Library Philosophy and Practice (e-journal)   Libraries at University of Nebraska-Lincoln

5-7-2018

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ABSTRACT

The purpose of this study is to determine the effect of library services quality on achievement motivation associated with the learning achievement of Universitas Pendidikan Ganesha (UNDIKSHA) student. This research is conducted in Undiksha students using ex-post facto method. The sampling is done through random sampling method with 350 students. The data on library services quality and achievement motivation are collected using questionnaire. The data are analyzed using *structural equation modeling* (SEM). The research results show that a) Library services quality has an influence towards achievement motivation, with probability value of 0.034 ($p<0.05$), b) Library services quality has no influence towards learning achievement, with probability value of 0.585 ($p>0.05$), c) Achievement Motivation has an influence towards learning achievement with probability value of 0.026 ($p<0.05$), d) Achievement motivation fully mediated the effect of library quality towards learning achievement.

keywords: library services quality, achievement motivation, learning achievement

Introduction

University library as one of the supporting units of a university works hand in hand with other units in achieving the vision and mission of said university. The university library is directly under the supervision and management of the university and has the main purpose ofsupporting the university efforts to achieve its goals. The University library is essentially a working unit which is an integral part of the university which together with other units, is chargedwith assisting the university in implementing its Three Main Duties (*Tri Dharma*).

A university library occupies a vital position in the university where the library acts as the umbrella in terms of supporting the implementation of educational programs, teaching programs, and researches. For every higher

education institution, the library plays a highly strategic role in supporting the smooth learning process for learners. An education program without a librarywill never work optimally, hence it is often said the library as the heart of any educational program.

As one component of the learning process, the students hold the position of major customer of the university library, thus elligible to utilize the library as one of the information center and learning resource center. Learning activities at universities are organized ia variety of methods and not limited to the interaction between students and their lecturers in the classroom, but can also be in the form of utilizing other learning resources and facilities, one of which is the library. Thus, the library is required to cotinuously provide a variety of literature and other information sources that can be accessed by the students for their study.

Likewise, the Undiksha Library is always trying to maximize the students' interest in utilizing the library. Library's promotion activities have been carried out, such as, in the form of distributing library utilization manual, brochure distribution, and book exhibition. The improvement of reading facility, arrangement of room collection, and reading room has been improved. Besides that, installation of air conditioner serviced in some points and computer facilities for students are also provided. However, the students' interest in visiting library is still low, so it is necessary to measure the quality of library services.

Based on the preliminary observation the following statistical data on the utilization of Undiksha library by students was obtained. The average number of daily student visits to the Undiksha Library is as many as 150+ students as seen from the 2014 data, there were 36,457 people and by 2015 as many as 37,625 people visited the library (Undiksha library visit statistics 2014-2015). The state of library membership can be explained as follows; in 2014 the library has 7681 members and in 2015 there were as many as 7862 people (library members statistics 2014-2015) of the total number of 13472 students in 2014, and 13878 in 2015. It can be interpreted that the number of students who become member of the library was approximately half of the total number of students.

The data above illustrates that the level of library visits by students is still low. In addition, this statistic shows that the library is used by only more than half the number of Undiksha students. This is seen from the number of students who are members of the library, the rest of the students never visit the library. This data is derived from the library information technology (IT) system that obtains data from a library front office service, where visitors are required to show membership cards and have their barcodes read as the requirement to enter the library building.

Besides of low service's quality, low achievement motivation is suspected as one of the causes of low library's utilization. Achievement motivation is one of the important factors that affect student learning process. Each student has achievement motivation or tendency in devoting all his ability to obtain the most superior achievement, the student s' achievement motivation will propel their will to study more vigorously and increasin the frequency of learning, as proposed by Weiner (1990) who states that individuals with high achievement motivation feel the failure is due to lack of their effort in tackling the task, while individuals with low achievement motivation will attribute their failure is not to the lack of effort but because of other factors, including fatigue, the difficulty of the tasks, negative prejudices to teachers, and their bad mood.

Suarni (2004) suggests that the strength and weakness of one's achievement motivation is not the same, but depended on the several affecting factors, such as: (1) the effort to achieve success, (2) success oriented, (3) innovation, (4) responsibility and (5) failure anticipation. By having the achievement motivation the students will understand the purpose of learning, and motivation can affect what is being learned, when to learn, and how to learn. Schunk (1995) mentions that motivated students who are studying a topic tend to involve themselves in various activities that they believe will help them learn, such as paying attention during lessons, mentally organizing and memorizing the material to be learned, taking notes to facilitate subsequent learning activities, checking level of understanding and ask for help when they do not understand the material.

