

# Analysis of Management Class: The Role of Lecturer Professionalism, Student Learning Interest, Student Learning Motivation, and Student Procrastination toward Student Academic Achievement

Lasmy<sup>1</sup>, Yasinta Indrianti<sup>2</sup>, Susanto<sup>3</sup>, Sasmoko<sup>4</sup>, Okta Prihatma Bayu Putra<sup>5</sup>

<sup>1,5</sup>Management Department, BINUS Business School Undergraduate Program, Bina Nusantara University

<sup>2,4</sup>Faculty of Humaniora, Bina Nusantara University

<sup>3</sup>Student Advisory Center, Bina Nusantara University

<sup>2,4</sup>Research Interest Group in Educational Technology, Bina Nusantara University

Email: <sup>1</sup>lasmy@binus.edu

## ABSTRACT

Student academic achievement becomes a benchmark for education quality. So, it requires various efforts to improve student academic achievement. Student academic achievement is formed by various factors, both internal factors (student itself) and external factors (outside). This study aims to examine how the role of internal and external factors such as lecturer professionalism, student learning interest, student learning motivation, and student procrastination on student academic achievement. Neuro-research is the method adopted in this study which is mix method research that covered exploratory research (qualitative), explanatory research, and confirmatory research (quantitative). The data collecting technique was a Likert scale questionnaire with calibration by using RASCH Model. The study population was students in a private university in Bekasi. The research sample was 96 students. The results of the first study were analyzed with confidence intervals. They showed that 1) the students rated themselves as achievers, interests, motivations and even procrastination behaviours in the medium category 2) the students assessed the professionalism of the lecturers quite high, and 3) among all variables, the student motivation contributed the most to improve student achievement marked by student's critical behaviour that likes to ask.

## Keywords

Management Class, Student Academic Achievement

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

## Introduction

Class Management is a significant area of education. Research results have been widely applied to prioritize teacher in preparation programs, teacher assessments, systems assessment, and teacher's pedagogical aspects (Emmer & Stough, 2001). Classroom diversity is increasingly requiring teachers' competence in managing multicultural classes. So, it becomes one of the obstacles in the management class (Weinstein, Tomlinson-Clarke, & Curran, 2004). One of the success criteria in the learning process in university can be seen through student academic achievement. The National Standards of Higher Education mention that academic achievement is also a reference in determining the graduation (Regulation of the Minister of Research and Technology Higher Education, 2015).

The importance of academic achievement in a learning process makes this variable always interesting to study. Academic achievement is influenced by various things both internally and externally, such as peers (Burke, Sass, & Reserve, 2014); teaching methods (Desimone, Smith, & Phillips, 2013); intervention and cognitive exercises (Hillman et al., 2009); and parental involvement (Jeynes, 2007).

Lecturers have an essential role in student academic achievement so that lecturer's professionalism should be considered. A lecturer has a vision of realizing learning that follows the principles of professionalism and fulfils the same quality education rights for every citizen (Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, 2005).

Professionalism can create a collaborative culture which integrates perspectives, understanding, and work is done (Day, Flores, & Viana, 2007). The lecturer's professionalism also determines student quality. The lecturer's competence is the primary driver who has full responsibility for converting the curriculum into learning activities (Rini, 2015). As a part of the social component, lecturer's professionalism must be implemented in social life to create good relationships and to improve the education quality to have a positive impact on the social environment in which the education process is carried out (Bunyamin, 2016).

Various student conditions become a trigger for increasing student academic achievement. One of those conditions is student interest. Various efforts are made to increase interest because it will assist students and lecturers in achieving learning goals (Tomlinson et al., 2003). Interest is a vague term, but it refers to the personal characteristics that fall into the affective domain. So, interest is often identical to intrinsic motivation (Schiefele, 1991). Students try to gain and improve their knowledge based on their pre-knowledge and interests during the learning process (Vos, Van der Meijden, & Denessen, 2011).

Fundamental questions about how a person learns and how their motivation towards the learning process becomes exciting questions for researchers. While other researchers focus on developing new teaching, changing curriculum and utilizing technology, and it turns out that motivational issues are the main point of all these reformed efforts (Pintrich, 2000). Motivation relates to the action or process of motivating conditions, strengths, stimuli, influences,

encouragement and everything that causes a person to act and achieve results (DuBrin, 2011; Williams & Williams, 2011).

