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Research/Review

The Influence of Tutor Methods, Facilities, Independence, and Motivation on UPPBJ-UT Makassar Students' Outcomes in UPPBJ-UT Makassar

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Abstract The purpose of the study was to obtain an overview of how the influence of tutor teaching methods, tutorial facilities, achievement motivation and learning independence, on learning outcomes both partially and simultaneously. This research uses quantitative method with ex pos facto approach. The data was collected using a questionnaire with a Likert scale of 1-4, the sampling method was random sampling, to determine the sample size using the Harry King nomogram with an error rate of 1% with a multiple factor of 99%, namely 1.573 so that a sample of 78 respondents was obtained. The collected data were analysed with parametric statistics of multiple regression test with the help of SPSS IBM 23. The results of the study found that. Tutor teaching methods, significantly affect student learning outcomes at UPPJB-UT Makassar. Tutorial facilities, have a significant effect on student learning outcomes at UPPJB-UT. Learning independence has a significant effect on student learning outcomes at UPPJB-UT Makassar. Achievement motivation has a significant effect on student learning outcomes at UPPJB-UT Makassar. Tutor teaching methods, tutorial facilities, learning independence and achievement motivation simultaneously affect student learning outcomes at UPPJB-UT Makassar.

Keywords: Tutor Teaching Methods, Tutorial Facilities, Learning Independence, Achievement Motivation Learning Outcomes

1. Introduction

The learning process at UPT UPBJJ Makassar which includes face-to-face and online activities makes educators or tutors one of the important factors that support student learning outcomes. According to (Soetopo, 2005), diversity or variety of teaching is very influential on the success of students. The results of this study indicate the importance of tutors having varied and effective teaching skills. In terms of delivering lecture materials, tutors play an important role in determining the direction and success of students. talented tutors can transfer the knowledge that exists in themselves to students. Talented tutors are characterised by their ability to use teaching methods, manage time, be disciplined, friendly, attractive and sympathetic.

The process of learning or tutorial is a mental process that is carried out continuously on an ongoing basis, whether it is done intentionally or unintentionally. Learning is a complex process and involves various elements in its activities. The objectives for the learning process can be divided into cognitive, affective and psychomotor domains. As stated by Nana Sudjana in (Apridasari, 2016) learning outcomes are changes in behaviour as a result of learning in a broader sense covering cognitive, affective and psychomotor fields.

In the learning process, there are many factors that influence the achievement of learning objectives. according to (Sanjaya, 2019) states that one of the factors that influence learning outcomes is the teacher is a very important component in the teaching and learning process, the success of the teaching and learning process depends on the teacher's expertise in using learning methods, techniques and tactics. Teachers in the learning process play a very important role in addition to being a model or example for their students as well as managing learning. The success of a learning process is largely determined by the quality and ability of the teacher.

This is reinforced by the results of research conducted by (Sutrisno & Siswanto, 2016) which states that there is a significant influence on the mastery of the teacher's practical teaching method on the learning outcomes of automotive electrical practices in students, the use of appropriate learning media will provide maximum learning outcomes. The same thing was also stated by (Arjanggi & Suprihatin, 2010) that there is a positive influence on the tutor's teaching method and has an influence in improving learning outcomes.

Learning facilities are an important external factor in determining student learning outcomes. Research by (Rahmawati & Hastuti, 2018) shows that the use of existing facilities on campus can improve learning outcomes. The facilities provided by the tutorial manager help the teaching and learning process between tutors and students. According to (Reski, 2018) states that educational facilities are designed to achieve educational goals, so the completeness of facilities and infrastructure on campus is very important for the effectiveness and efficiency of teaching and learning activities.

According to Indonesia (Indonesia, 2006) every education unit is required to have facilities and infrastructure that include furniture, educational equipment, media, books, and other supporting facilities to ensure a regular and continuous learning process. In addition, infrastructure must include classrooms, leadership rooms, libraries, laboratories, and other necessary places. Learning independence also plays an important role in the learning process, which reflects the attitude of individual responsibility in planning, implementing, and evaluating learning efforts. According to (Ranti et al., 2017) explains that independence is the ability to direct oneself in thinking and acting, and reduce emotional dependence on others. Independent students have an awareness of learning, can determine their own learning steps, seek learning resources, and conduct self-evaluation, which in turn increases their self-confidence.

