THE ROLE OF LEARNING MOTIVATION AS A MEDIATOR IN THE IMPLEMENTATION OF THE PROFESSIONAL MUKMIN PROGRAM IN MARA PROFESSIONAL COLLEGE ON THE FORMATION OF STUDENTS ' 'INSANIAH' LEADERSHIP CHARACTER

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Wan Mukhtar Wan Muda[1,2+]
Noor Azmi Mohd Zainol[1]
Sayuti Ab Ghani[1]
Amnah Saayah Ismail[1]
Rosmiza M.Z.[3]

[1]*Faculty of Defense Studies and Management, National Defence University of Malaysia, Malaysia.*
[2]*MARA Professional College, Beranang, Selangor, Malaysia.*
[1,2]*Email: mukhtar.muda@mara.gov.my*
[1]*Email: noorazmi@upnm.edu.my*
[1]*Email: sayuti@upnm.edu.my*
[1]*Email: amnah@upnm.edu.my*
[3]*Center for Development, Social and Environmental Studies, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, Malaysia.*
[3]*Email: miza@ukm.edu.my*

(+ Corresponding author)

ABSTRACT

Learning motivation is an important element in contributing to the effectiveness of the implementation of an educational program that shapes the character of students. A weak relationship of the elements of learning motivation will cause the objectives of the implementation of the program are not achieved. This study aims to measure the role of learning motivation as a mediator with all key elements of the implementation of the Professional Mukmin Program (PMP), namely PMP module content, the role of lecturers, management support and environmental support for the formation of *'Insaniah'* leadership character of students in MARA Professional College. The study subjects consisted of 674 students in throughout Malaysia. Quantitative methods were implemented using the SmartPLS Path model. The results of the study confirmed the role of learning motivation as a mediator with all the key elements to the formation of students' *'Insaniah'* leadership character. The study also confirmed all the learning motivation hypotheses has a significant relationship with all key elements in contributing to the formation of students' *'Insaniah'* leadership character. The results of the study will be a guide in the evaluation of other elements that also contribute to the formation of the *'Insaniah'* leadership character of students in MARA Professional College.

Contribution/ Originality: This study focuses on the role of motivation as a mediator with the implementation of the Professional Mukmin Program (PMP) that has an impact on the formation of students' leadership character at MARA Professional College (MPC). The findings of this study will be a guide to the Higher Education Division of MARA in empowering the implementation of PMP at MPC.

1. INTRODUCTION

Motivation in learning is a compelling force that assists students in academic activities [1]. Motivation will encourage a person to learn something with interest, earnestly to achieve a goal [2, 3]. Students with a high level of motivation will continue to engage in learning activities without expecting any rewards from the outside [4].

Learning motivation either comes from within a person called intrinsic motivation or comes from an external drive called extrinsic motivation [5]. Intrinsic motivation is an action that occurs on an internal impulse as well as to satisfy self -satisfaction without any external pressure [6]. Intrinsic motivation reflects the natural human tendency to perform an action [6, 7]. An intrinsically motivated person will do an activity with pleasure because it comes from within to achieve satisfaction [8].

This motivation encourages one to learn because of the fun and the challenge internally without any external impulse or coercion from without [6, 7]. While extrinsic motivation refers to coming from outside the individual [9]. For example, motivation that results from the impulse of a reward, coercion on a person or punishment promised to him [6, 7]. A person will have extrinsic motivation when they receive any reward or are under pressure or coercion [9, 10]. Motivation can be cultivated extrinsically at an early stage can also change it as intrinsic motivation in the learning process when the learning activity has become a pleasure without the need for external encouragement [9].

Implementation of PMP in MARA Professional College (MPC) since 2016 [11] which is applied in the existing curriculum at the MPC as an added value to the diploma program to form professional human capital. The implementation of PMP in MPC through the cultivation of leadership values from the 16 verses of Ulul Albab aims to produce students who have the character of a generation of professional Mukmin. In fact, the value of Ulul Albab's *'Insaniah'* leadership quality includes the value of the quality of professionalism that regulates relationships with people as well as the value of the quality of spirituality that connects a person with Allah SWT. This *'Insaniah'* leadership quality model is built on the basic principles of Islam which are 'tauhid', worship and morals [12, 13].

