INTRINSIC AND EXTRINSIC FACTORS AFFECTING STUDENT MOTIVATION COMPLETING THE THESIS

1st Irfan Maulana, 2nd Dr. Diah Pranitasari, SP., MM
Indonesian College of Economics, Jakarta
Jl. Murdai 1 No.23, Rt 010 / Rw 10, Kelurahan Cempaka Putih Barat
Cempaka Putih District, Central Jakarta 10520
Irfanirfan1395@gmail.com

Abstract

This study aims to determine the intrinsic and extrinsic factors that influence students' motivation to complete their thesis by using self-efficacy variables, the need for achievement, campus environment, and lecturer learning methods to the motivation to complete their thesis at the Indonesian College of Economics. This research method is a questionnaire survey method. The population in this study were morning regular students and evening regular students of the Indonesian College of Economics who graduated in 2019 by 311 people and the study sample was 164 people. The analysis used is SEM-PLS and SmartPLS 3.0 software. The results of this study indicate 3 variables that affect regular morning students: (1) Self-efficacy affects the motivation to complete a thesis of 29.1%. (2) The need for achievement influences the motivation to complete the thesis by 31.9%. (3) Campus environment towards motivation to complete the thesis is 37.5%. And there are 2 variables that affect regular night students: (1) The need for achievement influences the motivation to complete the thesis by 55.5%. (2) The campus environment influences the motivation to complete the thesis by 40.3%.

Keywords: Self-Efficacy, Need For Achievement, Campus Environment, Lecturer Learning Methods, Thesis Motivation.

I.   PRELIMINARY

Education is a reflection of quality in a person seen from the way of speaking ethics, effective ways of thinking and having innovative ideas or ideas to achieve a planned goal. In the world of work today, almost all companies operating in Indonesia, especially in the capital, Jakarta, select employees who want to work at the company, looking at the educational history of prospective employees applying for the company. This requirement was made not without purpose, but the company made these requirements so that employees who work at the company have good abilities, have innovations that can help the company make new products, can work well for the job responsibilities that the company has assigned to these employees. ,

According to Novariandhini and Latifah (2012) Self-efficacy is an individual's belief and belief in his ability to control the results of the efforts that have been made. With this

belief, achievements and potentials can be controlled properly so that the optimization of this potential can improve human resources in Indonesia.

According to Setyowati in McClelland, (1987: 261) the need for achievement is someone's need to have significant achievements, master various skills, or have high standards. People who have a high N-Ach usually always want to face new challenges and seek a high level of freedom.

According to Minhayati Saleh (2014: 121) The campus environment plays a role in helping families in the education of children or students. The learning process in schools aims to deliver learners to have competence in cognitive aspects (knowledge); affective (attitudes and values) and psychomotor (skills) and aims to create a workforce later. The good and bad conditions of the physical environment will also affect the learning achievement of students, the environmental conditions are noisy, dirty, hot, learning becomes less effective. Conversely, conditions that are calm and clean, cool, fresh will help improve concentration in studying.

According to Winardi (2016) that motivation is a potential force that exists within a human being, which he can develop on his own or be developed by a number of outside forces which essentially revolve around monetary rewards and non-monetary rewards, which can affect his performance results positively or negatively. .

I. LITERATURE REVIEW
2.1   Research Review
The first research was conducted by Rif'ati Dina Handayani, Faculty of Teacher Training and Education, University of Jember, with the title "Analysis of Intrinsic and Extrinsic Motivation for Prospective Physics Teacher Students". This study aims to analyze learning motivation, including the intrinsic motivation and extrinsic motivation of prospective physics teacher students. This research is quantitative descriptive. Data were collected using validated and reliable interviews and questionnaires, namely the Motivated Strategies for Learning Questionnaire. The research sample was 150 students from the second, fourth, and sixth semesters of the Physics Education Study Program, FKIP, Jember University, with an average GPA of 3.12 (SD = 0.285). The data that has been obtained are then processed using SPSS. The results showed that the learning motivation of physics education students varied widely and was dominated by intrinsic learning motivation rather than extrinsic motivation. In the intrinsic motivation, the need for achievement of physics education students is higher than the other intrinsic motivation criteria. In extrinsic motivation, the role of authority from parents and lecturers is a factor that dominates the extrinsic motivation of student learning. The dominance of this intrinsic motivation shows the awareness of students about the importance of learning. In intrinsic motivation, the need for achievement of physics education students is higher than the other intrinsic motivation criteria. In extrinsic motivation, the role of authority from parents and lecturers is a factor that dominates the extrinsic motivation of student learning. The dominance of this intrinsic motivation shows the awareness of students about the importance of learning. In intrinsic motivation, the need for achievement of physics education students is higher than the other intrinsic motivation criteria. In extrinsic motivation, the role of authority from parents and lecturers is a factor that dominates the extrinsic motivation of student learning. The dominance of this intrinsic motivation shows the awareness of students about the importance of learning.

The second research was conducted by, I Nyoman Adi Susrawan, Mahasaraswati Denpasar University, with the title "Application of Innovative Research Methods (Talking Sticks and Extreme) to Increase Activities and Learning Outcomes of Class X Student Speaking Skills at SMA N 1 Kubu Karangasem". This research is a Classroom Actual Research (PTK) which aims (1) to describe and analyze the learning activities of the students of class X SMA N 1 Kubu Karangasem after applying innovative learning methods (Talking Stick and EXTREME); (2) Describe and analyze the learning outcomes of

students' speaking skills in class X SMA N 1 Kubu Karangasem after applying innovative learning methods (Talking Stick and EXTREME); (3) Describing and analyzing the steps of innovative learning methods (Talking Stick and EXTREME) which are effective to increase the activity and learning outcomes of students of class X SMA N 1 Kubu Karangasem. Data collection was carried out by observation and test methods. The data obtained were analyzed descriptively qualitatively and quantitatively. Data regarding student activity and learning outcomes were analyzed descriptively qualitatively and quantitatively. Furthermore, the data regarding the learning steps were analyzed qualitatively. The results showed that the application of innovative learning methods (Talking Stick and EXTREME) was able to increase the activity and learning outcomes of class X students' speaking skills at SMA N 1 Kubu Karangasem. Increased student learning activities can be seen from students' enthusiasm in responding to learning. Students begin to be active (observing, asking, trying, reasoning, and communicating) during the teaching and learning activities. In addition, student enthusiasm can be seen from the creativity of students in utilizing local wisdom as material for discussion. Furthermore, when viewed from student learning outcomes, the improvement in speaking results can be seen from the skills of students in communicating the material in front of the class. Selection of words (diction) that are appropriate and non-monotone, fluent in conveying material, the relevance of one idea to another, and the insertion of jokes / jokes when speaking in front of the class indicates that students' speaking skills have increased. In addition to improvements in student activity and learning outcomes,

