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The Influence of Gender, Period of Study, and Morale of Lecturers and Staff on Students' Learning Motivation

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ABSTRACT

Various internal and external factors shape students' learning motivation. This research aims to examine how gender, length of study, and the morale of lecturers and administrative staff influence students' motivation to learn. An explanatory research design was employed, with the study population comprising students from Universitas Negeri Malang and Universitas Negeri Gorontalo. A total of 572 students were selected through a cluster random sampling method. Data were gathered using questionnaires and documentation, then analyzed through descriptive statistics, analysis of variance, and structural equation modeling. The findings reveal that students' learning motivation differs significantly according to gender and study period. Lecturers' morale has a notable impact, while staff morale does not show a significant effect. These results suggest that gender, study duration, and lecturers' morale contribute meaningfully to students' learning motivation. The novelty of this study lies in identifying these three aspects as key determinants of motivation, an area that has not been extensively investigated in previous research. This insight offers valuable implications for improving the quality of teaching and learning in higher education.

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INTRODUCTION

Educational development today is primarily directed toward enhancing both the quality and equity of education. A crucial element that determines the success of this effort is the role of human resources. High-quality education requires the support of qualified human resources, which are reflected in two main aspects: competence and motivation or work morale. In other words, achieving optimal education quality demands resources who are both competent and highly motivated. At the level of higher education, the fundamental goal is to produce graduates who excel academically and achieve outstanding performance. Student achievement is shaped by both internal and external factors, with learning motivation being one of the most significant internal factors. Empirical evidence suggests that learning motivation has a significant impact on academic success, with greater motivation corresponding to higher levels of achievement (Atma et al., 2021; Firdaus, 2019; Riswanto & Aryani, 2017). Various internal and external factors shape students' learning motivation. One internal aspect believed to play a role is gender, as male and female students are assumed to exhibit different levels of motivation. Understanding these differences can serve as a basis for efforts to enhance students' overall motivation for learning.

Another factor presumed to affect students' learning motivation is the length of their study period. New students are often considered to have higher motivation, which tends to decline as their studies progress. This decrease may be influenced by fatigue or other contributing factors; however,

the exact cause remains uncertain. Therefore, further research is necessary to investigate this matter more thoroughly. Understanding the dynamics of students' learning motivation will enable teachers and lecturers to provide more suitable guidance in fostering and maintaining motivation.

The third factor believed to influence student learning motivation is the morale of campus human resources. In higher education, human resources consist of lecturers and educational staff, both of whom play a vital role in the learning process. To enhance educational quality, these individuals must maintain strong morale. During the COVID-19 pandemic, however, the shift to predominantly online learning and virtual work coordination led to challenges that may have lowered morale. Moreover, some lecturers and staff were directly affected by the virus, creating anxiety and further reducing enthusiasm for their duties. Such conditions could ultimately impact students' motivation and academic performance. Nevertheless, this assumption is not yet conclusive, making it an important issue for further investigation.

Previous studies have demonstrated that work motivation has a significant influence on organizational performance. It has been found to affect work effectiveness (Wiyono, 2018) as well as employee performance within organizations (Robescu & Iancu, 2016). Similarly, achievement motivation has been shown to impact employee performance (Ariyanti et al., 2021). Despite these findings, the extent to which lecturers' and educational staff's work motivation affects students' learning motivation and outcomes remains uncertain. Furthermore, it remains unclear which variables significantly influence the motivation or morale of lecturers and educational staff. Some studies indicate that leadership management plays a crucial role in influencing member morale and work motivation (Bafadal et al., 2019; Guney & Karabulut, 2019), although the degree of its impact varies across contexts. Questions also remain regarding which external factors contribute to the morale of lecturers and staff in their performance of duties. For this reason, further investigation is necessary. Building on this rationale, the present study was conducted.