It involves important elements such as the content of a comprehensive and systematic PMP module that guides the lecturers to present it to the students [14]. Lecturers play an important role in motivating students and creating a learning climate that is able to develop the potential and talents of students [15, 16]. The implementation of the PMP requires the support of management in ensuring that its implementation achieves the objectives outlined as well as in shaping the climate [17] and an environment that supports the formation of student character [18]. The management also has a role to provide good facilities to facilitate the implementation of PMP in the institution [19]. The environment is the facilities of an institution as well as the climate that includes the quality of learning in an educational institution [16]. Therefore, this study will look at the role of learning motivation that acts as a mediator with the key elements of PMP implementation with the formation of Islamic leadership character of students in MPC.

1.1. Research Objective

The main objective of this study is to evaluate the role of learning motivation as a variable between the role of the main elements of the implementation of the Professional Mukmin Program (PMP) with the formation of *'Insaniah'* leadership character of students in MARA Professional College (MPC).

1.2. Study hypotheses

This study will test four (4) hypotheses as follows:

H1. The relationship between the content of the PMP module with learning motivation has a positive impact on the formation of students' 'Insaniah' leadership character.

H2. The relationship between the role of 'Insaniah' Education lecturers and learning motivation has a positive impact on the formation of students' 'Insaniah' leadership character.

H3. The relationship between college management support and learning motivation has a positive impact on the formation of students' 'Insaniah' leadership character.

H4. The relationship between college environmental support and learning motivation has a positive impact on the formation of students' 'Insaniah' leadership character.

2. LITERATURE REVIEW

Past studies show the role played by motivation in the implementation of an educational program and its relationship with student achievement [20]. Learning motivation is not only a mediator and intervening variable to academic achievement but also the organizational activity of students [21]. The findings of previous studies also found that motivation is also a mediator in influencing student involvement in learning activities [22, 23] contribute to the creative performance of students [24] and affect the formation of leadership character [25].

The findings of previous studies have shown the role of module content [26, 27], lecturer [28, 29], management support [30] and environmental support [31] has a positive relationship with the formation of students' 'Insaniah' leadership character. While empirical studies that have been conducted by researchers prove the close relationship between program content and motivation in learning, as well as the formation of personal, student character and their behavior [32] as well as giving an impact in relation to it with the formation of student character [33, 34].

Previous studies have found that the interaction of teachers and lecturers has a motivational effect as well as a positive influence on student educational behavior [35]. The findings of a study by Hein [36] also found the existence of a significant relationship between teachers 'interpersonal, teaching strategies [37] as well as teaching styles that support students 'motivation in their learning [36]. Studies also show the behavior, as well as attitudes and emotions of teachers [38] affecting student motivation and their learning [36]. In fact, according to Ruzek, et al. [38] existed a significant effect between teachers' emotional support on student engagement and motivation. Teachers also play an important role in motivating students when managing the classroom [39].

The role and support of management leadership [40] creates a conducive environment in the implementation of an educational program [41] as well as the climate and environment of an institution affect the motivation and attitude of students [42]. For example, a great influence is played by the management in the successful implementation of a program [18, 43] will creating an environment that motivates teachers and students in achieving and mission of an institution [40].

Environmental support, as well the school climate created also has a positive relationship with the character development of students [44]. The institutional environment that surrounds students such as teachers, peers as well as the facilities of an institution will affect the learning performance and academic achievement of students [45]. This is because the school culture that surrounds students can increase students 'motivation and attitude towards learning [46]. Thus, the learning environment has a significant relationship to students 'intrinsic motivation [47]. In conclusion, the results of previous studies show that learning motivation is an important mediator in the implementation of a character education program as well as improving students' learning performance and attitudes [48].

3. CONCEPTUAL FRAMEWORK

This study will test the framework of the intervening variable effect model, in which learning motivation becomes a mediator in the relationship between PMP implementation towards the formation of students 'Insaniah' leadership character. The empirical findings are consistent with the theories underlying this study [49]. The intervening variable effect model Figure 1 was constructed based on theoretical and empirical evidence. The use of this framework is supported by a variety of theories, including Vroom [50] and Goal Setting Theory by Locke and Latham [51] as well as Wood and Bandura [52] Social Learning Theory.

