



## The Influence of Motivation, Responsibility, Courage and Lecturer Teaching Performance on Student Satisfaction in Higher Education

Wahyu <sup>1</sup>, Fatimah <sup>\*1</sup>, Sarbaini <sup>1</sup>

<sup>1</sup> Program of Pancasila and Civic Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, 70123, Indonesia.

### Abstract

Students have always been looking for the best colleges or universities to continue their studies. These prospective students will try to find references by having one of them seek information from students who are currently at or have studied at the intended college or university. One of the factors they asked about was learning satisfaction at the intended college or university. Student learning satisfaction depends on several variables: student motivation, student responsibility, student courage in learning, and the lecturer's teaching performance. Based on this, the present research aimed to examine the four variables that have influence on student learning satisfaction, individually and in a group. The research used a quantitative approach and was conducted on students and lecturers at the Universitas Lambung Mangkurat, one of the state universities in Banjarmasin, South Kalimantan Province in Indonesia. The sample consisted of 83 participants, was studied using a descriptive correlational research model, and was drawn using a simple random sampling technique. Data were obtained through questionnaires and document studies and then analyzed using a regression model using IBM SPSS Statistics 20.0. The findings revealed that student motivation, student responsibility, student courage in learning, and lecturer teaching performance positively and substantially affected student learning satisfaction at the Faculty of Teacher Training and Education of Universitas Lambung Mangkurat, either partially or simultaneously.

### Keywords:

Learning Motivation;  
Learning Responsibility;  
Courage;  
Teaching Performance;  
Lecturer;  
Student Satisfaction.

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## 1- Introduction

The global challenges faced by every country today call for competent human resources for each sector and, of course, for the varying fields [1], including the education sector, which faces disruption ranging from illnesses to advanced technology. The varying global challenges call for recruiting competent human resources [2], including lecturers, because the world is facing faster digital transformations [3], which require the teaching staff to possess IT-related teaching abilities [4]. This paper focuses on students' satisfaction due to the prevailing trend today regarding their perceptions and choices. Studies have revealed that most institutions of learning around the globe take students' responses regarding institutional rating and academic life seriously because the students' responses have become a measuring load to satisfaction [5]. The lecturer became the object of discussion because they are the primary motivators and sources of educational learning, and their role is pivotal in influencing students' success and achievement [6].

Lecturers influence students' perceptions in all ways because they are tasked with the function of helping students become better citizens who are competitive in the face of globalization within the daily running of the varying activities, including in the area of STEM, information and communication technologies, cultural and other social innovations,

\* **CONTACT:** [ulmfatimah@gmail.com](mailto:ulmfatimah@gmail.com)

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including citizenship studies. Based on this, studies have revealed several factors that may influence a lecturer's performance [7, 8], and they also affect students' learning outcomes, hence their satisfaction.

To scale down the challenges faced, Frinaldi et al. [9], Giroux [10], and Tirtarahardja [11] argue that various efforts and development strategies are needed to improve student skills' quality and mastery. On the other hand, if educational institutions are to ensure there is sustainable transformation and change among students as future leaders [12–14]. Concerning Indonesia's policies, education requirements in the current industry 4.0 era with the desire to adopt IoT amidst rapid technological transformations are consistent with Article 35 of the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education Standards, which comprise standards for content, process, graduate competency, education staff competency, facilities, management, funding, and the evaluation process in education. All these aspects require continuous improvement. With the current global competition, competency requirements for educators are unavoidable due to the desire to produce able and high-quality human resources for the country. Concerning this, the government of Indonesia put a regulation in place, Regulation No. 19 of 2005, about lecturers as learning agents who must possess the pedagogical, personal, professional, and social competencies needed as the basis for national growth and development [15–17].