Morale can be interpreted as enthusiasm for work. Lecturer work enthusiasm means the enthusiasm of lecturers in carrying out their duties. In comparison, the morale of the education staff refers to the morale of the staff in carrying out their duties. Morale can refer to a person's job satisfaction derived from their work, work groups, leaders, organization, and environment. Morale is a mental state characterized by will, sincerity, discipline, and determination to face challenges and achieve goals. The moral of the lecturer refers to the lecturer's mental state, characterized by an emotional reaction that embodies sincerity, discipline, fighting spirit, and determination in fulfilling their duties as lecturers to achieve educational goals optimally. There are three factors contained in the notion of work morale, namely identification, sense of belonging, and feeling of rationality. Identification refers to the commonality of the destination. A lecturer with high work morale believes that individual needs align with organizational goals. A sense of belonging means that there is a match between his own needs and the needs of the leader. Rationality implies a match between the leader's needs and the organization's goals (Gorton & Schneider, 1991).

Morale is not a behavior, but it influences a person's behavior. A person will try optimally in carrying out their work if they have high morale. Conversely, a person will not perform their work well if their morale is low. A lecturer or education staff member will try optimally to carry out their duties if they have high morale. On the other hand, if their morale is low, they will not carry out their duties properly. The effectiveness of the work of lecturers or education staff can only be achieved if the lecturer has good morale. From a professional perspective, the position of a lecturer is a professional position. The three main aspects that demonstrate the professionalism of a lecturer's position are competence requirements, a code of ethics, and membership in professional organizations. To become a lecturer, one must have basic competence as a lecturer. In addition,

lecturers must also adhere to the lecturer's code of ethics in all their actions. This reflects as a member of a lecturer profession organization.

There are various views about the duties of lecturers. Lecturers have two primary duties: tasks within the school and tasks in the community (Alwi et al., 2021). Duties in educational institutions are divided into two categories: tasks in the field of school administration, which are general duties, and tasks in the field of teaching, which are special tasks. In general, lecturer duties can be divided into three, namely professional tasks, personal tasks, and social tasks. Professional tasks are the primary responsibilities associated with the teaching profession. This responsibility encompasses teaching, educating, and providing guidance. It includes activities such as preparing lesson plans, mastering subject matter, applying appropriate teaching methods and media, managing classrooms, conducting assessments, and facilitating the guidance process.

Additionally, personal responsibilities encompass tasks related to the self-development of lecturers. This duty refers to the effort to carry out good behavior. Efforts to realize oneself and reach one's potential involve engaging in self-awareness and self-understanding to become a role model and making oneself a positive presence in people's lives. Social tasks refer to activities that involve social interactions. As members of society, lecturers have a responsibility to contribute to and develop community life. The enthusiasm of the lecturers in carrying out these three tasks is very decisive for the success of education and Learning (Futesna et al., 2019; Sofian et al., 2019).

Numerous prior studies have investigated the impact of leadership on employee morale. Similarly, many have examined the influence of personnel morale on employee productivity or performance (Bafadal et al., 2019; Wiyono, 2018). Several other studies have examined the influence of personnel morale or motivation on their performance (AlKhalifa et al., 2025; Lee & Raschke, 2016). Research linking lecturers and education staff morale to student learning motivation remains scarce. Likewise, previous research on learning motivation has primarily linked it to academic achievement (Atma et al., 2021; Guo et al., 2023; Hoffman, 2015; Riswanto & Aryani, 2017). Several other studies have examined the influence of environmental factors or facilities on students' learning motivation (Kurniawan, 2023; Schweder & Raufelder, 2024). Additionally, there is a lack of research linking learning motivation to gender and the duration of study. Similarly, there has been limited research on the relationship between student learning motivation and teacher morale. Therefore, it becomes a novelty in this research.

This research aims to describe the morale of lecturers and educational staff in performing their duties and to analyze its impact on students' learning motivation. Specifically, the study aims to: 1) examine the effect of gender on student learning motivation; 2) analyze the effect of study period on student learning motivation; and 3) assess the effect of lecturers' and educational staff's morale on student learning motivation. The hypotheses proposed in this study are: 1) students' learning motivation differs significantly by gender; 2) students' learning motivation differs significantly according to study period; and 3) the morale of lecturers and educational staff has a significant effect on students' learning motivation.

