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Examining the Impact of Tutor Effectiveness and Student Motivation on Academic Achievement in Package C Programs: An Analysis of Community Learning Centers in Ambon City

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ABSTRACT

Tutor effectiveness is a critical factor in non-formal education, particularly in the Package C equivalency program. One of the major challenges in this context is low student motivation, which significantly affects academic achievement. This study employed a descriptive quantitative approach to examine the influence of tutor performance and student learning motivation on academic achievement in the Package C program in Ambon City. Data were collected through questionnaires distributed to 90 tutors across four Community Learning Activity Centers (*Pusat Kegiatan Belajar Masyarakat*, PKBM) in the Sirimau sub-district. The analysis showed that both tutor performance ($t = 5.009$, $p < .05$) and student learning motivation ($t = 1.998$, $p < .05$) had a significant positive effect on student achievement. Additionally, tutor competence and work motivation were found to significantly influence overall tutor performance ($F = 14.922$, $p < .05$). These findings highlight the dual importance of enhancing tutor effectiveness and fostering student motivation to improve educational outcomes in non-formal settings. Tutor performance is shaped by internal factors such as professional competence and motivation, which in turn impact students' academic success. Tutor performance and student learning motivation are key predictors of student achievement in the Package C program. Future interventions should prioritize capacity building for tutors and strategies to increase student engagement in non-formal education environments.

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1. INTRODUCTION

Non-formal education encompasses a framework of learning and training designed to offer lifelong employment prospects for individuals who have not participated in formal education at any level or who have discontinued their formal schooling (Purwanti & Widiastuti, 2015). A study conducted in Turkey reveals that both politicians and economists frequently point to a lack of adequate

skills as a significant contributor to the country's annual unemployment rate, which stands at 10%. Notably, half of the unemployed individuals in urban areas are affected by this issue. Many of them have only completed primary education, with approximately 40% of students not continuing their studies beyond this level (Bilir, 2007). Non-formal education rests on the purpose and content of activities that are structured and organized within an institutionalized framework with an optional character (Moldovan & Bocoş-Binţinţan, 2015).. In another study from Macedonia, the role of non-formal education increases the capacity of individuals and communities (Abdullai et al., 2012).

Non-formal education seeks to serve as a hub for facilitating community learning (Rapanta et al., 2020). The primary role of community learning centers is to serve as both a focal point for community activities and a venue for addressing social issues that arise within the community (Thoidis & Pnevmatikos, 2014). In practice, community learning centers operate as social organizations that seek to significantly reduce problems, such as the underdevelopment of people's mindsets, and play an important role in problems that require practical handling (Rahabav & Souisa, 2021). The findings from Ratnawaty Chotim's study (2021) indicated that the community learning centers in Sumedang Regency are focused on alleviating poverty by offering non-formal education through meaningful and practical programs. While various social development and empowerment initiatives are already in place, there is still a need for enhancement. The Center for Community Education is one of the institutions involved in the evaluation and development of community education. Community education is an attempt to understand and identify the needs and strengths of the community. The results show that many social studies activities can be improved in academic activities due to many problems. Empowerment strategies are needed to accelerate community independence. The presence of experienced leaders and technologists in social education and strengthening programs and new strengthening programs is necessary for successful implementation (Hadita, 2022).

The success of non-formal education programs—particularly the A, B, and C equivalency tracks—depends significantly on the effectiveness of educators. In these contexts, teacher performance is a crucial determinant of educational quality. The performance of a teacher is shaped, in part, by the support and expectations set by their supervisors. According to Blândul et al. (2016), teacher responsibilities encompass essential tasks such as lesson planning, the implementation of instructional activities, and the assessment of student learning outcomes. These duties must align with professional standards to enhance the educational development of learners. Since teachers in non-formal education settings are the primary facilitators of learning, their competence and engagement directly influence student outcomes. High-quality teaching leads to meaningful student engagement and achievement, while poor teaching can hinder learning progress.