Achievement motivation needs to be continuously strengthened so the students have strong achievement motivation to achieve optimal learning outcomes.

The *Serv Qual* method is a descriptive method which was developed to identify the quality of services rendered to the customers. This method was developed in 1985 by A. Parasuraman, Valarie A. Zeithaml, and Leonard L. Berry, this method was later revised in 1988 and was published in *Journal of Retailing* which conclude that *serv-qual* is a measurement of the quality of service relative to the needs of the customers. The implementation of *servqual* is a consistent compromise to the customers' needs.

The Servqual is a highly popular concept of service quality measurement developed by Parasuraman, (in Eta Mamang Sangadji and Sopiah, 2013) who develops five dimensions which affect the quality of services including: (1) tangible (direct evidence) includes physical facilities,employees, and means of communication; (2) reliability, ie the ability to provide promised services promptly, accurately, and satisfactorily; (3) responsiveness ie the desire of the staff to help the customers and provide services with eager response; (4) assurance, includes knowledge, competence, courtesy, and credibility of staff, free from danger, risk, or doubt; (5) empathy, including ease in relationships, good communication, personal attention, and understanding of the individual needs of customers.

Tabasi (2015) reports that measuring service quality with Customer-focused Servqual Software plays a significant role in understanding the quality of service provided to users. A quantitative measure of quality is a rare way to measure the services of public institutions including libraries. This study discusses the quality of service by using the servqual method associated with the level of achievement motivation without including a component of achievement that is the result of student learning.

From the conditions that have been described above it can be said that the utilization of the library by the students is still not optimal or still low so it is necessary to accurately identify the quality of services delivered by the Undiksha library based on the users, the students, assessment using the *servqual* method.

The quality of Undiksha Library services has never been accurately measured because there has been no research done to study the problem. It can be said that the current visit and utilization of Undiksha Library shows a relatively low number compared to the total number of students. It is quite astonishing that students assume that the achievements obtained not because of information provided by the library but from other sources. This promptsthis research on the influence of the quality of library services on achievement motivation, and student achievement.

Based on the above background, there are several problems that become the focus of the problem to be solved in order to identify the quality of Undiksha Library services in delivering their services to the user. The problems that become the focus of research are as follows: 1) What is theeffect of the library services quality towards the student achievement motivation as library user? 2) What is the effect of the library services quality on student learning achievement? 3) What is the effect of achievement motivation on student learning achievement? 4) What is the effect of the library services quality on student learning achievement as mediated by achievement motivation

In this study, the indicators of each service quality dimension developed are based on the references used by Landrum, Prybutok, Zhang, & Peak (2009) which include: 1) items used to measure tangibles factor referring to physical facilities, equipment, and personnel; 2) the items used to measure reliability factor refers to a company's ability to perform promised, relevant and accurate services; 3) the items used to measure responsiveness factor are the desire of the employee to help the customer and the willingness to provide the service; 4) items used to measure assurance factorare the ability of the employees to inspire consumers' trust and confidence in the employees' knowledge, skills and attitudes; and 5) items used to measure emphaty factor refers to the care and attention given to customers. The achievement motivation dimension is developed into several indicators, such as, 1) the existence of an effort to achieve success, with indicators; higher physical activity and student persistence in learning; 2) oriented to success with indicators; sensitive to signs of improvement in achievement, and directed to the future; 3)

innovative with indicators; using more efficient time, feedback needs, and competitiveness; 4) responsible, with indicators; be personally responsible and concentrate on a task, and 5) anticipate failure with indicators; alertness and thoroughness or precision. While, the variable achievement is done by measuring the students' achievement. This research used the score in the form of the student's achievement point of comodity (GPA).

This study is similar to that of Kachoka & Hoskins (2009) which suggests that Malawi University Library does not provide adequate services in all dimensions of library services that directly affected the low quality of library services as place and information control. Students have higher expectations of the quality of services provided by the library which means that services are perceived to fail to meet student expectations or do not meet the wishes of students. It can be said that the level of student satisfaction on library services is very low. 83 (44.6%) of respondents agreed that the service was good and this is arelatively small number, 70 (37.6%) indicated that they were not satisfied with library services, while 27 (14.5%) respondents hesitated. The marginal difference in satisfied and dissatisfied numbers with the service reveals that the quality of the library service is not really good, therefore it needs to be improved.