In higher education, lecturers are essential agents that drive the educational process. Their competencies must be more comprehensive than those of educators (teachers) in primary and secondary schools. Lecturers produce human resources directly involved in various key roles and aspects of life, including economics, politics, and the social environment [4, 10]. In line with this, Akbar & Parvez [1] and Hershatter and Epstein [12] argued that lecturers generally must meet capability and loyalty requirements. They must possess a high level of competence and skills in the subjects they teach and a theoretical understanding of 'good' teaching, which includes planning, implementing, and evaluating education and teaching loyalty. Furthermore, a good lecturer must meet seven criteria: attitude, subject knowledge, teaching methods, expectations, reactions to students, and management [18].

The teaching and learning process is central to the formal education process in higher education. Many components interact during this procedure. The main components of the higher education process are lecturers, teaching materials, and students [16, 19]. The interaction between these three components includes using learning facilities, methodologies, media, and the environment to create a learning atmosphere that facilitates the achievement of learning objectives. In the learning process, lecturers transfer their knowledge to students and pay attention to the level of student satisfaction to achieve the learning objectives of each course [20, 21]. A high-quality learning process is required to produce quality education that satisfies students. The quality of the learning process is highly dependent on the competence and commitment of lecturers to the learning process, which is reflected in their teaching performance [15, 22].

The learning process consists of several activities: preparation, opening, core, and closing. This activity demands the performance of lecturers skilled in delivering materials. The student's ability to absorb and understand the material also depends on the lecturer's performance during the teaching process. The teaching performance of lecturers must produce student satisfaction, producing high-quality graduates ready to compete in the real world [6, 23]. In the teaching-learning process, students show various levels of satisfaction: some are very satisfied, some are only satisfied, almost dissatisfied, or unsatisfied. Many factors influence students' satisfaction with learning. These factors include student learning motivation, responsibility, courage, and the teaching performance of lecturers.

According to Shih and Gamon [24], students' learning motivation influences their learning achievements. Students who are highly motivated to devote their abilities to learning rather than playing. According to Wahyuni [25], learning motivation is intimately linked to learning achievement. Students who are motivated to learn will work hard in class. Students motivated by education will be diligent and successful in their studies.

The responsibility is related to values and everything functional and necessary. This is also related to norms, morals, excellent behavior, and what is not good to do. When a child already has a sense of responsibility and understands the importance of accountability for learning, it is easy to carry out the learning process itself, and understanding is no longer a burden for them. Nevertheless, it will become a fun habit [26]. Norton & Weiss [27] define courage as persistence despite fear, a continuous effort to achieve goals despite his fear. The courage referred to in this study is not an attitude or innate, but courage formed because of a condition or situation experienced. The discrepancy in taking the chosen study program created the courage for students to achieve learning satisfaction.

Enhance lecturers' performance and increase student satisfaction. Lecturer performance refers to the lecturer's ability to carry out the lecturer's work or tasks to complete a job. To assist lecturers in their performance, they must have comprehensive facilities for teaching and learning activities, as well as strong support for performance that affects student satisfaction, such as laboratories, libraries, Internet networks, Liquid Crystal Displays (LCD), and other academic service facilities and extracurricular activities.

Based on these four parameters, this study examines and describes how satisfied students are with their learning. Based on this phenomenon, the researcher hopes to investigate the impact of lecturers' motivation, responsibility, courage, and teaching performance on student satisfaction.

## 2- Literature Reviews

### 2-1- Learning Motivations

According to Kertamuda [17], learning motivation is an incentive for a person to reach the intended goal, which is a learning goal. Learning motivation is the desire to achieve objectives or complete difficult tasks that originate from the desire to succeed, achieve goals, or complete difficult tasks. Elliot [8] and Uno [28] defines learning motivation as “internal and external encouragement for pupils learning to modify their behavior, with numerous signs or supporting aspects.” According to Uno [28], learning motivation can be divided into the following categories: an intense desire to succeed is a strong desire and need to learn. There are aspirations and hopes for the future and a sense of accomplishment in education. e. Learning is full of exciting activities and a conducive learning environment, allowing students to learn effectively.

