International Journal of Social Learning
April 2026, Vol. 6 (2), 457-483
e-ISSN 2774-4426 and p-ISSN 2774-8359
DOI: https://doi.org/10.47134/ijsl.v6i2.559

The Effect of Field Practice Lectures on Learning Motivation and Academic Ability Development of Educational Management Students

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ABSTRACT

The unemployment rate among university alumni in Indonesia is 5.2%. The reason is misalignment between universities and industry. MP UM offers FPL to minimize misalignment and educate on unemployment. The success of FPL is determined by learning motivation and academic development. The purpose of this study was to determine the level of FPL teaching, learning motivation, and academic development, to find the effect of FPL teaching on learning motivation and academic development, and to find the effect of FPL teaching on academic development through learning motivation. The research used a quantitative, descriptive, correlational approach. 109 students were involved through saturated samples. SPSS and SmartPLS3 were used for data analyzing. The results showed that FPL teaching, learning motivation, and academic development were very high. The evaluation process and learning reflection influence motivation and academic development. There was no direct or indirect influence of planning and implementation on motivation and academic development.

***Keywords*:**

Field Practice Lectures; Learning Motivation; Academic Development.

ABSTRAK

Tingkat pengangguran di kalangan alumni universitas di Indonesia adalah 5,2%. Alasannya adalah ketidaksesuaian antara universitas dan industri. MP UM menawarkan FPL (Fakultas Pembelajaran Terpadu) untuk meminimalkan ketidaksesuaian dan mengedukasi tentang pengangguran. Keberhasilan FPL ditentukan oleh motivasi belajar dan perkembangan akademik. Tujuan penelitian ini adalah untuk mengetahui tingkat pengajaran

Submitted: 2025-10-21; Accepted: 2026-02-04; Published: 2025-04-28
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FPL, motivasi belajar, dan perkembangan akademik, untuk mengetahui pengaruh pengajaran FPL terhadap motivasi belajar dan perkembangan akademik, dan untuk mengetahui pengaruh pengajaran FPL terhadap perkembangan akademik melalui motivasi belajar. Penelitian ini menggunakan pendekatan kuantitatif, deskriptif, dan korelasional. Sebanyak 109 mahasiswa dilibatkan melalui sampel jenuh. SPSS dan SmartPLS3 digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa pengajaran FPL, motivasi belajar, dan perkembangan akademik sangat tinggi. Proses evaluasi dan refleksi belajar berpengaruh terhadap motivasi dan perkembangan akademik. Tidak ada pengaruh langsung atau tidak langsung dari perencanaan dan implementasi terhadap motivasi dan perkembangan akademik.

***Kata kunci*:**

Kuliah Praktik Lapangan; Motivasi Belajar; Pengembangan Akademik.

1. Introduction

The background to this research is that Indonesia's unemployment rate was the highest among the six ASEAN member countries in April 2024, reaching 5.2%, a 0.1% difference above the Philippines (Tempo, 2024). University graduates have a 5.25% unemployment rate, high school graduates 7.05%, and vocational school graduates 9.01%.(Badan Pusat Statistik, 2024). Master's graduates are known to have a harder time finding work than those with lower levels of education. They often exceed the required qualifications, leaving companies struggling to provide adequate salaries (Putri, 2024). The economic recession and the impact of the pandemic have caused educated unemployment (Setyanti & Finuliyah, 2022), misalignment between educational qualifications and job market demands (Sitompul & Athoillah, 2023).

The need to improve the quality of education and align it with the needs of the labor market is crucial to reduce the unemployment rate among graduates (Sidabutar & Putri, 2024). The Department of Educational Administration at Malang State University is one example of a department that has worked to align graduate profiles with labor-market needs. One such effort was holding a national symposium (Unit Hubungan Masyarakat, 2021).

Alumni of the Master of Educational Management Study Program are qualified as managers of education or principals (Kumar & Limbachiya, 2023). Managers within the scope of teachers, lecturers, curriculum developers, administration, and researchers. Meanwhile, MPD graduates have the opportunity to become lecturers. The prestigious factor significantly influenced the preference of a person to become lecturers in the Universities (Thamrin & Bashir, 2015). Field Practice Lecture (FPL) provides students with insight and practical experience in real field activities, equipping them with adequate competence to carry out tasks in accordance with their field of expertise. The FPL provides students with a better experience, insight, and skills. Through FPL activities, it is hoped that

it can form professionals who are experienced in applying science and knowledge in their fields (Aufa, Nairah, Berutu, Solin, & Berutu, 2022).

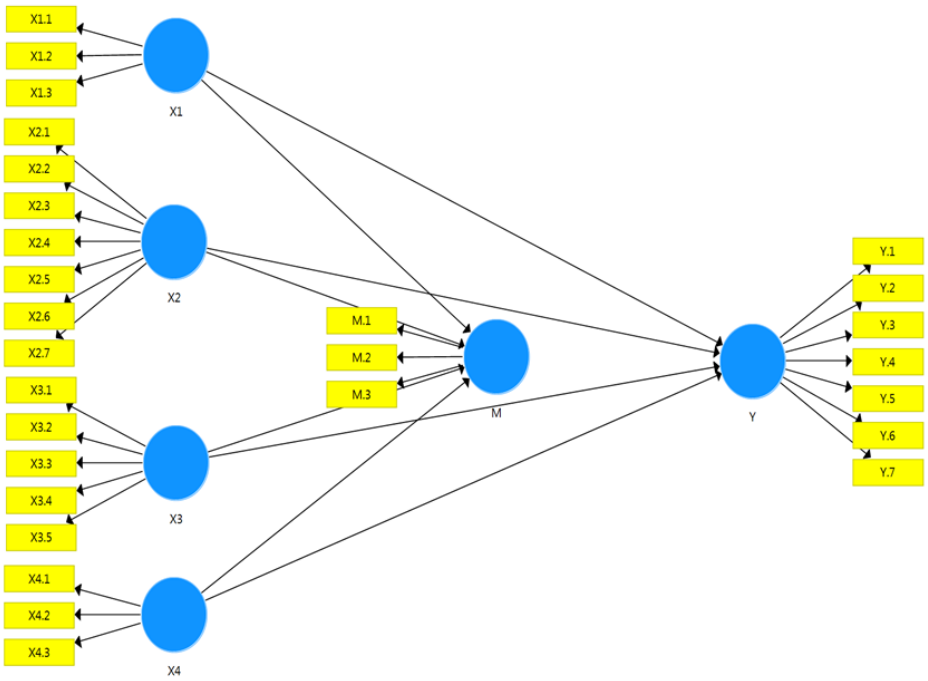
The research gap is the scarcity of practical field study courses offered at universities, especially in master's programs. Fieldwork internships are typically offered to undergraduate students, not to master's students. However, educational programs fail to provide the necessary competencies to ensure a smooth transition from the university to the job market (Pérez & Berbegal, 2023). Therefore, the Educational Management Department of State University of Malang (UM) presents an FPL in the form of teaching experience. Studies on FPL teachers at the primary and secondary levels of education have been widely conducted in Indonesia. However, studies on prospective FPL lecturers preparing master's graduates are still needed. The Master of Educational Management program at the State University of Malang, in addition to being given knowledge subjects in the field of management, also provides teaching experience through FPL activities (Fakultas Ilmu Pendidikan, 2021).

