

Lecturer Behavior Plays an Important Role in Increasing Student Motivation and Academic Achievement of College Students: A Sistematic Review

Heryanto Nur Muhammad^{1*}, Taufiq Hidayat², Sapto Wibowo³, Sri Wichayani⁴, Amalia Tazkiyah⁵, Wiliyanto⁶, Agung Prasetyo⁷,

^{1,2,3,4,5} Physical education, Sport and Recreation, Faculty of Sport Science and Health, Universitas Negeri Surabaya

⁶ Sport Science, Faculty of Sport Science, University Pendidikan Indonesia

⁷ Sport Science, Faculty of Sport Science, University Negeri Gorontalo



ABSTRACT

Keywords:

Lecturer behavior
Motivation
Academic achievement

The purpose of this study is to analyze the role of lecturer behavior and the relationship between lecturers and students on student academic achievement. The research method used is a systematic review of journal articles and proceedings of Google Scholar, Scopus, Web Of Science and PubMed databases. The combination of keywords used is that a lecturer's behavior plays a role in increasing student learning motivation and academic achievement. The researcher uses a framework with inclusion criteria, namely the importance of lecturer behavior in increasing student learning motivation and academic achievement. The results of this study state that, based on the analysis of selected articles, 7 out of 10 research articles concluded that there was a significant impact of lecturer-student relationships on various aspects of student outcomes. Research recommendations suggest that universities actively seek to foster positive lecturer-student relationships through a variety of means. Lecturers should provide motivation by increasing interaction with students outside the classroom to explore students' potential and can provide a better learning experience for students. Lecturers and students can interact with open two-way communication and discussion. Students also need to be motivated to take advantage of the opportunity to interact with their lecturers as part of their learning experience at university.

INTRODUCTION

Education is important for the progress of society. The higher the level of education of a person in a society, the more civilized and disciplined the society will be. Academic achievement is one indicator of student success at the higher education level. Because of the importance of academic achievement, it is important to conduct research on the factors that influence student academic achievement.

Student success in the academic field is marked by academic achievement achieved, shown through the achievement index or grade point average, and accuracy in completing studies. The relationship between lecture is important for collage that allows for increased achievement and other student outcomes supported by teaching competence.

National development is an effort to improve the quality of Indonesian people and society that is carried out sustainably, based on national capabilities, by utilizing advances in science and technology and paying attention to the challenges of global development (1). The learning process is an important part of the education system. Where this learning process includes important elements to realize national education goals. These important elements include learning strategies, teachers, learning media, facilities and infrastructure and evaluation (2).

The role of a lecturer in providing motivation for students is very much needed, because, indirectly, encouragement from lecturers makes someone able to do it with hope. Lecturers are people who should be imitated and followed, so it is natural that students always need motivation from a lecturer, either directly, for example, by providing

encouragement to learn, telling stories about someone's success, providing meaningful life goals, or indirectly, namely the role of a good lecturer, noble, diligent and active, it can be followed by students.

Universities and their elements have a strategic role in efforts to develop human quality, namely for students who develop their potential and improve their quality in terms of achievement. A college is an institution that organizes higher education as a continuation of secondary education, which aims to prepare students who have special academic abilities to apply, develop, and create new knowledge. One of the goals that students want to achieve in the lecture process is maximum academic achievement (3).

Academic achievement is one indicator of student success at the higher education level. Because of the importance of academic achievement, it is important to conduct research on the factors that influence student academic achievement (4). Student success in the academic field is marked by the academic achievements achieved, shown through the GPA, and accuracy in completing studies (5).

The main task of lecturers is always identical to the terms tri dharma of higher education, namely teaching, research, and community service (6) (7). The busyness of a lecturer can vary greatly depending on various factors such as their field of expertise, level of teaching and additional roles they take on at the university or institution where they teach.

Lecturer behavior is the way lecturers treat and interact with students, colleagues, and anyone else in higher education. Lecturers have the perception that their professional behavior, including the way they teach and treat students, influences students' learning motivation (8). Behavior is a person's response to a particular situation. In the context of the classroom, lecturer behavior is the interaction between students and lecturers (9).

The researcher conducted this study to analyze the role of lecturer behavior and the relationship between lecturers and students on student academic achievement.