Vroom [50]; Vroom and Deci [53] explains how a person chooses from available actions. The use of this theory in the study of PMP implementation in MPC shows that PMP implemented in an orderly and planned manner in key elements such as structured module content, the role of lecturers to deliver PMP modules in an orderly manner, management support, and conducive environmental support will be able to generate motivation which drives the achievement of goals to form 'Insaniah' leadership character in students [33, 54].

Goal Setting Theory [51, 55] were chosen because this theory states that goals and objectives will motivate a person in performing a task [56]. This theory is used to ensure that teaching and learning activities are implemented effectively and achieve the objectives that have been outlined. Therefore, this theory is very suitable to be applied to show that the implementation of PMP in an orderly manner will shape students as the objectives outlined [57, 58]. This theory will see the direct relationship between the variables with the results of a person's actions and behavior towards a task [51, 55].

Social Learning Theory by Wood and Bandura [52] refers to knowledge gained through direct observation, social interaction, experience and the influence of external media [59, 60]. The use of this theory shows that PMP is implemented in an orderly and planned manner in key elements such as the method of lecturers delivering PMP modules in an orderly manner, attitude and morals of lecturers in module delivery, management support that provides facilities and rules that form a conducive environment. This situation supports and produces motivation that motivates students to shape their behavior and subsequently achieve the goal of forming a Islamic leadership character [33, 54]. All of these theories belong to the theory of learning motivation that influences behavior change. The conceptual framework of this study as shown in Figure 1.
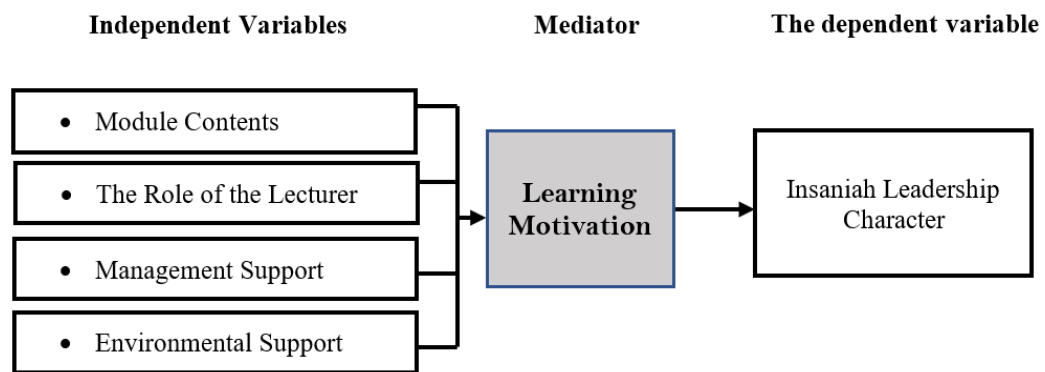

Figure 1. Conceptual framework.

4. RESEARCH METHODOLOGY

This study was designed based on quantitative methods. This study uses a cross -sectional study method because it does not take long. In addition, cross -sectional studies also facilitate researchers to conduct a more in - depth and more accurate study of a phenomenon and problems in organizations such as MPC. The data obtained will also be easily collected simultaneously for analysis. This method will also avoid bias and the findings from the respondents can be trusted to be measured [34, 61]. This actual study was conducted in all six MPCs in Malaysia. It includes MPC Beranang, Selangor, MPC Ayer Molek, Melaka, MPC Bandar Melaka, MPC Indera Mahkota, Pahang, MPC Seri Iskandar Perak and MPC Bandar Penawar, Johor. This purposive sampling technique is supported by many scholars [62, 63].The designed questionnaire was used in data collection involving the final semester students totaling 674 people.

