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Structural Analysis of the Influence of Learning Facilities, Lecturer Competence, and Quality of Academic Services on Learning Motivation with Student Satisfaction as a Mediation in Universities in Mimika Regency

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Abstract
This study investigates the effect of learning facilities, lecturer competency, and academic service quality on students' learning motivation, with student satisfaction serving as a mediating variable. Using a quantitative approach and structural equation modeling via SmartPLS, data were collected from 320 students across six higher education institutions in Mimika Regency, Indonesia. The findings indicate that all three institutional quality variables significantly affect student satisfaction. Academic service quality emerged as the most dominant factor influencing satisfaction, followed by lecturer competency and learning facilities. While learning facilities did not directly influence learning motivation, their indirect effect through student satisfaction was statistically significant. Moreover, student satisfaction was found to be a strong predictor of learning motivation, acting as a key mediator in the model. These results highlight the importance of improving institutional quality through service enhancement and educational support infrastructure to foster students' internal motivation. The study provides actionable insights for educational policymakers and institutional leaders aiming to improve academic engagement and learning outcomes through strategic quality management.

Keywords
learning facilities, lecturer competency, academic service quality, student satisfaction, learning motivation, higher education

INTRODUCTION

Higher education is an important pillar in the development of superior and competitive human resources in the midst of increasingly complex global developments. The rapid development of science, technology, and social and economic changes has placed universities as transformation agents who are not only responsible for the delivery of knowledge, but also for the formation of character, creativity, and readiness of students to face the world of work and community life. In this context, the role of universities is crucial in creating a learning environment that is able to facilitate the growth of students' motivation to learn in a sustainable manner (Kotler & Fox, 1995).

Student learning motivation is a very important psychological aspect in determining a person's academic and professional success. Motivation encourages students to set goals, design learning strategies, and face challenges in the educational process. Individuals who have high learning motivation tend to be more diligent, independent, and adaptive to change. On the other hand, low motivation to learn can lead to a decrease in interest in the academic process, an increase in the dropout rate, and a weak competitiveness of graduates in the world of work (Gibson, Ivancevich, & Donnelly, 2006).

Several factors have been identified in various literature as determinants of student learning motivation, both internal such as personal expectations and perceptions of success, and external such as social support, learning environment, teaching quality, and academic services. In the context of higher education, there are three important aspects that are interrelated in influencing student learning motivation, namely the availability of learning facilities, lecturer competence, and the quality of academic services (Tjiptono & Chandra, 2016). Good learning facilities reflect the readiness of the institution in providing adequate supporting facilities and infrastructure. This includes comfortable classrooms, the latest learning technology, digital libraries, stable internet access, and laboratories or practice studios according to the scientific field. The existence of these facilities not only increases the efficiency of the learning process, but also creates psychological comfort that can stimulate students' intrinsic motivation to learn more actively and independently.

In addition to physical facilities, lecturer competence is also a vital element that cannot be ignored. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, the competence of lecturers includes four main aspects: pedagogical, professional, personality, and social. Lecturers who are able to convey material communicatively, manage classes well, establish positive interactions with students, and show examples in thinking and behaving will more easily arouse students' enthusiasm and interest in learning. Lecturers not only play the role of teachers, but also as supervisors, facilitators, and inspirers in the process of forming the character and competence of graduates.

On the other hand, the quality of academic services also contributes significantly to the satisfaction and comfort of students in participating in the educational process. Fast, accurate, friendly, and transparent academic services can create a positive perception of the institution. These services include lecture administration, online academic services, academic information systems, library services, and academic services across study programs or faculties. According to Zeithaml, Bitner, and Gremler (2017), quality service can form trust, loyalty, and a positive learning experience for service users, in this case students. The three variables above basically do not stand alone in influencing student learning motivation. There is one important psychological variable that can bridge the influence of the three on learning motivation, namely student satisfaction. Student satisfaction reflects a subjective evaluation of the overall learning experience and services obtained during the educational process. Oliver (1997) explained that satisfaction is the result of a comparison between initial expectations and the perception of reality experienced. In the context of higher education, if students feel satisfied with the institution's services, then they tend to be more motivated to be actively involved in the learning process.

Unfortunately, many previous studies have examined the influence of learning facilities, lecturer competence, and academic services directly on learning motivation without placing student satisfaction as a potential mediating variable. In fact, by considering student satisfaction as mediators, a more comprehensive understanding of how institutional factors interact and form learning motivation indirectly. This approach is not only theoretically relevant, but also provides practical implications for policy-making in the management of higher education quality. Departing from these problems, this study aims to analyze the influence of learning facilities, lecturer competence, and academic service quality on student learning motivation through satisfaction as a mediating variable. This research was conducted in six universities in Mimika Regency, Central Papua, using a quantitative approach using the Structural Equation Modeling (SEM) method. The results of this research are expected to contribute to the development of education management theory and become the basis for policy considerations for improving the quality of services in the higher education environment, especially in the Eastern Indonesia region.