RESEARCH METHOD

The research method used is a systematic review of journal articles and proceedings of Google Scholar databases. The combination of keywords used is that a lecturer's behavior plays a role in increasing student learning motivation and academic achievement.

The researcher uses a framework with inclusion criteria, namely the importance of lecturer behavior in increasing student learning motivation and academic achievement. The researcher determined 10 articles that match with these criteria. The next stage is an overall review and analysis starting with the title, abstract, method, findings, discussion, as well as conclusions and recommendations of the researcher on the results of his research.

Descriptive statistics were used in data analysis. To provide an analysis of the function of lecturer's conduct in student learning motivation and academic accomplishment, the researcher examines each research recommendation and displays the analysis's findings in the form of tables.

RESULTS AND DISCUSSION

The keywords used together suggest that lecture' conduct influences students' motivation to learn and academic success. The following keyword combination was used to retrieve

journal articles and proceedings from the Google Scholar databases that represented the findings of the literature review research:

Table 1. Article of Lecture Behavior

Title	Method	Resilt	Conclusion
Students' Motivation (8)		Students' motivation differently	Better influence students' motivation.
Exploring the Effects of Lecturers-Students' Relationship on Students' Academic Perfomance in Selected Rural Universities (10)	Quantitative and qualitative research metjods were used for data collection.	The student-lecturer relationship influences students' learning abilities and academic performance. Students' self-confidence depends on this relationship. Lecturers are wary of relating to students due to potential disrespect.	Workshops, seminars, and training should be organized to promote a positive student-lecturer relationship.
The Impact Of Student-Lecturer Relationship On Good Decision-Making And Quality Promotion In The Institutions Of Higher Education And Training (11)	A qualitative research approach was used, involving document analysis and Critical Discourse Analysis (CDA)	The student-lecturer relationship is crucial for good decision-making in higher education and enhances learning programs. A strong relationship can increase students' competency. Challenges include student disengagement, disorganized lecturers, and low student motivation.	The study offers recommendations to improve the student-lecturer relationship to enhance decision-making and quality promotion in higher education institutions.
Impact of Student-Instructor Relationships on Affective Learning and Test Anxiety Perceptions (12)	Quantitative	Students' affective learning (motivation, assignment grades, and self-efficacy) was significantly predicted by student-lecturer relationships. Exam anxiety was positively influenced by lecturer anxiety. Lecturer connectivity was inversely correlated with lectures, especially for female students.	Academics should focus on building rapport with students, even in large classes, and use collaborative teaching apps.
Lecturer-Student Relationship as a Determinant of Teaching Effectiveness (13)	SLR	The study explores the educational needs of students, focusing on security, belonging, recognition, self-realization, and knowledge and understanding. It discusses the expectations of students and the behaviors of teachers that can fulfill these needs.	The paper aims to determine if the relationship between teachers and students influences teaching effectiveness by examining the fulfillment of students' educational needs and the role of lecturers' behaviors.

Lecturer Behavior Plays an Important Role in Increasing Student Motivation and Academic Achievement of College Students: A Systeematic Review

Instructional Leadership and Student Academic Performance: Mediating Effects of Teacher's Organizational Commitment (14)	Quantitative	The findings indicate that the principal's instructional leadership indirectly affects students' academic performance through the teacher's organizational commitment. Higher instructional leadership is associated with greater teacher commitment and better student academic performance.	The research suggests that enhancing instructional leadership practices in schools, by focusing on teacher organizational commitment, can improve student academic performance in Pakistan. It recommends incorporating instructional leadership training into the curriculum for new principals.
Relationship between perceived teacher support and academic achievement: positive emotions and learning engagement as mediators (15)	Quantitative	The results indicate that positive emotions and learning engagement mediate the relationship between perceived teacher support and academic achievement. Additionally, they show a chain-mediating effect in this relationship.	The findings highlight the mediating role of positive emotions and learning engagement in the link between perceived teacher support and academic achievement. This is significant for Chinese teachers aiming to improve students' academic outcomes.
The Quality of Lecturer-Student Interaction as Predictors of Academic Achievement and Perceived Learning with Emotional Engagement as Mediator	Quantitative	The conceptual model proposed in this study is incompatible with empirical data in the field. Lecturer-student interaction influences perceived learning mediated by emotional engagement. Lecturer-student interaction influences perceived learning with emotional engagement and also significantly influences perceived learning.	The dynamics of the lecturer-student interaction relationship, emotional engagement, and perceived learning are significant in the context of learning.
Lecturer/ Students Relationship	A descriptive survey design	There is a significant relationship between the lecturer-student relationship	Recommendations include changing negative perceptions of students
And Student Academic Performance: A Study Of Kogi State University (16)		And students' academic performance	towards lecturers. Creating a curriculum that aids lecturer-student relationships. Reducing lecturer-student ratio.