Learning, as a dynamic and continuous process, plays a central role in shaping student behavior and cognitive development. It is widely recognized that motivation is a key psychological factor underpinning effective learning (Howard et al., 2021). Motivation not only enhances engagement but also influences students' perseverance, effort, and overall academic success. Research by Net et al. (2023) emphasizes that learning models and environments are essential in shaping student behavior and promoting deeper thinking. Furthermore, motivation is closely tied to academic persistence, helping students complete their educational paths, particularly in challenging or alternative learning environments (Rafii et al., 2019).

One of the pressing challenges faced by educators today is fostering and maintaining students' motivation to learn. A lack of academic motivation is a widespread issue, especially in higher education, where it can significantly impact academic performance and affect students' broader social and economic well-being (Steinmayr et al., 2019). Academic motivation equips students with the drive to acquire new knowledge and skills and to persevere in their studies. According to Al-Osaimi and Fawaz (2022), motivated students are more likely to engage actively with the learning material, leading to higher academic performance. Motivation is thus essential not only for academic success but also for lifelong learning and meaningful participation in society (Taylor et al., 2014). However, studies have

reported a decline in student motivation, particularly during early secondary education (Scherrer & Preckel, 2019).

Effective teaching must therefore incorporate motivational strategies that inspire student enthusiasm and participation. Learning activities should be designed to stimulate curiosity and intrinsic interest, as motivation significantly influences students' willingness to engage with challenging tasks. Motivation serves as a catalyst for creative, focused, and initiative-driven learning behaviors (Urhahne & Wijnia, 2023). Highly motivated students tend to strive for continuous improvement and seek recognition through academic success, while students with low motivation often fail to exert sufficient effort, resulting in poorer learning outcomes. As Held and Mejeh (2024) suggest, there is a positive correlation between learning motivation and student performance: higher motivation leads to better academic outcomes, and vice versa.

The strong relationship between motivation and academic achievement is well documented. Areepattamannil (2014) found that motivation significantly improved mathematics and statistics achievement among Indian immigrant students in Canada. Academic achievement is foundational to an individual's future, influencing educational pathways, career prospects, and long-term success. Even among gifted and talented students—who are generally not perceived as academically vulnerable—do not all manage to fulfill their potential, often due to non-cognitive factors such as motivation (Mammadov et al., 2021). Meta-analytic studies have established that motivation is a significant predictor of academic achievement beyond intelligence (Kriegbaum et al., 2018). Over the past two decades, a growing body of research has revealed a reciprocal relationship between motivation and achievement, with each reinforcing the other (Retelsdorf et al., 2014; Scherrer et al., 2020).

Students with strong self-efficacy are more likely to invest effort, persist through difficulties, and embrace challenging academic tasks. Individuals with a high need for achievement typically prefer moderately difficult tasks that maximize their chances of success (Zhang et al., 2015; Fenanlampir et al., 2024). Conversely, those with low motivation often avoid such challenges due to fear of failure, which hinders their academic progress (Fini & Yousefzadeh, 2011). Academic success is intrinsically tied to the quality of learning experiences, which are shaped by instructional methods, student engagement, and the broader educational environment (Yu et al., 2024). In childhood and adolescence, educational success depends greatly on access to meaningful, high-quality learning experiences. Ultimately, academic achievement reflects an individual's effort and progress across various learning activities (Martin et al., 2024).

Despite the extensive literature on motivation and academic performance, there is a noticeable gap in research focusing on the influence of tutor performance and motivation on academic outcomes within non-formal education settings, such as the Package C program. This study seeks to address this gap by examining how tutor effectiveness and student motivation influence academic achievement in the Package C program. The overarching aim of this research is to contribute to a deeper understanding of these factors in order to improve educational outcomes in non-formal learning environments.

2. METHODS

2.1. Research Design

This study employs a descriptive quantitative research design, which seeks to objectively characterize a situation through the use of numerical data (Ghanad, 2023). The objectives of descriptive research are (Dulock, 1993): 1) Systematic and Accurate Description: To provide a systematic and precise account of the facts and characteristics pertaining to a population or specific area; 2) Accurate Representation: To create an accurate depiction or record of the traits associated with an individual, situation, or group. This type of research aims to discover new methods, describe their content, determine the frequency of occurrences, and classify information; 3) Characterization and Frequency

Analysis: To outline the characteristics of individuals, situations, or groups while also assessing how often certain conditions arise. This study involves observing, describing, and documenting situations as they unfold; 4) Identifying Relationships: To explore relationships or correlations between selected variables; 5) Addressing Current Issues: To provide answers to questions regarding contemporary events.