Sample selection was based on purposive sampling [62] as they had followed to all PMP modules in MPC. The method of data collection is through "online" using "google form". Of the total the number of students in the final semester are 1560 student session 1 2021, but a total of only 856 students answered the questionnaire. The data collected is filtered and cleaned from the aspects of 'missing value', 'straight lining' and 'outliers'. The collected data were also reviewed in terms of the normality of data distribution using (Statistical Package for the Social Sciences (SPSS) software 25. Therefore, only 674 respondents were analyzed after the review process was conducted using the software package (Smart Partial Least Square (SmartPLS) version 3.2.8. used to analyze factor validation, model fit, direct effect model testing as well as test study hypotheses [64, 65].

The analytical tests were performed to test the study hypotheses by evaluating the structural model based on the standard values of beta (β), t (t) and R Square (R2) statistics. The value of (t> 1.96) indicates a significant relationship value between the variables, and the value of R2 obtained from the test indicates the strength of a relationship model. The value of R2 will describe the percentage influence of the independent variable on the dependent variable. R2 values of 0.67 were categorized as strong, 0.33 as moderate and 0.19 as weak [66, 67].

5. FINDINGS

5.1. Study Sample Profile

Table 1 shows the characteristics of the respondents as well as their profiles. A total of 856 questionnaires were answered by the respondents. After the data filtering process using SPSS software 25. a total of 674 respondents were acceptable and analyzed. Respondents who answered the questionnaire consisted of final semester students at MPC. The percentage of female students is higher at 63.5% compared to male students at 36.5%. The highest percentage of respondents is from MPC Bandar Penawar which is 33.2% while the lowest percentage of respondents is only 2.1% from MPC Bandar Melaka. In terms of the background of the program that is being followed by the most percentage of respondents is from the Diploma in Business Studies which is 21.2% of respondents while the lowest percentage is 2.2% from the Diploma in Entrepreneurship.

Table 1. Characteristics of respondents and profile of actual study sample (n = 674).

Respondent Profile	Sub-Profile	Frequency	Percent (%)
Gender	Male	246	36.5
	Female	428	63.5
Institution Now	MPC Ayer Molek, Melaka	67	9.9
	MPC Bandar Melaka, Melaka	14	12
	MPC Bandar Penawar, Johor	224	33.2
	MPC Beranang, Selangor	131	19.4
	MPC Indera Mahkota, Pahang	123	18.2
	MPC Seri Iskandar, Perak	115	17.1
Programs Followed	Diploma in English Communication	88	13.1
	Diploma in Computer Networking	21	3.1
	Diploma in Logistics Management	116	17.2
	Diploma in Accounting	110	16.3
	Diploma in Business Studies	143	21.2
	Diploma in Computer Science	54	8
	Diploma in Entrepreneurship	15	2.2
	Diploma in International Business	38	5.6
	Diploma in Creative Digital Media Production	45	6.7
	Diploma in Business Information Technology	44	6.5
Residence	College Dormitory	521	77.3
	Parent/Guardian Home	73	10.8
	Rented house	80	11.9