The urgency of this study is to prepare prospective master's degree graduates in educational management to be qualified for employment, especially in teaching (Connolly, James, & Fertig, 2019). One of the skills prospective lecturers need to master is teaching skills. Teaching encompasses planning, implementation, evaluation, and reflection. Teaching success can be measured through academic development and student motivation. The effectiveness of the teaching process is known to influence academic development and student motivation (Daniel, Msambwa, Antony, & Wan, 2024). To ensure the success of prospective lecturers in the FPL program, the effectiveness of the teaching process needs to be measured through academic development and student motivation. The success of the FPL program is the root of the objectives of this research: to determine the level of learning implementation among FPL students, their learning motivation, and the development of academic ability, as well as the influence of FPL students' learning implementation on their learning motivation and academic ability development.

2. Methods

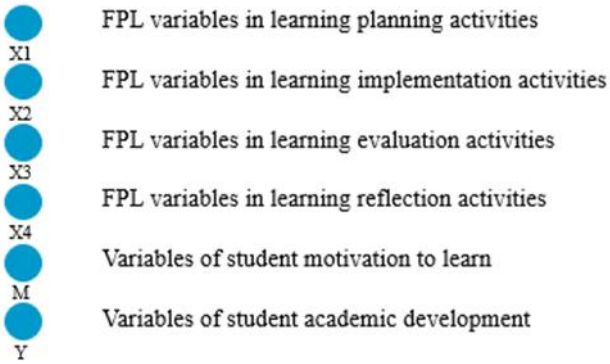
2.1 Research Design

This study uses a quantitative approach, with descriptive and correlational analyses. A descriptive study to describe FPL students' level of learning implementation, learning motivation, and academic ability development. A correlational study was conducted to examine the effects of FPL learning on students' motivation to learn and the development of academic abilities in the Educational Management program at the State University of Malang. The research design model to be studied is shown in Picture 1.

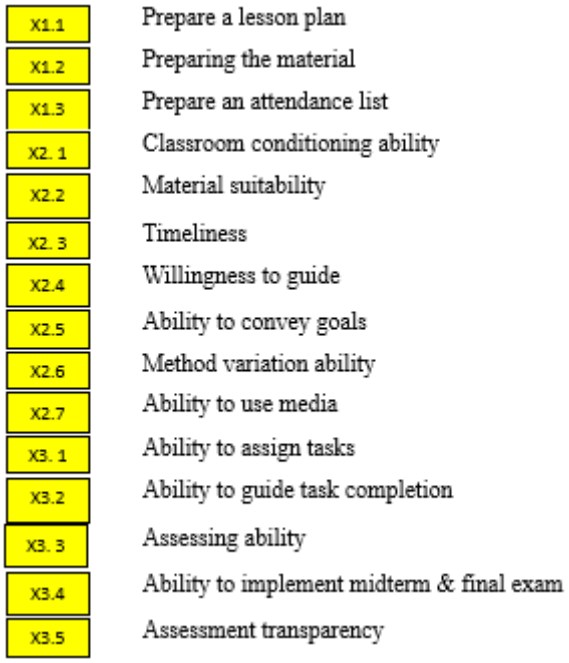


Picture 1. Research Model

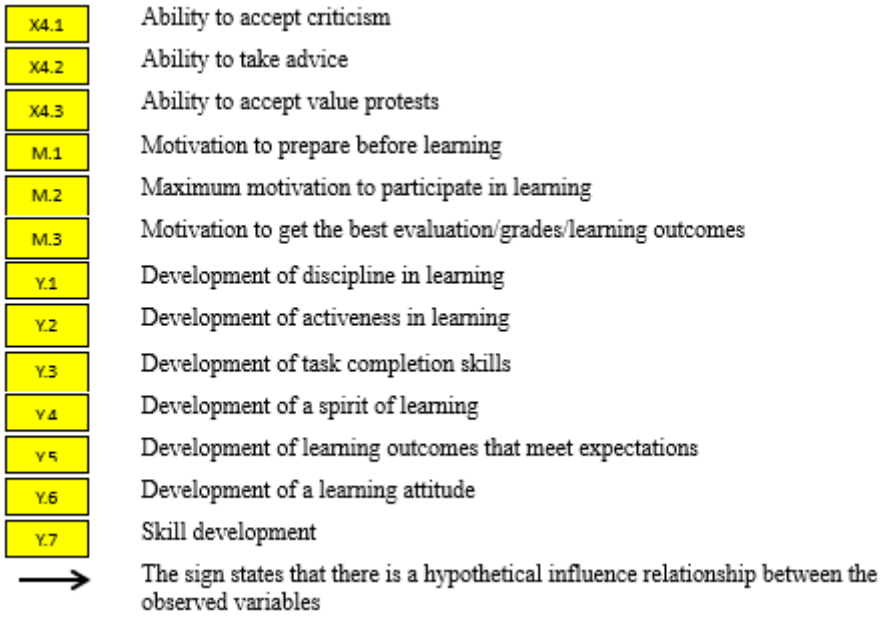
Image notation:



Picture 2. Image Notation



Picture 3. Teaching Competency Indicators



Picture 4. Research Variable Indicators

2.2 Population and Sample

The research population comprises all students of the Educational Management Department of the 2021 generation who enrolled in project management courses, totaling 109 students, of whom 82% were women and 18% were men. The sampling technique is a saturated sample.

2.3 Data Collection

The data collection technique used a closed-ended Likert-scale questionnaire with responses ranging from 1 to 5. A questionnaire in the form of a Google form that must be filled out by students taking the project management course after the lecture has been completed up to the reflection stage.

2.4 Instrument

The instrument in this research used a questionnaire that underwent a Pearson correlation validity test; all items met validity criteria, with a value of r = 0.1882. The instrument items are also reliable, with a Cronbach's Alpha reliability coefficient of >0.6. Cronbach's Alpha learning measurement instrument FPL X1 (0.760), X2 (0.946), X3 (0.884), X4 (0.890).

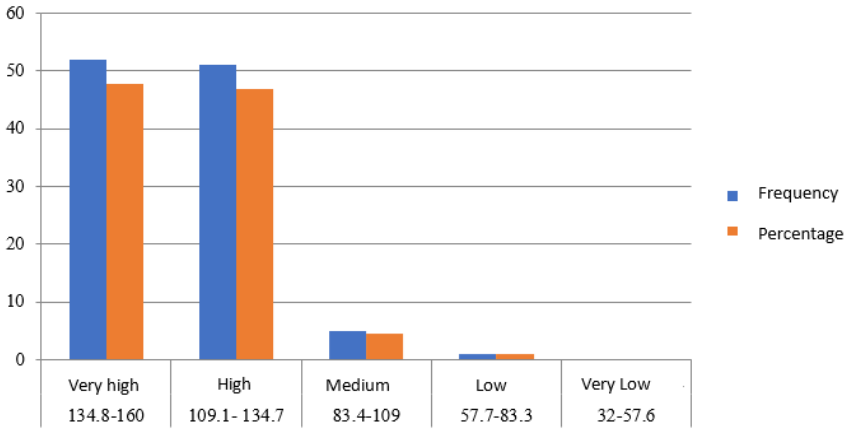
2.5 Data Analisys Techniques

This study used Structural Equation Modeling (SEM) analysis with SmartPLS3. The researchers used the bootstrap procedure to obtain standard-error estimates of model parameters, which facilitate significance testing. The evaluation of structural models in SEM-PLS also considers the predictive ability of the model using the determination coefficient R^2 (Hair, Hult, Ringle, & Sarstedt, 2017).

