The Influence of Facility Completeness, Learning Motivation, and Self-Confidence on The Academic Achievement of Management Students at The State Islamic University of Sultan Syarif Kasim Riau

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Abstract

Research Aims:

This study aims to examine the influence of facility completeness, learning motivation, and self-confidence significantly affect.

Design/Methodology/Approach:

This study used an explanatory method with a sample size of 119 respondents based on G-Power software. Data were analyzed using Structural Equation Modeling (SEM) – Partial Least Squares (PLS) version 4.0.

Research Findings:

The results showed that learning motivation and self-confidence significantly affect academic achievement, while facility completeness has no significant effect. These findings suggest that internal factors, such as psychological and emotional readiness, may play a more crucial role than external infrastructural support in determining academic success.

Theoritical Contribution/Originality:

This study contributes to the literature by reinforcing the importance of psychological factors—especially learning motivation and self-confidence—in academic success. It also offers a different perspective from previous studies that heavily emphasized infrastructure.

Practical/Policy/Social Implications:

The findings provide actionable insights for universities and faculties. Rather than only investing in physical infrastructure, educational institutions should also focus on designing programs and interventions that foster student motivation and self-confidence, such as mentoring programs, motivational seminars, and personalized academic support.

Research Limitations/Implications:

The research is limited to one department in one university; future studies should involve multiple institutions for broader generalization. Future studies could broaden the scope by including multiple institutions and diverse academic programs.

Keywords: *Academic Achievement, Completeness of Facilities, Learning Motivation, and Self-Confidence.*

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INTRODUCTION

In the era of Industry Revolution 4.0 known as the modern era or era of globalization, the rapid technological advancement demands a more professional quality of human resources (HR) in order to be able to face the various challenges of life. Education is a fundamental aspect in creating a superior generation of quality in various areas of life, because education is the main basis of a nation's progress in Indonesia especially among students.

Overall the completeness of facilities, learning motivation, and self-confidence are determining factors that affect how well students can achieve optimal academic results. The availability of good tuition facilities, comfortable study spaces, libraries, and educational technologies are essential in enhancing students' learning experience (Rosaline, 2020).

Learning motivation is an internal force that exists within every student universally, which is capable of triggering and directing learning activities so that students can achieve their desired goals. Additionally, Self-confidence is also an invaluable psychological factor in the achievement of academic achievement and encourages them to face academic challenges and be more optimistic, as well as dare to follow competitions that can enrich experiences and achievements (Alexander, 2023)

Table 1. Performance Data of Prodi Management Students for the Year 2020–2024

No.	Years	Types of Academic Achievement	Totals
1.	2020	-	0
2.	2021	-	0
3.	2022	1. Winner of Sumatra National Debate Competition Accounting Competition (SAC) 2022 (P) 2. Winners of 3 Scientific Debate Competitions FEB UNRI EXPO 2022 (P)	2
4.	2023	1. Dean List Recognition, Issued By Interim Provost And Vice President Academic Affairs, York College Of Pennnsylvania (Academic Award One-Semester Achievement Index Above 3.5), December 2023 (L) 2. Awardee Of Mora Oversea Student Mobility Award (Ministry of Religious Affairs And LPDP), August 2023 (L) 3. Best Project AI 4 Jobs (Habibie Tech Test 2023), August 2023	3

	4.	Best Speaker Debate Porsima DEMA Faculty of Economics And Social Sciences (P)	
5.	2024	-	**0**

However, there are discrepancies in results in previous studies regarding the influence of facilities on academic achievement which indicates the existence of a research gap. Therefore, this study was conducted to analyze the influence of completeness of facilities, learning motivation, and self-confidence on academic achievement, especially in prodi S1 Management students at Sultan Syarif State Islamic University Kasim Riau.

Based on the above description, it proves that although the number of Management prodi students counts a lot, but only 0.21% managed to perform and cannot even reach 1% of the overall number of students/i Management of UIN Suska Riau. This shows that there is a gap between students' potential and achievement. Such factors could be from the student's personality, low motivation, quality of teaching or support of campus facilities which will also impact on students' grades and achievement.