Among two internal factors, one factor also affects the student's academic achievement that is procrastination. Procrastination behaviour is a common phenomenon among university students who often have an impact on student achievement. There is research that shows gender differences do not affect these behavioural differences (Milgram, Batori, & Mowrer, 1993) but in other fields, there are also studies showing the effect of sex differences on procrastination behaviour (Özer, Demir, & Ferrari, 2009). Procrastination is a delaying behaviour that concerns a person's ability in meeting deadlines. Time orientation becomes the central issue in this behaviour (Ferrari & Díaz-Morales, 2007).

The research examines the role of lecturer professionalism, student learning interest, student learning motivation, and the level of student procrastination on student academic achievement. The problem formulation in this research is: First, how the abstract construct form of each variable is Student Academic Achievement (Y), Lecturer's Professionalism (X1), Student's Learning Interest (X2), Student's Learning Interest (X3) and Procrastination (X4)? ; Second, how is the tendency of student condition related in Bekasi regarding Student Academic Achievement (Y), Lecturer's Professionalism (X1), Student's Learning Interest (X2), Student's Learning Motivation (X3), and Procrastination (X4)?; Third, of the lecturer's professionalism variable, student's learning interest variable, student's learning motivation variable and procrastination variable, which variable determine the Student Academic Achievement dominantly (Y) ?.

## Literature Review

Classroom management has various meanings but is often linked to the teachers' action to improve engagement and cooperation of various components at school (Emmer & Stough, 2001). The ultimate goal of classroom management is to provide opportunities for students to learn well, create a conducive environment, so students behave accordingly and increase their sense of responsibility (Weinstein, Tomlinson-Clarke, & Curran, 2004).

Various studies emphasized the importance of academic achievement as well as at the university level. Many things done as a step intervention to improve academic achievement, one of them is by improving the professionalism of lecturers as educators (Desimone et al., 2013). Various study of academic achievement is strongly influenced by the quality of lecturers that give impact on what students learn (Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005). Professionalism is understood as one's adherence to a set of standards, codes of ethics or qualities that characterize the practice of one's activities (Academy, 2004). The professionalism of lecturers in Indonesia is fulfilled through the fulfilment of academic qualifications, competencies, educator certificates, physical and mental health, and other qualifications determined by the institution. It can realize national education objectives (Law of the Republic of Indonesia No 14 of 2005 Teachers and Lecturers, 2005).

Related to academic achievement, interest, motivation, and behaviour of procrastination are internal factors that are impactful. Student interest is closely related to motivation, productivity, and achievement (Tomlinson et al., 2003). Interest is closely related to learning. Moreover, interest is defined as a motivational character related to feelings and values (Schiefele, 1991). Research on the role of interest in the education world is usually related to direct and temporary situations because the activity of interest usually does not last long (Ainley & Ainley, 2011).

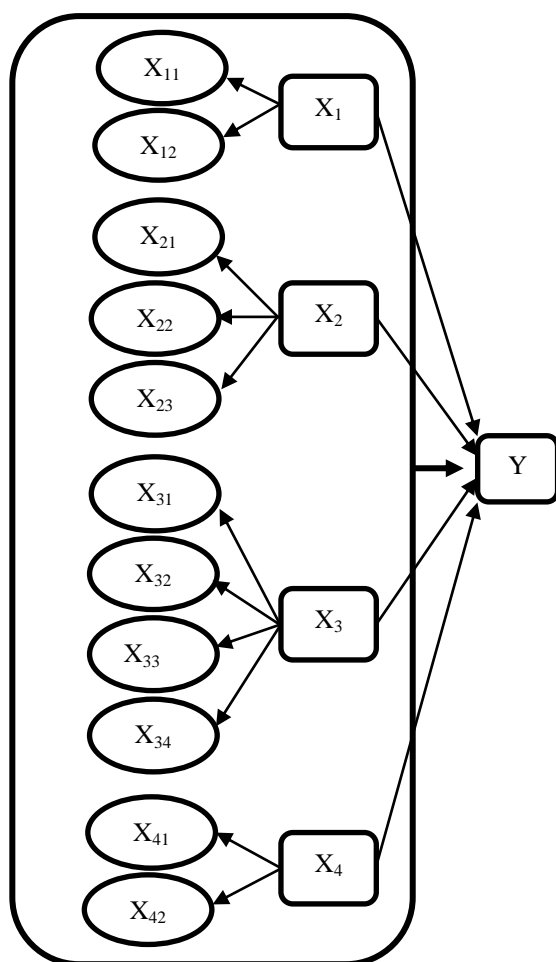
Motivation comes from the Latin word *movere* that means movement. The motivational theory tries to answer the question of what makes a person energized and perform an activity (Pintrich, 2003). Moreover, motivation becomes the critical variable in learning practice and becomes a variable that is often cited in educational literature because motivation also contributes to the achievement of one's competence (Alfred, Michael, Mervyn, & Jason, 2007). However, student motivation is often hindered by procrastination behaviour. Student's procrastination behaviour is an academic problem that must be addressed because it is a behavioural problem that related to time management and other various factors. Procrastination is not only a habit but has become an intricate recurring pattern involving emotions, thoughts, and actions (Milgram et al., 1993).

