

## Digital Support and Human Touch: A Strategic Combination to Enhance Students' Learning Motivation

Sri Andini<sup>1</sup>, Ratih Amelia<sup>2</sup>, Loly<sup>3</sup>, Wily Julitawaty<sup>4</sup>, Muhammad Fathoni<sup>5</sup>

andinis230@gmail.com<sup>1</sup>, ratihamelia1712@gmail.com<sup>2</sup>, loly@itnb.ac.id<sup>3</sup>, wilyjulitawaty@yahoo.com<sup>4</sup>, mhd.fathoni@gmail.com<sup>5</sup>

<sup>1</sup>Student of Marketing Management, Politeknik Unggul LP3M, North Sumatera, Indonesia

<sup>2</sup>Politeknik Unggul LP3M, North Sumatera, Indonesia

<sup>3</sup>Institut Bisnis Informasi Teknologi dan Bisnis, North Sumatera, Indonesia

<sup>4</sup>STIE Professional Manajemen College Indonesia, North Sumatera, Indonesia

<sup>5</sup>Politeknik Unggul LP3M, North Sumatera, Indonesia

Email Corresponding: andinis230@gmail.com

### Abstract

This study aims to analyze the role of computer laboratory facilities and staff services in influencing the learning motivation of students in the Informatics Management Program at Ganesha Polytechnic Medan. The research employed a qualitative method with observation-based questionnaires as the primary instrument. The questionnaire was distributed to 20 active students enrolled in relevant courses. The findings indicate that 75% of respondents rated the quality of computer laboratory facilities as “very good,” suggesting a significant positive impact on their learning motivation. Additionally, 80% of respondents rated staff services as “good,” indicating a positive contribution to enhancing students’ motivation to learn. These findings underscore the importance of synergy between technological infrastructure and the quality of human services in fostering a conducive learning environment.

**Keywords:** Facility Quality, Staff Services, Learning Motivation, Ganesha Polytechnic Medan

### Introduction

Vocational higher education is expected to produce graduates who are not only strong in theoretical knowledge but also equipped with practical technical skills and job readiness (Tezar Arianto et al., 2021). In this context, students’ learning motivation plays a crucial role in determining the success of the learning process (Nasib et al., 2025). Highly motivated students tend to be more engaged in lectures, demonstrate greater creativity in completing tasks, and maintain consistent academic performance (Lubis et al., 2023). Strong learning motivation also contributes to the development of professional attitudes and work readiness both of which are essential indicators of graduate quality in vocational education (Martin & Nasib, 2021).

One of the key external factors influencing students’ learning motivation is the availability and quality of supporting learning facilities, particularly computer labs (Chaniago, 2024). Well-equipped computer rooms with adequate hardware, software, and reliable internet access provide a comfortable and effective environment for technology-based learning (Fu et al., 2024). Conversely, inadequate facilities can pose significant barriers to achieving learning objectives and may hinder student engagement and academic success (Galon, 2024).

The motivation of students to learn is a vital element that indicates the quality of the educational experience in higher education (Alvanoudi et al., 2023). Students with elevated motivation are generally more engaged in attending lectures, exhibit superior academic performance, and participate in diverse scientific endeavors and student organizations (Suriagiri, 2021). This immediately facilitates the attainment of institutional performance metrics, including average GPA, study length, on-time graduation rate, and student success, all of which are critical elements in the accreditation evaluation by BAN-PT and other independent accrediting bodies (Wang et al., 2021).

Moreover, students with a robust learning motivation typically maximize the utilization of campus resources, engage in self-improvement initiatives like MBKM, and partake in activities focused on competency enhancement (Anggraini, 2022). This active engagement enhances the academic reputation and competitiveness of the school, while also yielding qualified graduates prepared for the workforce, a crucial factor in the evaluation of accrediting outcomes (Mulang, 2021).