### 2-2- Learning Responsibilities

Student learning responsibility is important because a student can have greater worth. Tirtarahardja [11] defines responsibility as “the courage to determine that an act is following the demands of human nature and that the act was only carried out because of that,” so that whatever punishments are imposed (by conscience, society, or religious rules), they are accepted fully informed and willingly. Carrying out a job or obligation in the family, at school, or working wholeheartedly and giving all [29]. As students, many obligations must be accounted for. Examples include tasks provided by lecturers, responsibility for learning, responsibility for completing lectures until graduation, responsibility for taking care of themselves, and many more responsibilities that must be carried out as a student. Students responsible for their existence will be aware of and fulfill their obligations with pleasure. Students with low responsibilities will not be able to achieve high achievement.

### 2-3- Courage (Bravery)

Courage takes calculated risks to make timely and correct decisions [9]. The nature of a person’s courage is not predetermined at birth; however, this quality can be developed by establishing an environment favorable to feeling comfortable and confident. Courage is a decision whose source comes from ourselves, which can be channeled to reach our calling, dreams, hopes, and goals. Courage is not just the opposite of fear but has a much deeper meaning. We can choose courage in all life situations we experience. Achieving life’s goals is impossible. Without courage, a person will be easily discouraged when faced with challenges and obstacles that inevitably arise when walking towards life’s goals.

Throughout the learning process, student courage is required to ensure the success of the teaching and learning process. Students’ courage to ask questions can be used to dig up information and confirm what they know and what they have caught during the learning process while directing all attention to what they did not understand [7].

### 2-4- Lecturer Performance

Byars & Rue [5] note that "performance refers to the achievement of the tasks that make up an individual’s job." Talbot [30] has a different view of performance, seeing it as a combination of ability and motivation. Capacity refers to a person’s skills to perform specific tasks, whereas motivation refers to the desire to perform and willingness to work. Individuals will perform a task well if they have the ability and motivation (desire) to do so. The teaching performance of lecturers is a behavior or response that results from what they do in completing specific tasks. Lecturer teaching performance refers to all activities carried out by lecturers to achieve a particular outcome or goal. Sudjana [31] notes that lecturer performance includes various skills/behaviors, including teaching, evaluation, coaching, communication, skills in using learning media, motivating students, designing or planning lessons, delivering learning, and evaluating learning outcomes.

### 2-5- Student Satisfaction

Babin & Griffin [3] defined satisfaction as an emotion that results from assessing a series of experiences. This evaluation assessment consists of several processes that trigger effective responses. The most important aspect of this is that the response is emotional. According to Kotler [32], satisfaction refers to a person’s happiness or disappointment from comparing a product’s perceived performance (or outcome) with his expectations. The meaning of satisfaction is closely related to valence. Valence is an individual’s power to choose a particular outcome. An individual will experience satisfaction if he has a positive valence regarding what he does.

Based on this viewpoint, it is possible to conclude that students’ learning pleasure is the emotional state of their participation in all learning activities. This emotional state can be reflected in speech, attitudes, and actions. Statements, attitudes, and actions are displayed as satisfaction or dissatisfaction.

### 2-6- Framework

The dependent variable with the letter (Y) is student satisfaction, and the independent variable uses letter notation (X1-X4), namely, motivation, responsibility, courage, and lecturer performance.