The third research was conducted by Ernawati, A. Muhajir Nasir, Maros Muslim University, with the title "The Effectiveness of Contextual Socratic Learning Methods Based on Cognitive Style on Learning Outcomes of Basic Statistics". This research is a Pre-Experimental Design in the form of One Group Pretest - Posttest Design to determine whether there is an effect of the treatment given on the subject under study. The problems discussed in this study were 1) how did the mathematics learning outcomes before the application of the Socrates Contextual learning method based on cognitive styles in the second semester students of the Mathematics Education Study Program, 2) how were the mathematics learning outcomes after the application of the Socrates Contextual learning method based on cognitive styles in the second semester students Mathematics education study program, and 3) whether the application of the Socrates Contextual learning method based on cognitive style is effective in improving the mathematics learning outcomes of the second semester students of the mathematics education study program. In this study, there are two variables to be studied, namely the Socrates Contextual learning method based on cognitive style as variable X and mathematics learning outcomes as variable Y. The population and sample in this study were all semester II students of the mathematics education study program. The research instrument used was a test of learning outcomes and observation guidelines. The data found in this study were analyzed using descriptive statistical analysis techniques and inferential statistics using the t test formula. The results of the analysis of the learning outcome test data showed that the level of ability of the second semester students of the Mathematics Education Study Program before applying the Socrates Contextual learning method based on cognitive style was categorized as very low with a percentage of 36.00% with an average score of learning outcomes 50.2 Learning outcomes after applying the Socrates Contextual learning method based on cognitive style were categorized as high with a percentage of 76.00% and an average score of 86.92 learning outcomes. Based on the minimum completeness criteria value. The results of inferential statistical analysis using the t test formula, it can be seen that the Sig (2-tailed = 0.000) <½ α (0.025), thus Ho is rejected and Ha is accepted.

The fourth research was conducted byIrma Elperita Sipahutar, Herta Manurung, Faculty of Economics, Sisingamangaraja XII Tapanuli University, with the title "The Influence of Campus Environment on Student Motivation at the Faculty of Economics, Sisingamangaraja XII Tapanuli University". The campus environment is an environment

where students go through the learning process and carry out various activities. Students are academics who study in higher education who will never be separated from their learning activities and academic demands. The campus environment is one of the factors that affect student growth and development, especially for their intelligence. The campus environment can come from within (internal) and from outside (external) the campus. Internal environment that affects students in the campus environment of Sisingamangaraja XII Tapanulis University is the only problem of campus cleanliness. Campus cleanliness is a major factor in supporting the comfort of campus life. Then the problem of inadequate internet facilities at Sisingamangaraja XII Tapanuli University. Internet facility is one of the media that facilitates and facilitates the implementation of the learning process. The next internal environment is the study room and library at Sisingamangaraja XII Tapanuli University. The external environment that affects students is motorized vehicles on campus, the socio-cultural environment outside the companies operating around the campus, namely PT. Angkasa PuraII Silangit Airport can cause noise in the classroom when the plane takes off (take off) and when landing (landing). The purpose of this study was to determine the influence of the environment on student motivation at the Faculty of Sisingamangaraja XII, University of Tapanuli. This type of research is quantitative research. The research method used is: simple correlation, simple regression and t test. The result of this research is that there is a positive relationship between Campus Environment (X) and Learning Motivation (Y) which is 0.368, the R Square value is 0, 135 or equal to 13 50%., The regression obtained Y = 22,410+ 0,358 (X), tcount 3,580> ttable 0,2796. The campus environment has a positive and significant influence on Student Motivation at the Faculty of Economics, Sisingamangaraja XII Tapanuli University.

The fifth research was conducted by, Edi Murgijanto, School of Economics AMA Salatiga, with the title "The Influence of Need for Achievement, Need for Affiliation and Need for Power on Morale of Lecturers at the AMA College of Economics, Salatiga. In achieving the goal, the AMA Salatiga School of Economics must involve lecturers through activities in the fields of education and teaching, research and community service (Tridharma Perguruan Tinggi). Therefore, proper management is needed related to the needs of the lecturers, both the need for achievement, the need for affiliation and the need for power so that lecturers can work with a higher working spirit. This research was conducted to determine the effect of need for achievement, need for affiliation and need for power on morale of lecturers at the AMA College of Economics, Salatiga. Based on the results of data analysis, Researchers can draw conclusions about the influence of the need for achievement, the need for affiliation and the need for power on the morale of the STIE AMA Salatiga lecturers as follows: 1) The need for achievement variable has a value of tcount 0.830 <ttable 2.08, and the need for power variable has a tcount of 1.094 ttable 2.08, this means that the variable needs for affiliation shows a significant effect on morale. 3) Meanwhile, the variable of need for achievement, need for affiliation and need for power simultaneously has a value of Fcount 4.770> Ftable 3.07, this means that the variable needs for achievement, need for affiliation and need for power simultaneously have a significant influence on morale. 4) The value of the coefficient of determination (Adjusted R Square) = 0, 32 this means that the independent variable need for achievement (X1), need for affiliation (X2) and need for power (X3) can explain the dependent variable morale (Y) by 32% while the remaining 68% is explained by other factors not examined. The suggestion in this research is that it is better if the STIE AMA Salatiga and the Foundation try to increase the need for special affiliation without forgetting the need for achievement and the need for power to increase the morale of the lecturers of STIE AMA Salatiga.

The sixth study was conducted by, Diah Pranitasari, Indonesian School of Economics, Jakarta, with a tittle " Intrinsic And Extrinsic Factors To Affect Students Learning Motivation ".Student motivation to learn is an important factor in producing high quality graduates. It can grow from within (intrinsic) or occur because of outside the student (extrinsic). The purpose of this study was to see the influence of intrinsic and extrinsic

factors on student motivation. The study was conducted on 100 respondents consisting of students in management and accounting S1 for 3 semesters and above. By processing data using SmartPLS gives the result that the intrinsic factor influencing student learning motivation is 28%. Meanwhile, the influence of extrinsic factors on student learning motivation is 39.4%. Simultaneously, both intrinsic and extrinsic factors affecting learning motivation have a coefficient of 29.5%.

The seventh research was conducted by, Katie Szymona, Virginia Quick, Melissa Olfert, Karla Shelnutt, Kendra K. Kattlemann, Onikia Brown-Esters, Sarah E. Colby, Christina Beaudoin, Jocelyn Lubniewski, Angelina Moore Maia, Tanya Horacek and Carol Byrd-Bredbenner, West Virginia, Florida, Maine, New Jersey, Iowa, East Carolina, South Dakota, and New Hampshire Agricultural Experiment Stations, and Syracuse University, with a title "The University Environment: A Comprehensive Assessment Of Health-related Advertisements". Little is known about health-related advertising in university settings. Given the power of advertising and its effect on health behavior, the aim of this paper is to assess the health-related advertising environment and policies on university campuses. In total, Ten geographically and ethnically diverse US universities campuses trained using health-related advertising survey tools participated in the study. Inter-rater reliability with data collectors at each university was established before data started in Spring 2011. Survey tools assess the type, location, and prevalence of health-related advertisements and messages (eg nutrition, alcohol, tobacco) on campus, and include both advertisements and messages. related to any aspect of health by any sponsor. The current campus, health-related policies from each institution are also collected. The largest proportion of advertisements on all campuses is for diet / nutrition, exercise / fitness, and alcohol. The majority of advertisements promote positive health behaviors recommended by health professionals. Unbranded advertising is more likely to promote positive health behavior than branded advertising. Ads on diet / nutrition, tobacco, and drugs were more likely to be positive, while ads related to alcohol tended to be negative. The findings of this paper show significant gaps in campus health-related policies with regard to healthy eating and physical activity and a lack of policies covering health-related advertising content. Benchmark data such as those reported here can help campus stakeholders set priorities and work with campus decision makers to advocate for the development and implementation of healthy campus policies that support a healthy environment. while alcohol-related ads tend to be negative. The findings of this paper show significant gaps in campus health-related policies with regard to healthy eating and physical activity and a lack of policies covering health-related advertising content. Benchmark data such as those reported here can help campus stakeholders set priorities and work with campus decision makers to advocate for the development and implementation of healthy campus policies that support a healthy environment. while alcohol-related ads tend to be negative. The findings of this paper show significant gaps in campus health-related policies with regard to healthy eating and physical activity and a lack of policies covering health-related advertising content. Benchmark data such as those reported here can help campus stakeholders set priorities and work with campus decision makers to advocate for the development and implementation of healthy campus policies that support a healthy environment.