But in reality, the attitude of learning independence possessed by UPBJJ students of Makassar Open University is still relatively low. Observations found that there are still students who complain about the assignments given by tutors, do not make important notes during the learning process, do not follow the learning process that is considered difficult and make tutors the only source of knowledge. These conditions indicate that some students of UPBJJ Makassar Open University still experience problems in learning independently.

Data on learning outcomes shows that the Open University still faces obstacles in achieving its vision and mission as a globally competitive campus, with an average student academic performance index in the range of 2.9 in 2022. This indicates that some students still experience problems in learning, especially related to their learning outcomes, which are still around 2. While in the aspect of learning facilities based on the author's observations, learning facilities at UPBJJ-UT Makassar Pokjar Pinrang are adequate for the tutorial process. In the Open University learning system, one of the academic services provided to students is face-to-face tutorials (TTM) guided by tutors. Tutors are tasked and responsible for providing learning assistance to students in the learning process individually or in groups in formal and non-formal education units (Sigit Waluyo, et al, 2020).

Tutors are educators who have the task of facilitating students in the teaching and learning process. Tutors help students when experiencing learning difficulties, provide motivation and reinforcement of material that is not mastered by students. Providing notes on the module material contained in the main material book (BMP) that must be mastered by students who take part in tutorials. tutors also play a role in making records of student learning progress development through continuous evaluation.

According to Delva in (Sigit Waluyo, et al, 2020) the tutor's role is as a facilitator who is responsible for Tutor acts as a facilitator by guiding students to identify important issues in each case from teaching materials and helping them find solutions to learning difficulties, thus supporting the achievement of tutorial service objectives. A tutor must have flexibility in providing academic services to students and have the ability to choose and apply appropriate learning methods. Methods are the means used by tutors in guiding and assisting students in solving learning problems.

In the Big Indonesian Dictionary (National, 2008), facilities are defined as means that facilitate the completion of work or tasks, including all tools that support the achievement of expected activities. Learning facilities refer to everything that facilitates the active communication of learners and learning resources, and the presence of complete facilities supports the smooth teaching and learning process. According to the Department of Education and Culture (in Suryosubroto, 1997), learning facilities are all facilities needed in the teaching and learning process, both moving and not, to achieve educational goals effectively and efficiently. Learning facilities at home can be in the form of study rooms, lights, books, stationery, and others, and are said to be complete if they include a comfortable study room and fulfil certain conditions (Bangun, 2008). Educational facilities in schools consist of facilities, which are devices used directly in learning, and infrastructure, which are facilities that support indirectly, such as courtyards and access to schools (Sopiatin, 2010).

Motivation has an important role in the learning process to get better academic results, because with this motivation a person will have the energy to move, and be able to maintain it to get maximum results. Therefore, many experts then conclude that motivation is closely related to behaviour, even according to behavioural learning theory the concept of motivation is closely related to the principle that behaviour that has been reinforced in the past is more likely to be repeated than behaviour that has not been reinforced or that has been punished (Slavin, 2011). This is in line with the conclusion put forward by (Awan et al., 2011), which defines motivation as an internal condition that stimulates, drives, and maintains behaviour.

Motivation as a conscious effort to move, direct, and maintain a person's behaviour so that he is encouraged to act to do something so as to achieve certain results or goals. Meanwhile (Ormrod, 2008), describes motivation as something that energizes, directs and maintains behaviour; motivation gets students moving, puts them in a certain direction, and keeps them moving. Furthermore, (Ormrod, 2008), explains the influence of motivation on student learning and behaviour, as follows: a) motivation directs behaviour towards specific goals, b) motivation increases effort and energy, c) motivation increases initiative (initiation) and persistence towards various activities, d) motivation affects cognitive processes, e) motivation determines which consequences are reinforced and punished, and f) motivation often improves performance.