Impact of Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye-Ekiti (17)	A descriptive survey design	The level of lecturer-student relationship is high. The lecturer-student relationship is characterized by interpersonal relationships that bridge gaps between lecturers and students, as well as lecturers and the community. The relationship impacts students' personal growth, values, attitudes, and intellectual stimulation.	The university's management should provide incentives to lecturers who promote high-quality relationships with students.
---	-----------------------------	---	--

Several research results (8), (10), (11) and (17) suggest that higher education institutions should actively seek to foster positive lecturer-student relationships through various means.

Most papers highlight the benefits of positive and supportive relationships between lecturers and students, including increased motivation, improved learning ability, increased self-confidence, better decision-making, and reduced test anxiety. Although all touch on the lecturer-student dynamic, each study focuses on slightly different aspects. For example, some focus on the impact on motivation (8), others on academic performance (10), (16) (17), decision-making (11), affective learning and test anxiety (12), or perceived learning and emotional engagement (18).. Paper (13) takes a more theoretical approach by exploring students' educational needs.

Specifically, the individual relationship is manifested in the form of communication and interaction as a representation of reinforcement. This communication is also a characteristic or existence of humans socially. This means that interaction and communication are something that is inherent and integrated in social humans. Learning is a process that depends on the interaction between students and lecturers so that it produces a quality education. The relationship between students and lecturers in higher education can encourage and create an environment where students can learn well (18). The fact that effective student-lecturer relationships can have a positive impact on academic performance and, furthermore, the quality assurance of education in universities, has encouraged many universities to start programs aimed at improving this relationship. However, many also only think about the benefits, without paying too much attention to the problems surrounding student-lecturer relationships. This situation is complicated by the findings of recent literature that show a decrease in the time lecturers spend interacting with students outside of class.

Academic achievement indicates the knowledge gained and skills developed in school subjects, which are generally indicated by test scores. Achievement is influenced by personality, opportunity, motivation, training and education. Other factors that influence student academic achievement are self-concept, study habits, parental encouragement, socio-economic status, intelligence and others (19).

Academic achievement is one indicator of student success in higher education. Because of the importance of academic achievement, it is important to conduct research on the factors that influence student academic achievement (4).

Student academic achievement includes a number of achievements that indicate outstanding performance in the context of higher education. Student academic achievement not only reflects the individual abilities of students, but can also open the door to further opportunities in academic, professional or research careers. Lecturers should provide motivation by increasing interaction with students outside the classroom to explore students' potential and can provide a better learning experience for students. Lecturers and students can interact with open two-way communication and discussion. Students also need to be motivated to take advantage of the opportunity to interact with their lecturers as part of their learning experience at university.

CONCLUSION

Research findings suggest the benefits of positive and supportive relationships between lecturers and students, including increased motivation, increased learning ability, increased self-confidence, better decision-making, and reduced anxiety during exams. Student success in the academic field is marked by academic achievement achieved, shown through the achievement index or grade point average, and accuracy in completing studies. The relationship between lecture is important for collage that allows for increased achievement and other student outcomes supported by teaching competence. Lecturers should provide motivation by increasing interaction with students outside the classroom to explore students' potential and can provide a better learning experience for students. Lecturers and students can interact with open two-way communication and discussion. Students also need to be motivated to take advantage of the opportunity to interact with their lecturers as part of their learning experience at university.