5.2. Factor Validity Analysis

Figure 2 shows the findings of factor validation analysis to obtain the reliability and validity values of each indicator and construct studied in a model.
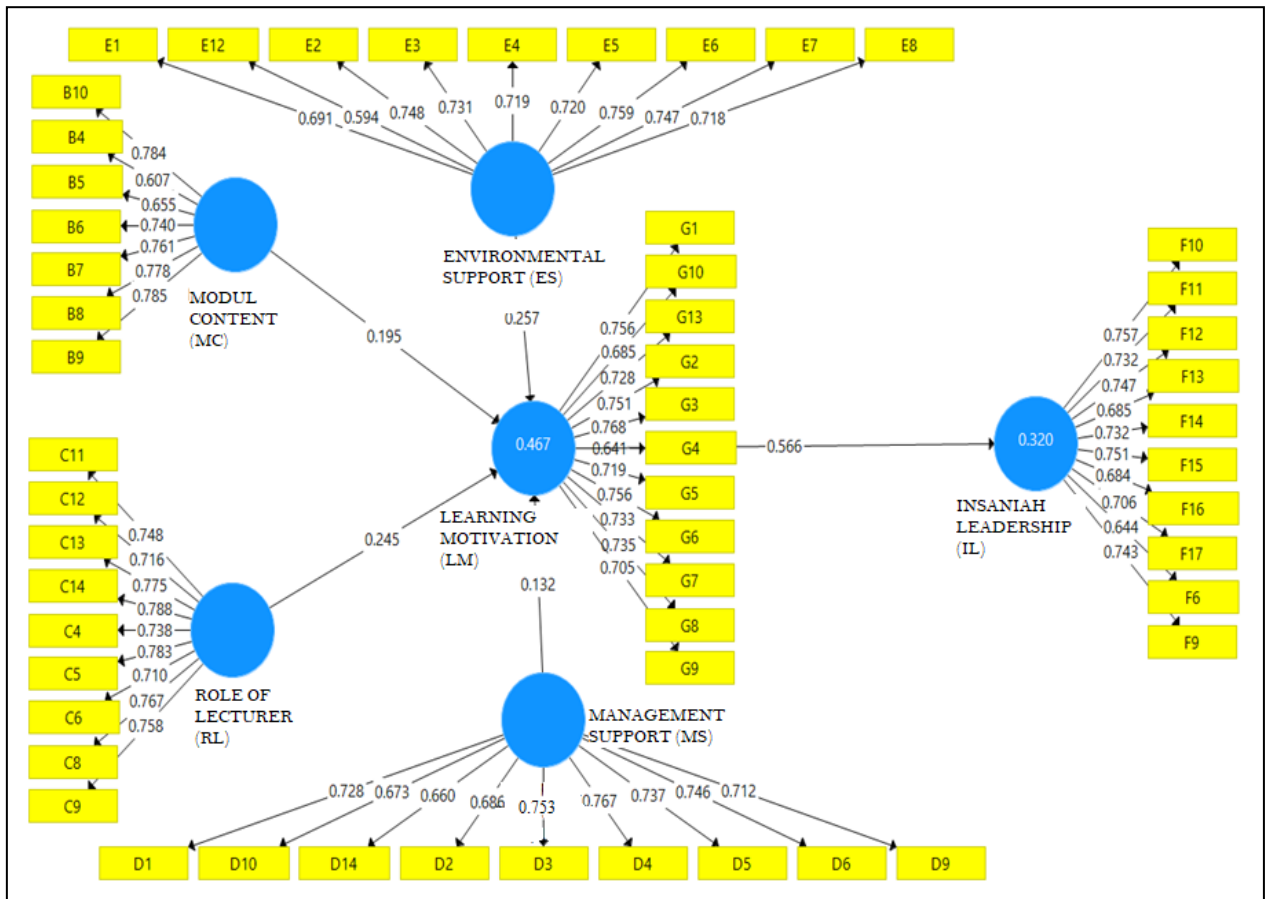
Figure 2. Factor validation analysis.

Table 2 shows the findings of the convergent validity test. These findings prove the level of validity of this measurement model meets the criteria of factor exploration analysis. The cross-weight value of each item in the study constructs ranged from 0.594-0.788 where 42 items achieved at least an outer loading value of 0.708, as set by Hair, et al. [68]. Only 13 items have a value below 0.708 which is between 0.594 to 0.705. These items were retained because their removal did not improve Composite Reliability (CR) and Average Variance Extracted (AVE). The value of Average Variance Extracted (AVE) for each construct is between 0.512 to 0.569 which is more than 0.5. These values confirm that each study construct is capable of explaining the average variance change in the items [64, 68]. The findings of the Fornell-Larcker test show the value of $\sqrt{AVE}$ diagonally is greater than the correlation between the other constructs. This result proves that these constructs have reached the established discriminant validity standard [64, 69].

Table 2. Convergent validity test findings.