METHOD

In line with its objectives, this study employs a quantitative approach with an explanatory research design (Johnson & Christensen, 2016; Mertens, 2014) to investigate the morale of lecturers and educational staff, gender, study period, and their influence on students' learning motivation. The research process includes several stages: problem and objective formulation, theoretical review, hypothesis development, instrument preparation, data collection, data analysis, and report writing. This study was conducted at Universitas Negeri Malang and Universitas Negeri Gorontalo, involving a total sample of 572 students. The morale of lecturers and educational staff was assessed based on

students' perceptions of their performance. The sample was selected using a cluster random sampling technique. By gender, the sample consisted of 451 female and 121 male students, reflecting the predominance of females in the population. Geographically, 244 students were from Universitas Negeri Malang, representing universities in Java, and 328 were from Universitas Negeri Gorontalo, representing institutions outside Java. Based on study periods, 224 students were in their third semester, 273 in their fifth semester, and 75 in their seventh semester. Overall, the sample distribution was considered representative, as each subgroup was adequately covered. The total population consisted of 58,537 students, and the sample size was determined using the Krejcie and Morgan formula.

According to the Krejcie and Morgan formula, the required sample size was 382 (Isaac & Michael, 1995). In this study, however, 572 participants were included, making the sample highly representative. Data were collected using questionnaires and documentation. The questionnaires were administered to gather information about the morale of lecturers and educational staff in performing their duties, while documentation was used to collect supporting data, such as their characteristics. The research instruments were developed based on the constructs of the study variables. Three main instruments were employed: a questionnaire to assess lecturers' morale in carrying out their duties, an instrument to measure the morale of educational staff, and an instrument to evaluate students' learning motivation. The instrument for student motivation consisted of 20 items covering four dimensions: motivation to attend lectures, motivation to complete assignments, motivation for independent study, and motivation to seek supporting learning materials. Responses were measured on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." Positive items were scored from 5 (strongly agree) to 1 (strongly disagree), while negative items were scored in reverse.

A trial was also conducted with 100 respondents. The instrument validity was examined by factor analysis, and the results obtained were that the KMO value was 0.771 and the communality value was above 0.3. The Cronbach's Alpha analysis yielded a reliability coefficient of 0.828, exceeding the 0.7 threshold. Therefore, the research instrument can be considered to have good reliability. The instrument to measure the morale of lecturers is formulated into 26 instrument items, which consist of the dimensions of motivation to carry out learning tasks, motivation to carry out research tasks, motivation to develop learning resources, and motivation to carry out service tasks, as well as feedback. The questionnaire used a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." For positive items, responses were scored from 5 (strongly agree) to 1 (strongly disagree), while for negative items, the scoring was reversed.

A pilot test was carried out with 100 respondents, and the instrument's validity was assessed using factor analysis. The results showed a KMO value of 0.773 and communalities above 0.3, indicating good validity. Reliability testing, as measured by Cronbach's Alpha, yielded a coefficient of 0.812, which exceeds the 0.7 benchmark. Therefore, the instrument can be considered both valid and reliable (Johnson & Christensen, 2016; Gall et al., 2006; Mertens, 2014). Instruments to measure the morale of education staff were formulated into 28 instrument items, which consist of the dimensions of motivation to provide learning facility services, motivation to provide student services, motivation to provide administrative services, and motivation to provide services according to work programs. The questionnaire employed a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." Positive items were scored from 5 (strongly agree) to 1 (strongly disagree), while negative items were scored in reverse.

A trial was executed with 100 respondents as well. The instrument validity was analyzed using factor analysis, and the results obtained indicated that the KMO value was 0.903, with a communality value above 0.3. The findings indicate that the research instrument demonstrates a good level of

validity. Reliability testing using Cronbach's Alpha yielded a coefficient of 0.946, exceeding the 0.7 threshold, which confirms that the instrument is highly reliable (Hair et al., 2019; Mertens, 2014).