Research Method

This research is a quantitative research whose analysis is emphazised on numerical data (numbers) and processed by statistical methods. The research approach used is *ex-post facto* (*ex-post facto* research) which is to examine the causal relationships that are not treated (designed and implemented) by the researchers. This research is included in quantitative evaluative research, which evaluates program implementation procedures and processes. In this study, we analyze the quality of Undiksha library services by analyzing the role of each factor in obtaining students' satisfaction level according to *servqual* model (*tangible, reliabitity, responsiveness, assurasnce, and empathy*), achievement motivation of Undiksha students and GPA(grade point average) obtained by students. Quantitatively the evaluation process is done by emphasizing on the aspects of objectivity, reliability, and validity of measurement focused on data in

the form of numbers. The data were collected by using questionnairewith Likert scale and observation sheet with check list.

This study uses SEM (Structural Equation Modeling) for the statistical analysis, which is based on the evaluation of the interdependence relationship between variables with first order and second order confirmation analysis techniques. SEM has 2 types of latent variables, exogenous and endogenous variable. SEM distinguishes these two types of variables based on their participation as dependent variables on the equations model. The population of this study is the entire Undiksha students as the target and the reachable population is the Undiksha students who have become members of the library with the condition that saidstudents have ever visited the library and used of library facilities. The consideration is the level of student visits to the Library for 6 (six months). The target of this research are the students who visited the Undiksha Library at least 3 times during the period of 6 months. The sampling of this research was done by multistage random sampling with the following stages: 1) identifying samples that have visited more than 3 times in the last 6 months; 2) after summing up the sample size was 7862 students; 3) After consultation with Krecjek and Morgan Table (in Fernandez, 1988) a sample of 350 students was obtained.

Research Evaluation Results

Based on the questionnaire on Library services quality and students achievement mnotivation, the following data were obtained and presented in Table 1.

Table1 Research Variable Data Description (n =350)

Construct /Variable	Indicator	Symbol	1	2	3	4	5	Total Score	Mean Score
Serv.Qual (X1)	*Tangibel*	X1.1	8	38	90	170	44	1254	3.58
	Reability	X1.2	5	25	96	181	43	1282	3.66
	Responsiveness	X1.3	7	24	75	191	53	1309	3.74
	Assurance	X1.4	5	20	96	188	41	1290	3.69
	Emphaty	X1.5	5	17	96	196	36	1291	3.69
MeanScore*Serv.Qual*									3.67
Achievement Motivation(Y1)	Effort to achieve Success	Y1.1	1	5	73	227	44	1358	3.88
	Success Oriented	Y1.2	1	2	43	215	89	1439	4.11
	Inovative	Y1.3	2	5	80	209	55	1363	3.89
	Responsible	Y1.4	1	3	40	233	73	1424	4.07
	Failue Anticipation	Y1.5	1	1	27	253	68	1436	4.10
Mean Score of Achievement Motivation									4.01

Based on Table 1 it was obtained that the Indicators that have the highest average score on the *servqual* construct is responsiveness indicator that is equal to 3.74. Indicators that have an average score lower than the overall average score are tangible indicators with 3.58 and reliability indicators with 3.66. Then the indicator that has the highest average score on the construct of achievement motivation is success-oriented indicator that is equal to 4.11. Indicators that have an average score lower than the overall average score is the effort to achieve success indicator that is equal to 3.88 and Innovative indicator that is equal to 3.89. While for the student achievement variable, the data is taken from the Student GPA (Grade Point Average) in the even semester where the GPA rangesfrom the lowest of 1.99 to the highest of 3.93.

Measurement Model

Measurement model is a modeling process in research, which aims to investigate the unidimensionality of indicators that explain a factor or a latent variable.There are two basic tests, which are:

1. Test the suitability of the model

Parameters (regression coefficients, variance and covariance) in SEM operations will be estimated to produce an estimated population covariance matrix. The estimated parameter will produce an estimated covariance matrix that is close to the sample covariance matrix. The proximity is evaluated first with a chi-square test and a fit index. Therefore, the test of suitability and adequacy of the model will be done by developing the null hypothesis (Ho). The basis for the decision is: If $p \geq 0.05$ then there is no difference between the population covariance matrix that is estimated with the sample covariance matrix. If $p \leq 0.05$ then there is a difference between the population covariance matrix estimated with the sample covariance matrix. Here presented the results of data processing with AMOS on each variable:

a. Service Quality

Service quality library is one factor in determining the level of satisfaction and interest in reading students as well as allegedly can affect student

achievement. The unidimensionality of these dimensions is tested through confirmatory factor analysis whose results are as presented in Figure 1