Construct	Number of Items	Cross Weighting	AVE	Fornell–Larcker test					
				MC	IL	LM	RL	MS	ES
Module Content (MC)	7	0.607- 0.785	0.537	0.733					
'Insaniah' Leadership (IL)	10	0.644-0.757	0.517	0.338	0.719				
Learning Motivation (LM)	11	0.641-0.768	0.527	0.521	0.566	0.726			
Role of Lecturer (RL)	9	0.710 - 0.788	0.569	0.542	0.484	0.586	0.754		
Management Support (MS)	9	0.660-0.767	0.517	0.524	0.496	0.558	0.664	0.719	
Environmental Support (ES)	9	0.594-0.759	0.512	0.482	0.550	0.574	0.573	0.627	0.715

Table 3 shows the finding of the Heterotrait-Monotrait Ratio Test (HTMT) of each construct. The values for each construct ranged from 0.382 to 0.711, and does not exceed 0.85 [68, 70].

Table 3. HTMT test findings.

Construct	MC	IL	LM	RL	MS	ES
Module Content (MC)						
'Insaniah' Leadership (IL)	0.382					
Learning Motivation (LM)	0.593	0.618				
Role of Lecturer (RL)	0.613	0.536	0.638			
Management Support (MS)	0.601	0.554	0.619	0.742		
Environmental Support (ES)	0.552	0.617	0.638	0.644	0.711	

Table 4 shows the test results of composite reliability values and Cronbach's alpha coefficients for each construct. The findings found that the value of Cronbach's alpha coefficient of all constructs was between 0.854-0.910, while the value of composite reliability was between 0.890-0.924. This proves that all constructs of this study have a high level of reliability because the composite reliability value exceeds 0.7 [62, 68, 71]. While the collinearity assessment found that all items have no collinearity problems because all of them have a value less than 5.0 [70].

Table 4. Item reliability test findings.

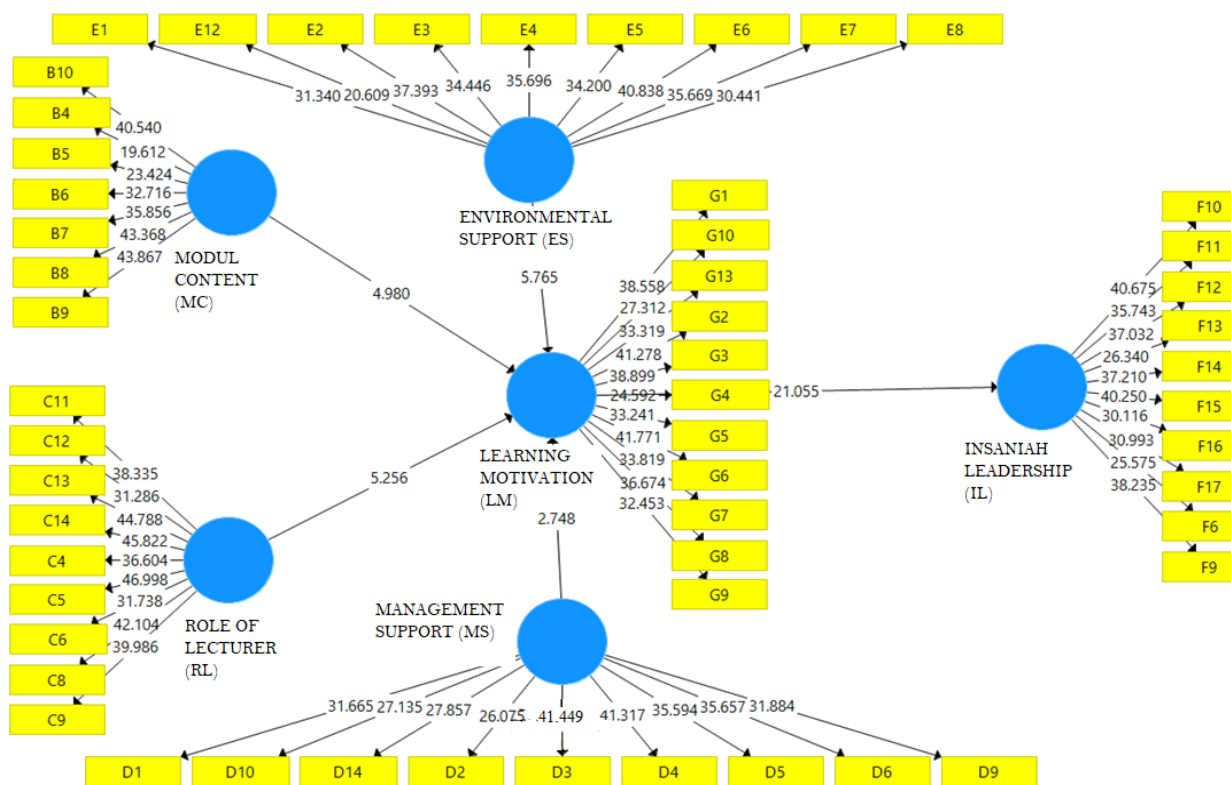| Construct	Number of Items	Composite Reliability	Cronbach's alpha value
Module Content (MC)	7	0.890	0.854
'Insaniah' Leadership (IL)	10	0.914	0.896
Learning Motivation (LM)	11	0.924	0.910
Role of Lecturer (RL)	9	0.922	0.905
Management Support (MS)	9	0.906	0.883
Environmental Support (ES)	9	0.904	0.880