Data were analyzed using descriptive statistics, structural equation modeling (SEM), and qualitative analysis techniques. Descriptive analysis included frequency distribution, mean, standard deviation, and percentage. The classical assumption test applied the Kolmogorov-Smirnov method to assess data normality and linearity. Descriptive statistics were utilized to present data on both exogenous and endogenous variables. SEM was employed to examine the measurement models of lecturers' and staff morale, as well as students' learning motivation, along with the structural model of their influence. Qualitative analysis techniques were used to process non-quantitative data. The analyses were conducted with the aid of SPSS (Statistical Program for Social Science) and LISREL (Linear Structural Relations).

RESULTS AND DISCUSSION

In accordance with the research objectives, the primary aim is to investigate the impact of gender on student learning motivation. Since gender is a nominal variable, a difference test is applied to assess its influence. The results of this analysis are summarized in Table 1.

Table 1. Difference Analysis Results in Students' Learning Motivation Based on Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	313.128	1	313.128	4.974	.026
Within Groups	35884.711	570	62.956		
Total	36197.839	571			

Table 1 shows an F-value of 4.974 with a p-value of 0.026. Since $p < 0.05$, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating a significant effect of gender on students' learning motivation. This finding is further supported by descriptive analysis, which reveals mean differences as illustrated in Figure 1.

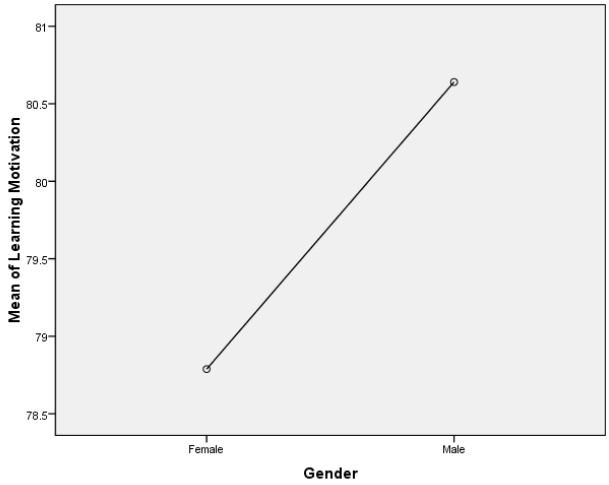


Figure 1. Different Means of Learning Motivation for Male and Female Students

Figure 1 demonstrates a noticeable difference in students' learning motivation, with male students showing a higher level of motivation compared to female students. The findings on the variation in students' learning motivation according to their study period are summarized in Table 2.

Table 2. Students' Learning Motivation Based on The Study Period

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	532.545	3	177.515	2.827	.038
Within Groups	35665.294	568	62.791		
Total	36197.839	571			

Table 2 shows an F value of 2.827 with a p-value of .038. Since the p-value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the study period has a significant impact on students' learning motivation. The influence of the study period is further supported by the descriptive analysis, which highlights the mean differences as illustrated in Figure 2.

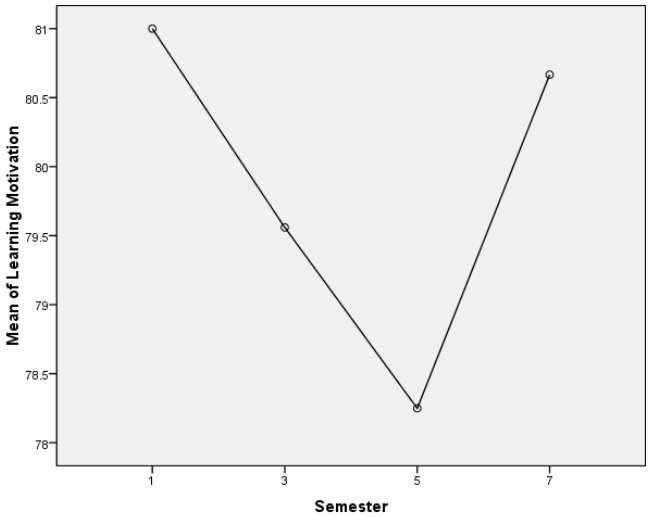


Figure 2. Difference in Mean Scores of Students' Learning Motivation Based on Study Period