**Measurement Model
Comfirmatory Factor Analysis
Serv.Qual
Standardized Estimates**

$$x^2 = 60,1$$
$$df = 5$$
$$p = 0.0001$$
$$CMN/DF = 12,016$$
$$GFI = 0,935$$
$$TLI = 0,840$$
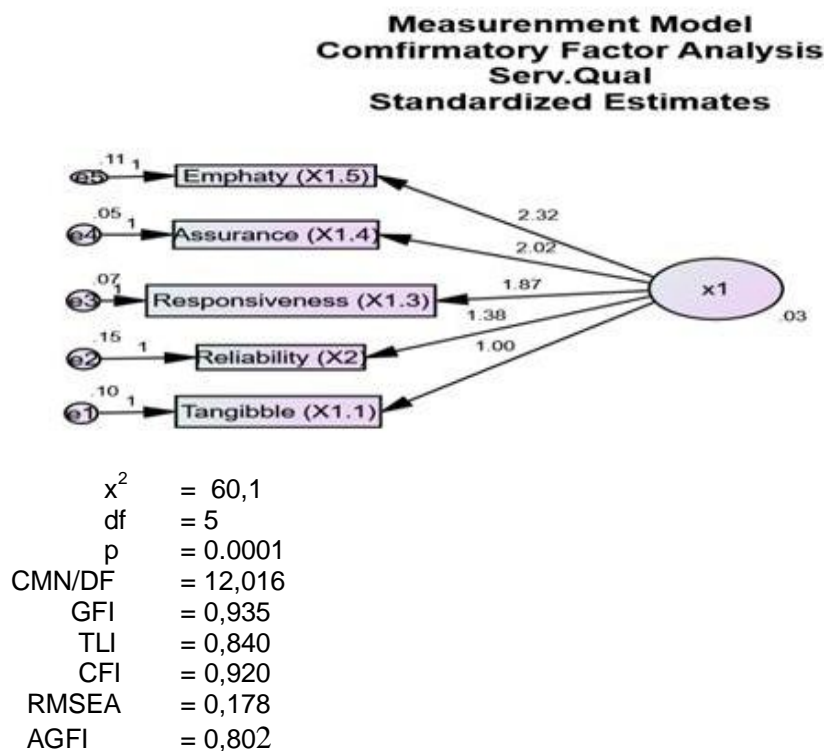$$CFI = 0,920$$
$$RMSEA = 0,178$$
$$AGFI = 0,802$$

Figure1. Masurement Model Serv.Qual

The test results on the model hypothesis above show that the conformity test of this model produces a good acceptance level, as seen from the level of significance to $x2 = 60,081$ value $p = 0,0001$ The GFI, AGFI, TLI, CLI, and RMSEA indices are within the range of values expected. Hence the hypothesis that these indicators are an underlying dimension for a construct called Service quality is acceptable.

b. Achievement motivation

Achievement motivation for undiksha students is one of the factors in determining the level of students' reading interest. Allegedly it can also affect student achievement. The unidimensionality of these dimensions is tested by confirmatory factor analysis whose results are as presented in Figure 2;

Measurement Model Confiatory Factor Analysis
Achievement Motivation,
Standardized Estimates