The availability of all the facilities in the faculty of Economics and Social Sciences certainly plays a very important role in supporting the academic achievement of the students. However, there are some computer facilities in the labor building that cannot be used due to damage. High learning motivation encourages students to be disciplined, communicate actively, manage their time well and always have a desire to achieve goals. Related to learning motivation among students of management department UIN Suska Riau is still ranked low. This is reflected in the lack of active participation of students in the learning process, often resulting in minimal feedback during the course of the lecture.

Related to the phenomenon with the level of confidence is that there are still many students /management of UIN Suska Riau who are less proactive and passive. For instance during group discussions they are reluctant to ask questions or put forward opinions because they feel inadequate and afraid of making mistakes making the classroom atmosphere less interactive and not conducive. If in a routine learning environment students have not dared to be active then it is certain that their participation in competitive activities such as competitions or other achievement events will also be much lower.

Therefore, the focus of this research is how the completeness of facilities, learning motivation, and self-confidence play a role in influencing students' academic achievement in order to achieve the goal targets and meet the excellent accreditation criteria of the management department at UIN Suska Riau.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

According to Handayani and Pratama (2022), Students' learning success is not only measured by academic achievement alone, but also by the development of affective and psychomotor abilities. . Among them, academic achievement indicators according to (Habsy et al., 2023) include: 1) GPA, 2) exam and assignment scores, 3) number of credits taken, 4) participation in academic activities.

Handayani and Pratama emphasize the importance of holistic measurement of learning achievement, which includes students' intellectual, emotional, and social skills. Several indicators of completeness of facilities according to (Utami, 2020): 1) tables and chairs, 2) classrooms, 3) laboratory rooms, 4) toilets/bathrooms, 5) campus internet network, 6) parking area, 7) library, 8) computer room, 9) administration office.

Sufficiently adequate learning facilities can positively impact students' learning achievement (Berek et al., 2023). The following are several indicators of learning motivation as stated by (Syam, 2017): 1) interest and enthusiasm for lecture material, 2) the presence of feedback, 3) clear learning objectives, 4) lecture attendance, 5) perseverance and tenacity, 6) assignments submitted on time.

Self-confidence is an important factor in human life because it can influence one's decisions, actions, and quality of life (Rahman and Aisyah, 2021). The indicators of self-efficacy towards students' academic achievement according to (Sari & Sylvia, 2020) include: 1) Proactive attitude, 2) daring to take risks, 3) good stress management, 4) speed of completing tasks, 5) positive thinking about oneself.

To be clearer in understanding the thought framework of this study, please pay attention to the following figure:

Figure 1. Conceptual Framework

Description :

→ : Partial

- - - - → : Simultaneous
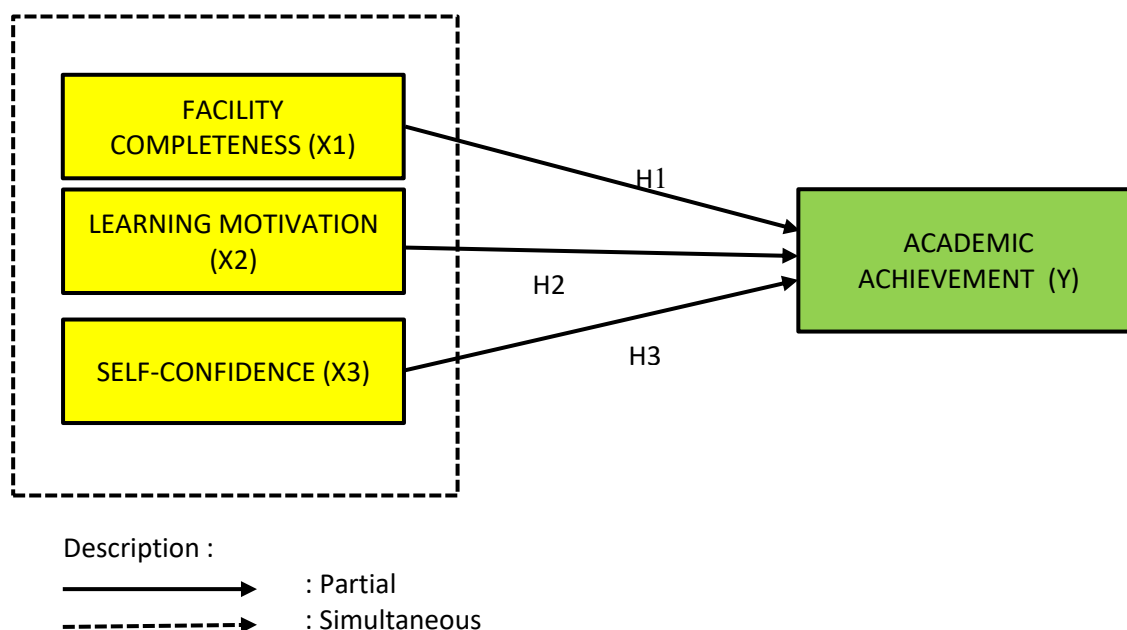
Based on the above framework, the following hypothesis can be concluded:

H1: Alleged Completeness of Facilities positively and significantly affects the Academic Achievement of Prodi Management Students In Sultan Sharif State Islamic University Kasim Riau.

H2: It is hypothesized that Learning Motivation positively and significantly influences the Academic Achievement of Prodi Management Students in Sultan Sharif State Islamic University Kasim Riau.

H3: Alleged Self-Confidence positively and significantly influences the Academic Achievement of Prodi Management Students in Sultan Sharif State Islamic University Kasim Riau.

METHOD

The study used a quantitative approach with a Partial Least Square (PLS) based Structural Equation Modeling (SEM) analysis method. This approach was chosen because it is capable of analyzing relationships between complex variables, including direct and indirect influences

directly between latent variables. The analysis process was carried out with the help of Smart PLS version 4.0 software. The population in this study is all students prodi S1 Management at Sultan Sharif State Islamic University Kasim Riau. Based on these criteria, the number of respondents successfully collected was as many as 120 people. The data collection instrument used was a Google Form-based questionnaire that was bravely disseminated through social media.

RESULTS AND DISCUSSION

A. Results

Based on the analysis results using SmartPLS 4.0, it was obtained that learning motivation and self-confidence positively and significantly affected academic achievement, but completeness of facilities did not positively and significantly affect students' academic achievement precisely showing a negative influence.

The estimation of outer loading was used to see the extent of association between the scores of each indicator with the measured construct. Indicators are declared valid if they have correlation values above 0.70. The results of the convergent validity test at the first stage are presented in Table 2.

Based on the table 2, all the indicators on each of the variables have met the criterion of good outer loading values, i.e., more than 0.70, so it can be concluded that all the indicators are valid. Next, to ensure construct validity, it can be seen from the AVE values on each construct.

Table 2: Outer Loading Results of Convergent Validity Test

Variable	Outer Loadings	Description
X1.1 <- Facility Completeness (X1)	0.900	Valid
X1.2 <- Facility Completeness (X1)	0.900	Valid
X1.3 <- Facility Completeness (X1)	0.864	Valid
X1.4 <- Facility Completeness (X1)	0.833	Valid
X1.5 <- Facility Completeness (X1)	0.846	Valid
X1.6 <- Facility Completeness (X1)	0.880	Valid

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X1.7 <- Facility Completeness (X1)	0.859	Valid
X1.8 <- Facility Completeness (X1)	0.865	Valid
X1.9 <- Facility Completeness (X1)	0.831	Valid
X2.1 <- Learning Motivation (X2)	0.880	Valid
X2.2 <- Learning Motivation (X2)	0.841	Valid
X2.3 <- Learning Motivation (X2)	0.876	Valid
X2.4 <- Learning Motivation (X2)	0.875	Valid
X2.5 <- Learning Motivation (X2)	0.832	Valid
X2.6 <- Learning Motivation (X2)	0.822	Valid
X3.1 <- Self-Confidence (X3)	0.922	Valid
X3.2 <- Self-Confidence (X3)	0.928	Valid
X3.3 <- Self-Confidence (X3)	0.914	Valid
X3.4 <- Self-Confidence (X3)	0.905	Valid
X3.5 <- Self-Confidence (X3)	0.881	Valid
Y1 <- Academic Achievement (Y)	0.935	Valid
Y2 <- Academic Achievement (Y)	0.938	Valid
Y3 <- Academic Achievement (Y)	0.888	Valid
Y4 <- Academic Achievement (Y)	0.831	Valid

Data processing, 2025

The following presents the AVE values for each construct. The output of the average variance extracted (AVE) results can be seen in table 3. A variable is said to be valid if it has an average variance extracted (AVE) value > 0.5.