2.2. Population and Research Sample

The population for this study comprises 90 tutors involved in the Package C program across four Community Learning Activity Centers (PKBM) located in Sirimau District, Ambon City. The sample size includes all 90 tutors, selected through a saturated sampling technique, which means that the entire population was included in the study. Among these tutors, there are 35 males and 55 females. Participation was entirely voluntary, with informed consent obtained from each tutor. This consent included detailed information about the study's purpose, procedures, time commitment required, potential risks and benefits, data confidentiality measures, withdrawal options, and contact information for the researcher. Additionally, purposive sampling was employed to select one of the PKBMs recognized as exemplary within Ambon City.

2.3. Data Collection Technique

All teachers participating in this study were requested to complete a questionnaire, and from this group, ten teachers were selected for interviews. These interviews were conducted both via Zoom and in person, taking place in a relaxed environment to encourage accurate reporting of their experiences. Quantitative data was gathered through the questionnaire, which aimed to assess the use of problem-based learning in enhancing students' critical thinking and creative skills. Data analysis was performed descriptively, interactively, and continuously until reliable information was obtained. The analysis process began with data reduction, which involved summarizing and selecting key information while focusing on significant themes and patterns while discarding redundant details. Data presentation included concise explanations to facilitate understanding of the findings. To ensure data validity, researchers sought patterns, themes, relationships over time, and other relevant factors before drawing conclusions based on the collected data. This validation process included confirming findings throughout the study. Verification involved checking report accuracy to affirm its validity. In this research, source triangulation was employed as a method for data validation. This approach compared information obtained from online surveys with that gathered during interviews to assess reliability levels. A five-point Likert scale was utilized (e.g., measuring magnitude, frequency or degree of agreement), allowing for means and variances calculations alongside multiple-choice questions (Farias-Batlle et al., 2012).

2.4. Data Analysis Techniques

The gathered data were analyzed employing descriptive statistical methods. Furthermore, tests for analysis requirements and hypothesis testing were performed to interpret the findings.

3. FINDINGS AND DISCUSSION

Utilizing research instruments, data regarding Tutor Performance (X1) and Learning Motivation (X2) were collected, with Learning Achievement (Y) as the dependent variable for students in the Package C program at various Community Learning Activity Centers in Ambon City. Prior to analysis, these data were subjected to validity and reliability testing. The research findings can be summarized as follows:

3.1. Tutor Performance

Descriptive data on the performance variables of package C program tutors can be seen in Table 1.

Table 1. Description of Tutor Performance of Package C Program

No.	Criteria	Interval	Frequency	Percentage %
1.	Very good	85-97	10	11.7 %
2.	Good	72-84	48	53.2 %
3.	Fairly Good	59-71	28	31.1 %
4.	Poor	46-58	4	4 %
	Total		90	100

The research results in Table 1 show a tendency for tutor performance with good criteria, namely 48 or 53.2%, 10 or 11.7% of respondents knew the tutor's performance with very good criteria, 28 or 31.1% of respondents knew the tutor's performance with fairly good criteria, and 4 or 4% of respondents knew the tutor's performance with poor criteria.

3.2. Learning Motivation

Descriptive data on learning motivation variables of package C program students can be seen in Table 2.

Table 2. Description of Learning Motivation of Package C Program Students

No.	Criteria	Interval	Frequency	Percentage %
1.	Very High	87-98	19	22.8%
2.	High	75-86	43	46.8%
3.	Fairly High	63-74	25	27.1%
4.	Less High	51-62	3	3.3%
	Total		90	100

Data Table 2 shows that the results of this study indicate a tendency for learning motivation with high criteria, showing that 43 or 46.8% of respondents, 19 or 22.8% of respondents have learning motivation with high criteria, 25 or 27.1% of respondents have learning motivation with Fairly high criteria, and three or 3.3%% of respondents have learning motivation with less high criteria.

3.3. Learning Achievement

Descriptive data on learning achievement variables of package C program students can be seen in Table 3.

