



The Effect of Providing the College Kip Program and Study Motivation on Student Achievement at Catur Insan Cendekia University Cirebon City

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Abstract

This study aims to examine the effect of providing the KIP Lecture program and learning motivation on student achievement at Catur Insan Cendekia University. This research was conducted on students who received the KIP Lecture Program at Universitas Catur Insan Cendekia, Cirebon City in the 2021-2023 batch. The research method used is a quantitative method with a descriptive approach with indicator measurement using a Likert scale of 1-5, data collection through a questionnaire distributed via google form consisting of 19 statements with a sample size of 96 respondents. Sample withdrawal using the slovin method. The data analysis technique uses validity test, reliability test, multiple linear regression analysis, t test, f test and coefficient of determination. The results showed that partially, the College KIP Program did not have a significant influence on student learning achievement (t-count value = -1.323, t-table = 1.661, significance = 0.189 > 0.05). In contrast, learning motivation has a significant influence on academic achievement (t-count value = 4.012, t-table = 1.661, significance = 0.000 < 0.05). Simultaneously, the KIP Course Program and learning motivation have a significant effect on academic achievement (F-count value = 8.333, F table = 3.09, significance = 0.000 < 0.05). The R square value is 0.152, it can be interpreted that the percentage value of the influence of the KIP Course Program (X1), Learning Motivation (X2), on student achievement is 15,2% and remaining 84,8% is influenced by other independent variables that are not in this study.

Keywords: Provision of College KIP Program, Learning Motivation, Student Achievement

INTRODUCTION

The Indonesian government has established the KIP Lecture scholarship program as a crucial initiative to support students' higher education and enhance their academic performance (Usher, & Kober, 2012). The scholarship is designed to provide financial assistance to economically disadvantaged students, ensuring equitable access to quality education and alleviating the financial burdens that may hinder academic progress (Albrecht, & Karabenick, 2018). The program aims to support students in their academic journey by covering tuition fees, living expenses, and other educational costs. This support is intended not only to enable students to attend university but also to foster an environment conducive to academic excellence, ultimately contributing to national human resource development.

Despite the provision of financial aid, it remains crucial to assess the actual impact of the KIP Lecture program on student achievement (Tinto, 2006). While financial support can alleviate some barriers to education, it is not the sole determinant of academic success. Other factors, such as learning motivation, play a significant role in influencing student performance. Learning

motivation, which can be intrinsic or extrinsic, directly impacts a student's engagement, perseverance, and overall success in academic endeavors. Understanding the interplay between financial support from the KIP Lecture program and the motivation to learn can help in identifying key drivers that contribute to the overall academic success of students.

The relationship between financial support and academic performance is complex. While the KIP Lecture program provides substantial financial aid, it does not automatically translate into higher academic achievement. This discrepancy raises an important question: To what extent does the KIP Lecture scholarship program, in conjunction with individual learning motivation, influence academic outcomes? This study seeks to unravel this relationship by focusing on students who have benefited from the KIP Lecture program at Catur Insan Cendekia University. As these students receive financial support, their motivation and performance provide a unique context to explore the dynamics between financial aid and academic success.

Furthermore, the significance of learning motivation as a contributing factor to academic achievement cannot be understated. A motivated student is more likely to set academic goals, engage in active learning, and demonstrate resilience in the face of challenges. However, it is unclear whether the financial relief provided by the KIP Lecture program acts as a catalyst for enhancing motivation or if the motivation itself is independent of financial considerations. This research aims to bridge this knowledge gap by analyzing the degree to which both financial support and learning motivation affect the academic achievements of students who receive the KIP Lecture scholarship.

In formulating the problem statement, the study addresses a key research question: What is the impact of the KIP Lecture program and learning motivation on students' academic achievement? By exploring this question, the research aims to contribute to a deeper understanding of how external support mechanisms, such as scholarships, interact with internal motivational factors to shape educational outcomes. It also seeks to provide insights that could inform policy decisions regarding the implementation and improvement of scholarship programs, ensuring that they are designed not only to alleviate financial barriers but also to promote sustained academic engagement and achievement.