Table 3: Convergent Validity Testing Results Using (Average Variance Extracted) AVE

Variable	Mean Varians Dieskstraksi (AVE)	Description
Facilities Completeness (X1)	0,748	Valid
Learning Motivation (X2)	0,730	Valid
Self-Confidence (X3)	0,828	Valid
Academic Achievement (Y)	0,809	Valid

Data processing, 2025

Based on the data in the table, the AVE (Average Variance Extracted) value obtained for the variable of completeness of facilities was 0.748, learning motivation was 0.730, self-confidence was 0.828, and academic achievement was 0.809.

Since all these AVE values exceeded the minimum limit of 0.50, it can be concluded that the research data have met the requirements of convergent validity(Convergent Validity) and are declared valid.

The results of cross loading testing using Smart PLS in this study can be seen in the following table.

Table 4: Results of Discriminant Validity Testing Based on Cross Loading Values

	Facility Completeness (X1)	Learning Motivation (X2)	Sekf-Confidence (X3)	Academic Achievement (Y)
X1.1	**0.900**	0.523	0.527	0.563
X1.2	**0.900**	0.566	0.553	0.544
X1.3	**0.864**	0.442	0.414	0.452
X1.4	**0.833**	0.518	0.556	0.569
X1.5	**0.846**	0.544	0.566	0.540
X1.6	**0.880**	0.542	0.550	0.530
X1.7	**0.859**	0.499	0.500	0.456
X1.8	**0.865**	0.438	0.469	0.444
X1.9	**0.831**	0.555	0.618	0.564
X2.1	0.592	**0.880**	0.747	0.700
X2.2	0.546	**0.841**	0.622	0.597
X2.3	0.533	**0.876**	0.638	0.634
X2.4	0.589	**0.875**	0.599	0.646
X2.5	0.379	**0.832**	0.473	0.537
X2.6	0.400	**0.822**	0.511	0.579
X3.1	0.623	0.617	**0.922**	0.675
X3.2	0.591	0.629	**0.928**	0.687
X3.3	0.539	0.633	**0.914**	0.689
X3.4	0.536	0.662	**0.905**	0.713
X3.5	0.517	0.675	**0.881**	0.686
Y1	0.601	0.687	0.700	**0.935**
Y2	0.577	0.683	0.690	**0.938**
Y3	0.479	0.632	0.701	**0.888**
Y4	0.513	0.599	0.636	**0.831**

Data processing, 2025

Based on Table 4, all the cross loading scores on each indicator show higher figures compared to the scores on the other constructs. This signifies that the data in the present study have met the discriminant validity requirements well.

Table 5: Reliability Composite Testing Results Data

Variable	Cronbach's Alpha	Composite Reliability (Rho_A)	Composite Reliability (Rho_C)	Average Variance Extracted (AVE)
Facilities Completeness (X1)	0.958	0.960	0.964	0.748
Learning Motivation (X2)	0.948	0.948	0.960	0.828
Self-Confidence (X3)	0.926	0.930	0.942	0.730
Academic Achievement (Y)	0.920	0.924	0.944	0.809

Data processing, 2025

Based on Table 5, all the variables showed Cronbach's Alpha and Composite Reliability values that exceeded 0.70. These results indicate that the data in this study have a good level of reliability. Therefore, the analysis can proceed to the Structural Measurement Model Evaluation or Inner Model stage.

Table 6: Model Inner Testing Results Data Based on R-Square Value

	R-Square	R-Square Adjusted
Academic Achievement (Y)	0.656	0.647

Data processing, 2025

Based on table 6, the R-Square value obtained in this study is 0.656. The value fulfills the criterion of adequate R-Square as it is above 0.50. Thus, it can be concluded that the dependent variables of academic achievement influenced by the variables of facility completeness, learning motivation, and self-confidence belong to the strong category.