3. Results and Discussion

There are two results from the study: first, the descriptive analysis results, and second, the SEM-PLS analysis results.

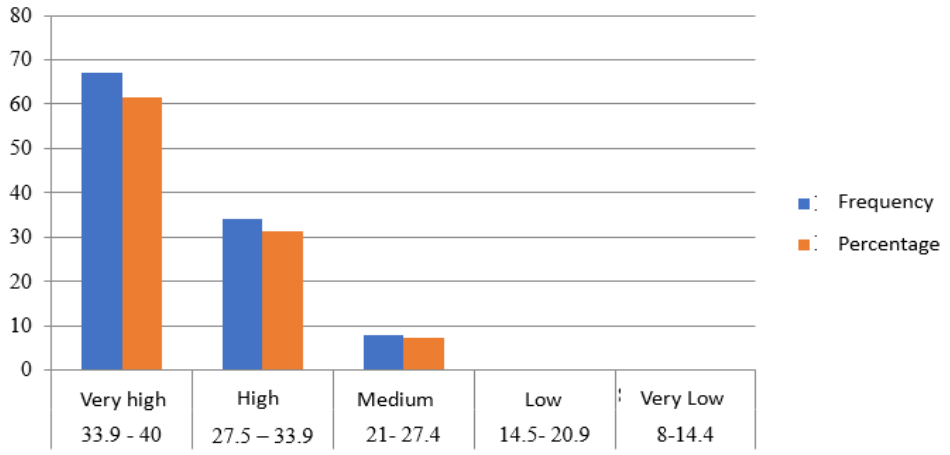
3.1 Descriptive Analysis Results



	Very high 134.8-160	High 109.1- 134.7	Medium 83.4-109	Low 57.7-83.3	Very Low 32-57.6
Frequency	52	51	5	1	0
Percentage (%)	47.71	46.79	4.59	0.92	0.00

Picture 5. FPL Implementation Level

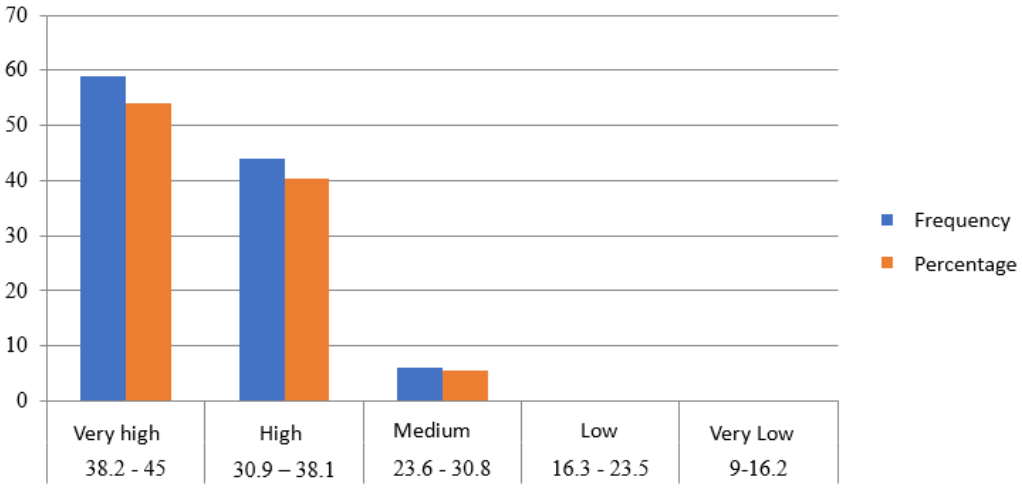
The level of FPL implementation in this study was very high (47.71%), high (46.79%), moderate (4.59%), and low (0.92%). The majority of students answered that the implementation of learning was at a very high and high level.



Frequency	67	34	8	0	0
Percentage (%)	61.47	31.19	7.34	0.00	0.00

Picture 6. Student Learning Motivation Level

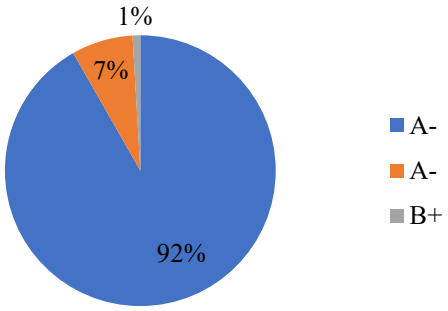
The results of this study indicate that 61.47% of students' learning motivation is in the very high category, 31.19% in the high category, and 7.34% in the medium category. The majority of students reported that their motivation is very high.



Frequency	59	44	6	0	0
Percentage (%)	54.13	40.37	5.50	0.00	0.00

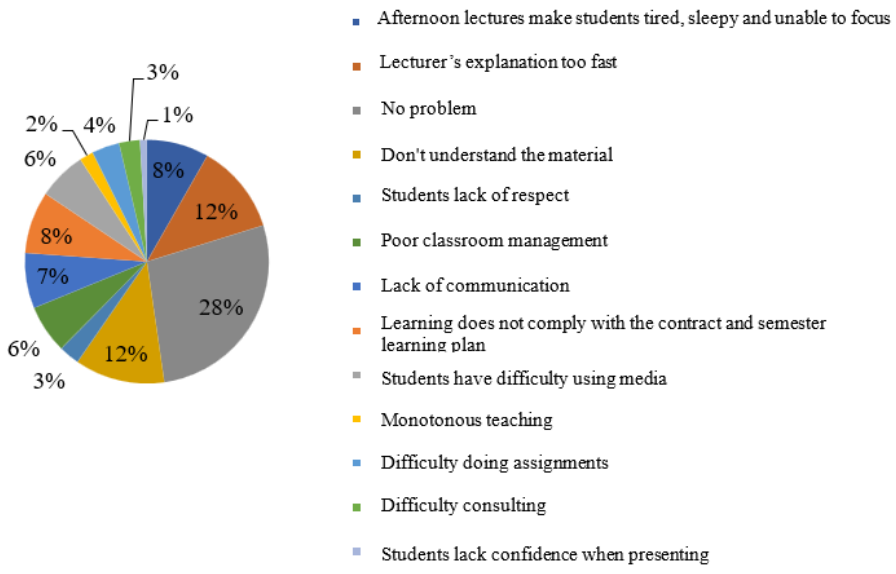
Picture 7. Student's Academic Development Level

The academic development level of students was: 54.13% at a very high level, 40.37% at a high level, and 5.50% at a medium level. The majority of students had a very high level of academic development in this study.