Figure 2 shows that student learning motivation is highest at the beginning of the college year, specifically in semester 1, then decreases in semester 5, and finally increases again in semester 7, when students are nearing the completion of their studies. The third hypothesis, which examines the effect of lecturers' and education staff's morale on student learning motivation, was tested by first describing the data. The analysis revealed that the average student learning motivation score was 3.48 with a standard deviation of 0.527. Using the predetermined classification (a) 1.0–1.8 = Very Low, (b) 1.9–2.6 = Low, (c) 2.7–3.4 = Fair, (d) 3.5–4.2 = Good, and (e) 4.3–5.0 = Very Good, the obtained score falls into the "Good" category. The relatively small standard deviation indicates that the data are fairly homogeneous.

The findings of the second analysis reveal that the lecturers' morale achieved a mean score of 3.46 with a standard deviation of 0.529. This indicates a similar outcome, showing that lecturer morale in fulfilling their responsibilities falls within the average category. The relatively low standard deviation value suggests that the data is fairly homogeneous. Based on the predetermined classification criteria, the result is categorized as good. The third analysis revealed that the average morale score of the teaching staff was 3.43 with a standard deviation of 0.592. These findings indicate no significant differences, suggesting that overall, the morale of education staff in carrying out their duties falls within the adequate category. The relatively low standard deviation also reflects the homogeneity of the data. Furthermore, the analysis showed that students' learning motivation had a mean score of 3.81, which is close to the maximum value of 4. This result places the average student

learning motivation index in the high category. Based on the established research design, the first hypothesis states that lecturers' morale in performing their duties influences students' learning motivation. Similarly, the second hypothesis suggests that the morale of education staff in carrying out their responsibilities affects students' learning motivation. Overall, the outcomes of the data analysis are illustrated in Figure 3.

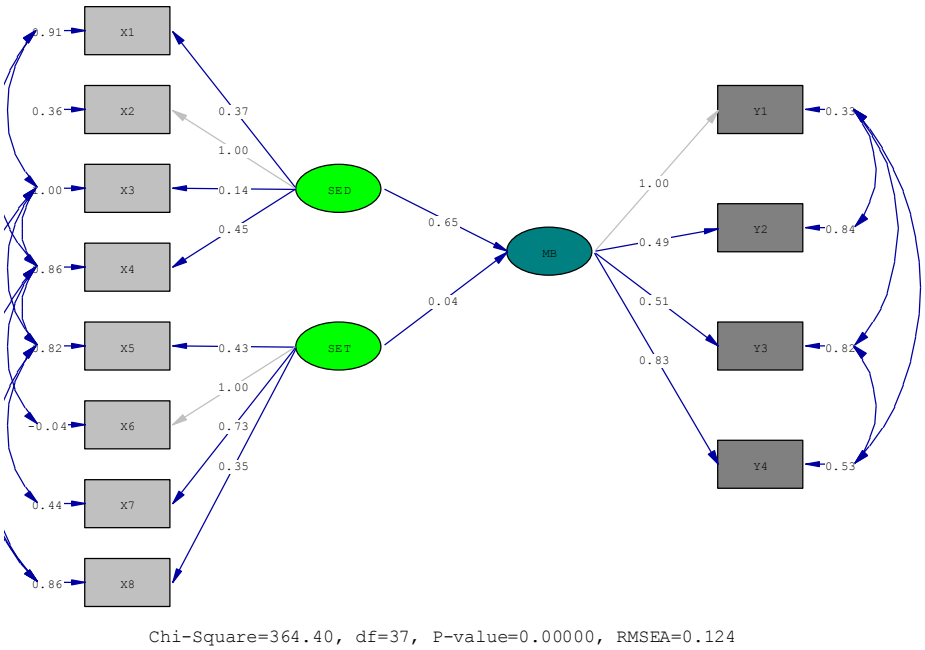


Figure 3. The Influence of Lecturer's Morale and Education Staff's Morale on Student Learning Motivation