Figure 3. Structural model analysis.

5.3. Hypothesis Testing Findings

Figure 3 shows an analysis of a structural model that represents the relationships between the hypothesized constructs.

Table 5 shows the findings of the Path Coefficient estimates in the PLS structural model tested based on beta (β) standards, t statistics and p values [68, 71]. The values of β and t were generated through statistical tests using the bootstrapping method. Original sample (O) shows the value of β, T statistics show the value of t. While the significant level of a relationship can be seen at the value of t which is *t> 1.96 (p <0.05); ** t> 2.58 (p <0.01); ** t> 3.29 (p <0.001) [68, 71].The results of the analysis confirmed that all variables namely module content (MC), role of lecturer (RL), management support (MS), environmental support (ES) had a strong significant influence on the learning motivation variable (LM). The environmental support variable (ES) had the highest significant influence value of t value> 3.29 which was 5.765, followed by the director role variable (MS) which had a t value of 5.256. The module content variable (MC) has a t value of 4.980, while the lowest management support variable (MS) of t value is 2.748 but still in a strong value of ** t> 2.58 (p <0.01.

Table 5. Significant test findings.

Relationship	Original Sample (O)	Sample Mean (M)	*Standard Deviation (STDEV)*	The value of t	The value of P
MC-> LM	0.195	0.196	0.039	4,980	0.000
LM -> IL	0.566	0.569	0.027	21,055	0.000
RL -> LM	0.245	0.245	0.047	5,256	0.000
MS -> LM	0.132	0.134	0.048	2,748	0.006
ES -> LM	0.257	0.257	0.045	5,765	0.000

Note:
MC:Module Contents.
IL:'Insaniah' Leadership.
LM:Learning Motivation.
RL:The Role of the Lecturer.
MS:Management Support.
ES:Environmental Support.

Table 6 shows the values of R2 for this modeled model. The R2 value of the learning motivation construct (LM) was 0.467, while the *'Insaniah'* leadership construct (IL) was 0.320 while. This value is categorized as moderate, as according to Chin [66] R2 = 0.67 is categorized as strong, 0.33 as moderate and 0.19 as weak. The results of testing this model give an interpretation that 32% have an effect on the construct of '*Insaniah*' leadership (IL), while 46.7% have an effect on the construct of learning motivation (LM) which is at a moderate level.

Table 6. Model expected accuracy values *R2*(Coefficient of determination).

Relationship	R Square
Learning Motivation (LM)	0.467
'Insaniah' Leadership (IL)	0.320

5.3.1. Intermittent Variable Model Testing

Table 7 shows a summary of the hypothesis testing for the intervening variable model based on the actual study sample. These findings explain that all four hypotheses are significant. While the relationship between all constructs PMP with learning motivation is a partial intervention on the formation of students' '*Insaniah*' leadership character.

