hypotheses in this research. First, there is a positive influence on teaching abilities of lecturers toward learning outcomes of midshipmen in Polytechnic Seamanship Makassar. Second, the lecturer ability of teaching has a direct influence on the learning outcome and indirect influence on the learning motivation. Third, the organizational climate has a direct influence on the learning outcome and indirect influence on the learning motivation. Fourth, the learning motivation has an influence on the learning outcome.

3. METHODS

This research was a survey research using quantitative approach. This research was conducted in Polytechnic Seamanship Makassar at Jl. Tentara Pelajar No 173 Makassar. The population was the whole eighth-grade midshipmen consisting of 122 midshipmen, and samples consist of 48 midshipmen. There were three variables in this research namely independent, dependent, and controlled variable. Independent variable consisted of lecturers' teaching ability (X1) and organizational climate (X2). The controlled variable was learning motivation (Y). The dependent variable was the learning outcome (Z). Data collection techniques were the scale of lecturers' teaching ability, organizational climate, learning motivation, and documentation of learning outcomes. The data were analyzed using path analysis.

4. RESULTS AND DISCUSSION

1 The Influence of Lecturers' Teaching Ability toward Learning Motivation

The testing result of hypothesis 1 proves that teaching ability of lecturer has a positive and significant effect on learning motivation. It means that if the lecturer has a great ability, the learning motivation will also be increased and vice versa. The coefficient of determination is 0.640 or 64%. It means that there is 64% of learning motivation variables that can be explained by the variable of Lecturers' ability. The rest ($100\% - 64\% = 36\%$) is explained by other factors. Pearson Correlation coefficient value (0.896) shows that the relationship between the lecturer ability and learning motivation is powerful. It means that any change that either increases or decreases in the lecturer ability will influence the increase or decrease in learning motivation. The total influence of the lecturer ability toward the learning motivation is 0.640 or 64%.

The Influence of Organizational Climate toward Learning Outcome

The testing result of hypothesis 2 proves that organizational climate has a positive and significant influence on the learning motivation. It means that if the organizational climate increases, the learning motivation will also increase. The coefficient of determination is 0.318 or 31,8%. It means that there are 31,8% of organizational climate variable that can be explained by learning motivation. The rest ($100\% - 31,8\% = 68,2\%$) is explained by other factors. Pearson Correlation coefficient values 0.838 shows that there is a high relationship between organizational climate and learning motivation. It means that any change that either increases or decreases on organizational climate will influence the increase or decrease in learning motivation. The organizational climate in Polytechnic Seamanship Makassar will be increased if there is a high motivation.

1 The Influence of Lecturers' Teaching Ability toward Learning Outcome

The testing result of hypothesis 3 proves that lecturers' teaching ability has a positive and significant influence on the learning outcome. It means that if the lecturers' teaching ability increases, the learning outcome will also increase. The coefficient of determination is 0.115 or 11,5%. It means that there are 11,5% of lecturers' teaching ability variable that can be explained by the learning outcome. The rest ($100\% - 11,5\% = 88,5\%$) is explained by other factors. Pearson Correlation coefficient values 0.906 shows that there is a powerful relationship between lecturers' teaching ability and learning outcome. It means that any change that either increases or decreases in lecturers' teaching ability will influence the increase or decrease in learning outcome. The total influence of the lecturer ability toward the learning motivation is 0,115 or 11,5%.

The Influence of Organizational Climate toward Learning Outcome

The testing result of hypothesis 4 proves that organizational climate has a positive and significant influence on the learning outcome. It means that if the organizational climate increases, the learning outcome will also increase. The coefficient of determination is 0,134 or 13,4%. It means that there are 13,4% of learning outcome variable that can be explained by organizational climate. The rest ($100\% - 13,4\% = 86,6\%$) is explained by other factors. Pearson Correlation coefficient values

0.864 shows that there is a powerful relationship between organizational climate and the learning outcome. It means that any change that either increases or decreases on organizational climate will influence the increase or decrease in learning outcome.