$$
\begin{array}{ll}
x^2 & = 68{,}801 \\
df & = 5 \\
p & = 0.0001 \\
CMN/DF & = 13{,}762 \\
GFI & = 0{,}924 \\
TLI & = 0{,}823 \\
CFI & = 0{,}912 \\
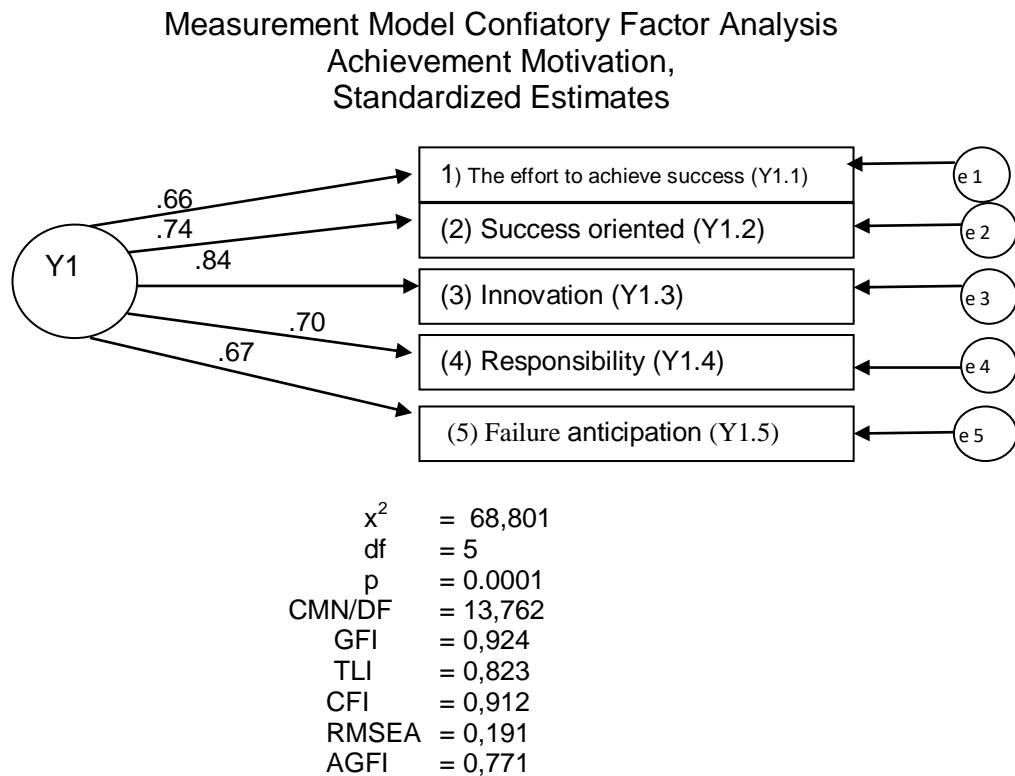RMSEA & = 0{,}191 \\
AGFI & = 0{,}771
\end{array}
$$

Figure 2. *Measurement Model* achievement Motivation

The test results above, model hypothesis show that the conformity test of this model produces a good level of acceptance. As seen from factor loading each indicator whose value reaches ≥ 0.5. Therefore, in addition also as seen from the value of $x2 = 68{,}801$ and the value $p = 0.0001$ with GFI Index, AGFI, TLI, CLI, and RMSEA are within the expected range of values. Thus, the hypothesis said these indicators are an underlying dimension for a construct which is called achievement motivation acceptable.
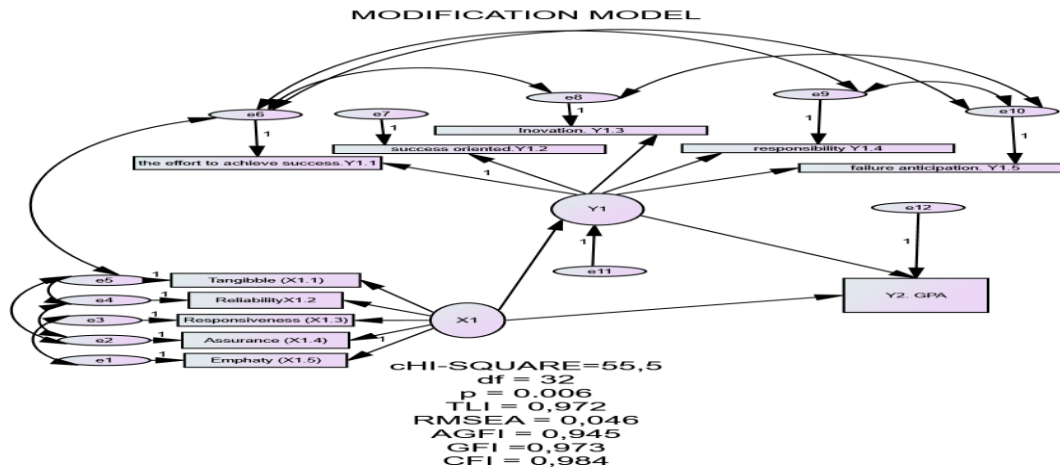
2. Causality Test

Causality test aims to determine the causality relationship between exogenous variables with endogenous variables of research, in this study using the p value (probability) is to test the effect of an exogenous variable on an endogenous variable or the influence of an endogenous variable to other endogenous variables. In other words to test the significance of the influence of an influencing variable on an influenced variable.