MATERIALS AND METHODS

This study uses a quantitative approach with the type of explanatory research. This approach was chosen because it is suitable for explaining the causal relationships between variables that have been determined in a conceptual framework. The main purpose of this study is to examine the influence of learning facilities, lecturer competence, and quality of academic services on student learning motivation, with student satisfaction as a mediating variable. In this context, quantitative approaches are particularly relevant for measuring the strength and direction of relationships between constructs and empirically testing structural models. This explanatory research design allows researchers to develop and test conceptual models based on theories and previous empirical findings. Through this design, the researcher not only observed the phenomenon, but also identified and measured the variables that affect student learning motivation in the context of higher education in Mimika Regency. The selection of this location is based on the consideration that the region has a diversity of higher education institutions and experiences typical challenges in the management of educational services in 3T areas (disadvantaged, frontier, and outermost).

The population in this study is all active students in six universities in Mimika Regency, namely STIE Jambatan Bulan, STIE Buddha Dharma, STT Erikson Tritt, STKIP Hermon, STKIP GBI, and STISIP Amal Científica. Based on academic data in 2022/2023, the total student population at the six institutions is 1,027 people. To determine the number of samples, researchers used the approach of Hair et al. (2017) which recommended a minimum of five to ten times the number of indicators in the SEM model. With a total of 31 indicators, the minimum sample number is 310 respondents. In its implementation, the researcher obtained data from 320 students who were selected using the proportional random

sampling technique, which is random sampling based on the proportion of the number of students in each university. Data were collected using a questionnaire designed in the form of closed-ended statements based on a five-point Likert scale, ranging from a score of 1 (strongly disagree) to 5 (strongly agree). This questionnaire consists of five main constructs studied, namely: (1) Learning facilities (X_1) measured through six indicators, (2) Lecturer competence (X_2) with eight indicators, (3) Quality of academic services (X_3) with six indicators, (4) Student satisfaction (Z) as a mediating variable measured by five indicators, and (5) Learning motivation (Y) as a dependent variable with six indicators.

The questionnaire instrument is prepared based on theories and models that have been proven in previous research, and adapted from academic sources such as Zeithaml et al. (2017), Tjiptono and Chandra (2016), as well as the provisions of lecturer competence from Law No. 14 of 2005. To ensure the validity of the content, the questionnaire has gone through an expert judgment process from three expert lecturers in the field of educational management and educational psychology. Before being widely distributed, this instrument was also tested (try out) to 30 student respondents outside the main sample. The validity and reliability of the instruments were tested through an approach in Structural Equation Modeling based on Partial Least Squares (PLS-SEM) using the latest version of SmartPLS software. The validity test was carried out by measuring the loading factor value (> 0.70) and the AVE (Average Variance Extracted) value (> 0.50) to ensure convergent validity. The discriminant validity test was carried out by comparing the square root of AVE of each construct with the correlation between other constructs. Meanwhile, the reliability of the instrument is assessed based on the Composite Reliability (CR) value and Cronbach's Alpha, both of which must have a value above 0.70 to state that the instrument has good internal consistency.

The data analysis process is carried out in two stages, namely the analysis of the measurement model (outer model) and the analysis of the structural model (inner model). The analysis of the outer model aims to evaluate the extent to which the indicator is able to represent the measured construct. Meanwhile, the analysis of the inner model was used to evaluate the relationships between latent constructs in the research model. Some of the indicators tested at this stage include the R-square value (R^2) to see the predictive strength of the model, the path coefficient value to see the direct influence between constructs, and the statistical significance measured through the bootstrapping technique with 5,000 subsamples. Student satisfaction mediation testing was conducted by adopting a bootstrapping indirect effect approach, as suggested by Preacher and Hayes, to test whether the indirect influence of independent variables on learning motivation through student satisfaction is statistically significant.

In terms of research ethics, all procedures have met ethical principles, including obtaining consent from respondents voluntarily through informed consent. The identity of the respondents is kept confidential and the data obtained is only used for academic research purposes. In addition, the distribution of the questionnaire was carried out in person and online, adjusted to the geographical conditions and preferences of the respondents. This method is expected to be able to provide a holistic and empirical picture of how institutional variables in higher education in developing regions can affect students' learning motivation through the mediating role of their satisfaction. The use of PLS-based SEM approaches is also considered appropriate to address the complexity of the relationship between variables and moderate sample sizes in the context of non-superior higher education in the eastern region of Indonesia.