The eighth research was conducted by, Matthias Jerusalem, Johannes Klein Hessling, Humboldt University Berlin, Berlin, Germany, Bundespsychotherapeutenkammer, Berlin, Germany, with a tittle "Mental Health Promotion In Schools By Strengthening Self-Efficacy".The aim of this paper is to review two school intervention projects aimed at promoting student self-efficacy in Germany. Self-efficacy, defined as "people's belief in their ability to organize and carry out the necessary actions to produce a given achievement", is a core precautionary criterion of mental health. It is positively linked to important aspects of personality (eg motivation orientation, social competence) and specific behaviors related to the health situation (eg

coping with stress, conflict resolution). Two intervention projects, "Independent Schools - SESC" and "Fostering Self-efficacy and Self-Determination in the Classroom - FOSS", familiarize teachers with the concept of self-efficacy to enable them to develop and adapt intra-curricular promotional measures of self- student efficacy and social self-efficacy. Individualization of task demands and performance feedback as well as a high degree of transparency of teacher demands and evaluation criteria are beneficial for school students' Self Efficacy. Social self-efficacy is enhanced by establishing a positive classroom climate, where students support each other and teachers are sensitive to the individual needs of their students. FOSS and SESC are multi-component, non-randomized controlled studies. Thus, future research is needed with a focus on the various measures used in separate RCT-designs. The actual implementation of promoting the strategy into school lessons is a decisive step towards strengthening the mental health of students in schools. Consequently, promotion measures should be incorporated into organizational structures that can motivate teachers to learn and implement innovations even under unfavorable conditions. In contrast to extracurricular activities, there is limited research on the implementation and evaluation of preventive activities continuously integrated into the mainstream of school curricula and normal lessons.

2.2 Definition of Self Efficacy

Ormrod, in Mustaqim (2017) states that Efficacy or self-confidence is the belief that an individual is capable and can do something. Belief in all of these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations.

2.3 Factors Affecting Self Efficacy

According to Bandura (Alwisol, 2004: (Shofiah, Vivik and Raudatussalamah 2014, p. 221) there are several factors that affect self-efficacy, namely:

a) Mastery experiences, frequent successes will increase one's self-efficacy, while failure will decrease one's self-efficacy. If the success that a person gets is more due to factors outside of himself, usually it will not have an effect on increasing self-efficacy. However, if this success is obtained through major obstacles and is the result of his own struggle, then it will have an effect on increasing his self-efficacy.

b) The experiences of others (vicarious experiences), experiences of successes of other people who are similar to individuals in doing a task usually will increase one's self-efficacy in doing the same task. This self-efficacy is obtained through social models which usually occurs in someone who lacks knowledge of their own abilities so that they encourage someone to do modeling. However, the self-efficacy obtained will not have much effect if the observed model is not similar or different from the model.

c) Social persuation, information about abilities conveyed verbally by someone who is influential is usually used to convince someone that he is quite capable of doing a task.

d) Physiological and emotional states, anxiety and stress that occur in a person when performing tasks are often interpreted as a failure. In general, a person tends to expect success in a condition that is not colored by tension and does not feel any complaints or other somatic disorders. Self-efficacy is usually characterized by low levels of stress and anxiety, whereas low self-efficacy is characterized by high levels of stress and anxiety.

2.4 Dimensions of Self Efficacy

Bandura (1997 in Handayani, 2013) states that self-efficacy consists of three dimensions, namely:

a) Level / magnitude, the level dimension is related to the level of difficulty of the task. This dimension refers to the level of task difficulty that the individual believes will be able to overcome it

b) Strength, the dimension of strength is related to the strength of an assessment of individual skills. This dimension refers to the degree of individual stability to the beliefs he makes. This stability determines the resilience and resilience of individuals in business. This dimension is an individual's belief in maintaining certain behaviors.

c) Generality, the dimension of generality is a concept that a person's self-efficacy is not limited to specific situations. This dimension refers to the variety of situations in which an assessment of self-efficacy can be applied.

2.5 Self Efficacy Indicators

A person's self-efficacy varies widely in various dimensions and has implications for student activities during learning. In this study, self-efficacy is seen as students' belief in their ability to take the necessary actions directly in learning activities. The following are three dimensions of self-efficacy, namely the dimensions of magnitude, dimensions of strength, and dimensions of generality.

The self-efficacy indicator refers to the 3 dimensions of self-efficacy, namely the level dimension, the generality dimension, and the streght dimension. Brown et.al in Yunianti Elis, et.al, (2016) formulate several indicators of self efficacy, namely:

a) Believing that they can complete certain tasks, individuals believe that they are capable of completing certain tasks, in which the individual himself determines what tasks (targets) must be completed.

b) Convinced that he is able to try hard, persistently and diligently. There is a strong effort from the individual to complete the assigned task by using all the power he has.

c) Believe that you are able to face obstacles and difficulties. Individuals are able to survive when facing difficulties and obstacles that arise and are able to rise from failure.

e) Are sure you can complete tasks that have a wide or narrow (specific) range. The individual believes that in any task he can complete even though it is broad or specific.

2.6 Definition of Need for Achievement

According to Setyowati in McClelland, (1987: 261) the need for achievement is someone's need to have significant achievements, master various skills, or have high standards. People who have a high N-Ach usually always want to face new challenges and seek a high level of freedom.

2.7 Characteristics of the Need for Achievement

According to Murgijanto in As'ad, (2002) the characteristics of a high need for achievement will appear as follows:

a. Trying to do things in new and creative ways.

b. Looking for feed back (feedback) about his actions.

c. Choosing a moderate risk (moderate) in his actions.

d. Take personal responsibility for his actions.

2.8 Characteristics of Need for Achievement

According to Setyowati in McClelland, (1987: 261) also suggests that the need for achievement can be developed in adults. Achievement-oriented people have certain characteristics that can be developed, namely:

1. likes taking appropriate (moderate) risks as a function of skill, not opportunity, likes a challenge, and wants personal responsibility for results.
2. has a tendency to set worthy achievement goals and face calculated risks.
3. have a strong need for feedback on what has been done.
4. Have skills in long-term planning and organizational abilities.

2.9 Dimensions and Indicators of Need for Achievement
Dimensions of the need for achievement (Need Achievement) which consists of four indicators, namely:
a. The need to improve
b. The need to achieve the highest
c. The need to work effectively and efficiently

2.10 Definition of Campus Environment
According to Minhayati Saleh (2014: 121) The campus environment plays a role in helping families in the education of children or students. The learning process in schools aims to deliver learners to have competence in cognitive aspects (knowledge); affective (attitudes and values) and psychomotor (skills) and aims to create a workforce later. The good and bad conditions of the physical environment will also affect the learning achievement of students, the environmental conditions are noisy, dirty, hot, learning becomes less effective. Conversely, conditions that are calm and clean, cool, fresh will help improve concentration in studying.