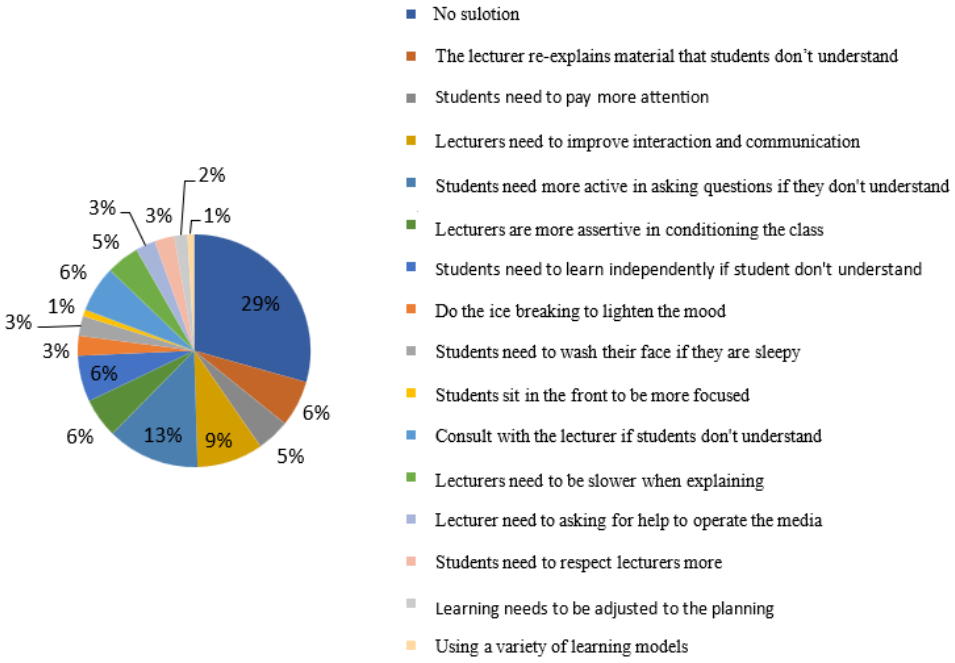
Picture 8. Student Grade Expectations

In this study, students were allowed to set expectations for their learning outcomes. 92% expected a grade A, 7% A-, and the remaining 1% B+.



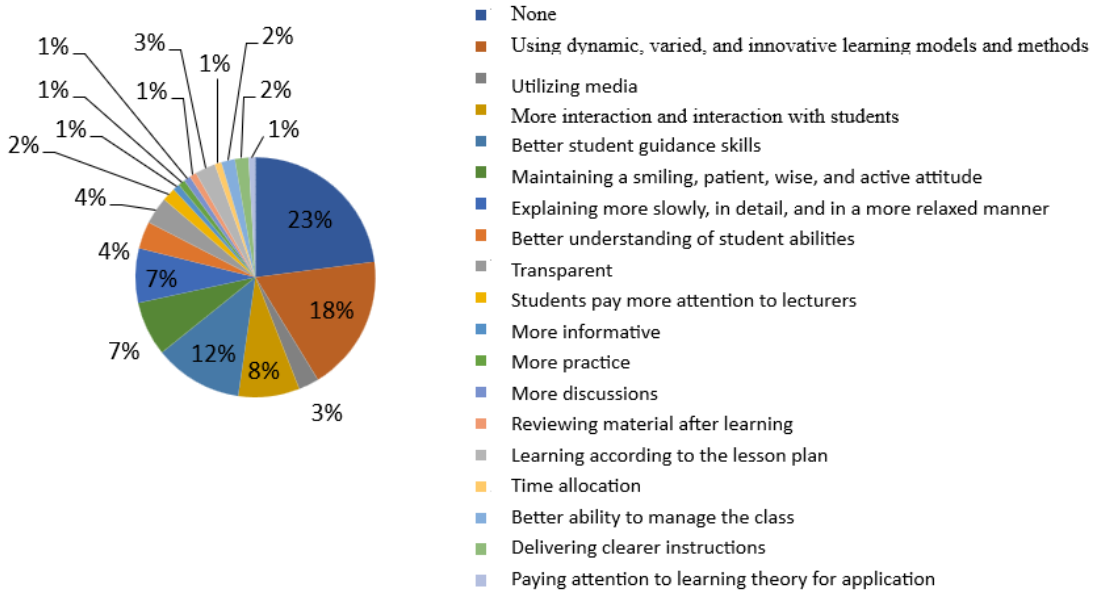
Picture 9. Difficulties faced by Students

Difficulties faced by Students: afternoon lectures make students tired and sleepy, and they are unable to focus; students don't understand the material; difficulty with assignments and consultations; lack of confidence and respect. The lecturer explained too quickly, had poor classroom management, lacked communication, didn't align learning with the contract and learning plan, had difficulty using media, and used monotonous teaching.



Picture 10. Problem Solutions offered by Students

The difficulties of the students can be overcome through re-explanation by the lecturer, more slowly and clearly; improvement in interaction and communication; class conditioning; ice-breaking in learning; and the lecturer asking for help if unable to operate the media. The learning implementation should align with the plan, and a variety of learning models should be used. Students need to pay more attention, be more active in asking questions when they don't understand, learn independently, wash their faces when they're sleepy, sit in the front to be more focused, consult with the lecturer when they don't understand, and respect lecturers more.



Picture 11. Students' Expectations for Improving the Quality of Learning

Students have some expectations for improving the quality of learning. Lecturers need to using dynamic and innovative learning models and methods, utilizing media, more interaction with the students, better on guiding student's skills, maintaining a smiling, patient, wise and active attitude, explaining in more slow, detailed and relaxed manner, better on understanding student abilities, transparent, more informative, more practice and discussion, time allocation, better ability to manage the class, delivering clearer instructions. Students need to pay more attention, review material after learning, and apply the learning theory.

3.2 Assumption Test

Using IBM SPSS Statistics 21, the Kolmogorov-Smirnov normality test was performed on the data X1, X2, X3, X4, M, and Y, and the results are shown in Table 1. The Z statistic was 0.096, with a p-value > 0.05, indicating normality.

Table 1. Kolmogorov Normality Test – Smirnov

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		109
	Mean	.0000000
Normal Parametersa, b	Hours of deviation	2.73460052
Most Extreme Differences	Absolute	.118
	Positive	.075
	Negative	-.118
Kolmogorov-Smirnov Z		1.232
Asymp. Sig. (2-tailed)		.096
a. Test distribution is Normal		
b. Calculated from data		

Table 2. Collinearity statistics Inner VIF

Variabel	M	And
M		1.764
X1	4.523	4.536
X2	9.866	9.895
X3	6.038	6.314
X4	1.632	1.893
And		1.764

The collinearity statistics for the Inner VIF are shown in Table 2. For each variable, the VIF is <10.0, indicating no multicollinearity in the data.