## Materials And Methods

This research uses Neuro-research method, which is a mixed method of quantitative and qualitative. First is exploratory research in the form of theoretical study result to construct theoretical research which contains conceptual definitions, dimensions, and indicators. It has been contextualized to represent the population by using content validity through focus group discussion. Second, explanatory research is to deepen the findings in the first stage of research to the research sample to find the tendency of each research variable and the most dominant indicator to form student academic achievement. Third, confirmatory research analyzed the second stage of a research result by examining the difference of student academic achievement condition when viewed from the different categories of student demographic background (Fios, Sasmoko, & Gea, 2016; Sasmoko; Ying, 2015).

Data collection was using Likert scale questionnaire. All of the data converted into the Equal Interval Scale using RASCH MODEL. The study population is private university students in Bekasi. Then, the random cluster sampling is the sampling technique with the research sample of 96 students. All of the research instrument was performed to 30 students and counted by RASCH MODEL.

Meanwhile, the reliability index is calculated by Cronbach Alpha. The reliability index of each variable are Lecturer's Professionalism (X<sub>1</sub>) is 0.84; Student's Learning Interest (X<sub>2</sub>) is 0.95; Student's Learning Motivation (X<sub>3</sub>) of 0.92; and Procrastination (X<sub>4</sub>) is 0.95. Figure 1 shows the paradigm of this study.



**Figure 1.** Research Paradigm of Student Academic Achievement in Bekasi

Note:

Y : Student Academic Achievement  
 X<sub>1</sub> : Lecturer's Professionalism  
 X<sub>2</sub> : Student Learning Interest  
 X<sub>3</sub> : Student Learning Motivation  
 X<sub>4</sub> : Student Procrastination  
 X<sub>11</sub> : Indicator of Skills  
 X<sub>12</sub> : Indicator of Knowledge  
 X<sub>21</sub> : Indicator of Good Feeling or happy  
 X<sub>22</sub> : Indicator of Interest  
 X<sub>23</sub> : Indicator of keen to learn  
 X<sub>31</sub> : Indicator of success orientation  
 X<sub>32</sub> : Indicator of failure anticipation  
 X<sub>33</sub> : Indicator of satisfaction  
 X<sub>34</sub> : Indicator of active in learning  
 X<sub>41</sub> : Indicator of procrastination area  
 X<sub>42</sub> : Indicator of cause of procrastination

## Results And Discussions

The first result is the conclusion of the theoretical study on four variables. Those are the conceptual definition with the forming indicator based on the theoretical study, which is contextualized to the research population. First, the meaning of Student Academic Achievement (Y) in this research is the achievement index cumulative. Second, the meaning of Lecturer's Professionalism (X<sub>1</sub>) is the students' assessment on the profession of the lecturer, which is characterized by two indicators of skill and knowledge. Third, the meaning of Student's Learning Interest (X<sub>2</sub>) in this study is student's interest in learning which is characterized by three indicators of feeling which are happy or good, interested, and active in learning. Fourth, the meaning of Student's Learning Interest (X<sub>3</sub>) in this study is students' interest in learning is characterized by three indicators that have a feeling of fun, interested, and enterprising in learning. Fifth, the definition of Procrastination (X<sub>4</sub>) in this study is the student's habits in postponing learning and doing tasks, and it is characterized by two indicators that are the area of procrastination and the area of causing procrastination.