2.11 Factors Affecting Campus Environment
According to Ulum in Tu'u, (2004: 81) campus environmental factors that affect learning include lecturers, tools / media, building conditions, and curriculum.
a) Lecturer

Lecturers are educators who provide a number of knowledge to students. With the knowledge he has, a lecturer can make students become smart people. In teaching, a lecturer has different ways, this is in accordance with their respective personalities and their life backgrounds.

The personality of the lecturer is very influential on the success of teaching and learning in class, because this affects the leadership pattern of the lecturer when teaching in class. There are lecturers who deliver the material very clearly so that it is easily accepted by students and vice versa there are lecturers who convey less clear material so that students are less able to understand and tend to be confused, the delivery of this material that is not good will certainly affect student learning achievement.

b) Teaching tools or media

Learning tools are closely related to how students learn, because the lesson materials used by the lecturer when teaching are also used by students to receive the material being taught. Complete and appropriate learning tools will facilitate the acceptance of learning materials given to students. If students easily accept lessons and master them, their learning will be more active and more advanced.

The reality today is that with the many demands that enter the campus, it requires a large number of tools to help students learn, such as books in libraries, laboratories or other media. Most campuses still lack the media both in terms of quantity and quality.

c) Building condition

The condition of the campus building is the entire space on campus that can support or hinder children's learning on campus. The condition of the building is sturdy, strong and meets good health requirements including good ventilation, sunlight that can enter, and sufficient lighting to make students feel comfortable in

studying, good building conditions will also have a good influence on the process and learning achievement of students who occupy it. Fresh air can enter the room, the light can illuminate the room, the walls are clean, the floor is not muddy or dirty, away from the crowds (markets, workshops, factories, etc.), so that children can concentrate more in their learning.

d) Curriculum

The curriculum is defined as a number of activities given to students. Most of these activities are presenting learning materials so that students receive, master and develop learning materials. A poor curriculum has a negative effect on learning. The poor curriculum is for example the composition of the material that is too dense, unbalanced, and the level of difficulty is above the student's ability. This is where the role of the lecturer is to deliver material in the curriculum in accordance with the needs of students so that it will bring success in learning.

2.12 Campus Environment Indicators

According to Ilma Anisaturizqi (in Hastuti, et.al. 2010) indicators that can be used to measure the influence of the campus environment on learning motivation, namely:

a. Class Cleanliness
b. Internet facilities
c. Library facilities
d. Relations between students
e. Relations between students and lecturers

This indicator is a benchmark that will be used to determine how much influence the campus environment has on student learning motivation. From the indicators mentioned above, it can be concluded that the condition of the campus building which does not meet the requirements also hinders the teaching and learning process, for example the place around the campus is crowded, causing noise, which will interfere with learning concentration. In addition, classrooms are stuffy due to lack of ventilation so that air circulation is not smooth. Class conditions that are not in accordance with the number of residents cause the classroom to feel cramped, and finally the learning situation does not go well. A campus that has adequate buildings and study spaces, Having enough learning equipment coupled with the skills of the lecturers in using these tools will provide enthusiasm and encouragement for students to learn. The relationship between lecturers and students and students and students must also be well-established, so that a conducive campus environment will be created. A conducive campus environment will motivate students to learn.

2.13 Definition of Lecturer Learning Method

According to Kawet in (Smaldino et.al, 2005: 15) suggests that methods are the procedures of instruction learned to help learners achieve the objectives or to internalize the content or message (a method is a learning procedure that is learned to help students achieve goals or to internalize the content or message).

2.14 Kinds of Lecturer Learning Methods

In learning activities, there are various types of teaching methods that teachers can use to present learning material. The teacher's job is to determine the right method for creating interesting teaching and learning activities. According to Sujati (in Sugihartono, et.al, (2013: 81-84) mentions various teaching methods that teachers can choose in learning activities, including:

2.15 Indicators of Lecturer Learning Methods

According to Neni Uswatun Khasanah (2014: 42) lecturer learning methods can be stated as follows:

1. The teaching method is in accordance with the learning objectives
2. The teaching method is in accordance with the learning situation and time
3. The teaching method is in accordance with the existing facilities

2.16 Definition of Motivation for Completing Thesis

According to Rido Sanjaya (2018) Motivation can be defined as the strength (energy) of a person that can cause a level of persistence and enthusiasm in carrying out an activity, both from within the individual (intrinsic motivation) and from outside the individual (extrinsic motivation). The study of motivation has long had its own appeal for education, managers, and research circles, especially in relation to the importance of achieving one's performance (achievement).

2.17 Types of Motivation

Work motivation is divided into several types. The types of motivation according to Winardi (2016: 5) can be negative and positive, namely:

1. Positive Motivation, which people sometimes call "anxiety reducing motivation" or the "carrot approach" where people are offered something of value (for example, monetary rewards, praise and the possibility of becoming an employee). fixed) if the performance meets the set standards.
2. Negative Motive,
   what people often call "the stick approach" uses the threat of punishment (reprimand, threat of dismissal, threat of demotion and so on) if the person's performance is below standard. Likewise Gregor in Winardi (2016: 6) "each type (motivation) has its own place in organizations, which depends on the situation and conditions that develop".

2.18 Aims and Benefits of Motivation

There are several goals and benefits of motivation according to Malayu (2015: 146), including:

1. Improve employee morale and job satisfaction.
2. Increase employee productivity.
3. Maintaining the stability of company employees, increasing employee discipline.
4. To streamline the procurement of employees.
5. Creating an atmosphere and a good working relationship.
6. Increase employee loyalty, creativity and participation.
7. Increase the level of employee welfare.
8. Enhance employees' sense of responsibility for their duties.
9. Increase efficiency in the use of tools and raw materials

2.19 Factors Affecting Motivation

One's motivation with another will definitely be different from one another, there are several factors that affect a person's motivation. According to Swaminathan in Dewi, (2015) says that a person's work motivation is influenced by 2 factors, namely:

a. Internal factors
   That is, a person's motivation is influenced by within a person, for example if an employee who wants to get a satisfactory score in a performance appraisal will direct his beliefs and behavior in such a way that it meets the requirements of the predetermined performance appraisal. This will relate to the aspects or strengths that exist within a person to achieve a goal, for example aspects of self-efficacy. Self-efficacy is a person's belief in self-confidence and his ability to do a job, so as to obtain success
b. External Factors

Namely factors that come from outside the individual such as promotion factors, awards, salaries, working conditions, company policies, and jobs that contain responsibilities. Employees will be motivated if there is support from management and a conducive work environment which in turn has an impact on job satisfaction.

2.20 Motivation Indicators

Mangkunegara (2013, p. 111) states "that work motivation can be measured through the following indicators:

1. hard work
2. perseverance
3. utilization of time

2.21 Relationship Between Variables

2.22 Self-Efficacy against Motivation

According to Ghufron (2011), this is called self-efficacy, which is one of the most influential aspects of self-knowledge or self-knowledge in everyday human life. This is because the self-efficacy that is owned also affects the achievement of learning outcomes.

2.23 The Need For Achievement And Motivation

According to Suwarto (2016: 255-269) The need for achievement is the need to achieve the success of employees in doing their jobs. The direction and purpose of this study is to see how the variables consisting of wages, workplace, work equipment, workers' attitudes towards work, attitudes among peers, trust and responsibility, the need to increase abilities, and the need for achievement have a significant effect. on work motivation. By referring to this, it is hoped that certain conditions can be created so that workers can further improve their performance, so that the objectives of business activities can be achieved.