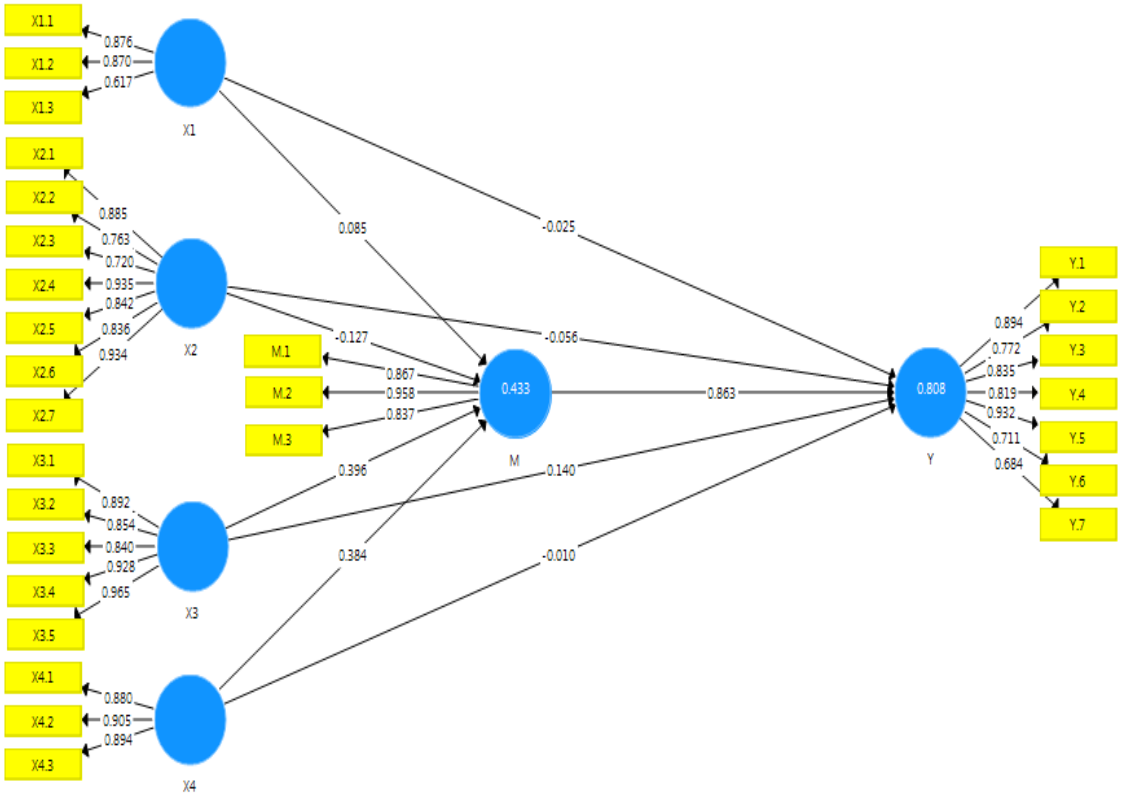
3.3 Validity

The validity test was conducted using SmartPLS 3 to determine which indicators could be measured accurately. The loading factors, or outer loadings, from SmartPLS 3 are used to assess convergent validity. The value of outer loading is shown in Table 3 and Picture 12.

Table 3. Outer Loading Value

	M	X1	X2	X3	X4	Y
M.1	0.867					
M.2	0.958					
M.3	0.837					
X1.1		0.876				
X1.2		0.870				
X1.3		0.617				
X2.1			0.885			
X2.2			0.763			
X2.3			0.720			
X2.4			0.935			
X2.5			0.842			
X2.6			0.836			
X2.7			0.934			
X3.1				0.892		
X3.2				0.854		
X3.3				0.840		
X3.4				0.928		
X3.5				0.965		
X4.1					0.880	
X4.2					0.905	
X4.3					0.894	
Y.1						0.894
Y.2						0.772
Y.3						0.835
Y.4						0.819
Y.5						0.932
Y.6						0.711
Y.7						0.684

Based on Table 3 and Picture 12, all indicators are valid and have values>0.5. After confirming the convergent validity of each variable's indicators, the next step is to examine its discriminant validity using AVEs and cross-loadings.



Picture 12. Outer Loading Value

The variable is discriminatively valid if the AVE value is >0.5. The AVE values for all variables are>0.5, so all variables are valid. Apart from AVE values, discriminant validity can also be assessed through cross-loadings. The value of cross-loading is shown in Table 4 and Table 5.

Table 4. Average Variance Extracted (AVE)

Variabel	Average Variance Extracted (AVE)
M	0.790
X1	0.635
X2	0.720
X3	0.804
X4	0.798
And	0.657

Table 5. Cross Loading Value

	M	X1	X2	X3	X4	Y
M.1	0.867	0.451	0.490	0.499	0.622	0.727
M.2	0.958	0.443	0.536	0.570	0.543	0.847
M.3	0.837	0.381	0.395	0.486	0.425	0.814
X1.1	0.460	0.876	0.732	0.665	0.490	0.414
X1.2	0.398	0.870	0.842	0.731	0.515	0.347

X1.3	0.254	0.617	0.507	0.460	0.126	0.283
X2.1	0.457	0.967	0.885	0.776	0.523	0.421
X2.2	0.303	0.686	0.763	0.614	0.394	0.287
X2.3	0.381	0.551	0.720	0.652	0.368	0.358
X2.4	0.453	0.944	0.935	0.818	0.528	0.421
X2.5	0.489	0.697	0.842	0.822	0.515	0.455
X2.6	0.480	0.654	0.836	0.771	0.516	0.465
X2.7	0.549	0.737	0.934	0.878	0.614	0.524
X3.1	0.542	0.760	0.936	0.892	0.605	0.518
X3.2	0.432	0.698	0.759	0.854	0.491	0.410
X3.3	0.441	0.661	0.749	0.840	0.423	0.436
X3.4	0.582	0.687	0.792	0.928	0.614	0.570
X3.5	0.593	0.729	0.831	0.965	0.603	0.578
X4.1	0.504	0.448	0.538	0.575	0.880	0.436
X4.2	0.511	0.432	0.480	0.501	0.905	0.512
X4.3	0.577	0.470	0.567	0.578	0.894	0.507
Y.1	0.955	0.436	0.490	0.553	0.501	0.894
Y.2	0.782	0.424	0.473	0.504	0.549	0.772
Y.3	0.694	0.396	0.396	0.478	0.436	0.835
Y.4	0.648	0.261	0.357	0.400	0.410	0.819
Y.5	0.773	0.328	0.413	0.481	0.507	0.932
Y.6	0.552	0.307	0.309	0.329	0.322	0.711
Y.7	0.567	0.329	0.382	0.424	0.302	0.684

Discriminant validity testing in SmartPLS3 using cross-loadings showed that indicators X3.1, X2.1, X2.4, Y.1, and Y.2 had higher correlations with other indicators than with their own indicators, indicating that these indicators are invalid according to the cross-loadings criterion. See Table 5.

3.4 Feasibility

The Cronbach's Alpha reliability values in Table 6 indicate that all variables meet the high reliability criterion (>0.7). The composite reliability also shows that all variables meet the criterion of>0.7.

Table 6. Cronbach's Alpha Values

Variabel	Cronbach's Alpha	Composite Reliability
M	0.865	0.918
X1	0.706	0.836
X2	0.934	0.947
X3	0.939	0.953
X4	0.873	0.922
Y	0.911	0.930

3.5 Structural Model Analysis

Analysis of structural models with inner models in SmartPLS shows the strength of estimation

between latent variables or constructs. In this study, the results of the model feasibility test and hypothesis test will be explained. Determine whether the model that has been formed is feasible to study by examining the R^2 value, which is the internal test statistic for the PLS SEM model.

