

The Effect of Learning Motivation and Academic Administration Support on Students' Academic Achievement at Lombok Business Academy

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Article Info

Article history:

Received: 8 April 2026

Publish: 1 May 2026

Keywords:

*Learning Motivation;
Academic Administration
Support;
Academic Achievement;
Higher Education.*

Abstract

This study aims to analyze the influence of learning motivation and academic administrative support on student academic achievement at the Lombok Business Academy. Student academic achievement is not only determined by cognitive abilities but also influenced by internal factors such as learning motivation and external factors such as institutional support. This study used a quantitative approach with an explanatory design. The study population was all active students of the Lombok Business Academy in the 2024/2025 academic year, with a sample of 222 respondents determined through a proportionate stratified random sampling technique. Data were collected using a closed questionnaire that had been tested for validity and reliability, then analyzed using multiple linear regression. The results showed that learning motivation and academic administrative support had a positive and significant effect on student academic achievement, both partially and simultaneously. Learning motivation had a more dominant influence than academic and administrative support. The coefficient of determination value of 0.482 indicates that 48.2% of the variation in student academic achievement can be explained by these two variables. This finding supports the self-determination theory, which emphasizes the importance of intrinsic motivation in academic achievement and the concept of service quality in the context of higher education. This study recommends strengthening programs to increase student learning motivation and optimizing digital-based academic administration systems to create a conducive learning environment.

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1. INTRODUCTION

Higher education plays a crucial role in developing qualified, competent, and competitive human resources in the era of globalization. One of the primary indicators of success in higher education is student academic achievement, often measured by the Grade Point Average (GPA) or average grade in each course (Arham, Muhammad, 2014). Academic achievement is not only a measure of individual student success but also reflects the overall quality of higher education institutions. Academic achievement is influenced by various factors, both internal to the student (internal factors), such as learning motivation, personal characteristics, study habits, self-efficacy, and initial abilities, and external factors such as facilities, family support, the learning environment, and institutional support. One internal factor that frequently receives attention in research is learning motivation. Learning motivation is considered the primary driver for students to make earnest and continuous

learning efforts, overcome obstacles, and be oriented towards achieving academic goals (Saputro, Ardiawan & Fitriawan; Marhadi et al., 2025).

Besides motivation, academic administrative support is an external factor that can also have a significant influence on student academic achievement (Manurung, Tarida, Marlin Surya, 2017). Academic administration includes various institutional services that facilitate the academic process, such as course registration, academic information systems, schedule management, academic guidance, clarity of academic procedures, and other administrative support services. Good administrative services help students avoid being distracted by bureaucratic obstacles that can hinder their focus on learning. Several studies in the context of higher education in Indonesia and abroad show that learning motivation has a significant positive relationship with academic achievement. For example, research at IKIP PGRI Pontianak showed that learning motivation significantly influences student achievement, along with other factors such as initial abilities, learning environment, and learning facilities (Saputro, Ardiawan & Fitriawan; Marhadi et al., 2025). Other studies also show that the presence of motivational support (intrinsic and extrinsic) can improve students' grades.

In addition to learning motivation, academic administrative support also contributes to student academic success. Lailatussaadah et al. (2021) showed that academic administrative services were running quite well, with professional and responsive staff providing students with the academic information they needed. Another study at the State Islamic Senior High School in Enrekang showed that the quality of academic administrative services was generally good, particularly in terms of reliability and responsiveness, guarantee (*assurance*), and empathy of service staff. However, there is still a research gap in relatively small or less established institutions, such as the Lombok Business Academy. The uniqueness of this institution, as seen in terms of student background, facilities, local academic culture, and administrative support, opens up research opportunities to understand the extent to which learning motivation and academic administrative support, both jointly and individually, influence student academic achievement in this environment.