Hypothesis:

H0: variables that affect, no significant effect on the variables that are affected

H1: variables that affect, have a significant effect on the variables that are affected

To identify the intervariable relationship based on the AMOS recommendation, the following model was established:

Explanation:
X1= Library Service Quality
Y1 = Achievement Motivation
Y2 = GPA(Grade Point Average) / Student Learning Achievement

Figure3. Structural Model Modification

From Figure 3 it can be described that; there is a close correlation relationship and mutual influence among supporting indicators of servqual variable. While the supporting indicators of achievement motivation variables also have interrelated relationships with each other. Furthermore, there is a very close relationship between tangible indicator on servqual variables with Effort to achieve Success from achievement motivation variable.

After modification based on AMOS recommendation, the above diagram provides summary information on the results of the GOF (Goodness-of-fit) testing as shown in Table 2.

Table 2.*Goodness-of-fit*model

Goodness-Of-Fit (GOF)	Analysis Result	Cut Off Value	Model Evaluation
Chi-square	χ^2 = 55.5 P = 0.006	Probability$\leq$ 0.05	Good
TLI	0.972	TLI > 0.90	Good
GFI	0.973	GFI > 0.90	Good
AGFI	0.945	AGFI> 0.90	Good
CFI	0.984	CFI > 0.90	Good
RMSEA	0.046	RMSEA ≤ 0.08	Good

Based on the existing GOF criteria, GOF is fulfilled, it can be concluded that the model fits the data.

Decision Making Conditions

If $p \geq 0.05$ then H0 is not rejected, but if $p < 0.05$ then H1 is accepted. To know the value of p (probality) it can be seen from Table:

Table3.Value of p (*Probability)*

			P
X1	------	Y1	0.034
X1	-----	Y2(GPA)	0.565
Y1	------	Y2(GPA)	0.026

Discussion

Based on the analysis results in Table 3 can be described as follows. The effect of the library services quality on student achievement motivation the p value is = 0.034 (p <0.05) which means the library service quality variables is significantly different with achievement motivation variables threfore H0 is rejected and H1 accepted. This means that variable library service quality variables has positive and significant effect to achievement motivation variables. Thus, it can be said that there is influence of the library services quality on student achievement motivation where there is a significant relationship between the two. This is due to the quality of services consisting of tangible, reliability, responsibility, assurance and empathy that have positive effect on the students'

achievement motivation. The better the library services quality the better the achievement motivation of the students.

From this research it can be mapped that the library services quality has a direct influence on student achievement motivation in studying. This means that the quality of library services acts as a supporter of students in terms of actualization process of achievement motivation owned by students in studying. The quality of library services can improve student achievement motivation. If the student has strong achievement motivation, then the library acts as facilitator of the information provider needed to achieve the learning objectives of said students. Similarly, Muljono (2017) reported that there is a positive relationship between achievement motivation and assessment of user education program with student attitudes toward University library service shown by Ryl2 = 0.504 and multiple regression equation Y = 64.110 + 0.173X1 + 0.257X2.

A similar result concluded from the research in Undiksha due to the similar library users' characteristics between Undiksha and the Bogor Agricultural Institute (IPB), but the differences in the correlation between the two variables are due to differences in service conditions and library utilization. The implementation of Undiksha library services has not been able to match the implementation of IPB Bogor library services, including the facilities, infrastructure, and policies supporting the libray.

The results of a study by Ilogho (2011) reported that student achievement motivation correlated significantly with the books they read. Fifty-five percent (55%) of respondents consulted library materials in various ways. There is a significant relationship between the use of library materials with respondents and achievement motivation. This implies that consistent and effective use of library materials increases students' achievement motivation. This is inn line with the results of this study, in which the provision of book collection act as one of the factors of library service quality in meeting the students needs,have a strong influence on the students' achievement motivation.

There will still be differences with the results of research reported by Edward Mensah Borteye, Kodjo Atiso, Asare-Kyire (2018) who found that more

than half (62.5%) of the respondents are from age of 25-45. This is the worrying in the sense that this bracket should be lecturers. Despite this, it should be noted that the Internet for their needs of older faculty members. In terms of the information sources, the study reveals that cumulatively more than half (55.4%) of the respondents relied on their own textbooks and the use of the Internet. It appears that these groups have their own textbooks and the Internet. The availability of IT facilities for the respondents explains why they do not use the resources of the library. Cumulatively more than half (51.8%) of the respondents have PC's in their offices and also have access wireless laptops. This means that they can search for their needs. So those, the library service quality can not contribute or positively influence to the achievement motivation of the learners.