The second result found five tendency conditions of Bekasi student which is (1) Student Academic Achievement (Y), (2) Lecturer's Professionalism (X<sub>1</sub>), (3) Student's Learning Interest (X<sub>2</sub>), (4) Student's Learning Motivation (X<sub>3</sub>), and (5) Procrastination (X<sub>4</sub>)

The result of the first tendency is analyzing the tendency of students in Bekasi regarding Student Academic Achievement (Y) (see Table 1)

**Table 1.** The Tendency Condition of Bekasi Student regarding Student Academic Achievement (Y)

Variable	Confidence Interval with 5% of Significant Level		Categories	Range	Class Interval	Conclusion
	Lower Bound	Upper Bound				
Y	2,2615	2,5180	1. Low 2. Medium 3. High	2,67	0,90	tend to have a moderate level of achievement at $\alpha < 0,05$

Note:  
 Y : Student Academic Achievement  
 The researcher defined three achievement categories of Bekasi students to prove the tendency of Student Academic Achievement (Y) condition. Those categories are (a) low achievement, (b) medium achievement, and (c) high achievement. The results of data analysis produce lower and upper limits between 2.2615 to 2.5180, with a confidence interval at a significance level of 5%. The conclusion is that students in Bekasi tend to have moderate levels of achievement, significantly at  $\alpha < 0.05$ .  
 The second tendency result is performed by analyzing the tendency of Bekasi student appraisal toward the lecturer's professionalism ( $X_1$ ) (Table 2).

**Table 2.** The Tendency of Bekasi Student Assessment on Lecturer's Professionalism ( $X_1$ )

Variable	Confidence Interval with 5% of Significant Level		Categories	Range	Class Interval	Conclusion
	Lower Bound	Upper Bound				
$X_1$	2,5806	3,3998	1. Less of professional. 2. Sometimes professional. 3. Professional.	12,97	4,33	tend to be professionally significant at $\alpha < 0.05$ occasionally

Note:  
 $X_1$  : Lecturer's Professionalism  
 The researcher established three categories to prove the tendency of Bekasi Student Assessment on Lecturer's Professionalism ( $X_1$ ). The categories are (a) less professional, (b) sometimes professional, and (c) professional. Data analysis produces lower and upper limits between 2.5806 to 3.3998, and it can be concluded that the assessment of students in Bekasi towards lecturers tends to be professionally significant at  $\alpha < 0.05$ .  
 The result of the third tendency is analyzing the tendency of student condition in Bekasi in the case of Student's Learning Interest ( $X_2$ ) (Table 3).

**Table 3.** The Tendency of Bekasi Students Regarding Students Learning Interest ( $X_2$ )

Variable	Confidence Interval with 5% of Significant Level		Categories	Range	Class Interval	Conclusion
	Lower Bound	Upper Bound				
$X_2$	0,7297	1,2897	1. Lack of interest 2. Quite an interest 3. Interested	9,63	3,22	tend to have considerable interest in learning significantly at $\alpha < 0.05$

Note:  
 $X_2$  : Student Learning Interest  
 The researcher defined three categories to prove the tendency of Bekasi Students regarding Student's Learning Interest ( $X_2$ ) namely (a) lack of interest, (b) quite interesting, and (c) interested. Data analysis produces lower and upper limits between 0.7297 to 1.2897, and it can be concluded that students in Bekasi tend to have a considerable interest in learning, significantly at  $\alpha < 0.05$ .  
 The result of the fourth tendency is analyzing the tendency of Bekasi student in the case of Student's Learning Motivation ( $X_3$ ) (Table 4).

**Table 4.** The Tendency of Bekasi Students Regarding Students Learning Motivation ( $X_3$ )

Variable	Confidence Interval with 5% of Significant Level		Categories	Range	Class Interval	Conclusion
	Lower Bound	Upper Bound				
$X_3$	1,7254	2,3716	1. Low of motivation 2. Moderate of motivation 3. High motivation	9,03	3,02	tend to have learning motivation at a moderate level significantly at $\alpha < 0.05$

Note:

$X_3$  : student learning motivation

The researcher defined three categories to prove the tendency of Bekasi Students regarding Student's Learning Motivation ( $X_3$ ) namely (a) low motivation, (b) medium motivation, and (c) high motivation. Data analysis produces lower and upper limits between 1.7254 to 2.3716, and it can