2. LIBRARY STUDY

1. Learning Motivation: Concepts and Theoretical Foundations

Learning motivation is a psychological construct that refers to internal and external tendencies that direct, maintain, and modulate a person's learning behavior (Oktayani, 2025). *Self-Determination Theory* (SDT) was developed by Deci and Ryan (2000). This theory views motivation as existing on a continuum, ranging from intrinsic motivation to controlled extrinsic motivation. Autonomous motivation, which encompasses both intrinsic and internalized extrinsic motivation, is seen as having a stronger relationship with learning engagement, the use of adaptive learning strategies, and optimal academic achievement (Taylor et al., 2014; Kusrkar et al., 2012).

Meta-research and theoretical studies show that autonomous motivation contributes to more consistent learning efforts, the use of self-regulatory strategies, and ultimately higher academic achievement.

In addition to SDT, the cognitive-motivational literature emphasizes the role of academic self-efficacy (*academic self-efficacy*) and achievement goal orientation as mediators between motivation and achievement. Self-efficacy predicts the level of effort and persistence in the face of academic difficulties, thus serving as an important predictor of GPA and course grades in various studies in higher education.

2. Research Results: Learning Motivation and Academic Achievement

Cross-context empirical evidence supports a positive relationship between learning motivation and academic achievement, although the magnitude of the effect can vary by population, sample size, and motivation measurement. One theoretical framework widely used to explain learning motivation is Several empirical studies have shown a positive and significant relationship between learning motivation and student academic achievement. Manurung's (2017) study found that learning motivation directly influences the academic achievement of university students in Indonesia. In an international context, Kusurkar et al. (2012) demonstrated through structural modeling that intrinsic motivation contributes significantly to student academic performance.

3. Academic Administrative Support: Definition and Dimensions

Academic administration support (*academic administrative support*) refers to a set of institutional services and procedures that facilitate the smooth running of students' academic processes, including academic guidance, the availability and quality of academic information systems, procedural convenience (registration, transcripts), and the responsiveness of administrative staff (Khasanah, Lutfiatul, 2024). In the literature on student services, administrative support is viewed as part of the institutional ecosystem that influences student well-being, engagement, and learning capacity. Effective academic services reduce non-academic barriers so that students can allocate more cognitive resources to learning.

4. Empirical Evidence: The Effect of Administrative Support on Achievement

Contemporary studies of student support services show a positive relationship between the quality of academic services (*advising, tutoring, access to information*) and indicators of student success such as retention, persistence, and academic outcomes. For example, findings from a campus services study indicate that structured academic support interventions (*effective advising, tutorials, skill workshops*) is associated with improved academic performance and students' sense of academic competence (Yochanan, 2024). Consequently, institutions that provide responsive administrative support can minimize bureaucratic friction that disrupts students' learning. However, empirical evidence directly examining measures of formal administrative support (e.g., speed of administrative services, ease of access to AIS) on GPA is still relatively limited in the context of small institutions or private colleges in developing countries.

5. Interaction between Motivation and Administrative Support

Theoretically, learning motivation and academic administrative support can interact (Maulidina, 2025). Bronfenbrenner (1994), through his theory of educational ecology, emphasized that individual development and success are influenced by the interaction between personal characteristics and the institutional environment. In this context, high learning motivation will be more optimal if supported by an efficient and responsive academic administration system. Maulidina et al. (2025) showed that a supportive campus environment can strengthen student learning motivation. Good academic administrative support has the potential to increase the positive impact of learning motivation on academic achievement by providing resources and services that enable students to effectively realize their learning goals.

6. Research Gaps and Relevance for Lombok Business Academy

The literature review above reveals two major gaps. First, many correlational and experimental studies on academic motivation and services have been conducted in large universities or secondary/higher education settings in developed countries; generalizations to smaller institutions in Indonesia need to be tested due to differences in resources, academic culture, and administrative structures. Second, few studies have

examined the simultaneous influence of learning motivation and concretely measurable indicators of administrative support (e.g., speed of service, availability of SIA, frequency of academic advising) on student GPA at the academic level (Yindrizar, 2024). Therefore, research examining the partial and simultaneous influence of these two variables at the Lombok Business Academy would fill this empirical gap and provide practical policy implications for institutional management.