2.24 Campus Environment And Motivation

According to Miftahul Farihin (2014), the learning environment is a vehicle for learning for students to actualize their personal potential, and of course also has a very big influence as well. The environment here includes not only social conditions, but also non-social conditions, so that the environment in the context of learning motivation has a big role, because the higher the quality of the learning environment, the higher the student's motivation to learn.

2.24 Lecturer Learning Methods and Motivation

According to Estiana Embo (2017), in creating comfortable situations and conditions that are very much needed in the learning process, an educator must be able to manage the class well, namely by choosing a method of learning that must be good with learning objectives and class conditions. The problem that often occurs is when the teacher is less creative in developing and implementing predetermined methods in learning, causing a lack of student motivation or student attention in receiving lessons.

2.25 Conceptual Framework
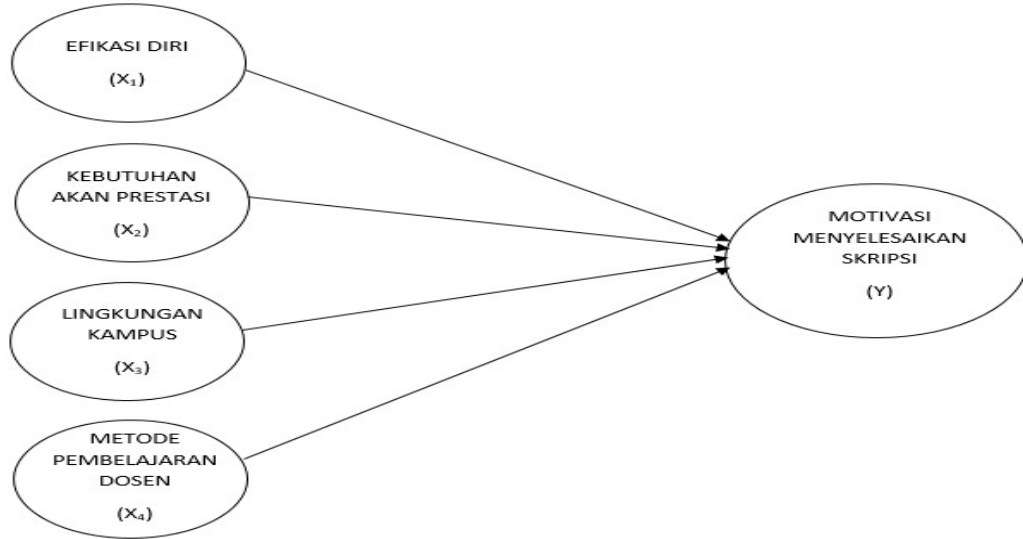
III. RESEARCH METHODS

According to Sugiyono (2016: 61) "Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions."

1. The population of STEI Indonesia S1 Management students who graduated in 2019 was 311 people.

According to Sugiyono (2016: 62), the sample is part of the number and characteristics of the population. The sampling technique in this study is purposive sampling, which is a sampling technique with certain considerations (Sugiono). The sample in this study were respondents who had purchased a product at least once, because consumers were able to assess the product in terms of its weaknesses and strengths, so that consumers could provide accurate data. The type of data used in this research is primary data using a questionnaire data collection method. The sample in this study was determined as many as 200 respondents, of which 200 people were divided into 2 parts, namely 100 people for regular morning students and 100 people for regular night students.

3.1 Data analysis method

Researchers use SEM to analyze data because SEM has two advantages, namely:

1. SEM is able to test complex research models simultaneously so that it is more precise in theory testing. SEM can analyze the model as a whole so that it helps researchers conclude whether the model according to the theory is supported by data.

2. SEM is able to analyze variables that cannot be measured directly and can take into account errors in measurement. In this study, researchers used variables that could not be measured directly, so researchers had to use several indicators. In addition, by using SEM measurement errors have been taken into account so as to increase statistical estimates and validity. The measurement error occurs because the variables rarely can be measured perfectly, due to imperfections in the operationalization of the variables or inaccurate answers from the respondents. The SEM method that the researcher will use is the SEM-PLS approach. The choice of this method is based on a short guide (rule of thumb) compiled by (Hair, Hult, Ringle & Sarstedt, 2014).

3.2 Model Measurement Method (Outer Model)

This model specifies the relationship between latent variables with the indicator indicators or it can be said that the outer model defines how each indicator relates to its latent variables. Tests performed on the outer model:

a. Convergent Validity. The value of convergent validity is the value of the loading factor on the latent variable with its indicators. Expected value> 0.7

b. Discriminant Validity. This value is the value of the cross loading factor which is useful for knowing whether the construct has sufficient discriminant by comparing the loading value of the intended construct must be greater than the loading value with other constructs.

c. Cronbach's Alpha. The reliability test is strengthened by Cronbach Alpha or Composite Reliability. Expected value> 0.7 for all constructs.

3.3 Measurement of the Structural Model (Inner Model)

Inner model analysis is also known as structural model analysis, which is carried out to ensure that the structural built is robust and accurate. Inner model evaluation can be seen from several indicators which include:

a. Model fit test (model fit) This model fit test is used to determine whether a model has a fit with the data. In the model fit test, there are three test indices, namely average path coefficient (APC), average R-square (ARS) and average variance factor (AVIF). APC and ARS were accepted on condition that the p-value <0.05 and AVIF were less than 5.

b. The coefficient of determination (R2) is used to determine how much influence the independent variable has on the dependent variable. Nilia R2 is 0.75 good, 0.50 is moderate, while 0.25 is weak (Ghozali, 2014).

3.4 Hypothesis Testing

After conducting various evaluations, both the outer model and the inner model, the next step is to do hypothesis testing. Hypothesis testing is used to explain the direction of the relationship between endogenous and exogenous variables. A hypothesis that can be accepted or must be rejected can be statistically calculated through its significance level. The level of siginification used in this study was 5%. If the selected significance level is 5%, the significance level or the confidence level is 0.05 to reject a hypothesis. In this study there is a 10% chance of making the wrong decision and a 95% chance of making the right decision. The following is used as a basis for decision making, namely:

P-value <0.05: H0 is rejected, then Ha is accepted

P-value ≥ 0.05: H0 is accepted then Ha is accepted

P-value: a probability value or a value that indicates the probability of a data being generalized in the population, namely a 5% wrong decision and then 95% correct decision. (Ghozali, 2014).