Table 7. Coefficient of Determination R^2

	R Square	R Square Adjusted
M	0.433	0.411
Y	0.808	0.799

R^2 can determine the strength and weaknesses of the relationship between variables. Based on the results of the R^2 analysis in Table 7, the dependent variables together accounted for 41% of the variance in M, with an adjusted R^2 of 0.411. Thus, it can be explained that all exogenous constructs (X1, X2, X3, X4) simultaneously affect M by 41.1%. If the value of R^2<0.5, then the influence of all exogenous constructs on M is included in the weak category (Sarstedt, Ringle, & Hair, 2017). The variables X1, X2, X3, and X4 together account for Y, with an adjusted R^2 of 0.799. It can therefore be explained that all exogenous constructs (X1, X2, X3, X4) simultaneously affect Y by 79.9%. Since R^2>0.75, the influence of all exogenous constructs on Y falls into the strong category (Sarstedt et al., 2017).

In addition to being evaluated by the R^2 value, the model's feasibility can be assessed using the Standardized Root Mean Residual (SRMR) and Non-Fit Index (NFI) values obtained from the SmartPLS 3 bootstrapping procedure. The model is said to be fit or meet the qualifications if the SRMR is <0.100. The results of the SRMR calculation in SmartPLS 3 are shown in Table 8; the SRMR value is 0.074, which is <0.100, indicating that the model meets the eligibility criteria.

Table 8. SRMR and NFI values

	Saturated Model	Estimated Model
SRMR	0.074	0.074

Based on Table 9, the Q^2 value for the independent variables X1, X2, X3, and X4 against the variable M is 0.319> 0, indicating that the M construct has a predictive relationship with the independent variable construct. As for the value of Q^2 for the independent variable on Y (0.504>), it can be stated that the M construct has a predictive relationship with the independent variable construct. The value of Q^2 (Sarstedt et al., 2017). Predictive Relevance is shown in Table 9.

Table 9. Q^2 Predictive Relevance Scores

	SSO	SSE	Q^2(=-SSE/SSO)
M	327.000	222.569	0.319
X1	327.000	327.000	
X2	763.000	763.000	

X3	545.000	545.000	
X4	327.000	327.000	
Y	763.000	378.817	0.504

3.6 SEM-PLS Analysis Results

In the model of relationships between variables, there is a direct influence. The presence or absence of direct influence between variables was analyzed using SmartPLS 3. Because of the 5% error tolerance, the variable is declared influential if the t-value is >1.96 and is considered significant if the P-value is <0.5. The results of the P-value and t-value calculations using SmartPLS 3 are shown in Table 10.

Table 10. Direct Influence

T Statistics (|O/STDEV|)		P Values	Simpulan T Statistics (T > 1.96)	P Values (<0.05)
X1 -> M	0.441	0.660	No influence	Insignificant
X2 -> M	0.606	0.545	No influence	Insignificant
X3 -> M	2.106	0.036	There is an influence	Significant
X4 -> M	3.636	0.000	There is an influence	Significant
X1 -> Y	0.241	0.810	No influence	Insignificant
X2 -> Y	0.707	0.480	No influence	Insignificant
X3 -> Y	2.680	0.008	There is an influence	Significant
X4 -> Y	3.128	0.002	There is an influence	Significant
M -> Y	19.320	0.000	There is an influence	Significant

The results of the study showed significant direct influences of X3 and X4 on M, of X3 and X4 on Y, and of M on Y. Meanwhile, X1 and X2 did not directly influence M and Y.

3.7 Indirect Influence Analysis

Table 11. Indirect Influence

T Statistics (|O/STDEV|)		P-Values	Simpulan T Statistics (T > 1.96)	P Values (<0.05)
X1 -> M -> Y	0.439	0.661	No influence	Insignificant
X2 -> M -> Y	0.604	0.546	No influence	Insignificant
X3 -> M -> Y	2.069	0.039	There is an influence	Significant
X4 -> M -> Y	3.564	0.000	There is an influence	Significant

X3 and X4 experience an indirect influence on Y through M. Meanwhile, X1 and X2 have no influence on Y through M.

3.8 Implementation Level of FPL

Based on calculations, the implementation rate of the majority of student FPL in the criteria is

very high or high. This explains that the implementation of FPL has gone well. FPL students generally face demands for professionalism and a desire to perform at their best during internships, which drives them to fulfill their duties to the fullest. The use of varied and innovative learning methods, along with students' enthusiasm for teaching, contributes to a high level of FPL implementation (Daniel et al., 2024). These overall conditions contribute to the effective implementation of FPL, achieving very high and high categories. The high level of implementation is evidence that the FPL program is the right step in developing lecturers' abilities to carry out teaching duties effectively, so that FPL can be recommended as a potential step in training prospective lecturers' skills, aligning graduate profiles with the needs of the world of work.

3.9 Students' Learning Motivation Level

Based on calculations, the level of learning motivation of Educational Management students taking project management courses is comparable to that of the majority of FPL students and meets very high criteria. This high level of motivation can be attributed to several factors. The close age and experience between FPL students and the students receiving the learning creates a more intimate, interactive learning atmosphere that doesn't create psychological distance, so students feel more comfortable asking questions and discussing issues. Peer teaching encourages students to take ownership of their learning, promoting autonomy. For instance, students at the University of Rwanda reported developing their own learning strategies while teaching peers, which enhanced their intrinsic motivation (Nshimiyimana & Cartledge, 2020).

Furthermore, the practical nature of the Project Management course, which aligns with managerial competencies in the workplace, makes students feel that the material they learn is important for their professional future. Active and interactive learning can also increase student motivation. However, Picture 6 shows that the lecturer lacks communication skills, and the learning is monotonous.

3.10 Student's Academic Development Level

Based on calculations, the level of academic development of Educational Management students who take project management courses is mostly in the very high and high criteria. This can occur because the learning process provided by FPL students effectively integrates theory with practice, making it easier for students to understand and apply project management concepts in real-world contexts. Furthermore, the relevance of the material to the needs of professional competencies in educational management contributes to students' commitment to learning, positively impacting their academic development (Humairoh, Mila, & Agustin, 2025). Varied learning can also lead to a high level of academic development. However, as seen in Picture 7, learning progresses monotonously.

3.11 Student's Grade Expectation

When taking the project management course, students can expect their grades to reflect their abilities and efforts during lectures. The percentage of students' expectations for the grades they

obtained is shown in Picture 8. The majority of students (92%) expect to earn an A. The learning materials and facilities play a vital role in enhancing motivation. An updated curriculum that reflects job requirements is essential for sustaining high levels of learner engagement (Widyasari, Oktavia, Rambe, Irawan, & Pane, 2025). This combination of a solid understanding, positive learning experiences, and satisfactory work results is what drives students to believe they can earn an A.

3.12 Student's Difficulties

The difficulties faced in the project management course are illustrated in the chart shown in Picture 9. Based on the results of descriptive analysis from 109 respondents, the difficulties faced by students can be seen in Picture 9, which includes unable to focus during lectures, fast explanation, lack of communication, difficulties in using media, monotonous teaching, assignments & consulting difficulties, lack of confidence, poor classroom management makes students lack of respect and don't understand the material. These findings are in line with the challenges faced by students, according to Khalisa, Mirizon, & Eryansyah, (2022) namely Low Proficiency and Engagement. Many novice lecturers face students with low proficiency levels, which complicates lesson delivery and engagement strategies.