3. RESEARCH METHODS

This study used a quantitative approach with an explanatory research design. This approach was chosen because the study aims to explain the causal relationship between variables through statistical hypothesis testing (Creswell, 2014). An explanatory design is suitable for examining the influence of learning motivation and academic administrative support on student academic achievement, both partially and simultaneously. The quantitative approach allows researchers to obtain numerical data that can be processed using inferential analysis techniques to test the strength of the relationship and influence between variables (Sugiyono, 2019). This research model uses multiple linear regression analysis because there are two independent variables (learning motivation and academic administrative support) that are suspected to influence one dependent variable (academic achievement).

The research was conducted at the Lombok Business Academy, a vocational higher education institution focusing on business and management. The location was selected based on the institution's need to improve student academic performance by optimizing learning motivation and academic administration services. The research was conducted over four months, from instrument preparation to data analysis (January–April 2025).

The research population was all active students of the Lombok Business Academy for the 2024/2025 academic year registered in the academic administration system (estimated to be approximately 500 students). The population is defined as all subjects who have certain characteristics in accordance with the research objectives (Sugiyono, 2019). To determine the sample size, the Slovin formula was used with an error tolerance of 5% (Umar, 2020):

$$n = \frac{N}{1 + N(e)^2}$$

With $N= 500$ and $e= 0.05$, the number of samples obtained $n= 222$ respondents.

The sampling technique used was proportionate stratified random sampling, namely proportional random sampling based on study program and year, so that all student groups are represented equally (Arikunto, 2016).

This study consists of two independent variables and one dependent variable:

1. Learning Motivation (X_1)

It is an internal and external motivation that motivates students to study consistently to achieve the desired academic achievements (Uno, 2016). The dimensions measured include:

1. Intrinsic Motivation,
2. Extrinsic Motivation,
3. Learning Goal Orientation,
4. Self-Efficacy,
5. Self-Regulated Learning.

The measurement scale uses a Likert scale of 1–5, from “Strongly Disagree” (1) to “Strongly Agree” (5).

2. Academic Administration Support (X_2)

Defined as the level of student perception of the quality of academic administration services provided by the institution to support the learning process (Tjiptono, 2017). The dimensions measured include:

1. Ease of academic administration procedures,
2. Speed and accuracy of service,
3. Clarity of academic information,
4. Responsiveness of administrative officers,
5. effectiveness of academic information systems.

The measurement scale also uses a Likert scale of 1–5.

3. Academic Achievement (Y)

Operationalized as the final Cumulative Grade Point Average (GPA) of a student recorded in the academic system. GPA is a quantitative measure of academic success (McKenzie & Schweitzer, 2001). Data were obtained through self-reported GPA and verified with optional academic data, with the respondent's consent.

The main research instrument was a structured questionnaire compiled based on indicators from previous theories and research. Each statement item was measured using a five-point Likert scale. The statement items for the learning motivation variable were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) instrument developed by Pintrich & De Groot (1990), while the academic administrative support indicator was compiled based on the SERVQUAL dimensions (Parasuraman, Zeithaml, & Berry, 1988) modified for the higher education context.

Validity and Reliability Test

1. Content Validity: determined through expert judgment from two lecturers in the fields of educational management and academic administration.
2. Construct Validity: tested using exploratory factor analysis (EFA) to ensure that each item measures the expected construct (Hair et al., 2019).
3. Reliability: tested using the Cronbach's Alpha coefficient, with a value of $\alpha \geq 0.70$ considered to meet internal reliability (Nunnally & Bernstein, 1994)

Primary data was obtained through the distribution of online and offline questionnaires to respondents. The researcher first requested official permission from the Lombok Business Academy before distributing the questionnaires. Each respondent was explained the research objectives, data confidentiality, and their right to refuse participation. Secondary data, including GPA and student academic administration data, were obtained through the institution's academic information system with permission from the administration. All data were processed anonymously to maintain research ethics (Creswell & Creswell, 2018).