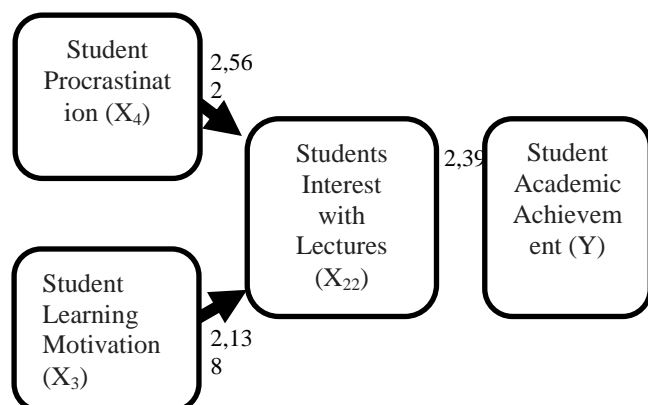
**Table 5.** The Tendency of Bekasi Students oProcrastination

Variable	Confidence Interval with 5% of Significant Level		Categories	Range	Class Interval	Conclusion
	Lower Bound	Upper Bound				
$X_4$	-0,4058	-0,003	1. Dislike delay. 2. Sometime s like to delay. 3. Like to delay.	7,02	2,35	tend to procrastinate in learning significantly at $\alpha < 0.05$

Note:  $X_4$ : Student Procrastination

The researcher defined three categories to prove the tendency of Bekasi Students in terms of procrastination ( $X_4$ ). Those categories are: (a) dislike to delay work or task, (b) sometimes like to postpone work or task, and (c) like to delay work or task. Data analysis resulted in lower and upper limits between -0.4058 to -0.003, and it was concluded that students in Bekasi tended to postpone learning significantly at  $\alpha < 0.05$ .

A next result is an analytical approach that is defined by Binary Segmentation called Tree Classification and Regression. In this analysis, the researchers set Pruning of Depth by 2, Parent by 2, and Child by 1, with a significance level of  $\alpha < 0.05$  (figure 2)



**Figure 2.** Students Interest with Lectures ( $X_{22}$ ) as the Most Dominant Indicator of Determining the Student Academic Achievement (Y)

Based on Figure 2, it can be concluded that Students interest with Lectures ( $X_{22}$ ) is an indicator that predicts 2.39 times the occurrence of Student Academic Achievement (Y). Furthermore, Student's Ability to Not Postpone Learning ( $X_4$ ) can predict 2,562 students interest toward a course ( $X_{22}$ ), while Learning Motivation ( $X_3$ ) can predict 2,138 Student Interest in following lecture ( $X_{22}$ ).

be concluded that students in Bekasi tend to have the motivation to learn at a moderate level, significantly at  $\alpha < 0.05$ .

The result of the fifth tendency is analyzing the tendency of Bekasi student condition in the case of procrastination ( $X_4$ ) (Table 5).

## Conclusions

Classroom management is a critical and essential skill in the education area. Therefore, a good teacher's competence is

needed to transfer knowledge for students optimally. Classroom management practices require a variety of skills such as organizing classes physically, creating a conducive class structure, implementing instructional management to improve student competence, implementing procedures to improve positive student behaviour and minimize inappropriate behaviour (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

The conclusion is that student academic achievement will increase when students feel interested in the lecture. The emergence of student learning motivation supports this condition. Therefore, it needs some new methods and learning strategies that can create engaging and more exciting lectures.

In terms of lecturers' professionalism, the lecturer should not focus on minimum workload but more on the quality of the learning implementation. So, lecturers are more focused on generating an innovative learning design. One way that can be applied is the Flipped Learning method.

Motivation is essential to shaping quality education. Highly motivated students will strive to pay attention, perform tasks immediately, actively ask questions, look happy and excited (Williams & Williams, 2011). Therefore, the result of the analysis showed that interest and procrastination is not a significant determinant of students' academic achievement. However, the most important thing is the implementation of an exciting learning process that can improve student academic achievement. So, the reform in learning is essential.