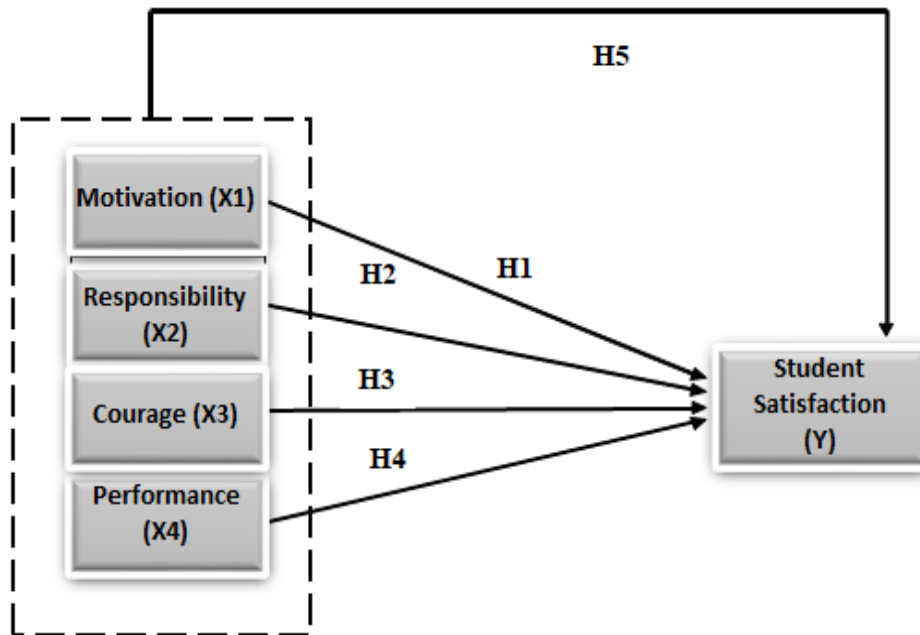


Figure 1. Research framework

### 2-7- Hypothesis

The research hypothesis is written as follows following the study framework:

**H1:** Learning motivation has a small but significant impact on student satisfaction.

**H2:** Student happiness is influenced by responsibility in a partial and major way.

**H3:** Courage has a small but considerable impact on student satisfaction.

**H4:** The performance of lecturers has both a small and significant effect on how satisfied students are.

**H5:** All four independent variables have significant and concurrent effects on student satisfaction.

## 3- Method

This descriptive correlational study aimed to paint a clear picture of the impact of a lecturer's teaching performance on student satisfaction at the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, South Kalimantan Province, Indonesia. The research subjects were university students. The population consisted of 1896 students, and samples were drawn using a simple random sampling technique [33] with a sample size of 83 students using simple random sampling.

The study instrument was created to determine how satisfied students were with their lecturer's performance. Since this study aims to determine the variables that affect student satisfaction, it examines and analyses what influences it. Data were collected via questionnaires and documents, and inferential statistical techniques were used to investigate the data. Measurement of questionnaire instruments in this study using a Likert measurement scale. The research data obtained by the document analysis were analyzed using the content analysis method. The main goal of content analysis is to reach the concepts and relationships that can explain the collected data. The basic process in content analysis is to bring together similar data within the framework of specific concepts and themes and interpret them by organizing them in a way that readers can understand. The data were analyzed with the IBM SPSS Statistics 2.0 software. The statistical strategy employed in this investigation was multiple regression analysis. This method determined the relationship between the independent and dependent variables. The independent variables in this study were student motivation, student responsibility, student courage in learning, and the lecturer's teaching performance. The dependent variable in this study was student satisfaction.

## 4- Results

### 4-1- Test for Validity and Reliability

This test aimed to determine the accuracy of the 'size function of the measuring instrument. In this study, IBM SPSS Statistics 20.0 program was used for analysis, and each question item had a loading factor of 0.5. If the correlation price is less than 0.5, it can be concluded that the instrument's item is invalid and must be corrected or discarded.

The Cronbach's alpha coefficient was employed in this study to examine the reliability of a questionnaire that indicates a variable or construct. Cronbach's alpha is the most common inter-item reliability consistency testing procedure, and it produces a flawless reliability consistency index; the greater the alpha coefficient, the better the instrument's measurement.

The results of the research instrument test showed that students' learning motivation, responsibility, courage, teaching performance of lecturers, and student satisfaction were valid because the value of the r table was  $0.216 < r$  count. Everything is said to be reliable for the reliability test because Cronbach's alpha value is greater than 0.60.