To know the goodness of the model, the interpretation of the F-square value i.e. 0.02 has a minor influence; 0.15 has moderate influence and 0.35 has great influence on the structural level. The following breakdown of F-Square can be seen in the following table:

Table 7: Model Inner Testing Results Data Based on F-Square Values

	Academic Achievement (Y)
Facilities Completeness (X1)	0.030
Learning Motivation (X2)	0.146
Self-Confidence (X3)	0.250
Academic Achievement (Y)	

Data processing, 2025

Based on table 7, it can be concluded that the F-Square value obtained on the variable of completeness of facilities is greater than 0.030 which means it has a small influence on the variable of academic achievement, the variable of learning motivation is greater than 0.146 which means that the variable has a prestigious influence (as prestigious as the variable) on the self-confidence variable is greater than 0.250 which also has a moderate (moderate) influence on the academic achievement variable.

Table 8: Blindfolding Testing Results Data Based on Q-Square Values

	Q²predict	RMSE	MAE
Academic Achievement (Y)	0.630	0.619	0.484

Data processing, 2025

Tabel 9: Hypothesis Test Results Data

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Hyphotesis
Facility Comleteness (X1) -> Academic Achievement (Y)	0.134	0.090	1.490	0.136	Rejected
Learning Motivation (X2) -> Academic Achievement (Y)	0.332	0.068	4.918	0.000	Accepted
Self-Confidence (X3) -> Academic Achievement (Y)	0.441	0.093	4.746	0.000	Accepted

Data processing, 2025

Based on table 8, the Q-Square value obtained in this study is 0.630. The value fulfills the criterion of adequate Q-Square as it lies above 0.50. Thus, it can be concluded that the dependent variables of academic achievement influenced by the variables of facility completeness, learning motivation, and self-confidence belong to the strong category.

Based on the calculations (table 9), the p-value obtained was as high as 0.136, while the value of the partial t-statistic was recorded as 1.490. Because the partial t value < 1.96 and p-value > 0.05, H1 cannot be accepted. Based on the calculations, the p-value obtained was greater than 0.000, while the value of the partial t-statistic was recorded as 4.918. Since t-partial > 1.96 and p-value < 0.05 H2 can be accepted. Based on the calculations, the p-value obtained was greater than 0.000, while the partial t-statistic value was recorded as 4.746. Since t-partial > 1.96 and p-value < 0.05 H3 can be accepted.

B. Discussion

Completeness of Facilities did not have a positive and significant influence on the academic achievement of students of the S1 Study Program of Management Faculty of Economics and Social Sciences of UIN Suska Riau, This occurs because, even though facilities are available, students don't necessarily utilize them optimally; they rely more on motivation and self-confidence to learn. This means that students' perceptions of facilities are not the primary factor determining their achievement. This indicates that the availability of physical facilities does not directly impact significantly on the improvement of students' academic achievement. Megawati Sitompul (2023) and Agustina (2020) who stated that the existence of learning facilities does not automatically improve academic achievement, as achievement is more influenced by students' internal factors,

Learning Motivation proved to positively and significantly affect the academic achievement of students of the S1 Study Program of Management Faculty of Economics and Social Sciences of UIN Suska Riau. These results are consistent with Megawati's (2023) and

Islamiyah's (2019) research which concluded that learning motivation is a crucial internal factor in driving academic success.

Self-confidence has a positive and significant influence on the academic achievement of students of the S1 Study Program of Management Faculty of Economics and Social Sciences UIN Suska Riau. This finding aligns with Princess's (2024) research which affirms that self-confidence is an important aspect of personal maturity that supports the achievement of academic achievement as well as performing.

CONCLUSION

Based on the results of the study and the findings obtained, the authors provide some recommendations that are expected to be constructive feedback for the various parties concerned, in particular: For Study Programs S1 Management and the Faculty of Economics and Social Sciences, although the completeness of the facilities is not proven to have a significant influence on academicshaving and the availability of learning facilities continues to be maintained and improved. faculty members are expected to be able to continue to impart encouragement, motivation, and the spirit of learning to students through a communicative and inspirational approach. For students, it is expected to realize the importance of study motivation and self-confidence in achieving academic achievement. Students are encouraged to set clear study goals, build regular study habits, as well as discover study methods that suit their individual learning styles.

LIMITATION

Limited research subjects were only conducted on students of the management studies program at Uin Suska Riau. Limited variabelny, time and condition of the study, data of subjective nature, non random sampling technique.

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