RESULTS

Descriptive Statistics of Respondents

The number of respondents in this study was 320 students from six universities in Mimika Regency. Based on demographic characteristics, the majority of respondents were female (57%), with the highest age range being 18–22 years old (71%). Most of them come from the Management and Education study program, and are in semesters 4–6.

Table 1 Respondent Description Statistics

Category	Frequency	Percentage (%)	Cumulative Percentages
STIE Moon Bridge	60	18.75	18.75
STIE Buddha Dharma	50	15.63	34.38
STT Erikson Tritt	45	14.06	48.44
STKIP Hermon	55	17.19	65.63
STKIP GBI	50	15.63	81.26
STISIP Scientific Charity	60	18.75	100.01
Total	320	100.00	100.00
Man	137	42.81	42.81
Woman	183	57.19	100.00
Total	320	100.00	100.00
Semesters 1–2	35	10.94	10.94
Semesters 3–4	86	26.88	37.82
Semesters 5–6	129	40.31	78.13
Semester 7 and above	70	21.88	100.01
Total	320	100.00	100.00
≤ 18 years old	28	8.75	8.75
19–22 years old	227	70.94	79.69
23–26 years old	50	15.63	95.32
> 26 years old	15	4.69	100.01
Total	320	100.00	100.00

Measurement Model Test Results (Outer Model)

The measurement model test or outer model aims to assess the extent to which the indicators in this study are able to represent the latent construct measured. Evaluation was carried out on three main aspects, namely convergent validity, discriminant validity, and construct reliability. This analysis was carried out using the Partial Least Squares - Structural Equation Modeling (PLS-SEM) approach with the help of SmartPLS software.

Table 2 Measurement Model (Outer Model)

Construct	AVE	Composite Reliability	Cronbach's Alpha
Learning Facilities	0,612	0,878	0,832
Lecturer Competence	0,587	0,902	0,865
Quality of Academic Services	0,601	0,891	0,852
Student Satisfaction	0,638	0,877	0,825
Learning Motivation	0,622	0,889	0,841

Based on the results of the evaluation of the outer model, it can be concluded that all constructs in this research model have met the requirements for validity and reliability. Thus, the measurement model used is feasible to proceed to the stage of structural model analysis (inner model) to test the causal relationship between latent constructs.

Structural Model Test Results (Inner Model)

Structural model testing (inner model) aims to evaluate the causal relationship between latent constructs. This analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. Based on the results of data processing, the path coefficient, t-statistic, and p-value values are summarized in the following table. From these results, it is known that all exogenous constructs — learning facilities, lecturer competence, and quality of academic services — have a significant effect on student satisfaction. Lecturer competence had the greatest influence on satisfaction ($\beta = 0.329$; $t = 6.102$; $p = 0.000$). Student satisfaction itself has a very strong and significant influence on student learning motivation ($\beta = 0.532$; $t = 9.021$; $p = 0.000$). However, not all direct relationships showed significant results, such as lecturers' competence on learning motivation which had a value of $p = 0.058$, so the influence was most likely mediated by student satisfaction.

Table 3 Inner Model

Relationships Between Constructs	Line Coefficient (β)	t-statistic	p-value	Information
Student Satisfaction → Facilities	0.278	5.473	0.0	Significant
Lecturer Competence → Student Satisfaction	0.329	6.102	0.0	Significant
Academic Services → Student Satisfaction	0.301	5.928	0.0	Significant
Student Satisfaction → Learning Motivation	0.532	9.021	0.0	Significant
Learning Motivation → Facilities	0.121	2.128	0.034	Significant
Lecturer Competence → Learning Motivation	0.105	1.899	0.058	Insignificant
Academic Services → Learning Motivation	0.112	2.023	0.043	Significant

Mediation Test (Indirect Effect)

The mediation test (Indirect Effect) aims to find out whether the influence of an independent variable on the dependent variable can be explained indirectly through an intermediate variable (mediator). In this study, a mediation test was used to see whether variables such as Student Satisfaction (Y1) were able to mediate between independent variables such as Learning Facilities (X1), Lecturer Competency (X2), and Quality of Academic Services (X3) to Learning Motivation (Y2). One of the most common and accurate techniques used to test the effects of mediation is bootstrapping. This method is done by randomly resampling the original data thousands of times, generally 5000 or more to form a sampling distribution from the mediating effect. With this approach, an estimate of the value of indirect effects and confidence intervals is obtained. If the confidence interval does not pass zero (0), then the mediation effect is statistically significant.