3.13 Solution Offered by the Students

Based on students' brief answers to the research questionnaire on problem solutions, the percentage of problem solutions offered by students is shown in Picture 10. Lecture needs to re-explain the material, improve interaction and communication, be more assertive in controlling the class, do ice-breaking to lighten the mood, ask for help if unable to operate the media, and adjust the plan and use a variety of learning models. Students need to pay closer attention, ask questions when they don't understand the material, and show greater respect for lecturers. According to (Vujovic, 2016) lecturers should re-explain the material and use various teaching techniques to facilitate understanding, such as problem-solving tasks and discussions. According to (Sasan, Tugbong, & Alistre, 2023) icebreakers have been shown to increase student engagement and foster a positive classroom atmosphere, leading to greater participation. These activities help students feel more connected, increasing their willingness to engage in discussions and activities. Creating an environment that encourages questions is crucial for addressing knowledge gaps.

3.14 Students' Expectations for Improving the Quality of Learning

Students' Expectations for Improving the Quality of Learning in Picture 11 are lecture needs to use dynamic, varies and innovative, interactive learning models with more practice and discussion, utilizing media, having better guiding and managing class, maintain smiling, patient, wise, explain more slowly, detail, relaxed and clear instruction, having better understanding of tudents abilities, transparent, informative. Students need to review the material after learning and paying attention to the learning theory for application. When space to express is given to the students, their input, needs, and challenges during their learning, teachers can obtain more accurate and relevant information

about the effectiveness of the learning strategies they use (Kurbanbaev & Dosnazarova, 2023). This direct feedback helps teachers adjust learning methods, media, and pace to suit students' characteristics and abilities better. Furthermore, student involvement in providing solutions can foster a sense of ownership in the learning process, ultimately boosting their motivation and participation in class.

3.15 The Influence of the FPL Learning Planning Process on Student Learning Motivation

The planning process does not affect motivation. Based on the analysis of student difficulties, one factor that may account for the lack of influence is the incompatibility between the tuition contract and the way learning is implemented. This discrepancy is the cause of the lack of influence between learning planning and learning motivation, even though student learning motivation is monitored as high. Unplanned learning often occurs due to a lack of preparation, inflexibility during implementation, and neglect during the implementation phase. Successful educational outcomes depend on effective learning planning and implementation, yet many educators fail to adhere to their plans, resulting in a suboptimal learning experience (Rini & Muhroji, 2022).

The student's lack of understanding of the importance of Educational Management is also evident from the descriptive analysis, which shows that students still have difficulty understanding the material. The field of Educational Management is a relatively new study in Indonesia, so many may not understand how important educational administration is for organizing and developing education (Shahbal, Al-Kubaisi, Khan, Ahmad, & Usman, 2022). Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 62/E/O/2012, the S2 Educational Management Study Program of the State University of Malang was established on March 1, 2012.

3.16 The Direct Influence of the FPL Learning Implementation Process on Student Learning Motivation

The implementing process does not affect motivation. The descriptive analysis stated that students felt tired, sleepy, and unfocused. Lecture hours during the day can make students sleepy. Caffeine consumption can cause daytime sleepiness, and caffeine intake has been shown to significantly predict excessive daytime sleepiness (EDS) among college students. This problem is related to students' culture of doing assignments while drinking coffee at night. National surveys also show a strong correlation between sleep disorders and depression, which can worsen daytime sleepiness. This problem can be overcome by gradually maintaining a good lifestyle, such as reducing caffeine intake and getting enough sleep (Saluy, Lainsamputty, & Wu, 2025).

3.17 The Direct Influence of the FPL Learning Evaluation Process on Student Learning Motivation

The evaluation process affects motivation. The results of this study are in line with the statement that learning evaluation plays a crucial role in influencing student motivation by providing feedback, acknowledging achievements, and encouraging engagement (Magdalena, Andreani, Nurhasanah, & Ushaybiah, 2023). Formative evaluations can provide feedback that makes students understand their

learning progress. In addition, formative evaluation makes students understand things that need to be improved, so that they are more motivated in learning (Magdalena et al., 2023). Actionable feedback can encourage students to believe in their ability to grow, thus increasing interest in learning (Camargo-Torres, Chong-Barreiro, Cáceres-Mesa, & Moreno-Tapia, 2023). Evaluations with feedback that reward and recognize students' achievements can increase motivation by validating their efforts and achievements (Magdalena et al., 2023).

While learning evaluations are essential in increasing motivation, it is important to ensure that assessments are fair, objective, and tailored to each student's needs. This approach ensures that feedback is relevant and constructive, which ultimately supports students' development and learning motivation (Magdalena et al., 2023).

3.18 The Direct Influence of the FPL Learning Reflection Process on Student Learning Motivation

The reflection process affects motivation. Students have the opportunity to provide criticism and suggestions, including difficulties encountered while learning, solutions to overcome those difficulties, and expectations for future learning. The results of this study align with those of a prior study, indicating that learning reflection significantly influences motivation (Qi, Zhang, Zhao, & Shen, 2025). A positive correlation between reflection and increased motivation to learn has been highlighted. Reflection catalyzes self-regulated learning, encouraging critical thinking and emotional engagement, thereby increasing motivation among learners. The level of reflection in the cognitive and emotional realms is positively correlated with increased motivation to learn (Qi et al., 2025). According to Tabas, Amouzeshi, & Vagharseyyedin (2024), reflection is effective in increasing learning motivation. Engaging in collaborative reflection significantly increases learning motivation and self-efficacy compared to individual reflection, as this encourages a supportive learning environment. While reflection generally boosts motivation, it's important to recognize that not all reflective practices yield the same results. Individual differences and contextual factors can moderate the effectiveness of reflection on motivation, suggesting a nuanced relationship that warrants further study (Ma & Guo, 2023).

3.19 The Direct Influence of the FPL Learning Planning Process on Student Academic Development

The planning process does not affect academic development. This can happen because of the incompatibility between semester plans and lecture contracts and the way learning is implemented. The inconsistency between the semester plan in the college contract and continuing learning poses significant challenges for students. This is a challenge because there is a difference between the expectations that arise among students and the reality of the learning that occurs.

An example that has occurred is a decrease in motivation due to the incompatibility of the learning plan with reality during COVID-19, where universities often promise face-to-face learning (Schanzenbach & Kimberly, 2023), but have to face the reality that lectures must be delivered online. This situation of mismatch highlights the need for clearer communication and support structures to

meet the diverse needs of students, especially those facing learning difficulties (Korkeamäki & Vuorento, 2024).

3.20 The Direct Influence of the FPL Learning Implementation Process on Student Academic Development

The implementing process does not affect academic development. Based on the descriptive analysis, it was found that the teacher explained too quickly, lacked classroom management, lacked communication, and used monotonous teaching. As a result, students lack understanding of the material, show a lack of respect, have difficulty using the media, struggle with assignments and consultations, and lack confidence during presentations.