## References

- [1] Academy, U. U. / S. / H. / H. E. (2004). Towards a framework of professional teaching standards, (July).
- [2] Ainley, M., & Ainley, J. (2011). Student engagement with science in early

- adolescence: The contribution of enjoyment to students' continuing interest in learning about science. *Contemporary Educational Psychology*, 36(1), 4–12. <https://doi.org/10.1016/j.cedpsych.2010.08.001>
- [3] Alfred, P., Michael, K., Mervyn, J., & Jason, D. (2007). A comparative analysis of student motivation in traditional classroom and e-learning courses, 6, 413–432.
- [4] Bunyamin. (2016). Teacher professionalism: A study on teacher's professional and pedagogic competence at vocational high schools in the Northern Coastal of Jakarta. *IJER*, 2(1), 77–84.
- [5] Burke, M. A., Sass, T. R., & Reserve, F. (2014). *Classroom Peer Effects and Student Achievement*, 31.
- [6] Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, 51(3), 166–173. <https://doi.org/10.1177/0022487100051003002>
- [7] Day, C., Flores, M. A., & Viana, I. (2007). Effects of national policies on teachers' sense of professionalism: findings from an empirical study in Portugal and England. *European Journal of Teacher Education*, 30(3), 249–265. <https://doi.org/10.1080/02619760701486092>
- [8] Desimone, L. M., Smith, T. M., & Phillips, K. J. R. (2013). Linking student achievement growth to professional development participation and changes in instruction: A longitudinal study of elementary students and teachers in title I schools. *Teachers College Record*, 115(46).
- [9] DuBrin, A. (2011). *Essentials of management*. Nelson Education.
- [10] Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education, 36(2), 103–112.
- [11] Ferrari, J. R., & Díaz-Morales, J. F. (2007). Procrastination: Different time orientations reflect different motives. *Journal of Research in Personality*, 41(3), 707–714. <https://doi.org/10.1016/j.jrp.2006.06.006>
- [12] Hillman, C. H., Pontifex, M. B., Raine, L. B., Castelli, D. M., Hall, E. E., & Kramer, A. F. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience*, 159(3), 1044–1054. <https://doi.org/10.1016/j.neuroscience.2009.01.057>
- [13] Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*. <https://doi.org/10.1177/0042085906293818>
- [14] Milgram, N. A., Batori, G., & Mowrer, D. (1993). Correlates of academic procrastination. *Journal of School Psychology*, 31(4), 487–500. [https://doi.org/10.1016/0022-4405\(93\)90033-F](https://doi.org/10.1016/0022-4405(93)90033-F)
- [15] Özer, B. U., Demir, A., & Ferrari, J. R. (2009). Exploring academic procrastination among turkish students: possible gender differences in prevalence and reasons. *The Journal of Social Psychology*, 149(2), 241–257. <https://doi.org/10.3200/SOCP.149.2.241-257>
- [16] Peraturan Menteri Riset Teknologi dan Pendidikan Tinggi RI. (2015). *Standar Nasional Pendidikan Tinggi*.
- [17] Pintrich, P. R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25(1), 92–104. <https://doi.org/10.1006/ceps.1999.1017>
- [18] Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>

- [19] Rini, A. D. (2015). The professionalism competence of lecturer in economics entrepreneurship learning at faculty management and business, University of Ciputra, 1–13. Retrieved from <http://hdl.handle.net/2173/139952>
- [20] Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458. <https://doi.org/10.1002/polq.12145>
- [21] Schiefele, U. (1991). Interest, learning, and motivation. *Educational Psychologist*, 26(3–4), 299–323. <https://doi.org/10.1080/00461520.1991.9653136>
- [22] Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., ... Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, 27(2–3), 119–145. <https://doi.org/10.1177/016235320302700203>
- [23] Undang Undang Republik Indonesia No 14 Tahun 2005 tentang Guru dan Dosen. (2005).
- [24] Vos, N., Van der Meijden, H., & Denessen, E. (2011). Effects of constructing versus playing an educational game on student motivation and deep learning strategy use. *Computers and Education*, 56(1), 127–137. <https://doi.org/10.1016/j.compedu.2010.08.013>
- [25] Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25–38. <https://doi.org/10.1177/0022487103259812>
- [26] Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1–23. <https://doi.org/10.5430/ijhe.v4n1p22>
- [27] Fios, F., Sasmoko., Gea, A. A. (2016). Neuro-research method: A synthesis between hermeneutics and positivism. *Advanced Science Letters*, 22(9). DOI: 10.1166/asl.2016.7565
- [28] Sasmoko., Ying, Y. (2015). Construct validity in neuroresearch. *Advanced Science Letters*, 21(7), 2438-2441. DOI: 10.1166/asl.2015.6301
- [29] Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008). Evidence-based practices in classroom management: Consideration for research to practice. *Education and Treatment of Children*, 31(3). 351- 380. DOI: 10.1353/etc.0.0007