SED = Lecturer's Morale in Carrying Out Tasks
X1 = learning Tasks
X2 = Research Tasks
X3 = Community Service Tasks
X4 = Supporting Tasks
SET = Education Staff's Morale in Carrying Out Tasks
X5 = Providing Academic Services
X6 = Providing Student Services
X7 = Providing Administrative Services
X8 = Providing Support Services
MB = Students' Learning Motivation
Y1 = Participate in the Lessons
Y2 = Carry out Tasks
Y3 = Independent Learning
Y4 = Looking for Lecture Support Materials

Based on Figure 3, it can be emphasized that both lecturer morale and education staff morale have a significant effect on students' learning motivation. The analysis results indicate that the Goodness-of-Fit Index (GFI) is 0.904, and the Normed Fit Index (NFI) is 0.871. Since these values are close to or exceed 0.9, it indicates that the hypothetical model aligns well with the empirical model.

Therefore, the null hypothesis is rejected, the alternative hypothesis is accepted, and it is confirmed that lecturer morale and education staff morale have an influence on student learning motivation.

Considering the magnitude of influence, the lecturer's morale has a significantly higher coefficient than the morale of the education staff. This can be attributed to the fact that lecturers conduct learning activities in class, which has a strong influence on student learning motivation. The greater the enthusiasm demonstrated by lecturers in performing their duties, the stronger the learning motivation displayed by students. Based on the measurement model, each variable indicates a relatively high lambda value. For the lecturer's morale in fulfilling tasks, the coefficients are X1 = 0.374, X2 = 0.1000, X3 = 0.140, and X4 = 0.450. These four dimensions present strong coefficients, confirming their validity. Thus, the three components are accurately recognized as dimensions of the lecturer's morale in task performance.

For the morale variable of education staff in carrying out their responsibilities, the coefficients obtained were X5 = 0.435, X6 = 0.1000, X7 = 0.747, and X8 = 0.357. These four dimensions demonstrate strong coefficients, indicating good validity. Thus, they can be confirmed as dimensions of the education staff's morale. For the student learning motivation variable, the results showed Y1 = 1.000, Y2 = 0.490, Y3 = 0.510, and Y4 = 0.830. These four dimensions also display high coefficients, confirming good validity and validating them as components of student learning motivation. Furthermore, the analysis reveals a significant influence of gender on learning motivation, with male students demonstrating higher levels of motivation compared to female students. These findings are consistent with prior studies (Cabras et al., 2023), which suggest that male students generally exhibit stronger intrinsic motivation than their female counterparts (Balanoff et al., 2022).

The findings of the second study indicate that the study period affects students' learning motivation. Students in the early and final stages of their studies generally display higher motivation compared to those in the middle stage. These results are consistent with previous research (Cheng et al., 2023). Initially, students demonstrate strong motivation to learn, which gradually declines over time but then rises again as they approach the completion of their studies. The third finding reveals that lecturers' enthusiasm in performing their duties has a significant impact on students' learning motivation. When lecturers demonstrate high morale, students tend to show greater motivation to learn. This result supports earlier studies (Atma et al., 2021; Chan et al., 2021). The role of the lecturer in realizing quality learning will be directly proportional to the students' learning motivation. Therefore, lecturers need to perform well in carrying out their teaching duties.

Meanwhile, another aspect of achieving success in improving the quality of students is that lecturers are also expected to have high morale in carrying out their duties. This enthusiasm can be generated both internally and externally. Morale is an individual behavior that motivates people to work diligently and achieve their goals. Meanwhile, according to another view, morale is defined as an attitude that involves devoting all one's abilities voluntarily as a whole. The enthusiasm of lecturers in motivating students' research activities is assessed through several aspects, including motivation to complete teaching tasks, conduct research, develop learning resources, and provide services and feedback. The analysis shows that the average lecturer morale score is 3.46 with a standard deviation of 0.529. In comparison, students' learning motivation in carrying out academic activities has an average score of 3.48 with a standard deviation of 0.527. These findings indicate a relatively similar outcome, suggesting that both lecturers' morale in fulfilling their duties and students' learning motivation are categorized as sufficient, based on the data interval classification.