The lack of basic teaching skills among FPL magister students may be the reason for their limited influence on the academic development of bachelor students. The ability of teachers to explain, manage classes, communicate, and the ability to apply varied learning methods are basic teaching skills that teachers must possess (Andriyani, 2022). Teachers' competence in preparation and their ability to teach can create a conducive learning environment. Studies show that regularity, learning preparation, and subject expertise are essential for improving academic performance Ullah, (2023) and impacting academic achievement. In this study, the inability to teach means that the implementation of learning has no impact on students' academic development.

3.21 The Direct Influence of the FPL Learning Evaluation Process on Student Academic Development

The evaluation process affects students' academic development (Y). The results of this study align with those of Martínez, Solano, Toscano, & Blanco (2024), who found that learning evaluation significantly affects students' academic development by improving their understanding, engagement, and performance. Various evaluation methods, such as formative and summative assessments, play an important role in this process, fostering a holistic educational environment. Constructive feedback from the evaluation helps students identify strengths and areas for improvement, thereby enhancing their learning experience. Developing skills in planning, data analysis, and evaluation-related communication are essential for students to thrive in an independent learning environment (Ramadhan, Mubarak, & Aisyah, 2022). Programs that focus on improving academic ability also show a positive correlation between student satisfaction and academic performance, which shows the importance of a tailored evaluation process (Vera & Katiuska, 2024).

3.22 The Direct Influence of the FPL Learning Reflection Process on Student Academic Development

Reflection on FPL affects students' academic development. The reflection process encourages students to engage in reflective practices that lead to improved academic performance and personal growth. Reflective practice encourages self-directed learning that allows students to set goals, monitor their progress, and adjust strategies accordingly (Ratnayake et al., 2024).

Reflection instruments help students identify effective learning strategies and areas for improvement, leading to better academic outcomes (Ratnayake et al., 2024). Students who engage in reflective practice show improved metacognitive skills, which allow them to evaluate the learning process more effectively (Ratnayake et al., 2024; Zhang, Li, Qiao, & Yang, 2024)

Reflective learning increases students' motivation and self-efficacy, as evidenced by significant increases in learning motivation and confidence when engaging in personal or collaborative reflection. Incorporating reflective practices into the learning environment has been shown to foster more engaged and motivated students (Zhang, Li, Qiao, & Yang, 2024).

3.23 The Direct Influence of Student Learning Motivation on Student Academic Development

Student motivation to learn affects students' academic development. Learning motivation plays a crucial role in students' academic development, influencing their performance and the strategies they apply in learning. Research shows that motivation has a substantial impact on academic performance (Xiufei & Baki, 2025). This relationship is further strengthened by findings that highlight the significant contribution of learning motivation to academic achievement variation, which in some cases accounts for more than half of the performance differences (Margareta, Hidayah, Hidayat, Karimah, & Muhammad, 2025). A supportive educational environment can increase the impact of learning motivation on academic success. School-based interventions that encourage a supportive learning environment can also amplify the positive impact of motivation on student academic development (Margareta et al., 2025).

3.24 The Indirect Influence of the FPL Learning Planning Process on Student Academic Development Through Student Learning Motivation

There was no indirect influence of the FPL learning planning process on the academic development through motivation. An effective learning planning process is crucial for creating a conducive environment that fosters student motivation to learn (Adawiyyah & Faizah, 2024). Increased motivation through effective planning correlates with higher academic achievement, as motivated students are more likely to engage deeply with the learning material (Kumyoung, Kessung, Pinasa, Srijumnong, & Inyai, 2024). However, in this practice, the implementation of learning is not in accordance with the tuition plan and contract, leaving students confused during lectures. The incompatibility between the lecture plan and its implementation means that unplanned instruction does not affect student motivation and, ultimately, academic development.

3.25 The Indirect Influence of the FPL Learning Implementation Process on Student Academic Development through Student Learning Motivation

There is no influence of FPL implementation on the academic development through motivation. Teachers who are skilled in delivering material, using media, and applying interactive approaches in the classroom can motivate students to be more actively involved in learning and create a conducive learning atmosphere (Sa'adah & Farisia, 2024).

Teachers who are skilled in the implementation of learning can motivate students to be more actively involved in learning (Sa'adah & Farisia, 2024), then motivation can significantly contribute to academic development (Margareta et al., 2025). The problems that occurred in this study were that teachers explained too quickly, lacked classroom management, lacked communication, and used monotonous teaching. This results in students not understanding the material, a lack of respect for the teacher, difficulty using the media, difficulty completing assignments, difficulty consulting, and a lack of confidence during presentations. This problem renders the implementation of learning ineffective in motivating and, ultimately, in advancing academic development.

3.26 The Indirect Influence of the FPL Learning Evaluation Process on Student Academic Development through Student Learning Motivation

There is a significant indirect effect of the variables in the FPL learning evaluation process on academic development via student learning motivation. The results of this study support research that shows that evaluation helps students understand the material better through feedback from teachers (Siregar et al., 2024). Evaluation also helps students become more confident. Consistent and fair evaluation of learning can increase students' motivation to learn (Siregar et al., 2024). Then, in turn, learning motivationClick or tap here to enter text significantly contributes to the academic development of students (Margareta et al., 2025).

3.27 The Indirect Influence of the FPL Learning Reflection Process on Student Academic Development through Student Learning Motivation

There is a significant indirect effect of FPL learning reflection on academic development through student learning motivation. The results of this study are in line with Yaacob, Asraf, Hussain, & Ismail, (2021) that reflective thinking through reflective learning encourages students to share knowledge, improve pedagogical methods and theories, increase understanding of student characteristics, and encourage professional self-development. Awidi & Klutsey, (2025) examine the influence of critical reflection activities in educational settings that use active, blended learning experiences to help students develop confidence, motivation, and engagement in their learning. One of the factors that significantly affects student confidence, motivation, and engagement is the immediate relevance of critical reflection and the provision of clear, timely, and in-depth feedback.

4. Conclusion

The high rate of educated unemployment in Indonesia indicates a mismatch between graduates' competencies and the job market's needs. Economic factors and overqualification of master's graduates exacerbate this situation, necessitating a more rigorous alignment of education with the demands of the workforce. In this context, the Master of Educational Management program at the State University of Malang has endeavored to prepare graduates with relevant skills through activities such as symposia and Field Practice Lectures (FPL). The essence of this research is to emphasize the

importance of strengthening the connection between educational institutions and the job market to ensure graduates are better prepared and competitive.

The FPL in this study influenced students' learning motivation and academic development. This study generally has limitations in skills such as explanation, communication, classroom management, and variation in learning, resulting in monotonous learning that hinders student comprehension. Theoretically, this study contributes to the finding that the teaching process of FPL students can enhance student motivation and academic development, and reflective learning can foster a sense of competence and autonomy. Practically, this study has important implications for the design and improvement of FPL. The implementation of FPL still needs improvement, especially in terms of developing basic teaching skills. Strengthening these competencies can directly improve student motivation and academic achievement. Researchers can also consider incorporating additional mediating or moderating variables in future research, such as FPL students' basic teaching skills and student characteristics and prior knowledge, to identify factors that can strengthen or weaken the relationship between the teaching process, motivation, and academic development.

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