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The Influence of Learning Motivation toward Learning Outcome

The testing result of hypothesis 5 proves that learning motivation has a positive and significant influence on the learning outcome. It means that if the learning motivation increases, the learning outcome will also increase. The coefficient of determination is 0,759 or 75, 9%. It means that there are 11, 5% of learning outcome variable that can be explained by learning motivation. The rest (100% -11,5% = 88, 5%) is explained by other factors. Pearson Correlation coefficient values 0,975 shows that there is a powerful relationship between the learning motivation and learning outcome. It means that any small change that either increases or decreases in lecturers' teaching ability will influence the increase or decrease in learning outcome. The total influence of the lecturer ability toward the learning motivation is 0,759 or 75, 9%.

Learning Motivation Mediates the Influence of Lecturer Ability toward Learning Outcome

The testing result of hypothesis 6 proves that learning motivation mediates the influence of lecturer ability toward learning outcome. It means that if the lecturer ability increases, the learning outcome will also increase and vice versa. The coefficient of determination is 0,115 or 11, 5%. It means that there are 11, 2% of lecturer ability variable that can be explained by the learning outcome. Pearson Correlation coefficient values 0,898 shows that there is a powerful relationship between lecturer ability and learning outcome. It means that any small change that either increases or decreases in lecturers ability will influence the increase or decrease in learning outcome. The total influence of the lecturer ability toward the learning outcome is 0,759 or 75, 9%.

The indirect influence of the lecturer ability toward the teacher performance with the mediation of the learning motivation has a greater influence. The indirect influence is 0,486 or 48.6%. Therefore, the total influence of the lecturer ability toward the learning outcome with the mediation of the learning motivation is (48.6%) of + 11.5% = 60.1%. The rest (100% - 60.1% = 39.9%) is explained by other factors. The lecturer ability has direct and indirect influence on the learning outcome of the mediation of the learning motivation.

Learning Motivation Mediates the Influence of Organizational Climate toward Learning Outcome

The testing result of hypothesis 7 proves that learning motivation can mediate the influence of organizational climate that is positive and significant for the learning outcome. It means that if the organizational climate increases, the learning outcome will also increase and vice versa. The coefficient of determination is 0,134 or 13, 4%. It means that there are 13.4% of learning outcome variable that can be explained by organizational climate. The rest (100% -13.4% = 86. 6%) is explained by other factors. Pearson Correlation coefficient values 0,864 shows that there is a powerful relationship between organizational climate and the learning outcome. It means that any small change that either increases or decreases on organizational climate will influence the increase or decrease in learning outcome. The total influence of the lecturer ability toward the learning outcome is 0,759 or 75, 9%.

The indirect influence of the organizational climate toward the learning outcome with the mediation of the learning motivation has a greater influence. The indirect influence is 00,241 or 24, 1%. Therefore, the total influence of the lecturer ability toward the learning outcome with the mediation of the learning motivation is (13, 4% + 24. 1%) = 37, 5%. The indirect influence that is greater than the direct influence proves that the learning motivation can mediate the influence of organizational climate toward the learning outcome.

5. CONCLUSION

- 1) Lecturer ability has a positive and significant influence on learning motivation in Polytechnic Seamanship Makassar.
- 2) Organizational climate has a positive and significant effect on the learning motivation in Polytechnic Seamanship Makassar.
- 3) Lecturer ability has a positive and significant influence on learning outcome in Polytechnic Seamanship Makassar.
- 4) Organizational climate has a positive and significant effect on learning outcome in Polytechnic Seamanship Makassar.
- 5) Learning motivation has a positive and significant effect on learning outcome in Polytechnic Seamanship Makassar.
- 6) Learning motivation can mediate the influence of lecturer ability toward learning outcome in Polytechnic Seamanship Makassar.
- 7) Learning motivation can mediate the influence of organizational climate toward learning outcome in Polytechnic Seamanship Makassar.

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