Advances in internet technology that can be enjoyed outside the library is one factor that supports the reluctance to take advantage of library facilities or visit the library so that students can meet the needs of information enough from the house as well as the availability of books that can be obtained easily in the bookstore also adds to the condition. This is one of the causes of the existence of a fairly low correlation between service quality libraries with student achievement motivation. This is a challenge for the undiksha library to improve the quality of its services so as to contribute better by meeting all the needs of students so as to support more optimally of student achievement motivations.

The effect of the library services quality on student learning achievement, the p Value is = 0.565 (p> 0.05) which means library services quality variable is significantly different with student learning achievement variable (GPA) threfore H0 is not rejected, H1 is not accepted which means variable library services quality has no positive and significant effect against student learning achievement variable (GPA) The results of this study indicate that the value of p = 0.565 which means there is no significant relationship between the quality of library services with learning achievement (GPA). It is said so because the probability value is at a level above 0.05. This explains that the library as a facilitator in the student learning process does not necessarily directly affect student achievement. There are many other factors that influence the achievement of students.

The state Undiksha of library services quality do not play a direct role in the students' academic achievement, but has an indirect role in contributing to the students broadening of horizon in their study. The results of this study are quite relevant to the results of research conducted by Azizah, et al (2012) who found no significant, yet observable relationship between library use with student achievement in SMAN 1 Bekasi. This means that the use of libraries has only a small percentage in support of student achievement in addition to other factors

Different results are reported from study conducted by Younghee (2012) in South Korea.From 88 universities analyzed, Younghee found a correlation between all university library resources and academic research achievement. Therefore, to improve academic achievement, universities should invest in libraries, especially in the aspects of human resources and budget. It is said so because, both of these factors proved to be a significant main input factor. The study also investigates how e-resources such as e-journals, the number of Web database subscriptions, e-books, and other e-resources affect academic research achievement. Therefore, university libraries should consider the purchase of electronic resources while developing the collection. If researchers can access remote agency resources for free, it is predicted that their research performance will increase.

The fact of the difference in the determination of the library services quality on learning achievement in Undiksha and in South Korea is due to differences in reading culture. In South Korea whose people have a higher reading culture, people are more aware of the importance of the library as one of the instruments to improve achievement. Threfore modification and renewal of various sectors of library services ar needed in order to mimic the library performance in developed countries.

Different results are also reported by Yusuf Suleiman, Zahyah Hanafi, Muhajir Tanslikhan, (2018) who reported that the library services positively influenced students' academic achievement. Findings also showed that schools lacked adequate library facilities and materials. Non/Inadequate trained library personnel were also found in schools. The study recommends that government at

all levels (federal, state and local) in collaboration with other stakeholders in education, should build modern libraries in public secondary schools in the state and equip them with all necessary library facilities, while private secondary schools should be mandated to do so. Lastly, there is need for collective action by individuals and Non-Government Organizations (NGOs) to contribute to the development of school libraries in the stat. Similarly, Dukper, K.J, Agyekum, R.O., Konlan, B.(2018) in his research on School Libraries and Students' Academic Achievements in Bunkpurugu- Yunyoo District of Northern Ghana found that Paired t-test calculated at ($p \leq 0.05$) was used to determine differences in students' academic achievement. The results indicated a positive significant difference in the academic achievement of students in schools with libraries and those without libraries in all the items that were investigated. It is possible that the library is present as a facilitator in completing the students' need for information related to the limited number of subject matter. The difference in results is due to a better awareness of the presence of libraries amid academic communities This indicates that Undiksha library service is still very important to be improved in quality so that it can support student academic achievement

The effect of achievement motivation on student learning achievement, the p value is = 0.026 ($p < 0.05$) which means achievement motivation variables is significantly different with student learning achievement variable, threfore H0 is rejected and H1 accepted. This means that achievement motivation variables have positive and significant effect on student learning achievement variable. The result of data analysis on the determination of achievement motivation toward learning achievement which in this case indicated by student grade point average (GPA), showed significant relationship with p = 0.026 ($p < 0.05$). In other words, achievement motivation has a significant influence on the learning achievement or student achievement in Undiksha. It can be said that there is a significant relationship between the achievement motivation with learning achievement. Achievement motivation has a significant influence in achieving student's GPA. This is in accordance with research conducted by Desfarini (2008) who reported that there is a significant influence (13.80%) of achievement motivation on

student achievement. Based on the results, said study concluded that achievement motivation and reading interest are two factors that affect student achievement. Principals and teacher teachers should pay serious attention to these factors by improving the quality of teaching techniques and additional facilities of library and internet facilities.