JoBIC licensed under a **Creative Commons Attribution-NonCommercial 4.0 International License**

An essential factor to enhance student learning motivation is the accessibility and quality of facilities provided by educational institutions (Kus Eddy Sartono et al., 2022). Comprehensive, contemporary facilities aligned with educational requirements will foster a comfortable, congenial learning atmosphere and promote active student engagement (Pratiwi et al., 2022). Computer laboratories, representational classrooms, reliable internet connection, and other ancillary facilities are strategically essential for facilitating academic activities, particularly in technology-oriented study programs like Informatics Management (Wulandari Pranawengtiyas, 2022). When students perceive enough facilitation, they are more inclined to engage in independent learning, approach the educational process with greater seriousness, and attain optimal academic success (Asvio & Batusangkar, 2017). Consequently, investment in the enhancement of educational facilities influences not only the ease of learning but also has enduring effects on the caliber of graduates and the attainment of institutional accreditation (Li et al., 2024).

The quality of academic services, alongside physical amenities, significantly impacts student learning motivation. Effective academic services encompass personnel responsiveness in disseminating information, efficiency in administrative procedures, and a cordial yet professional demeanor in addressing student requirements (Usman & Anggiani, 2025). When students see appreciation, acknowledgment, and appropriate support in their academic endeavors, they are more likely to feel at ease and motivated to engage actively in learning activities (Program et al., 2025). Effective and personalized services foster a constructive academic environment and promote discipline, loyalty, and an enhanced pursuit of knowledge. In contrast, services that are sluggish, ambiguous, or unwelcoming may create psychological obstacles that diminish student morale and productivity (Shen & Tang, 2025). Consequently, higher education institutions must prioritize academic services as a fundamental component of their strategy (Page, 2025).

Politeknik Ganesha Medan is a vocational education institution located in North Sumatra. The management of Politeknik Ganesha Medan is presently investigating the correlation between facility quality, employee services, and learning motivation to formulate recommendations for enhancing campus service quality. The disparity in computer core specifications will enhance students' learning motivation, as well as the significant impact of staff services on students' learning motivation. A nice, tidy computer room equipped with sufficient computers and internet connectivity can enhance students' sense of belonging and motivation in their studying endeavors.

Prior research has underscored the significance of Learning Motivation in enhancing students' academic achievement, along with the external elements that affect it, like the learning environment, social support, and campus facilities. Most studies concentrate on individual variables, such as the impact of learning facilities or academic services, on student learning outcomes in isolation. Nonetheless, there remains a paucity of research that concurrently examine the interplay between the quality of computer room amenities and employee services as two critical elements in establishing a conducive learning environment, particularly in vocational education.

Moreover, most research is performed at general colleges or universities, with little focus on vocational education institutions like polytechnics, which possess distinct characteristics in learning methodologies, particularly those that prioritize technological practices and skills. Within the Informatics Management Study Program, the necessity for contemporary computer facilities and technical service assistance is growing increasingly vital, however it has not been the emphasis of numerous empirical investigations.

This study presents an innovative technique by integrating two critical factors computer room facility quality and staff service as independent variables influencing students' learning motivation, specifically within the realm of technology-based vocational education. This study examines not just the impact of a singular element but also the interplay between technology infrastructure and human service support in cultivating a significant learning experience. This study offers empirical contributions unique to the context of Politeknik Ganesha Medan, which has not been explored in national or international literature before.

## Theoretical Review

### Education Facilities

Educational facilities are a crucial component in facilitating the learning process in higher education (Hardiansyah et al., 2023). The presence of sufficient facilities and infrastructure, including classrooms, laboratories, libraries, internet access, and instructional technology, significantly influences the comfort and efficacy of the learning process. The presence of quality amenities can significantly enhance student learning motivation (Kus Eddy Sartono et al., 2022).

Classrooms that are tidy, temperate, well-illuminated, and furnished with presentation technology like projectors or smart boards can enhance learning interactivity (Pratiwi et al., 2022). An accommodating learning environment enhances student focus and diminishes the likelihood of ennui. The significance of libraries and access to digital educational resources is undeniable. Students with convenient access to books, journals, and scientific databases will be more motivated to engage in independent academic exploration. This cultivates a profound literacy culture, enhances self-assurance, and promotes a proactive approach to academic tasks (Wulandari Pranawengtiyas, 2022).

Moreover, for skill-oriented academic programs, the presence of laboratories and practical training facilities is essential (Asvio & Batusangkar, 2017). Through practical application, students can implement the theories acquired, rendering the learning experience more significant. The practicum enhances technical abilities and cultivates intrinsic motivation, since students perceive their learning as pertinent to real-world applications (Patricia et al., 2025). Access to technology and the internet is a fundamental necessity in the digital age. E-learning lectures and online academic platforms will be suboptimal without a robust internet connection and sufficient devices. Constraints in this context may diminish student participation and adversely affect learning enthusiasm (Guterres et al., 2025).