Table 4 Mediation Test (Indirect Influence)

	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Learning Facilities (X1) -> Student Satisfaction (Y1) -> Learning Motivation (Y2)	0.036	4.413	0.000
Lecturer Competency (X2) -> Student Satisfaction (Y1) -> Learning Motivation (Y2)	0.035	2.920	0.004
Quality of Academic Services (X3) -> Student Satisfaction (Y1) -> Learning Motivation (Y2)	0.046	4.877	0.000

The results of the analysis that have been described are described in the form of t-statistics of the research model as follows:

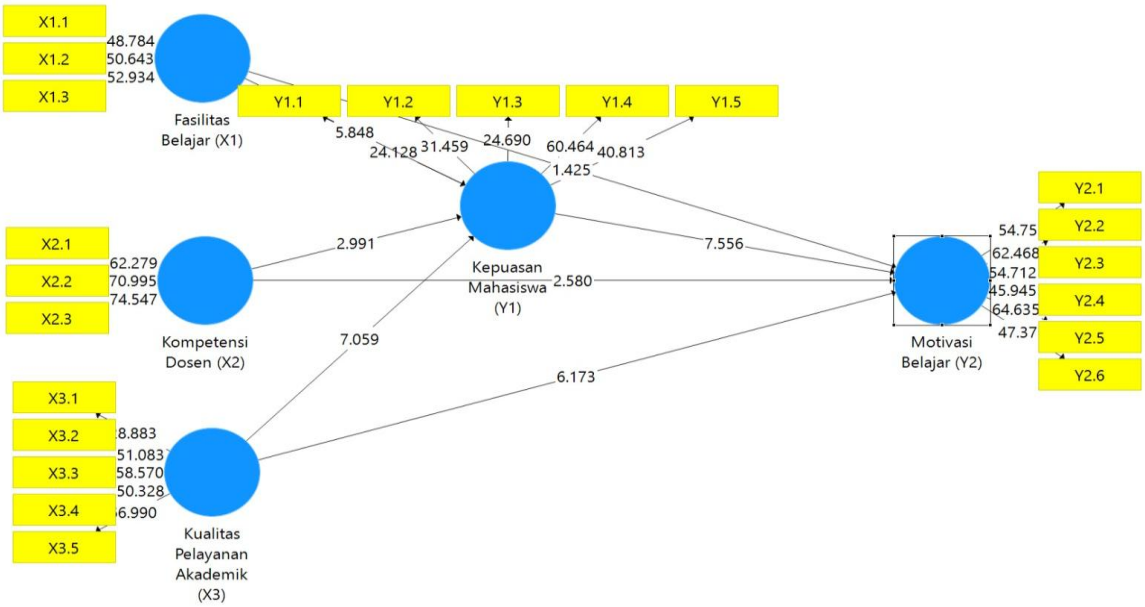

Fig. 1 Statistics Research Model

Based on the results of the visualization of the path diagram displayed, a thorough analysis of the relationship between constructs in the structural model can be carried out. This model shows a strong relationship between institutional quality—which consists of learning facilities, lecturer competence, and academic service quality—with student satisfaction as a mediating construct, as well as learning motivation as the main outcome construct. The results of the analysis showed that learning facilities had a significant effect on student satisfaction, with a t-statistic value of 5,848. This indicates that the better the facilities provided by the institution, the higher the level of satisfaction felt by students. Similarly, lecturer competence showed a significant relationship with student satisfaction (t = 2,991), which shows that the role of lecturers in delivering material, guiding, and setting an example has a real influence in shaping students' positive perceptions of their institutions. Meanwhile, the quality of academic services is the variable with the strongest influence on satisfaction, as evidenced by a high t-value, which is 7,059. This means that the speed, accuracy, and friendliness of academic services greatly determine the level of comfort and satisfaction of students in undergoing the educational process.

Student satisfaction was further proven to have a significant influence on learning motivation with a t-value of 7,556. This confirms that students who feel satisfied with the academic system and experience tend to be more motivated to study, attend lectures with enthusiasm, and actively participate in academic activities. Nevertheless, not all direct pathways from exogenous variables to learning motivation show significant results. For example, the direct influence of learning facilities on learning motivation has a t-value of only 1,425, which is not statistically significant. This shows that learning facilities do not affect learning motivation directly, but rather work through satisfaction as mediators. Meanwhile, lecturer competence had a significant direct effect on motivation (t = 2,580), although the effect was not as strong as the indirect influence through satisfaction. The effect of the quality of academic services on learning motivation was also found to be significant (t = 6,173), showing that the interaction of services provided by the campus to students has a major contribution in building a strong learning motivation.