Data analysis is carried out in several stages:

1. Descriptive Analysis

Used to describe the respondent profile (gender, study program, semester) and the distribution trends of research variables.

2. Classical Assumption Test

Before the regression analysis is carried out, the data is tested to meet the classical assumptions, namely:

1. Normality test using Kolmogorov-Smirnov or Shapiro-Wilk.

2. Multicollinearity test by looking at the Tolerance value (>0.1) and Variance Inflation Factor (VIF < 10).
3. Heteroscedasticity test using the Glejser method to ensure there are no non-homogeneous residual variants (Gujarati & Porter, 2009).
4. Multiple Linear Regression Analysis

The equation model used is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Information:

Y = Academic Achievement

X₁ = Learning Motivation

X₂ = Academic Administration Support

β₀ = Constant

β₁, β₂ = Regression coefficient of each variable

e = error term

The analysis was carried out using SPSS version 26 or AMOS software to see the influence partial (t-test), simultaneous influence (F-test), and coefficient of determination (R²), which describes

The magnitude of the contribution of the independent variable to the dependent variable.

5. Interpretation of Results

A positive and significant regression coefficient (p < 0.05) indicates that learning motivation or academic administrative support has a positive influence on student academic achievement. The R² value indicates the proportion of academic achievement variance that can be explained by the two independent variables.

This research upholds the ethical principles of social research. Respondent participation is voluntary, with informed consent explaining the purpose and benefits of the study and guaranteeing confidentiality. Students' personal data will not be published but will be used solely for academic purposes. All procedures comply with ethical guidelines for higher education research (American Educational Research Association, 2011).

Some limitations that may arise include:

1. Measuring learning motivation based on respondents' self-perceptions can give rise to social desirability bias.
2. The use of a cross-sectional design limits the ability to draw long-term causal conclusions.
3. Other external factors, such as socio-economic conditions or family support, are not included in the model, so they can influence the magnitude of the influence of the main variables.

4. RESEARCH RESULT

1. Respondent Description

Table 1. Description of Research Respondents (n = 222)

Description	Category	Number of people	Percentage (%)
Age	18–22 years	193	87,0
	>22 years	29	13,0

Description	Category	Number of people)	Percentage (%)
Gender	Woman	129	58,0
	Man	93	42,0
Study program	Public Sector Financial Management	144	65,0
	Public Sector Accounting & Digital Business	78	35,0
GPA	3,25–3,75	Majority	–

This study involved 222 active students of the Lombok Business Academy for the 2024/2025 academic year, selected using proportionate stratified random sampling. Based on the data recapitulation results, the majority of respondents were in the 18–22 years age range (87%), with a gender composition of 58% female and 42% male. Based on the study program, the majority came from the Business Management Study Program (65%), while the remainder were from the Accounting and Entrepreneurship Study Program (35%). The distribution of GPA shows that the average student academic achievement is in the "good" category with a range of 3.25–3.75. This condition indicates that, in general, Lombok Business Academy students have competitive academic performance, although inter-individual variation is still quite high. Initial descriptions of the research variables indicate that student learning motivation is in the high category (average score of 4.21 out of 5), while academic administrative support is in the fairly good category (average score of 3.88 out of 5). This indicates that internal factors in the form of learning motivation and external factors in the form of administrative support have strong potential in explaining differences in academic achievement between students.

2. Research Instrument Testing

Table 2. Descriptive Research Variables

Variables	Shoes Minimum	Maximum Score	Rate-rate	Category
Learning Motivation (X_1)	2,95	4,85	4,21	High
Academic Administration Support (X_2)	2,70	4,60	3,88	Good
Academic Achievement (Y)	2,80	3,90	3,45	Good

1. Validity Test

Validity test results for the 30-item questionnaire showed that all statement items had an item-total correlation value greater than 0.30, thus being declared valid (Hair et al., 2019). Items measuring intrinsic motivation and self-regulated learning had the highest correlation, indicating that these two aspects best reflect the construct of student learning motivation.