Psychologically, sufficient educational facilities foster a sense of being esteemed and supported by the institution (Abdurrahmansyah et al., 2022). This cultivates a sense of confidence and ownership of the school environment, hence enhancing students' learning motivation [25]. Prior study indicates that educational facilities are favorably correlated with students' learning motivation (Li et al., 2024). An educational setting enhanced by sufficient amenities, including comfortable classrooms, laboratories, and access to quality learning resources, fosters heightened student interest, engagement, and consistency in the learning process (Hanaysha et al., 2023). Quality facilities foster an environment that enhances intrinsic motivation to learn, resulting in increased student focus and engagement (Terason et al., 2022). This discovery validates the significant importance of facilities as a strategic factor in enhancing academic motivation in higher education (Karyaningsih et al., 2023).

### Service Quality

The quality of academic services is a vital component in the execution of higher education, directly influencing student achievement (Mucsi & Malota, 2025). Academic services have multiple facets, including lecture administration, access to academic material, facilitation of supervisor consultations, and transparency in the evaluation and assessment framework. Professional and responsive services can foster a supportive academic environment, enhance learning comfort, and facilitate optimal academic success (Shen & Tang, 2025). Student learning achievement is influenced not just by internal elements like cognitive ability and motivation but also by students' encounters with the campus service system (Tenri Aben et al., 2022). When students receive prompt, accurate, and communicative services, they will feel valued and cared for, so enhancing their excitement for learning and academic engagement. In contrast, services that are inconsistent, unwelcoming, or sluggish in addressing student needs can result in frustration and adversely affect academic performance (Page, 2025).

Well-organized services from the systematic arrangement of lecture schedules, clarity of grades, to the simplicity of academic procedures such as completing KRS or submitting a thesis foster a stable and orderly educational environment (Zakirullah et al., 2025). Students who perceive their academic process as effectively supported are more likely to allocate time for self-development and intellectual pursuits. The quality of engagement with lecturers is a crucial aspect of the service that influences academic success. Instructors who cultivate open communication, offer constructive

comments, and demonstrate interest for students' academic advancement will engender trust and promote active engagement in learning (Program et al., 2025).

Prior research has demonstrated a substantial correlation between the quality of academic services and student academic performance. In the study, students who reported satisfaction with the campus service system exhibited a higher grade point average than those who perceived themselves as underserved (Usman & Anggiani, 2025). This suggests that exceptional service serves not merely as administrative support, but also as a psychological factor that enhances academic performance. Higher education institutions must prioritize the enhancement of the comprehensive academic service system (Sihombing et al., 2019). Enhancing service quality can be achieved not only by digitizing administrative processes but also by reinforcing service ethics, training academic staff and educational personnel, and conducting periodic evaluations of student satisfaction as service users. Humanistic, efficient, and integrated services will serve as a crucial basis for fostering a learning environment that promotes sustainable academic success for students (Salsabillah, 2022).

### Learning Motivation

The motivation of students to learn is a crucial aspect that influences individual achievement and significantly enhances the reputation and branding of higher education institutions (Supriyanto, 2020). Higher education branding encompasses the public view of an institution's reputation, quality, and excellence, shaped by interactions among the school, students, alumni, and the community. When students exhibit high motivation to learn, it enhances academic performance and bolsters the institution's reputation in the public sphere through their achievements, engagement, and favorable image (Mahadi, 2020). Students with elevated learning motivation typically demonstrate proactive, inventive, and productive conduct both within and beyond the school environment (Guo, 2022). They exhibit heightened engagement in academic pursuits, including research, scientific competitions, student exchanges, and both national and worldwide contests. The accomplishments of students in these forums implicitly signify the caliber of coaching and the educational process occurring on their university. Increased public awareness of student achievements and contributions enhances the university's reputation as an institution that cultivates exceptional and highly competitive graduates (Lilian, 2022).