IV. RESEARCH RESULTS AND DISCUSSION
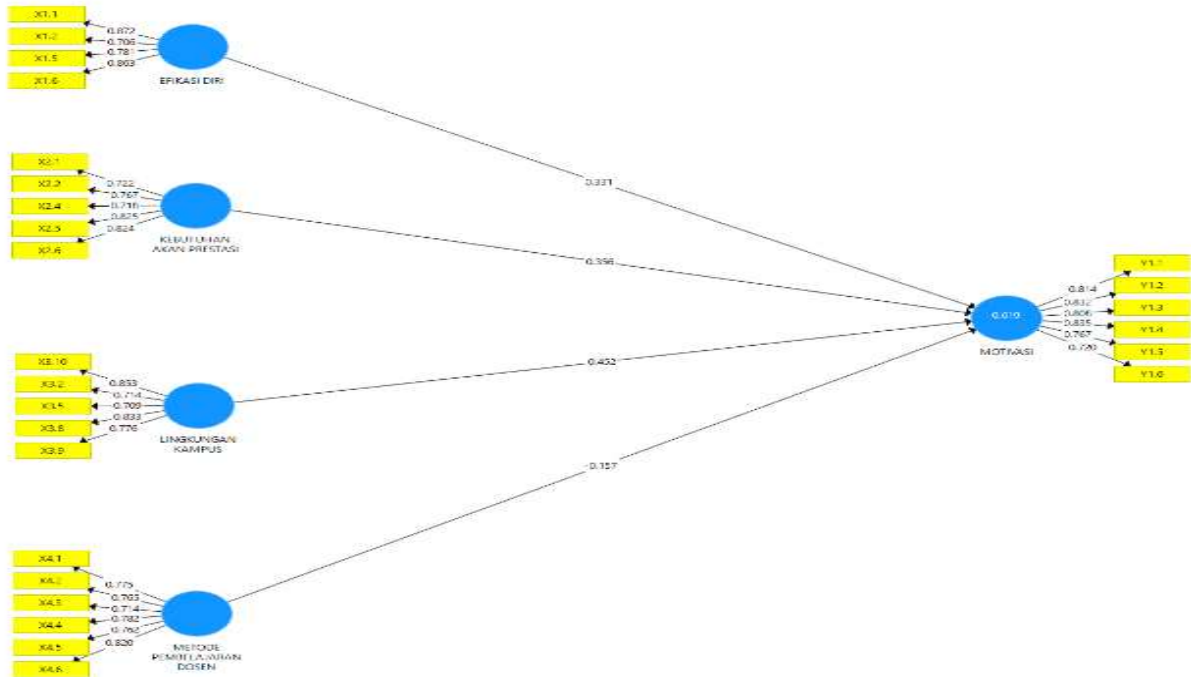
4.1 Measurenment Model

Here is the first data processing based on 4 variables with each consisting of 6 statements and 1 variable containing 10 statements.

Figure 1. Loading Factor of Regular Morning Students

Based on the results of the third data processing, by eliminating several invalid indicators, the values of the indicators above have met the criteria, namely more than 0.700.

In the teamwork variable, the biggest loading value is in the X1.1 statement of 0.872 which contains the statement "I am sure I can motivate in completing the thesis". In the variable of need for achievement, the biggest loading value is in the X2.5 statement of 0.825 which contains the statement "I can be effective in completing the thesis". In the campus environment variable, the biggest loading value is in the X3.10 statement of 0.853 which contains the statement "I have a good relationship with the lecturer". In the variable of lecturer learning methods, the largest loading value is at X4.6 of 0.820 which contains the statement "The facilities provided can help lecturers in delivering class learning material". And in the motivation variable, the largest loading value is found at Y1.4 of 0.
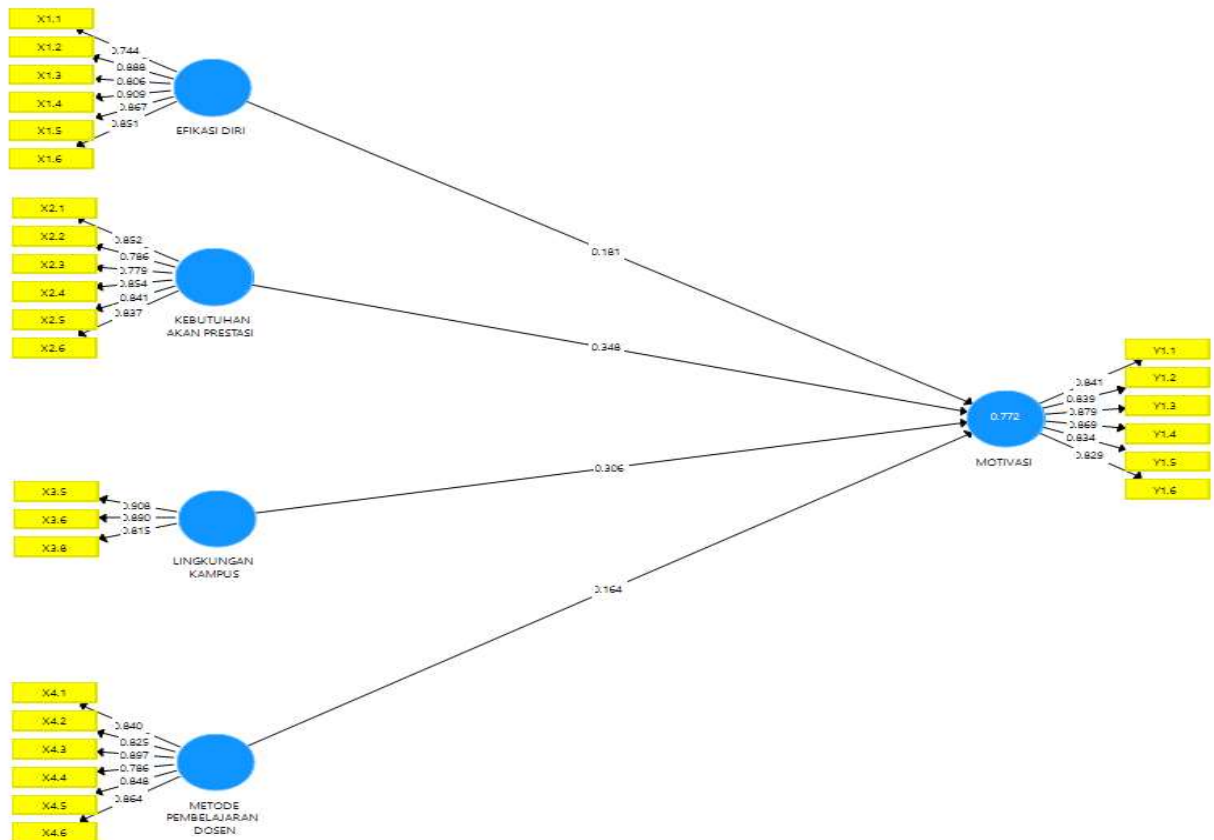
Figure 2. Loading Factor of Regular Night Students

Based on the results of the second data processing, by eliminating several invalid indicators, the value of the indicators above has met the criteria, namely more than 0.700.

In the self-efficacy variable, the biggest loading value is in the X1.4 statement of 0.909 which contains the statement "I try hard and diligently in completing the thesis". In the variable of need for achievement, the biggest loading value is in the statement X2.4 of 0.854 which contains the statement "I enjoy the achievements in motivating the completion of the thesis". In the campus environment variable, the biggest loading value is in the X3.5 statement of 0.908 which contains the statement "I visited the library to borrow books, look for references, etc.". In the lecturer learning method variable, the biggest loading value is at X4.3 of 0.897 which contains the statement "The learning situation given I can understand to complete my thesis". And on the motivation variable,

	SELF EFFICATION	NEED FOR ACHIEVEMENT	CAMPUS ENVIRONMENT	LECTURER LEARNING METHODS	MOTIVATION
SELF EFFICATION	0.846				
NEED FOR ACHIEVEMENT	0.730	0.826			

CAMPUS ENVIRONMENT	0.646	0.620	0.872		
LECTURER LEARNING METHODS	0.712	0.806	0.665	0.844	
MOTIVATION	0.750	0.803	0.748	0.777	0.849

Table 1. Discriminant Validity for Regular Morning Students

Table 2. Discriminant Validity for Regular Night Students

Table 3. Cronbach's Alpha Morning Regular Student

Variable	Cronbach's Alpha	Rule Of Thumb	Conclusion
SELF EFFICATION	0.820	0,700	Reliable
NEED FOR ACHIEVEMENT	0.834	0,700	Reliable
CAMPUS ENVIRONMENT	0.839	0,700	Reliable
LECTURER LEARNING METHODS	0.863	0,700	Reliable
MOTIVATION	0.885	0,700	Reliable

			LECTURER LEARNING METHODS	MOTIVATION
SELF EFFICATION	0.808			
NEED FOR ACHIEVEMENT	0.594	0.773		
CAMPUS ENVIRONMENT	0.284	0.438	0.779	
LECTURER LEARNING METHODS	0.529	0.594	0.643	0.770
MOTIVATION	0.588	0.658	0.601	0.520	0.797

Based on table 3. That the results of the Cronbach's alpha test show a value> 0.7, which means that all variables are declared reliable.