REFERENCES

- Ali M. Hubungan Peran Dosen Dengan Motivasi Belajar Mahasiswa. *J Kesehat.* 2020;6(2):693-9.
- Megawati R, Damayanti M. Peran Dosen Pembimbing Skripsi dalam Proses Penyelesaian Tugas Akhir Mahasiswa. *J-HEST J Heal Educ Econ Sci Technol.* 2022;4(1):33-9.
- Bone H, Minggu D. Eksplorasi Motivasi, Orang Tua Dan Thinking Style Terhadap Performa Akademik Mahasiswa Akuntansi. *Ekon J Ilm Ilmu Pendidikan, Ilmu ...* [Internet]. 2022;16:279-87. Available from: <https://jurnal.unej.ac.id/index.php/JPE/article/view/33777%0Ahttps://jurnal.unej.ac.id/index.php/JPE/article/download/33777/11812>
- Nalim, Santika Lya Diah Pramesti. Faktor-Faktor Yang Mempengaruhi Prestasi Akademik Mahasiswa. *J Pendidik.* 2020;21(1):1-17.
- TL DI, Widowati AI, Surjawati S. Faktor-Faktor Yang Mempengaruhi Prestasi Akademik : Studi Kasus Pada Mahasiswa Program Studi Akuntansi Universitas Semarang. *J Din Sos Budaya.* 2017;18(1):39.

- Pranatasari FD. Pengaruh Mentoring Dosen Pembimbing Akademik Terhadap Prestasi Akademik Mahasiswa. *Bus Manag J*. 2017;12(2).
- Markus Masan Bali. PERAN DOSEN DALAM MENGEMBANGKAN KARAKTER MAHASISWA. *Humaniora*. 2018;4(2):800–10.
- Noori AQ, Said H, Nor FM, Ghani FA. The relationship between university lecturers' behaviour and students' motivation. *Univers J Educ Res*. 2020;8(11):15–22.
- Noori AQ, Orfan SN, Nawi AM. Students' Perception of Lecturers' Behaviors in the Learning Environment. *Int J Educ Lit Stud*. 2021;9(3):64.
- Uleanya C. Exploring Effects of Lecturers–Students' Relationship on Students Academic Performances in Selected Rural Universities. *Interchange [Internet]*. 2020;51(4):345–60. Available from: <https://doi.org/10.1007/s10780-019-09377-x>
- Sundani ND, Mamokhere J. The Impact of Student-Lecturer Relationship on Good Decision- Making and Quality Promotion in the Institutions of Higher Education and Training. *African Perspect Res Teach Learn [Internet]*. 2021;5(1):136–47. Available from: <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspac.e.uc.ac.id/handle/123456789/1288>
- Yong E. Impact of student-instructor relationships on affective learning and test anxiety perceptions. *ACM Int Conf Proceeding Ser*. 2019;(October):160–4.
- Bieńkowska J. Relationship Lecturer-Student as An Determinant of the Teaching Effectiveness. *J Mod Educ Rev*. 2015;5(9):861–70.
- Khan AA, Asimiran S Bin, Kadir SA, Alias SN, Atta B, Bularafa BA, et al. Instructional leadership and students academic performance: Mediating effects of teacher's organizational commitment. *Int J Learn Teach Educ Res*. 2020;19(10):233–47.
- An F, Yu J, Xi L. Relations between perceived teacher support and academic achievement: positive emotions and learning engagement as mediators. *Curr Psychol*. 2023;42(30):26672–82.
- Emeka N. Lecturer/Students Relationship And Student Academic Performance: A Study Of Kogi State University. In: *Global Journal of Applied, Management and Social Sciences (GOJAMSS)*. 2015. p. 7–18.
- Leonard S, Omotoyosi OF, Olumide AB, Emmanuel S. Impact of Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye-Ekiti. *Innovare J Educ*. 2024;(January):10–6.
- Sundani ND, Mamokhere J. The Impact Of Student-Lecturer Relationship On Good Decision- Making And Quality Promotion In The Institutions Of Higher Education And Training. *African Perspect Res Teach Learn*. 2021;5(2):6.
- Ahmad Bhat M. Academic Achievement of Secondary School Students in Relation To Self-Concept and Parental Encouragement. *Int J Recent Sci Res [Internet]*. 2013;4(6):738–41. Available from: <http://www.recentscientific.com>