From the calculated values, it can be inferred that lecturers' enthusiasm is positively correlated with students' learning motivation. Lecturers, as educators, are not only expected to possess high-quality competencies, but they are also important in enhancing the spirit of their performance. The higher the morale of the lecturers, the greater the motivation of students, which in turn will have a

positive impact on student achievement (Alderman, 2013; Hoffman, 2015; Wong-Toi, 2014). The ability of lecturers to provide motivation and demonstrate high morale will have an impact on increasing student enthusiasm in the learning process (Illeris, 2017). Therefore, a lecturer must continuously increase enthusiasm and motivate students in the classroom to foster student enthusiasm and enhance the quality of learning (Gilbert, 2002; Potter, 2020; Wlodkowski, 2008). Motivating students has a positive impact on their learning success (Tohidi & Jabbari, 2012).

Another important component in supporting the success of learning carried out by lecturers is the role of the education staff. Educational staff are professionals who can directly enhance the quality of learning. Education staff carry out their duties according to their functions to support the learning process, which lecturers and students undertake, ensuring it runs smoothly. Therefore, education staff need to have good morale in order to provide quality services to lecturers and students (Zimmerman, 2007). High morale will increase the satisfaction of lecturers and students (Abazaoğlu & Aztekin, 2016; Azis et al., 2021; Maguire, 2000). This study aims to assess the morale of the education staff. Based on the results of measuring the morale of the education staff, the following dimensions were formulated: motivation to provide learning facilities, motivation to provide student services, motivation to provide administrative services, and motivation to provide services according to the work program. The results of the analysis show that the morale of the education staff is 3.43, with a standard deviation of 0.592, while the results of measuring the mean value of student learning motivation in carrying out learning activities are 3.48, with a standard deviation of 0.527. These results indicate that the morale of the education staff in carrying out their duties is, on average, in the sufficient category.

Based on the results of these measurements, it can be concluded that the morale of the education staff is also directly proportional to student learning motivation. These results demonstrate that the role of education staff is also crucial, in addition to that of lecturers, in enhancing student achievement. The two components between lecturers and education staff are important aspects of the learning process. Lecturers directly deal with students to transfer their knowledge, while education staff support the administration. The two components can also be understood in relation to the influence of the behavior of personnel at work on students' learning motivation, which in turn has a positive impact on student achievement (Langlands, 2001; Trigueros et al., 2020).

Other results from this study also show that the average student achievement index was 3.81 and 3.92. Both of these values indicate a value close to the maximum value of 4. Thus, the average achievement index achieved by the students falls within the high category. This can be interpreted as follows: the more lecturers and education staff increase, the higher their morale, and the greater their impact on student achievement. According to this explanation, the morale of lecturers and education staff is an aspect of the average student achievement index, which is obtained at 3.81 and 3.92. Both of these values indicate a value close to the maximum value of 4. Thus, the average achievement index achieved by students falls within the high category. Lecturers can work optimally if the education staff provide good administrative services to both lecturers and students, including participation. Thus, it is hoped that learning motivation and the lecturers' morale will increase (Igoni, 2020; Shiri et al., 2023; Salili et al., 2001). The important role of morale demonstrated by education staff in student service aspects shows that student enthusiasm for learning will be heavily influenced by the performance of education staff in providing exemplary service to students. Educational staff also play a crucial role in enhancing student achievement by delivering exemplary service to students, particularly in fostering student confidence in the services offered by educational institutions (Bhoje, 2015; Hartnett, 2016).