#### 4-2-The Classical Assumption Test

The classical assumption test detects whether a linear regression model using ordinary least squares (OLS) contains classical assumption problems. The classical assumption denotes the conditions that must be met for the OLS linear regression model to be considered a valid estimator. Conventional hypothesis testing was used to ensure that the regression equation was correct, consistent, and unbiased.

According to the normality test results, the p-value of one sample, Kolmogorov–Smirnov, was 0.779, which was greater than the significant value of 0.05. Thus, it can be concluded that the regression model had a normal distribution. The multicollinearity test revealed that all the variables had a VIF value of less than 10, indicating that multicollinearity did not occur in this study. The heteroscedasticity test results showed no heteroscedasticity in the regression model based on students' learning motivation, responsibility, courage, lecturer teaching performance, and student satisfaction. This is demonstrated by the fact that all variables show the value of  $t$ -table  $>$   $t$ -count.

#### 4-3-Analysis of Multiple Linear Regressions

Several steps were conducted to determine the link between the independent and dependent variables when utilizing multiple linear regression to manage the data. Table 1 shows the regression results.

**Table 1. Results of Multiple Linear Regression Analysis**

Model	Coefficients				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(constant)	-13.894	12.057			-1.150	0.251
X1	0.488	0.098	0.476		4.883	0.000
X2	0.441	0.174	0.233		2.520	0.012
X3	0.606	0.279	0.198		2.158	0.032
X4	0.633	0.221	0.272		2.847	0.004

The regression equation is obtained with the standard coefficient (beta) as follows:

$$Y = -13.894 + 0.488X_1 + 0.441X_2 + 0.606X_3 + 0.633X_4 \quad (1)$$

As illustrated in the coefficient table and regression equation above, it can be described as follows:

- 1)The positive value of the motivation coefficient  $X_1$  ( $b_1$ ) indicates that motivation  $x_1$  has a beneficial effect on student satisfaction ( $y$ ).
- 2)The coefficient of responsibility  $X_2$  ( $b_2$ ) is positive at 0.441; this indicates that the responsibility of  $x_2$  has a beneficial effect on student satisfaction ( $y$ ).
- 3)The courage  $X_3$  ( $b_3$ ) coefficient of 0.606 is positive, which means that courage  $x_3$  positively affects student satisfaction ( $y$ ).
- 4)The value of the coefficient of lecturer performance  $X_4$  ( $b_4$ ) of 0.633 is positive; this can be interpreted as lecturer performance  $x_4$  having a positive effect on student satisfaction ( $y$ ).

#### 4-4-Hypothesis Testing

Hypothesis testing is making decisions based on data analysis from controlled experiments and observations. In statistics, a result is statistically significant if it is nearly impossible for the event to be caused by coincidental factors according to a predetermined probability limit. Hypothesis testing is sometimes called the confirmation of data analysis. Decisions on hypothesis testing are almost always made based on testing the null hypothesis; this is a test to answer questions that assume the null hypothesis is true. The following is a statistical test using IBM SPSS Statistics 20.0 for hypothesis testing:

#### 4-5- T-test

A t-test was employed to determine whether student motivation, responsibility, courage in learning, and lecturer performance significantly impacted student satisfaction. The following are the partial test results based on Table 1.

The t-test findings for H1 yielded a t-count of 4.883 with a significance of 0.000. The motivation variable has a significant value below 5% (= 0.05), and the t-count value is  $4.883 > t\text{-table}$ , indicating that H1 is accepted and that motivation substantially affects student satisfaction.

The t-test findings for H2 yielded a t-count of 2.520, with a significance level of 0.012. The significant value for the responsibility variable is less than 5% (= 0.05), and the t-count value is  $2.520 > t\text{-table}$ , indicating that H2 is accepted and that responsibility substantially impacts student satisfaction.

The t-test results for H3 yielded a t-count of 2.158, with a significance of 0.032. The significance value of the courage variable' is less than 5% (= 0.05), and the t-count value is  $2.158 > t\text{-table}$ , indicating that H3 is accepted and that courage significantly affects student satisfaction.