Furthermore, elevated learning motivation facilitates timely completion of studies, fosters a commendable cumulative grade point average, and promotes the early establishment of professional networks (Code, 2020). This influences the performance of graduates in the workforce or community, serving as a crucial metric for evaluating the reputation of institutions by the government, rating agencies, and prospective students (Fu et al., 2024). Successful graduates serve as a manifestation of the institutional branding for their respective educational establishments. Internally, elevated learning motivation fosters a vibrant and robust academic atmosphere (Wulandari Pranawengtiyas, 2022). An institution with a dynamic and competitive educational environment will yield consistent and quantifiable results (Chaniago, 2024). This cultural environment appeals to potential students and parents seeking high-quality educational institutions. Branding is established not alone via promotion, but also through the authentic experiences of students throughout the educational process (Feraco et al., 2022).

### Methodology

This research employs a descriptive qualitative methodology aimed at comprehensively understanding social processes or human behavior, emphasizing detailed portrayal and elucidation. This study comprises primary data and secondary data. Samples are utilized to draw conclusions about the population without the necessity of examining each individual. The sample comprises Informatics Management students, randomly selected from a total of 120 individuals, specifically one class of 20 students. Qualitative data analysis is conducted from the commencement to the conclusion of the activity. The objective is to ensure uniformity in data analysis overall. The stages of data analysis conducted to enhance the significance and comprehensibility of data presentation encompass: data

gathering, data reduction, data display, and conclusion drawing. The four stages of action constitute a cyclical and participatory process.

## Results and Discussions

### Results

The following are the results of a research questionnaire regarding the role of the quality of space facilities. computer and employee services for the Learning Motivation of students in the department Management Campus Informatics Campus Polytechnic Ganesha Medan.

**Table 1. Recapitulation Questionnaire About Quality of Facilities Room Computer.**

Variables study	Question	Answer Respondents ( score )										Total user
		SB		B		CB		TB		STB		
		f	%	f	%	f	%	f	%	f	%	
Qualityfacility toLearning Motivation	1	15	75	5	25	0	0	0	0	0	0	20
	2	8	40	12	60	0	0	0	0	0	0	20
	3	13	65	5	25	2	10	0	0	0	0	20
	4	10	50	9	45	1	5	0	0	0	0	20
	5	15	75	5	25	0	0	0	0	0	0	20
Average variable												

From the table above, it can be concluded that the quality of the computer room facilities is... Learning Motivation of students at the Ganesha Medan Polytechnic Campus can now be... say Very Good because from the table data obtained above we can It can be seen that the students' response to this was 75% of students give response Very good.

**Table 2. Recapitulation Respondents About Service Academic To Learning Motivation Student**

Variablesstudy	Question	Answer Respondents( score )										Total user
		SB		B		CB		TB		STB		
		f	%	f	%	f	%	f	%	f	%	
Serviceacademic against Learning Motivation	1	10	50	8	40	2	10	0	0	0	0	20
	2	11	35	7	55	2	10	0	0	0	0	20
	3	8	40	8	40	4	20	0	0	0	0	20
	4	8	40	10	50	1	5	1	5	0	0	20
	5	3	15	16	80	1	5	0	0	0	0	20
Average variable												

Can concluded based on table above that Which most Lots dominate is in the good category. It can be seen from the table that 80% of students give good response. good academic service can increase students' Learning Motivation on campus Polytechnic Ganesha Medan.



## Discussion

### Results Observation Facility Room Computer

Results Observation Analysis regarding space facilities Computers on Campus Polytechnic Ganesha Medan. Observation This done by researcher Alone. Observation This is aimed at Information Management students, where observers obtained data that most students were very comfortable when Study because of room Which comfortable And clean. And For facility The computers provided by the campus are quite sophisticated. For Space There are 2 computer rooms provided, each of which has its own computer. available 30 unit computer so that And Which researcher take as material Observation is Computer Lab 202. Space Computer in the room 202 This Already use Core i5 year 2023, RAM 8GB, And SSD 256GB. Computer functioning with Good And run the software required for academic activities. 24 inch monitor provides a clear and comfortable view for long-term work. There is a stable Wi-Fi connection with an average download speed of 50 Mbps. and upload 20 Mbps. Users can access the internet smoothly without disturbance. And from the side of the cleanliness of the computer room and lighting to ventilation the air is good because the computer room is very well maintained for cleanliness and inside it is equipped with AC and lighting that is suitable for comfort eye. And all computers Already equipped with peripheral devices such as keyboard, mouse and monitor. There is stable internet access And fast in all areas computer room. The computer room was used by 20-25 students during the observation time, with part big computer used. Student report level satisfaction Which tall to facility, appreciate cleanliness And comfort room. However, a number of student complain about time Waitin O'clock Busy.