Regarding the lecturer's morale, the results of the measurement model indicate a relatively high lambda value. The four dimensions show high coefficients. Based on this value, the research task indicator gets the most outstanding value, followed by the supporting task variable, the learning task

variable, and finally the community service task variable. Regarding the morale of the education staff, the data obtained was also high. From these results, it is interpreted that the value obtained demonstrates good validity, as indicated by the high coefficient value. Specifically, the indicator providing student services has the highest coefficient value, followed by administrative service indicators, academic service indicators, and finally, supporting service indicators. The important role of morale shown by education staff in the student service aspect shows that student enthusiasm for learning will be heavily influenced by the performance of education staff in providing good service to students. Education staff also play an important role in improving student achievement by providing good service to students, especially in building student confidence in the services offered by educational institutions (Alderman, 2013; Guney & Karabulut, 2019; Robescu & Iancu, 2016).

Finally, the variable of student learning motivation also shows a high value. Based on this value, the validity is good, as evident from the coefficient values for each variable. The variable "attending college" receives the highest score, followed by "looking for lecture support materials," "independent learning," and finally "doing the task." From the value of this coefficient, it can be inferred that the indicator of attending lectures has a significant influence on student learning motivation. This condition highlights the significant role of the lecturer in the learning process (Guo et al., 2023; Wigfield & Guthrie, 2013). The better the lecturer's performance in providing lecture services to students, the better the enthusiasm for student learning will be. The presence of lecturers in the learning process is also important for student achievement (Kusumajati et al., 2017; Middleton & Perks, 2014; Vauras, 2012).

The implication of these findings, when linked to existing policies, is that to increase student motivation and achievement, it is necessary to improve lecturers' morale. Improving the quality of education requires not only improving lecturers' competence but also their motivation. Lecturers' morale and motivation have a significant influence on student motivation and achievement (Rahmawati & Suciati, 2023; Tohidi & Jabbari, 2012). Furthermore, learning management also needs to be improved to accelerate students' study time. This will ensure their motivation to learn is continuously maintained. Effective management of the teaching-learning process will improve student learning outcomes (Wiyono, 2020). Regarding gender, research findings indicate a significant influence of gender on student motivation for learning. Likewise, the study period has a significant influence on student learning motivation. Consequently, learning strategies, models, and methods need to be implemented engagingly, considering student characteristics in the teaching-learning process, to sustain and develop student learning motivation. Innovative learning models based on constructivist learning theory need to be applied intensively. The learning models can enhance students' learning activity and interaction in the learning process, thereby maintaining and increasing their learning motivation and achievement (Ahmad et al., 2015; Ayaz, 2015; Chaiarwut et al., 2025).

CONCLUSION

Data analysis reveals variations in students' learning motivation based on gender, with male students demonstrating higher motivation than female students. Differences are also evident across study periods. Motivation tends to peak during the early stages of college (semester 1), decline around semester 5, and rise again in semester 7 as students approach graduation. This pattern suggests that new students possess strong curiosity and eagerness to learn, but their motivation diminishes after several semesters of coursework, only to increase again toward the end of their studies. Therefore, lecturers need to recognize these student characteristics and implement engaging, meaningful learning strategies to help sustain and enhance motivation throughout the course of study. The analysis results indicate that the morale of lecturers and education staff significantly impacts students' learning motivation. A rise in morale among lecturers and staff leads to increased student motivation,

with lecturers' morale exerting a more substantial effect than that of education staff. This is reasonable, as lecturers engage more directly with students. Consequently, improvements in lecturers' morale play a crucial role in enhancing students' learning motivation. Based on the findings of this study, it is recommended that lecturers' morale be enhanced to improve students' learning motivation. Furthermore, strengthening the role of education staff in performing their duties is also important for fostering student motivation. A notable limitation of this research is the use of the ex-post facto method, which involved direct data collection and restricted the ability to control all variables. To address this, efforts were made to ensure that respondents' answers accurately represented the real conditions. Future studies are encouraged to explore student motivation and achievement more comprehensively, thereby generating broader and more generalizable insights. Therefore, adopting a mixed-methods approach is advised for subsequent research.

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