Looking at the relationship between the construct and the indicator, all indicators have a high loading or statistical value, indicating that the measuring tool used in this study is valid and able to accurately represent the latent construct. All indicator values are in a strong and stable range of numbers. It's worth noting that some numbers are most likely t-values of bootstrapping, not loading values, which technically indicate the significance of the indicator's contribution to their respective constructs. From all the models shown in the path diagram, it can be concluded that student satisfaction plays a very important role as a mediator. Learning facilities have an indirect influence on motivation through student satisfaction, while lecturer competence and the quality of academic services show a direct and indirect influence on learning motivation. Thus, this model reflects the strategic role of student satisfaction in bridging the influence of institutional quality on student behavior outcomes, especially learning motivation. This model is particularly relevant in the context of higher education, especially in areas such as Mimika Regency, where improving the quality of institutional services can be done by focusing on aspects that are empirically proven to have an impact on student engagement and enthusiasm for learning. These findings support the importance of a holistic approach in the management of educational institutions, which places the quality of service, competence of teaching staff, and learning facilities as priorities in strategies to increase student satisfaction and motivation.

DISCUSSION

The results of this study show that learning facilities have a significant direct influence on student satisfaction. Students who feel easy access to physical facilities such as classrooms, libraries, and laboratories tend to be more satisfied with the

available learning environment (Ardana, Juwita, & Afriyanti, 2023; Saputri, Mahyuddin, & Utami, 2023; Karna & Julin, 2015; Handayani & Firmansyah, 2021). Although the direct influence of facilities on learning motivation is insignificant, the mediating effect through student satisfaction shows a significant indirect influence. Lecturer competence was also found to have a significant influence on student satisfaction. These competencies include pedagogical, professional, social, and personality aspects that are able to create a positive and interactive learning atmosphere (Sadewa & Damayanti, 2021; Dewi & Cahyono, 2022; Sagala et al., 2022; Kusuma & Haryanto, 2020). Indirect influence through student satisfaction shows a strong contribution to student learning motivation.

The quality of academic services is the most dominant factor on student satisfaction. Service dimensions such as accuracy of information, ease of academic process, and responsive staff attitude are highly appreciated by students (Annamdevula & Bellamkonda, 2016; Yulianti & Prabowo, 2022; Nasution et al., 2023). These findings reinforce the importance of academic services in shaping positive perceptions and increasing student learning motivation. Student satisfaction has been proven to be a strong predictor of learning motivation. Students who feel satisfied with their academic experience—whether in terms of lecturers, facilities, or services—tend to have a higher internal drive to excel (Herzberg, 1957; Suparno & Yusra, 2020; Gibson, 1997). When institutions succeed in creating an enjoyable learning experience, it can develop students' intrinsic motivation.

CONCLUSION

This study aims to examine the influence of learning facilities, lecturer competence, and academic service quality on student learning motivation, with student satisfaction as a mediating variable. Based on the results of structural model analysis using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, it can be concluded that all constructs in the model have a significant influence both directly and indirectly. Learning facilities contribute significantly to student satisfaction, although they do not directly affect learning motivation. This indicates that students benefit from the physical facilities provided by the institution when the facilities significantly increase the comfort and efficiency of the learning process. The effect of learning facilities on motivation is more mediated by the level of satisfaction felt. Lecturer competence has been proven to play an important role in shaping student satisfaction. The interaction between students and lecturers supported by pedagogic skills, professionalism, and personal approach directly increases students' perception of the quality of the institution. Although the direct influence of lecturer competence on learning motivation is relatively weak, the indirect influence through student satisfaction is significant and meaningful.

The quality of academic services is the most dominant factor in shaping student satisfaction. The speed, accuracy, and courtesy of the academic administration services that students receive create a positive learning experience and build trust in the institution. Academic services also have a direct influence on students' motivation to learn, indicating that positive administrative experiences play a role in shaping students' learning motivation. Student satisfaction serves as a very important mediating variable in explaining the relationship between institutional quality and learning motivation. Students who are satisfied with the overall academic services and process show a higher level of motivation in undergoing lecture activities. Thus, satisfaction is not only an indicator of satisfaction with the institution, but also a psychological mechanism that encourages academic engagement and enthusiasm for learning. Overall, these findings confirm the importance of a holistic approach in improving the quality of higher education services. Increasing learning motivation cannot be done directly without paying attention to students' experiences and perceptions of the campus environment as a whole. Higher education institutions need to consistently improve the quality of services, lecturer competencies, and physical facilities as a form of long-term investment to build sustainable student satisfaction and encourage optimal academic achievement.

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