The primary objective of this study is to analyze the effect of the KIP Lecture program and learning motivation on student academic performance at Catur Insan Cendekia University. Through a quantitative approach, this research seeks to measure the extent to which financial support from the KIP Lecture program correlates with academic success, as well as the role that motivation plays in this relationship. By examining these variables, the study aims to offer practical recommendations for enhancing the effectiveness of scholarship programs and fostering a culture of academic excellence among beneficiaries.

METHODS

The research adopts a quantitative approach, utilizing a descriptive design to systematically examine the relationship between the KIP Lecture scholarship program, learning motivation, and academic achievement (Bandura, 1997). Quantitative methods are particularly suitable for this study as they allow for statistical analysis of measurable data, enabling the researcher to identify patterns, correlations, and potential causations among the variables under investigation. The descriptive approach is employed to provide a comprehensive overview of the characteristics of the student respondents, including their experiences with the KIP Lecture program and their motivational levels. For the measurement of variables, a Likert scale ranging from 1 to 5 is used,

with each point on the scale representing varying degrees of agreement or disagreement with a series of statements related to the research objectives. This scale allows for nuanced data collection on students' perceptions and attitudes toward their financial support and learning motivation.

For data collection, the study utilizes a structured questionnaire distributed via Google Forms, an accessible and efficient tool for reaching the targeted respondents. The questionnaire comprises 19 statements designed to capture various dimensions of the KIP Lecture program and students' learning motivation. The respondents consist of students from Catur Insan Cendekia University who received the KIP Lecture scholarship and are from the 2021 to 2023 cohorts. A total of 96 respondents participated in the study, with the sample size determined using the Slovin formula to ensure an appropriate and representative sample that minimizes sampling error. Once collected, the data undergo a rigorous analysis process involving several statistical techniques. Validity and reliability testing are performed to ensure the consistency and accuracy of the measurement instruments. Multiple linear regression analysis is then used to identify the relationship between independent variables (KIP Lecture program and learning motivation) and the dependent variable (student academic achievement). Additionally, t-tests and F-tests are conducted to assess the significance of these relationships, while the coefficient of determination (R^2) is used to measure the proportion of variance in academic achievement explained by the independent variables. This comprehensive data analysis framework ensures that the research findings are robust and statistically sound.

RESULTS

The analysis of the data indicates that, when assessed independently, the KIP Lecture program does not have a statistically significant effect on student academic achievement. This finding is supported by the results of the t-test, where the calculated t-value of -1.323 is lower than the critical t-table value of 1.661, and the significance level stands at 0.189, which is greater than the 0.05 threshold. These results suggest that receiving financial aid through the KIP Lecture program alone does not directly contribute to higher academic performance among the respondents. It is possible that while the financial assistance alleviates economic constraints, other factors may play a more critical role in influencing students' academic outcomes, thus diminishing the observable direct impact of the scholarship program.

In contrast, learning motivation has demonstrated a significant and positive impact on academic achievement. The t-test analysis for learning motivation produced a t-value of 4.012, which is greater than the t-table value of 1.661, with a significance level of 0.000, far below the 0.05 threshold. This indicates a strong and significant relationship between students' motivation to learn and their academic performance. The findings suggest that students with higher levels of learning motivation are more likely to excel academically, regardless of the financial support they receive. Motivation can drive students to be more engaged, persistent, and goal-oriented in their studies, which directly translates to better academic results.

When considering the combined effects of both the KIP Lecture program and learning motivation, the results reveal a significant overall impact on academic achievement. The F-test conducted for the combined model yields an F-value of 8.333, which exceeds the F-table value of 3.09, with a significance level of 0.000, indicating that the joint influence of these variables is statistically significant. The coefficient of determination (R^2) is found to be 0.152, signifying that 15.2% of the variation in academic achievement can be explained by the combination of the KIP Lecture program and learning motivation. However, the remaining 84.8% of the variance is attributed to

other factors not examined within this study. This implies that while learning motivation has a notable effect, and the KIP Lecture program may contribute to some extent, a multitude of additional variables—potentially including factors such as study habits, teaching quality, and personal circumstances—play a substantial role in shaping student academic outcomes.

DISCUSSION

The findings of this study highlight the nuanced relationship between financial support in the form of the KIP Lecture program and learning motivation, offering insights into how these factors affect student academic achievement. While the KIP Lecture program provides financial assistance aimed at improving educational access, the results indicate that financial support alone does not significantly impact academic outcomes. This suggests that while economic barriers are reduced, other personal or environmental factors play a critical role in determining academic performance (Deci, & Ryan, 2008). These findings align with existing research that suggests financial aid programs, while crucial for increasing access to education, may not directly translate into academic excellence unless accompanied by other supportive measures such as academic mentoring or learning resources.