Table 3. Description of Learning Achievement of Package C Program Students

No.	Criteria	Interval	Frequency	Percentage %
1.	Very High	75-100	26	27.6 %
2.	High	50-74	63	71.2 %
3.	Fairly High	25-49	1	1.2 %
4.	Less High	0-24	0	0 %
	Total		90	100

The data in Table 3 shows that 26 or 27.6% of respondents had very good learning achievements, 63 or 71.2% had good learning achievements, and 1 or 1.2% had moderate learning achievements. Thus, this study's results show a tendency for the learning achievement of students of the package C program at several Community Learning Activity Centers in Ambon City to be good.

3.4. Conditions of Tutor Performance, Learning Motivation, and Student Learning Achievement

According to the research theme, the performance of tutors in the Package C program at various

Community Learning Activity Centers in Ambon City is classified as commendable. In conjunction with this, there is a strong motivation among students for academic success. The descriptive findings regarding learning outcomes reveal that most students enrolled in the Package C program at these centers have elevated expectations for achieving significant academic accomplishments. Furthermore, a supportive classroom environment is defined by well-organized and clean conditions that promote a comfortable learning experience. All members of the Community Learning Center are entrusted with the responsibility of maintaining these classroom standards to ensure they remain tidy and hygienic. Additionally, this Community Learning Center is equipped with various learning facilities designed to facilitate effective teaching and learning.

Addressing the challenge of enhancing student progress and achieving positive educational outcomes is a fundamental objective of education. Numerous studies have highlighted the significance of self-esteem as a predictor of academic performance (Wu et al., 2021). Consequently, students with high self-esteem—characterized by a positive perception of their academic abilities—tend to achieve better performance in school. Alongside positive self-esteem, motivation serves as another significant predictor of academic success (Hattie et al., 2020). Students can experience emotional motivation, which contributes to an increase in their self-esteem. This awareness enables them to develop a better understanding of the psychological factors at play in their learning. However, some studies reveal a negative correlation between student motivation and certain classroom dynamics, such as peer cohesion, collaboration, and teacher support. When students are placed in a structured learning environment that promotes research, collaboration, and active participation in the educational process, their motivation to learn increases. Interactions among students, as well as between students and observers, significantly influence their motivation to engage with science. Consequently, when students form positive friendships with their peers, support one another, and receive equitable treatment from teachers who value each student equally, their motivation is further enhanced. In conclusion, enhancing students' learning motivation is essential. To achieve this, the learning environment should be organized in a systematic manner. Notably, students' perceptions of the natural science learning environment contributed to 10% of the variance in their academic performance (Hafizoglu & Yerdelen, 2019).

Psychological research indicates that academic success is influenced by a complex interplay of individual and contextual factors that extend beyond mere content knowledge. A student's academic achievement is shaped by a range of elements, including intellectual abilities, personal characteristics, educational quality, and the broader social and environmental context (Topçu & Leana-Taşcılar, 2018). Empirical evidence from a study conducted in Turkey demonstrated that teacher performance can serve as a motivating force for students, thereby positively impacting their academic outcomes. A supportive and well-structured academic environment was found to enhance both motivation and achievement (Temel & Cesur, 2024). Motivation, in particular, plays a central role in students' engagement with the learning process and their overall academic performance (Çakıroğlu et al., 2017).

A review of the literature reveals that multiple dimensions of motivation—such as intrinsic and extrinsic motivation—are significantly associated with educational outcomes. These motivational constructs are also closely linked with various academic indicators and knowledge acquisition processes, highlighting the essential role of motivation in educational progress (Özen, 2017). In the context of digital learning, student motivation is likewise shaped by both internal dispositions and external influences (Gustiani, 2020). The relationship between motivation and academic achievement has been widely examined across diverse educational settings. For instance, a study by Zhou et al. (2019) found a strong correlation between students' levels of intrinsic and extrinsic motivation and their academic performance. Similarly, Sikhwari (2014), employing a cross-sectional research design, explored the association between motivation, self-esteem, and academic achievement among university students in South Africa. The study revealed significant correlations among these variables, emphasizing the crucial roles that motivation and self-esteem play in supporting academic progress.