The t-test findings for H4 yielded a t-count of 2.847 with a significance of 0.004. The significant value for the lecturer performance variable is less than 5% (= 0.05), and the t-count value is  $2.847 > t\text{-table}$ , indicating that H4 is accepted and that lecturer performance substantially impacts student satisfaction.

#### 4-6- F-test

The F-test was used to test the effect of the independent variables simultaneously (simultaneously) on the dependent variable. The results of the F-test are shown in Table 2.

**Table 2. Results of F-test Analysis**

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	767,792	4	191,947	11.299	.000(a)
Residual	1307,928	77	16,985		
<b>Total</b>	<b>2075,720</b>	<b>81</b>			

The F-test results in the table above demonstrate that lecturers are motivated, responsible, courageous, and perform well, with an F-count of 11.300 and a significance value of 0.000, which implies that the significance level is 5% (= 0.05). The F-count is  $11.299 > F\text{-table}$ , which suggests H5 is accepted, that motivation, responsibility, courage, and lecturer performance all significantly impact student satisfaction simultaneously.

#### 4-7- Coefficient of Determination

Correlation coefficients (R) reflect the degree to which an independent variable is associated with a dependent variable, and correlation coefficients (R<sup>2</sup>) indicate the contribution made by the independent variable to the dependent variable. The coefficients of determination are summarized in Table 3.

**Table 3. Coefficient of Determination Test**

Model Summary				
Model	R	R-Square	Adjusted R-Square	Std. Error of the estimate
1	0.607 <sup>a</sup>	0.369	0.335	4.119

a Dependent Variable: y

According to the summary model above, the R-value is 0.607, suggesting a high association between student motivation, responsibility, courage in learning, and lecturer's performance, with a coefficient of determination (R-Square) of 0.369. This suggests that the four dependent variables, student motivation, responsibility, courage in learning, and lecturer's performance, may account for 36.9 percent of the employee performance variables. By contrast, 63.1 percent of the variance was explained by other unknown variables.

## 5- Discussion

This study examined five hypotheses: The first hypothesis (H1) asserts that students' desire for learning has a negligible effect on their satisfaction at the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. The independent variable, learning desire, significantly affected student satisfaction (4.883) ( $p = 0.000$ ), as evidenced

by the t-test results. One may argue that These findings support H1. In other words, student motivation to learn significantly affects student satisfaction but only to a limited extent.

Learning motivation is essential because it motivates students to engage in education. The problem with motivation in learning is how to organize yourself to increase motivation. Likewise, students succeed in teaching and learning activities if they are motivated to learn. Student satisfaction in teaching and learning processes can be used as a benchmark for assessing the quality of learning. If the lecture satisfies the student, then the student will be interested in it and attend it, thus having a positive effect on student learning motivation.

Students' low learning motivation has an impact on their achievements. The level of learning motivation is believed to contribute positively to the achievement of student learning satisfaction. This means that when motivation is at an intense level, it can increase learning satisfaction and vice versa. When motivation is low, learning satisfaction will also be below. As stated by Hatta [34], achievement motivation can positively and significantly affect student satisfaction.

The second (H2) assumes that the variable of student learning responsibility partially affects student satisfaction in the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. The t-test results for the independent learning responsibility variable on student satisfaction (2.520) were significant ( $p = 0.012$ ). These findings confirmed H2. In other words, the variable of student learning responsibility has a partially significant effect on student satisfaction.

Having a sense of responsibility was closely related to students' learning satisfaction. To learn requires tremendous personal responsibility [35]. Each student has personal responsibility, meaning that the results obtained come from actions and factors within the students themselves. For example, students' success in the thesis exam is not due to luck or the affection of the lecturer but because of their sincerity in learning. There is seriousness in learning because he has a great sense of responsibility for learning. Learning responsibility is also included in oneself because it determines everyone i's awareness of their obligations as students, namely studying diligently. With sincerity in learning, one can achieve exemplary achievements later in the future; it can be profitable for itself, namely, success in life.