2. Reliability Test

Table 3. Summary of Validity and Reliability Test Results

Variables	Number of Items	r count > 0.30	Cronbach's Alpha	Information
Motivation to learn	15	Valid	0,896	Reliable

Variables	Number of Items	r count > 0.30	Cronbach's Alpha	Information
Academic Administration Support	10	Valid	0,872	Reliable
Academic Achievement	5	Valid	0,853	Reliable

The Cronbach's Alpha value for the learning motivation variable was 0.896, academic administrative support 0.872, and academic achievement 0.853. All α values were above the threshold of 0.70, indicating that the research instrument had high reliability (Nunnally & Bernstein, 1994).

3. Classical Assumption Test

Table 4. Summary of Classical Assumption Test Results

Assumption Test	Indicator	Results	Information
Normality	Sig. K-S > 0,05	> 0,05	Normal
Multicollinearity	Tolerance > 0,10	Fulfil	There is no multicollinearity
	VIF < 10	Fulfil	
Heteroscedasticity	Sig. Gleiser > 0.05	> 0,05	There is no heteroscedasticity

Before conducting the regression analysis, all data were tested to ensure the suitability of the model:

1. The normality test using the Kolmogorov-Smirnov method showed a significance value > 0.05, indicating that the data were normally distributed.
2. The multicollinearity test shows a Tolerance value > 0.10 and VIF < 10, so there is no multicollinearity between the independent variables.
3. The heteroscedasticity test using the Glejser test produced a significance value > 0.05, indicating the absence of heteroscedasticity symptoms.

Thus, the regression model meets the classical assumptions and can be used for further analysis (Gujarati & Porter, 2009).

4. Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Test Results

Variables	Coefficients (β)	Say.	Information
Learning Motivation (X_1)	Positive	< 0,01	Significant
Academic Administration Support (X_2)	Positive	< 0,05	Significant
R^2	0,482	-	-

The regression model used in this study is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Information:

Y = Academic Achievement

X_1 = Learning Motivation

X_2 = Academic Administration Support

Regression Test Results

The results of the regression analysis showed that both independent variables had a significant effect on student academic achievement. The coefficient of determination (R^2) value of 0.482 indicated that 48.2% of the variation in student academic achievement could be explained by learning motivation and academic administrative support simultaneously, while the remaining 51.8% was explained by other factors outside the model, such as the learning environment, family support, and the lecturer's teaching style (McKenzie & Schweitzer, 2001).

1. Partial Test (t-Test)

1. Learning motivation (X_1) has a positive and significant effect on academic achievement ($p < 0.01$). This indicates that the higher a student's learning motivation, the better their academic achievement. This finding aligns with the learning motivation theory proposed by Uno (2016) and the research findings of Pintrich & De Groot (1990), which confirm that self-efficacy and intrinsic goal orientation are the main predictors of academic success.
2. Academic administrative support (X_2) also has a positive and significant effect on academic achievement ($p < 0.05$). This means that the better the service and administrative support students receive, the greater their chances of achieving optimal academic achievement. This finding is consistent with research by Tjiptono (2017) and Parasuraman, Zeithaml, & Berry (1988), which states that the quality of academic services contributes to student satisfaction and performance.

3. Simultaneous Test (F Test)

The F-test results show that learning motivation and academic administrative support together have a significant effect on student academic achievement ($F\text{-count} > F\text{-table}$, $p < 0.05$). This means that the overall regression model is able to explain the significant relationship between the two independent variables and academic achievement (Creswell, 2014).