### Results Observation Service Employee

The results of observations observed by the researcher himself regarding Employee Services Ganesha Polytechnic Medan Campus is a reflection of employee skills in give service to student. Service in Campus Ganesha Medan Polytechnic can be categorized as quite good, because of...the results of the researcher's observations of each student who meets or has business direct to every employee out with feeling of relief or face happy. From that it can be seen that the service that given to the campus already quite good. It can also be seen from the results of the questionnaire above regarding the service employee almost overall student agree that service in Campus Ganesha Polytechnic Medan is quite good and friendly. As for the researchers observe the service provided by employees not only for students but it's the same with PKL (Field Work Practice) children, who Where employee still respond with good about complaint student .

### Results Observation About Learning Motivation Student

Based on the observation results, the researcher found that the availability of adequate computer room facilities also increased students' learning motivation. Informatics Management Study Program students were generally satisfied with the facilities provided by the campus, especially in terms of information technology facilities. However, there were several important findings that needed to be considered. First, there were still students who arrived late even though the schedule had been determined. Second, some students seemed less focused when participating in regular learning. Third, students' learning motivation tended to increase only when facing exams or tests, but was less consistent on normal days. These findings indicate that although the facilities have been supportive, aspects of discipline and consistency of learning motivation still need to be strengthened through a more effective learning approach and continuous learning character development.

## Conclusions

Based on the questionnaire answers, two conclusions can be derived on the problem formulation: The quality of computer room amenities at Campus Polytechnic Ganesha Medan significantly enhances student learning motivation and may be deemed very good. The statistics summarized from the preceding page indicates that the student response rate is 75%. It may be stated that the superior quality of computer room facilities will enhance student learning motivation. The

impact of personnel services on student learning motivation at the Ganesha Polytechnic Campus in Medan is deemed favorable. According to the data summary table on the preceding page, 80% of pupils exhibited a positive response. It can be concluded that effective employee services will influence student learning motivation.

## References

- Abdurrahmansyah, A., Sugilar, H., Ismail, I., & Warna, D. (2022). Online Learning Phenomenon: From the Perspective of Learning Facilities, Curriculum, and Character of Elementary School Students. *Education Sciences*, 12(8), 1–19. <https://doi.org/10.3390/educsci12080508>
- Alvanoudi, N., Staboulis, M., & Konstantinos. (2023). Rewards for Rehabilitation and Special Education Staff and Their Importance in Employee Motivation. *International Journal of Instruction*, 16(2), 71–88. <https://doi.org/10.29333/iji.2023.1625a>
- Anggraini, D. S. O. P. P. N. B. M. D. B. D. P. (2022). The Role Of Digital Talent And Mils Learning Model With Learning Motivation As Intervening Variable. *Mantik*, 6(36), 2596–2601.
- Asvio, N., & Batusangkar, I. (2017). The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar In 2016. *Noble International Journal of Social Sciences Research ISSN*, 2(2), 16–31.
- Chaniago, S. (2024). The Influence of Learning Motivation and Self-Efficacy on Accounting Understanding (Case Study at Institute of Information Technology and Business). *Journal of Business Integration and Competitive (JoBIC)*, 1(1), 38–45.
- Code, J. (2020). Agency for Learning: Intention , Motivation , Self-Efficacy and. *Frontiers*, 5(February), 1–15. <https://doi.org/10.3389/feduc.2020.00019>
- Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2022). Soft Skills and Extracurricular Activities Sustain Motivation and Self-Regulated Learning at School. *Journal of Experimental Education*, 90(3), 550–569. <https://doi.org/10.1080/00220973.2021.1873090>
- Fu, P., Gao, C., Chen, X., Zhang, Z., Chen, J., & Yang, D. (2024). Proactive personality and its impact on online learning engagement through positive emotions and learning motivation. *Scientific Reports*, 14(1), 1–11. <https://doi.org/10.1038/s41598-024-79776-3>
- Galon, D. I. (2024). The impact of distance learning on tourism and hospitality education during the SARS-CoV-2 pandemic in Region VI, Western Visayas. *International Journal of Advanced and Applied Sciences*, 11(10), 1–6. <https://doi.org/10.21833/ijaas.2024.10.001>
- Guo, D. M. W. (2022). Impact of Students' Online Learning Burnout on Learning Performance - the Intermediary Role of Game Evaluation. *International Journal of Emerging Technologies in Learning*, 17(2), 239–253. <https://doi.org/10.3991/IJET.V17I02.28555>
- Guterres, A., Pereira, M. M., Orcintal, U., Lorosa, T., & Leste, T. (2025). The Influence Of Perceived Facility Provision And Work Motivation On Faculty Performance At Instituto Superior Cirstal Timor Leste. *Eduvest - Journal of Universal Studies*, 5(1), 331–336.
- Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, 3(2), 1–88. <https://doi.org/10.1016/j.jjime.2023.100188>
- Hardiansyah, F., Muhammad Misbahudholam, Hidayatillah, Y., & Astutik, C. (2023). Utilization Of Eco-Literacy In Science Learning As A Teaching Media In Elementary Schools. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 43(4), 342–346.
- Karyaningsih, K., Solissa, E. M., Pratiwi, E. Y. R., Destari, D., & Meisarah, F. (2023). Comparative Study of the Influence of Student Learning Motivation on Student Learning Outcomes in a View of Gender in Thematic Subject. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(2), 458–471. <https://doi.org/10.51276/edu.v4i2.378>
- Kus Eddy Sartono, E., Sekarwangi, T., & Herwin, H. (2022). Interactive multimedia based on cultural diversity to improve the understanding of civic concepts and learning motivation. *World Journal on Educational Technology: Current Issues*, 14(2), 356–368. <https://doi.org/10.18844/wjet.v14i2.6909>