The third (H3) assumes that the variable of student courage partially affects student satisfaction in the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. The results of the t-test for the independent variable of learning courage on student satisfaction (2.158) were significant ( $p = 0.032$ ). It can be concluded that these findings confirm H3. In other words, the student's courage variable partially substantially affects student satisfaction.

Student courage or bravery can be seen in the courage of students to actively discuss with lecturers, such as conferring lecture materials that are not understood or maybe students have their views on certain course materials. So far, what has happened is that in lectures, lecturers are dominant in providing material, and students tend to only listen or be passive. The presence of courage, such as asking or answering questions posed by the lecturer, will undoubtedly satisfy students. In this case, the courage of students to actively participate in lectures has a positive and significant impact on student satisfaction.

The fourth hypothesis (H4) assumes that the lecturer performance variable partially affects student satisfaction in the Faculty of Teacher Training and Education of Universitas Lambung Mangkurat. The results of the t-test for the independent variable of lecturer performance on student satisfaction (2.847) were significant ( $p = 0.004$ ). Thus, the findings confirm H4. In other words, the lecturer's performance variable has a substantial partial effect on student satisfaction.

Student satisfaction with lecturers' teaching performance is an essential factor for the success of education. Satisfaction with learning indicates lecturers' success in carrying out their duties. Ensuring that students are satisfied with the lecturers' teaching performance is an essential step for students to succeed in their studies. In other words, student satisfaction reflects that the learning process was conducted as intended. Another benefit of student satisfaction with lecturers' teaching performance is that satisfied students are more likely to master the material presented. The success of lecturers in delivering materials to students gradually improves their competence. This is useful for students to prepare to enter the world of work in this era of free competition.

The fifth (H5) assumes that motivation, responsibility, courage, and lecturer performance significantly affect student satisfaction at the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. The F-test results for the simultaneous contribution of the four independent variables to student satisfaction (11.299) were significant ( $p = 0.000$ ). It can be concluded that the findings confirm H5. In other words, motivation, responsibility, courage, and lecturer performance simultaneously significantly affect student satisfaction.

## 6- Conclusion

This study aimed to examine the impact of motivation, responsibility, courage, and lecturer performance on student satisfaction at the Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, one of the state universities in Banjarmasin, South Kalimantan Province in Indonesia, with a population consisting of 1896 students and drawn using a simple random sampling technique with a sample size of 83 students. The regression analysis results

determined that student learning drive, learning responsibility, and student courage all substantially impacted student satisfaction, either partially or simultaneously. The F-test on the cumulative contribution of the four independent variables to student satisfaction ( $p = 0.000$ ) yielded significant results. These results support five hypotheses: 1) H1: Learning motivation has a small but significant impact on student satisfaction. 2) H2: Student happiness is influenced by responsibility in a partial and major way. 3) H3: Courage has a small but considerable impact on student satisfaction. 4) H4: The performance of lecturers has both a small and significant effect on how satisfied students are, 5) H5: All four independent variables have significant and concurrent effects on student satisfaction. Student satisfaction can be raised with students' learning motivation, sense of responsibility for learning, courage, and the lecturer's teaching performance at each step according to the F-test and t-test results. Each aspect has a varied impact on student satisfaction, either partially or simultaneously.

## 7- Declarations

### 7-1-Author Contributions

Conceptualization, F. S., and W.; methodology, F.; software, S.; validation, W. and S.; formal analysis, F. and S.; investigation, F. and S., W.; data curation, W., F. and S.; writing—original draft preparation, F.; writing—review and editing, W.; visualization, S. All authors have read and agreed to the published version of the manuscript.

### 7-2-Data Availability Statement

The data presented in this study are available in the article.

### 7-3-Funding

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### 7-4-Institutional Review Board Statement

Not applicable.

### 7-5-Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

### 7-6-Conflicts of Interest

The authors declare that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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