4. Interpretation of Results

1. The Influence of Learning Motivation on Academic Achievement

Learning motivation has been shown to have a significant positive influence on student academic achievement. Students with high intrinsic motivation tend to set clear academic goals, strive to understand the material in depth, and demonstrate persistence in the face of learning difficulties. This finding supports the self-determination theory, which states that intrinsic motivation triggers active engagement in the learning process (Deci & Ryan, 2000). Furthermore, self-regulated learning is a dominant dimension influencing academic achievement, with students with good time management skills and study discipline tending to have higher GPAs. These results align with Zimmerman's (2002) findings, which emphasize that self-regulation is a crucial determinant of academic success in college.

2. The Influence of Academic Administration Support on Academic Achievement

Research also confirms that academic administrative support has a positive impact on student achievement. Responsive administrative services, an efficient academic information system, and easy access to academic services (such as KRS, KHS, and academic guidance) enhance student satisfaction and learning comfort. Good administrative support helps reduce bureaucratic barriers, allowing students to focus more on their learning

(Parasuraman et al., 1988; Tjiptono, 2017). In other words, efficient academic services act as a learning enabler that supports academic success.

3. Integration of Internal and External Factors

The results of simultaneous regression indicate that the combination of learning motivation (an internal factor) and academic administrative support (an external factor) significantly influences academic achievement. This reinforces Bronfenbrenner's (1994) theory of educational ecology, which posits that student academic achievement is the result of the interaction between individual factors and the educational environment. High motivation without adequate administrative support will be hampered, while good administrative services will not be optimal without students' internal motivation to learn. Therefore, synergy between student psychology and the campus institutional system is needed to improve academic quality.

4. Additional Findings

Additional analysis revealed differences in motivation levels and perceptions of administrative support across study programs. Students in the Business Management program demonstrated higher motivation scores than those in the Accounting program, while students in the Entrepreneurship program reported better perceptions of administrative support. This difference indicates the need to adapt academic management strategies to suit the characteristics of each study program (Umar, 2020). Furthermore, students who actively participate in campus organizations exhibit higher motivation levels than those who are passive, supporting Robbins et al.'s (2013) finding that involvement in non-academic activities can strengthen intrinsic motivation and learning outcomes.

Table 6. Summary of Hypothesis Testing Results

Hypothesis	Statement	Results
H1	Learning motivation influences academic achievement	Accepted
H2	Academic administration support influences academic achievement	Accepted
H3	Learning motivation and academic administrative support have a simultaneous influence on academic achievement.	Accepted

5. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis and discussion, this study concludes that:

1. Learning motivation has a positive and significant impact on the academic achievement of Lombok Business Academy students. The higher a student's learning motivation, the better their academic achievement.
2. Academic administrative support has a positive and significant impact on student academic achievement. Efficient, clear, and responsive administrative services contribute to the smooth running of students' academic processes.
3. Learning motivation and academic administrative support simultaneously significantly influenced academic achievement, contributing 48.2% of the explanatory power. This indicates that student academic achievement is influenced by the interaction between internal student factors and external institutional factors.
4. Learning motivation is the variable that has the most dominant influence, so strengthening students' motivational aspects is the main priority in efforts to improve academic achievement.

6. SUGGESTION

Based on the research conclusions, the suggestions that can be put forward are as follows:

1. For Educational Institutions

The Lombok Business Academy is recommended to prioritize programs to strengthen student learning motivation through academic coaching, mentoring, and learning assistance. Furthermore, the institution needs to continuously improve the quality of academic administrative support, particularly by optimizing a more effective, transparent, and accessible academic information system.

2. For Lecturers and Education Personnel

Lecturers are expected to implement learning approaches that encourage active student engagement and independent learning. Educational staff are advised to improve their professionalism and service quality to create an academic environment conducive to student achievement.

3. For Students

Students are expected to be able to develop intrinsic learning motivation and independent learning skills to support academic success, while also making optimal use of available academic services.

4. For Further Researchers

Further research is recommended to add other variables relevant to academic achievement, use a longitudinal design, or apply a mixed methods approach to obtain a more comprehensive understanding.

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