3.5. The Effect of Tutor Performance on Student Learning Achievement

The findings of this study reveal a significant positive relationship between tutor performance and student learning achievement in the Package C program across several Community Learning Activity Centers in Ambon City. Statistical analysis supports this conclusion, as the calculated t-value (5.009) exceeds the critical t-table value (1.987), and the significance level ($p = 0.000$) is well below the conventional threshold of 0.05. These results lead to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho), indicating that improved tutor performance is associated with higher levels of student academic achievement within the non-formal education context.

These findings align with prior research conducted in Kenya, which underscores the limited body of literature examining the impact of teacher performance on student learning outcomes, particularly in non-formal education settings. Nyakundi (2018) emphasized that teachers often face challenges in utilizing academic achievement reports effectively to enhance student performance, suggesting a need for improved pedagogical strategies and performance evaluation mechanisms.

Further supporting this relationship, studies from Latin America—particularly in higher education contexts—highlight the critical role of teacher professional performance in improving learning outcomes. Gonzales (2021) found that enhanced teaching effectiveness significantly contributes to educational quality and student success. Evidence from Peru reinforces this view, demonstrating that the effectiveness of educators, particularly in lesson planning, instructional delivery, and assessment, is closely linked to academic achievement. These studies emphasize the importance of pedagogical competence, transparent teaching methodologies, and a strong sense of professional responsibility.

In contemporary education, effective instructional planning and delivery remain central to teaching quality. Teachers must dedicate sufficient time to preparing content and designing instructional strategies that meet learners' needs. As noted by Gonzales (2021), the outcomes of pedagogical practices reflect the need for continuous improvement, particularly in formative assessment, which serves both as a tool for evaluating student learning and a means of enhancing teaching practices. Teachers are thus encouraged to adopt assessment strategies that foster student engagement, provide meaningful feedback, and promote reflective teaching.

The role of teacher professionalism extends beyond subject-matter expertise. As Escribano Hervis (2018) argues, teaching is a human-centered profession that demands the fulfillment of educational responsibilities aligned with societal needs. Performance standards serve as essential guidelines for educators, shaping classroom practices and encouraging reflective improvement. Inadequate educational support, however, continues to hinder progress in student achievement and obscures efforts to diagnose and address academic challenges (Abednego, 2023).

Research by de Vries et al. (2022) demonstrates that integrating self-assessment into teaching and learning processes can significantly enhance student performance. Moreover, the ability of educators to assess and analyze students' learning progress and determine appropriate next steps is a critical component of instructional effectiveness (Heitink et al., 2016; Brooks et al., 2021). In this regard, the quality of instruction within community-based learning institutions is a key indicator of teaching success. A teacher's capacity to deliver content clearly and meaningfully has a profound impact on students' understanding and academic growth.

Ultimately, the evidence from this study underscores the integral role of tutor performance in shaping learning outcomes in the Package C program. Students are more likely to achieve academic success when they receive high-quality, responsive, and professionally delivered instruction. As such, ongoing efforts to improve teacher performance within non-formal education settings are essential for fostering educational equity and ensuring that students in alternative learning pathways are supported in reaching their full potential.

3.6. The Effect of Learning Motivation on Student Learning Achievement

Learning motivation significantly impacts the academic achievement of students participating in

the Package C program at various Community Learning Activity Centers in Ambon City. This is demonstrated by the statistical analysis, where the calculated t-value (1.998) exceeds the critical t-value (1.987). Furthermore, the significance level for learning motivation is 0.028, which is below the 0.05 threshold (0.049 < 0.05). Consequently, these results indicate that the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. It means that there is a positive and significant effect between learning motivation and learning progress for the students of the C curriculum in social learning centers in the city of Ambon. According to Dajali's thoughts motivation is one of the most important factors for academic success. The extent of the effect is influenced by the level of intensity. An individual who actively engages in learning demonstrates a strong motivation to succeed, which positively impacts their academic performance. Students driven by the desire to achieve excellent results are more likely to exert effort and work diligently toward their goals. A child who is enthusiastic about learning will strive to study diligently, aiming for positive outcomes. In this context, the motivation to learn fuels their eagerness for knowledge. However, if an individual lacks sufficient motivation, they may quickly become distracted by other activities instead of focusing on their studies. Thus, motivation plays a crucial role in fostering persistence and determination in the learning process.