Table 4. Cronbach's Alpha Regular Night Student

Variable	Cronbach's Alpha	Rule Of Thumb	Conclusion
SELF EFFICATION	0.920	0,700	Reliable
NEED FOR ACHIEVEMENT	0.906	0,700	Reliable
CAMPUS ENVIRONMENT	0841	0,700	Reliable
LECTURER LEARNING METHODS	0.919	0,700	Reliable
MOTIVATION	0.922	0,700	Reliable

Based on table 4. That the results of the Cronbach's alpha test show a value> 0.7, which means that all variables are declared reliable.

Table 5. Fit Model of Regular Morning Students

	Saturated Model	Estimated Model
NFI	0.622	0.622

The NFI values ranging from 0 to 1 are derived from the comparison between the hypothesized model and a certain independent model. The model has a high fit if the value is close to 1. Based on the table above, the NFI value is at 0.622, which means that it has a sufficient model fit. (Ghozali, 2014)

Table 6. Night Regular Student Fit Model

The NFI values ranging from 0 to 1 are derived from the comparison between the hypothesized model and a certain independent model. The model has a high compatibility if the value is close to 1. Based on the table above, the NFI value is at 0.535, which means that it has a sufficient model fit. (Ghozali, 2014)

R

	Saturated Model	Estimated Model
NFI	0.535	0.535

Table 7. Square Student Regular

Morning

Variable	R Square
MOTIVATION	0.619

Based on table 4.8. obtained R2 Square value of 0.619, this means that 61.9% of variations or changes in motivation are influenced by self-efficacy, the need for achievement, campus environment and learning methods while the remaining 39.1% is explained by other reasons. So it can be said that the R2 Square value of the motivation variable is moderate, approaching "good".

Table 8. R Square of Regular Night Students

Variable	R Square
MOTIVATION	0.772

Based on table 4.17. obtained R Square value of 0.772, this means 77.2% variation or change in motivation is influenced by self-efficacy, the need for achievement, campus environment and learning methods while the remaining 12.8% is explained by other reasons. So it can be said that the R Square value of the motivation variable is "good".

4.2 Testing of Bootstrapping Results of Regular Morning Students
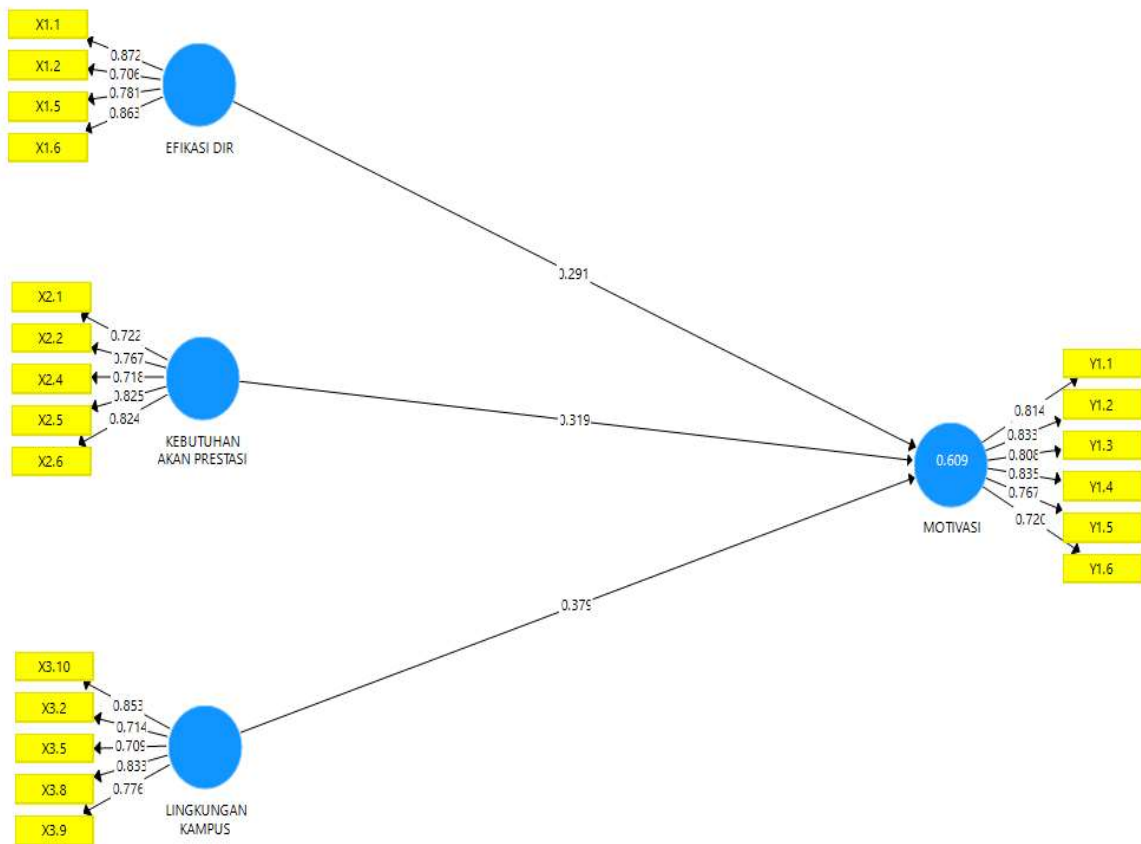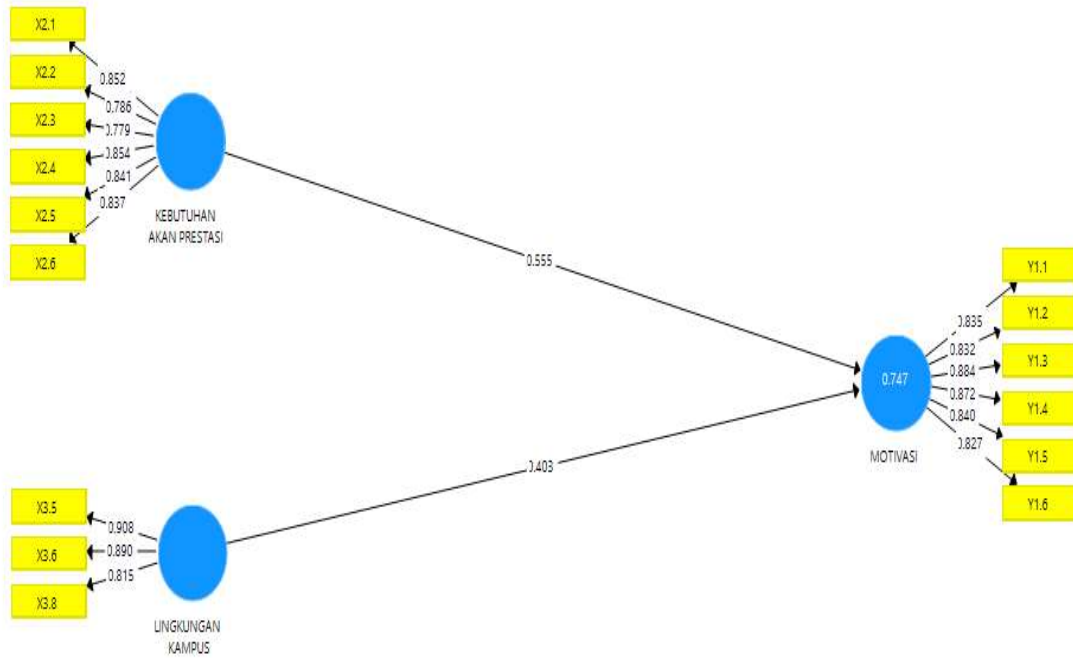