- Li, Y., Chen, D., & Deng, X. (2024). The impact of digital educational games on student's motivation for learning: The mediating effect of learning engagement and the moderating effect of the digital environment. *PLoS ONE*, 19(1), 1–21. <https://doi.org/10.1371/journal.pone.0294350>
- Lilian, A. (2022). Motivational beliefs, an important contrivance in elevating digital literacy among university students. *Heliyon*, 8(12), 1–10. <https://doi.org/10.1016/j.heliyon.2022.e11913>
- Lubis, A., Effendi, I., Nasib, N., Bhastary, M. D., & Fadli, A. (2023). Decision to Choose a College Viewed from Personal Selling, Brand Image, and Brand Trust as Intervening Variables. *Society*, 11(2), 729–741. <https://doi.org/10.33019/society.v11i2.579>
- Mahadi, Y. L. H. I. (2020). The Effect of “Fish Diversity” Book in Kampar District on the Learning Motivation and Obstacles of Kampar High School Students through Online Learning during the COVID-19 Period. *Journal of Innovation in Educational and Cultural Research*, 1(1), 7–14. <https://doi.org/10.46843/jiecr.v1i1.2>
- Martin, & Nasib. (2021). The Effort to Increase Loyalty through Brand Image, Brand Trust, and Satisfaction as Intervening Variables. *Society*, 9(1), 277–288. <https://doi.org/10.33019/society.v9i1.303>
- Mucsi, A., & Malota, E. (2025). Mediating Role of Service Quality in the Relationship Between Self-Determined Study Abroad Motivations and Satisfaction. *Sage Journals*, 5(3), 179–181. <https://doi.org/https://doi.org/10.1177/10283153251316938>
- Mulang, H. (2021). The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance. *Golden Ratio of Human Resource Management*, 1(2), 84–93. <https://doi.org/10.52970/grhrm.v1i2.52>
- Nasib, Juliansyah, R., Hou, A., Tambunan, D., Rivai, A., Chaniago, S., Martin, Daulay, Z. R., Sari, V. W., & Harianto, A. (2025). Efforts to improve the work skills of Tunas Harapan Batang Serangan Vocational School students. *GANDRUNG: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 1909–1920.
- Page, J. H. (2025). The Critical Review of Social Sciences Studies Interactive impact of Human Resource Flexibility and Transformational Leadership on the Employee's Assurance of Service Quality: *The Critical Review of Social Sciences Studies*, 3(1), 1344–1363.
- Patricia, S., Ruspitasari, W. D., & Widodo, T. (2025). The Effect of Digital Learning Facilities and Technology Use on Learning Motivation of Junior and Senior High School Students with Digital Literacy as an Intervening Variable at Global Nusantara School Jakarta. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8(3), 2552–2560.
- Pratiwi, S. N., Prasetya, I., & Gaja, N. (2022). Literacy Culture in Elementary Schools: The Impact of the Literacy Movement Program and Library Facilities. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(3), 786–794. <https://doi.org/10.33394/jk.v8i3.5559>
- Program, M. S., Business, F., Bisnis, I., & Indonesia, P. (2025). INVEST: Jurnal Inovasi Bisnis dan Akuntansi Compensation in Driving Driver Performance and Service Quality Dari SDM ke Pertumbuhan Bisnis: Peran Keterampilan, Motivasi, dan Kompensasi dalam Mendorong Kinerja Pengemudi dan Layanan Berkualitas. *INVEST: Jurnal Inovasi Bisnis Dan Akuntansi*, 6(1), 173–183.
- Salsabillah, F. M. (2022). The Influence of Service Quality and Security on Customer Satisfaction at PT. Bank Rakyat Indonesia Persero Tbk Kabanjahe Branch. *The 1st Proceeding of The International Conference on Economics and Business*, 1(2), 698–712.
- Shen, J., & Tang, C. (2025). How does training improve customer service quality? The roles of transfer of training and job satisfaction. *European Management Journal*, 36(6), 708–716. <https://doi.org/10.1016/j.emj.2018.02.002>
- Sihombing, E. H., Chaniago, S., & Nasib. (2019). Increase Taxpayer Compliance through Quality of Service, Tax Sanctions, Knowledge and Socialization of Taxation. *Journal of Business and Management (IOSR-JBM)*, 21(11), 17–23. <https://doi.org/10.9790/487X-2111031723>
- Supriyanto, S. S. T. (2020). Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19. *Jurnal Pendidikan*, 5(6), 852–859.
- Suriagiri, S. (2021). The influence of school principal supervision, motivation, and work satisfaction on teachers' performance. *Cypriot Journal of Educational Sciences*, 16(2), 659–668.