Until recently, educational research primarily concentrated on students' cognitive processes, often neglecting the influence of emotional factors in learning. (Frenzel et al., 2009). This may be attributed to schools prioritizing the cognitive and behavioral development of students, aiming to enhance their capacity to absorb substantial amounts of information (Barajas & Gannaway, 2007). Consequently, recent studies conducted in Spain have indicated an increase in migration rates, often revealing significant shortcomings within the educational system that fail to inspire and motivate students to engage in learning (Granado et al., 2017). Schools have primarily concentrated on the cognitive development of students, often overlooking their emotional well-being and its impact on academic performance (Méndez-Aguado et al., 2020). Previous research indicates that elevated levels of motivation and engagement in learning are consistently linked to reduced dropout rates and improved student performance (Berg & Coetzee, 2014).

3.7. The Effect of Tutor Performance and Learning Motivation on Student Learning Achievement

The performance of tutors and the level of learning motivation significantly influence the academic achievement of students enrolled in the Package C program at various Community Learning Activity Centers in Ambon City. This is evidenced by an F_{count} value of 14.922, which exceeds the F_{table} value of 3.94, along with a significance level of 0.000, which is less than 0.05. The results from the simultaneous test (F test) further confirm this finding, as indicated by the low significance value obtained.

Each course is structured to help students achieve optimal outcomes. Naturally, fostering student learning progress is a key objective of all educational programs. In essence, the advancement in student learning is closely tied to their mastery of academic content (Wang et al., 2022). Likewise, students' academic achievement in a learning program is directly related to the degree of knowledge and skills they have acquired (Li, 2020; Hu & McGeown, 2020). Teachers, serving as the main source of knowledge within the classroom, are considered crucial in enhancing student learning outcomes (Blazar & Kraft, 2017). Indeed, there is a general agreement among researchers that the levels of student achievement are significantly influenced by the qualities and characteristics of their teachers (Canales & Maldonado, 2018). Given the belief that teachers can significantly influence student performance, numerous researchers have examined the role of educators in this context. The professional growth of teachers is closely associated with student advancement. It has been observed that educators who engage in professional development programs frequently enhance their teaching abilities, leading to improved student outcomes. Teacher development is considered effective when it focuses on fostering progress in student learning (Meissel et al., 2016). Furthermore, teachers who actively enhance their subject knowledge, professional competencies, and instructional techniques significantly contribute to their students' academic progress, as they play a vital role in bolstering student achievement (Zeng, 2023).

The effectiveness of teacher performance is positively correlated with the quality of new students across all grades and backgrounds. An effective teacher, who facilitates learning progress for their students, is significantly influenced by various factors. One key factor that greatly impacts teachers' effectiveness is the organizational structure of the school (Gemnafle et al., 2018).

4. CONCLUSION

The findings from the research conducted on the C-course program at various social education centers in Ambon City indicate that both teacher performance and enthusiasm for learning positively influence educational advancement. There is a positive and significant relationship between the supervisor's performance and the learning progress of students enrolled in the C program at various universities in Ambon City. The findings of this study demonstrate that teachers possess the capability to foster positive outcomes. Consequently, as teacher performance improves, so does student learning progress. Additionally, there is a notable positive correlation between learning motivation and student achievement. The findings of this study reveal that students exhibit a high level of motivation to learn. Consequently, increased student motivation correlates with greater learning progress. Furthermore, there is a positive and simultaneous relationship between teacher performance and learning motivation in the advancement of students enrolled in the Package C program at various universities in Ambon City. Improved teacher performance during learning activities significantly contributes to this progress. It is believed that teachers' actions can inspire students in the small islands of Maluku and positively impact school activities. Although there are several social learning centers in the Maluku Islands, they still require additional teaching and learning resources. This need is particularly evident in the insufficient availability of computers and internet connectivity, which limits educational centers' ability to collaborate with more developed regions for online learning opportunities. Future research could focus on identifying the specific elements of a teacher's role that most significantly enhance student learning. These findings underscore the critical importance of both teacher performance and student motivation in academic success, aligning with global studies that highlight the significance of teacher quality and student engagement.

Conflicts of Interest: The authors declare no conflict of interest

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