The strong positive relationship between learning motivation and academic achievement is particularly notable. The significant impact of motivation on students' performance underscores the idea that intrinsic and extrinsic motivators are fundamental to educational success. This aligns with theories of motivation in education, such as Self-Determination Theory, which posits that motivated students are more engaged, better at managing challenges, and more likely to achieve higher academic outcomes. This result also reinforces the importance of fostering a motivational climate within the educational setting. Programs that nurture self-driven learning, goal-setting, and perseverance may be more effective in enhancing student achievement than financial assistance alone.

The combined analysis of both the KIP Lecture program and learning motivation reveals that while together they significantly affect academic achievement, their explanatory power is limited, accounting for only 15.2% of the variance in student outcomes. This suggests that other factors, not explored in this study, significantly influence academic performance. For instance, factors such as family support, academic resources, mental health, and the quality of teaching might play substantial roles. The limited influence of financial support and motivation on academic achievement suggests a need for a more holistic approach to student success. Interventions aimed at improving student outcomes may need to consider a variety of elements, including social, emotional, and cognitive support mechanisms.

From a practical standpoint, the findings imply that universities and policymakers should consider comprehensive support programs that extend beyond financial aid. While scholarships like the KIP Lecture program are crucial for removing economic barriers to education, they must be supplemented with initiatives that enhance learning motivation and provide academic support. Academic counseling, peer mentoring, student engagement activities, and programs that recognize and reward academic progress can help foster a motivated and supported student body. This approach recognizes that student achievement is multifaceted and that financial aid is only one piece of a broader support system required for academic excellence.

Theoretically, the study's findings contribute to the ongoing discourse on the effectiveness of financial aid programs and the role of motivation in educational achievement. The results support the view that while financial support is necessary for enabling access to education, it may not be

sufficient to drive academic performance. Motivation plays a critical role, confirming its importance as a mediating factor in student success. The study adds to the body of literature by emphasizing the importance of considering both external (financial aid) and internal (motivation) factors in educational research and policymaking. Further theoretical exploration could focus on understanding how different types of motivation (e.g., intrinsic vs. extrinsic) interact with financial support to influence learning outcomes.

This study has several limitations that should be considered when interpreting the findings. Firstly, the research is limited to students from Catur Insan Cendekia University who received the KIP Lecture scholarship, and therefore, the findings may not be generalizable to other contexts or universities. Additionally, the reliance on self-reported data through questionnaires may introduce response bias, as students' perceptions of their motivation and academic achievement might be influenced by personal biases or external pressures. Future research should aim to incorporate a more diverse sample, use longitudinal designs to track the impact of financial aid and motivation over time, and explore other variables that may contribute to academic success. Moreover, qualitative studies could provide deeper insights into how students perceive the support they receive and what additional factors influence their learning experiences and outcomes.

CONCLUSION

In summary, this study reveals that while the KIP Lecture program plays a significant role in reducing financial barriers to education, it does not independently have a substantial impact on student academic achievement. Instead, learning motivation emerges as a critical factor influencing students' academic success. When combined, the KIP Lecture program and learning motivation significantly affect academic performance, yet they explain only a fraction of the variance in achievement, suggesting that other factors are also at play. These findings underscore the importance of addressing not only financial needs but also motivational and other support systems to enhance academic outcomes. The research provides valuable insights into the limitations of financial aid alone in promoting academic excellence, highlighting the need for comprehensive strategies that integrate financial, motivational, and educational support.

The implications of these findings are particularly relevant for policymakers and educational practitioners aiming to optimize the impact of scholarship programs like the KIP Lecture. There is a clear opportunity to enhance such programs by incorporating interventions aimed at fostering student motivation. Universities could introduce mentorship programs, provide academic counseling, and develop student engagement activities that promote goal-setting and resilience. By combining financial support with efforts to build a positive learning environment and strengthen intrinsic motivation, educational institutions can create more effective pathways to academic success. Future policy and program developments should consider holistic approaches that address both the material and psychological needs of students, ensuring a more comprehensive strategy to improve academic achievement and support student development.

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