- <https://doi.org/https://doi.org/10.18844/cjes.v17i7.7684>
- Tenri Aben, Muriyati, & Siringoringo, E. (2022). The Effect of Academic Service Quality on Student Satisfaction Level Stikes Panrita Husada Bulukumba. *Comprehensive Health Care*, 6(3), 159–166. <https://doi.org/10.37362/jch.v6i3.956>
- Terason, S., Tiwari, S., Pattanayanon, P., & Kulwanich, A. (2022). the Mediating Effect of Perceived Value on the Relationship Between Motivated Consumer Innovativeness and Sports Facility Revisit Intentions. *ABAC Journal*, 42(2), 89–106.
- Tezar Arianto, Mulyono, S., Arta, I. P. S., Chaniago, S., & Nasib. (2021). Increasing Vocational Education Decisions Through Social Media , and Price Reduction Through Brand Trusts. *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 560, 390–395.
- Usman, B., & Anggiani, S. (2025). The Role of Motivational Strategy and Leadership in Improving Service Quality in Hospitals. *Journal of Management, Economics and Finance*, 3(3), 1–14.
- Wang, F., Wang, M., Wan, Y., Jin, J., & Pan, Y. (2021). The power of social learning: How do observational and word-of-mouth learning influence online consumer decision processes? *Information Processing and Management*, 58(5), 1–7. <https://doi.org/10.1016/j.ipm.2021.102632>
- Wulandari Pranawengtias, U. T. I. (2022). Undergraduate Students' Motivation On English Language Learning At Universitas Teknokrat Indonesia. *Journal of English Language Teaching and Learning (JELTL)*, 3(2), 27–32.
- Zakirullah, Z., Camlibel, B. B., & Ying, H. (2025). Service Quality ' s Impact on Educational Reputation and Students ' Happiness at Hohai University : The Mediating Role of Students ' Motivation. *Journal of Human Resource and Sustainability Studies*, 13(1), 16–39. <https://doi.org/10.4236/jhrss.2025.131002>