Figure 3. Results of Regular Morning Student Path Coefficient data processing

Based on Figure 3. The self-efficacy variable has an influence on motivation of 0.291 or 29.1%. In the variable the need for achievement has an influence on motivation of 0.319 or 31.9%. The campus environment variable has an influence on motivation of 0.375 or 37.5%.

4.3 Testing of Bootstrapping Results for Regular Night Students

Figure 4. Results of Regular Night Student Path Coefficient data processing

Based on Figure 4. In the variable the need for achievement has an influence on motivation by 0.555 or 55.5%. And the campus environment variable has an influence on motivation of 0.403 or 40.3%.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

From the description of the results of the research conducted on STEI Indonesia Management undergraduate students in the previous chapter, it can be concluded that:
1. Self-efficacy affects the motivation to complete the thesis. This means that high self-confidence can motivate regular morning students in completing their thesis.
2. The need for achievement affects the motivation to complete the thesis. This means that the need to get the desired achievement can increase the motivation of regular morning students to complete their thesis.
3. The campus environment affects the motivation to complete the thesis. That is, with a good relationship between students it can motivate regular morning students to complete their thesis.

5.2 Suggestions

Based on the above conclusions, the researcher provides suggestions for regular morning students:
1. To increase student motivation in completing the thesis, it can be done by increasing self-efficacy, especially in increasing the motivation to complete the thesis.

2. To increase student motivation in completing the thesis, this is done by increasing the need for a planned pesticide, in particular by increasing the motivation to complete the thesis.
3. To increase the motivation to complete the thesis, increase the comfort of the campus environment, especially creating a good relationship between students and lecturers.

REFERENCES

Anisaturizqi., I. (2015). The Effect of Lecturer Teaching Skills and the Campus Environment on Student Motivation in Accounting Education at Semarang State University, Class of 2013. Journal of Economic Education, ISSN: 2252-6544.

Ernawati. (2018). The Effectiveness of Socrates Learning Methods Based on Cognitive Style Contextual on Basic Statistics Learning Outcomes. Journal of Mathematics Research and Mathematics Education Volume 1 Number 2, ISSN: 2615 - 7667, 31.

Ghozali. (2014). Structural Equation Modeling, an Alternative Method with Partial Least Square (PLS). Edition 4. Semarang: Diponegoro University Publishing Agency.

Hair, JF, Sarstedt, M., Ringle, CM, & Mena, JA (2012). An Assessment Of The Use Of Partial Least Squares Structural Equation Modeling In Marketing Research. Journal Of The Academy Of Marketing Science, 40 (3), 414-433.

Handayani., F. (2013). The Relationship between Self Efficacy and Accelerated Student Achievement. Journal of Psychological Research. Volume 01, Number 02 ,.

Hessling., J. (2009). Mental health promotion in schools by strengthening self-efficacy. Journal of Health Education, Vol 109, No 4, ISSN: 0965-4283.

Kawet., S. (2017). The Effect of Learning Methods and Student Interest in Learning Outcomes of Construction Management. Journal of Educational Technology Vol. 19, No. 3.

Latifah, N. (2012). Self-Esteem, Self Efficacy, Learning Motivation, and Academic Achievement of High School Students in Various Learning Models. Journal of Family and Consumer Science, Vol 5 No 2, ISSN: 1907 - 6037.

Manurung., H. (2019). The Influence of Campus Environment on Student Motivation of the Faculty of Economics, Sisingamangaraja XII Tapanuli University. Journal of Science, Vol. 1, No. 2.ISSN: 2622 - 8823.

Murgijanto., E. (2017). The Influence of Need for Achievement, Need for Affiliation and Need for Power on Morale of Lecturers at the AMA College of Economics, Salatiga. Among Makarti Vol. 10 No. 19.

Omrod, J. (2009). Educational Psychology: Helping Students Grow and Develop. Jakarta: Erlangga.

Pranitasari., D. (2017). Instrinsic and Extrinsic Factors to Affect Students Learning Motivation (Case Study on The First Degree Students in STIE Indonesia). Journal of the International Journal of Applied Business and Economic Reasearch.

Rahayu., M. (2019). The Influence of Entrepreneurship Education, the Need for Achievement and Self-Efficacy Against Entrepreneurship Intention for

Students at SMA Muhammadiyah 1 Jakarta. Journal of Economics, Vol 2 No 1.

Ringle, MC (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. Journal Of The Academy Of Marketing Science. DOI 10.1007 / s11747-011-0261-6.

Rosyida., I. (2019). Self-Efficacy of Junior High School Students in Learning Model Learning Cycle 7 (Elicit, Engange, Explore, Explain, Elabrote, Evaluate, and Extend). Journal of Mathematics Education, Vol 02. ISSN: 2613-9189.

Saleh, M. (2014). the influence of motivation, family factors, campus environment and active. Phenomenon Journal, Vol 4, No 2,.

Setyowati., L. (2016). Achievement Motivation Analysis of Class V SD Negeri Slerok 4, Tegal City. Journal of Education.

Shofiah., V. (2014). SELF-EFFICACY AND SELF-REGULATION AS IMPORTANT ELEMENTS. Journal of socio-religious research, Vol. 17, No.2.

Sugiyono. (2016). Quantitative Research Methods, Qualitative and R & D. Bandung: PT Alfabeta.

Sugiyono. (2017). Quantitative Research Methods, Qualitative and R & D. Bandung: PT Alfabeta.

Suryani, H. (2016). Quantitative Research Methods Theory and Application of Research in Management and Islamic Economics. Jakarta: Prenadamedia Group.

Susrawan, IA (2015). Application of Innovative Learning Methods (Talking Stick and EXTREME) to Improve Activity and Learning Outcomes of Class X Students' Speaking Skills at SMA N 1 Kubu Karangasem. Bakti Saraswati Journal Vol.04 No. 01. ISSN: 2088 - 2149.

Szymona., K. (2012). The university environment: A comprehensive assessment of health-related advertisements. Journal of Health Education. Vol 112, No 6. DOI: 10.1108 / 09654281211275845.

Winardi. (2016). Leadership in Management. Jakarta: PT. Rineka Cipta.