6. DISCUSSION AND IMPLICATIONS

This study explains the findings of the objectives of the study outlined namelythe role of learning motivation as a variable intersects between the main elements of the implementation of the Professional Mukmin Program (PMP) with the formation of '*Insaniah*' leadership character of students in the MARA Professional College (MPC). The

findings of this study confirm the existence of a relationship and a positive role of learning motivation as a mediator with all constructs module content (MC), lecturer role (RL), management support (MS) and environmental support (ES) with the formation of *'Insaniah'* leadership (IL) of students. The findings also confirmed the four hypotheses that there is a significant relationship between all constructs of PMP implementation, namely module content (MC), lecturer role (RL), management support (MS) and environmental support (ES) with learning motivation (LM) as mediators. towards the formation of *'Insaniah'* leadership (IL) of students. The analysis showed that the environmental support construct (ES) had the highest significant influence value, followed by the lecturer role (RL) and module content (MC) variables.

Table 7. Summary of hypothesis testing findings for the intermittent variable model.

No	Hypothesis	Findings	
H1	The relationship betweenthe content of the Professional Believer Program module with learning motivation has a positive impact on the formation of students' *'Insaniah'* leadership character.	Significant	Partial mediation
H2	The relationship betweenthe role of lecturers with learning motivation has a positive impact on the formation of students' *'Insaniah'* leadership character.	Significant	Partial mediation
H3	The relationship betweenmanagement support with learning motivation has a positive impact on the formation of students' *'Insaniah'* leadership character.	Significant	Partial mediation
H4	The relationship betweenenvironmental support with learning motivation has a positive impact on the formation of students' *'Insaniah'* leadership character.	Significant	Partial mediation

This study has validated the framework of the intervening variable effect model, in which learning motivation is a mediator in the relationship between PMP implementation towards the formation of students *'Insaniah'* leadership character.These empirical findings are consistent with the theories underlying this study whichbuilt on theoretical sources of evidence namely Vroom [50] and Goal Setting Theory by Locke and Latham [51] as well as Wood and Bandura [52] Social Learning Theory. This is because all these theories belong to the theory of learning motivation that influences behavior change. The results of this study coincide with the findings of previous empirical studies that show the positive role of the relationship between learning motivation and program content in the formation of student character [32]. Learning motivation has a positive relationship with students' academic achievement [20], involvement in student co-curriculum [21], also be a mediator in influencing students' creative performance [24] and impact student leadership character [25].

These findings also coincide with empirical studies that show a relationship between learning motivation and the role of lecturers [44] as well as teachers in the formation of student character as well as affecting student behavior [23, 35]. It covers interpersonal [36] lecturer, teaching style [41] as well as classroom management [39, 72] which affects learning motivation in shaping student character [34, 73]. The results of this study also coincide with the findings of previous empirical studies that show the relationship between learning motivation and management support that creates a conducive environment in the implementation of an educational program [40]. This is because previous studies that found the role of management in creating an environment that motivates teachers and students in achieving and mission of an institution [74].

The study also found environmental support as well as school climate and classroom environment have a positive relationship with student character development [75]. The classroom environment also motivate students academically [76]. The environment in a wider space involves the institutional environment that surrounds students such as teachers, peers as well as the facilities of an institution will affect the learning performance and academic achievement of students [45]. The school culture that surrounds students can increase students' motivation and attitude towards learning [46]. Thus, the learning environment has a significant relationship to

students' intrinsic motivation [47] as well as motivating students to learn [77]. The environment will trigger extrinsic and intrinsic encouragement for students to participate in all activities in and out of the classroom [48].

The results of this study can be used as a guide to the management of the MARA Higher Education Division as well as the management of the MARA Professional College to make improvements in the implementation of PMP in MARA Professional College. Therefore, the management of the MARA Higher Education Division needs to plan to increase student motivation and empower all elements in the implementation implementation of PMP in MARA Professional College.

7. CONCLUSION

The findings of the study can be concluded that learning motivation play as strong mediator with all key elements of the implementation of the Professional Mukmin Program (PMP) in MARA Professional College.

This study also explains the main elements of PMP implementation are the module content, the role of the lecturer, management support and environmental support. The results of this study also confirm all four hypotheses that there is a significant relationship between all constructs of PMP implementation with learning motivation as a mediator for the formation of students' *'insaniah'* leadership. The analysis showed that the environmental support construct had the highest significant influence value, followed by the lecturer role and module content variables.

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