Achievement motivation will increase the desire to read so that will grow reading culture among students. This is in accordance with the results of research conducted by Ameyaw, S., and Anto, S. K,(2018) "which reported that 45.19% of the respondents recognized the importance of reading and indicated that reading helps them to broaden their knowledge. The majority of the respondents admitted that they spent 2-3(47.12%) hours on reading than any other activities. The study also reported that majority of the respondents did indicate that reading habits have an effect on them and stressed that reading has supported their studies.

A quite different result is reported by Zainullah (2010) who found that achievement motivation is not significantly related to Mathematics 1 education learning achievement. The regression equation of Mathematics 1 learning achievement (Y) with achievement motivation (X2) is: $\acute{Y} = 21.911 + 0.0116 \ X2$. Coefficient of determination r2 = 0.01397. This means that there is only 1.39% variance of Mathematics 1 learning achievement determined by achievement motivation, a very small percentage, assuming other variables are ignored.

It is highly probable that test of achievement motivation relationship with learning achievement to have different results at different places, there are other factors that are also very influential in determining the learning outcomes obtained by students. External factors that are also a determinant in achievement or student learning outcomes such as learning facilities including libraries, environmental influences and socio-economic conditions. It can be said that achievement motivation is not the main factor in determining students' academic achievement.

In relation with the role of the Undiksha library, which holds an important and relevant position in supporting students' achievement motivation. The library should provide adequate facilities for learning and provide an up-to-date source of information for students. This is in accordance with research findings conducted

by Mohammad Reza Farhadpoor who reported that there exist a significant positive relationship (Sig=0.000) between the perceived richness of information resources and the attitude to use them (r=0.689). The study findings indicated that paying attention to the features of information resource richness could be effective in increasingthe students'attitude to use the information resources. Undiksha Library should provide a comfortable place or a conducive environment for students to learn and supporting their achievement motivation which will contribute significantly to the maximum achievement by the students.

The effect of the library services quality on student learning achievement as mediated by achievement motivation show that the library services quality variables (X1) and student learning achievement Y2(GPA) mediated by achievement motivation (Y1), library services quality has significant effect on achievement motivation, achievement motivation has significant effect on student learning achievement, library services quality does not have significant effect against student learning achievement (GPA) then achievement motivation has fully mediating library services quality effecton student learning achievement (GPA).

The result of data analysis on the correlation of learning services quality with students' achievement which is mediated by motivation achievement of undiksha student shows that the motivation achievement plays a role in mediating the library services quality to student achievement (GPA). The quality of library services can affect the achievement of learning while beingmediated by achievement motivation. Therefore, achievement motivation is an important factor in maximizing the role of the library to improve student learning outcomes. This is in accordance with the opinion of Slamet (2003), who revealed there are several factors that affect the learning achievement that can be classified into two groups, namely: internal factors that originate in students and external factors originating from outside students themselves. Internal factors consist of intelligence or intelligence, attention, talent, interest, motivation, maturity, preparedness and fatigue. External factors consist of family environment, school environment, and community environment. Library is used as one of the indicators that are part of

the learning facilities that can generate achievement motivation in relation to improving student learning outcomes.

Conclusion

From the above description it can be concluded that there is influence of Undiksha library service quality toward student achievement motivation, with probability value 0.0001 (p <0.05), also there is no influence of Undiksha library service quality to student achievement, with probability value equal to 0.585 (p> 0,05), there is an influence of student achievement motivation toward learning achievement, with probability value equal to 0.026 (p <0.05) and achievement motivation play full mediating role in the relationship between Library services quality with student achievement result. Thus, it is suggested to Undiksha Library Management to further improve the quality and quantity of library facilities and infrastructure in order to support the quality of service, so as to play an optimal role in the achievement of student achievement. Furthermore, the Policy Makers in Undiksha should further prioritize the effort to improve student achievement motivation, by improving the quality of library services to further utilize available library services in an effort to improve the graduates'quality.

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