According to Mc Clelland ((Danim & Suparno, 2009), individuals with high achievement motivation have characteristics: (a) like tasks with moderate difficulty, (b) like to receive feedback and compare their performance with others, (c) persevere and persist in tasks that support progress. Meanwhile (Atkinson, 2002), adds that individuals with high achievement motivation have: (a) free choice, which is a preference for challenging activities and a desire to continue to excel despite failing, (b) persistence behaviour, which is the belief that failure is due to lack of effort, so they keep trying hard, (c) intensity of performance, which is the

intensity of hard work in its appearance, and (d) risk preference, which tends to choose moderate risks, not too easy or too difficult.

According to Mc. Clelland (Danim & Suparno, 2009) individuals with high achievement motivation have characteristics such as liking tasks with medium difficulty, enjoying receiving feedback, and persevering in achieving progress. Meanwhile (Atkinson, 2002) adds that these individuals show free choice behaviour, perseverance, intensity in performance, and moderate risk preferences. Learning outcomes are characterised by changes in behaviour as a result of an individual's interaction with the environment, reflecting growth or change through learning experiences. Learning outcomes also include changes in student attitudes and behaviour, which are closely related to the abilities acquired after the learning process. Benyamin Bloom classifies learning outcomes into three domains: cognitive, affective, and psychomotor. It can be concluded that learning outcomes in this study refer to changes in student attitudes and behaviour after receiving learning experiences, with indicators that include changes in behaviour, skills, and understanding..

2. Research Methods

This research uses a quantitative approach and the type is correlational research with an ex-post facto design. This research was conducted to obtain an overview of how the influence of tutor teaching methods, tutorial facilities, achievement motivation and learning independence, on learning outcomes both partially and simultaneously. The instrument used a Likert scale with a range of 1-4, (Mulyatiningsih, E, 2014). The sampling technique used was random sampling, so that all populations had the same opportunity to be sampled. Determination of the sample size using the Harry King nomogram with an error rate of 1% with a multiple factor of 99%, namely 1.573 (Sugiyono, 2017). The sample used in this study was 78 respondents. To avoid double interpretation and facilitate data analysis, the variables in this study are operationalised as follows:

Table 1 Research Variables

Variable	Scale Indicator	Measurement Scale
Tutor teaching method (X1)	Mastery of the material by the tutor Application of varied teaching techniques Tutor class management Able to communicate effectively	Ordinal
Tutorial facilities	Facilities and infrastructure Adequate reference sources Availability of stationery Writing Have a place to ask questions BMP Adequate library Adequate study space Adequate campus building	Ordinal
Learning independence	Independet Responsibility Confident The ability to control oneself Self-evaluate Conscious to keep learning.	Ordinal
Learning Outcomes	Knowledge, attitudes and skills	Ordinal

The validity test aims to assess whether the questionnaire is able to measure variables appropriately, with the criteria for the coefficient value ≥ 0.30. The test was conducted using SPSS 23.0, where valid items indicate a good level of conformity between the concept and the measurement results . The reliability test assesses the consistency of the measuring instrument, and the instrument is declared reliable if the calculated r value is greater than r table, using the

alpha-Cronbach coefficient with a value > 0.6 (Sugiyono, 2014). This study involves descriptive and regression analyses, including: 1) data description, 2) analysis requirement test, and 3) hypothesis testing. Requirement tests are carried out before regression analysis, including tests for normality, linearity, and multicollinearity (Ghozali I, 2011; Cahaya et al., 2024;), to ensure the data fulfils classical assumptions. The following is the data normality test

Table 2 Test Data Normality with *Kolmogorov Smirnov*

		Unstandardized Residual
N		500
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.80048506
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.038
Test Statistic		.056
Asymp. Sig. (2-tailed)		.071[c]

This data shows the results of the normality test, with an average (Mean) of 0 and a standard deviation of 7,800. The Most Extreme Differences value shows the largest difference between the data distribution and the normal distribution, with an absolute value of 0.056, a positive value of 0.056, and a negative value of -0.038. The Test Statistic is also 0.056, with a significance value (Asymp. Sig.) 0.071. Since the significance value is greater than 0.05, this data can be considered normally distributed.

Table 3 Linearity Test Between Independent Variables Against Dependent Variables

Hubungan variabel	*Deviation from linearity* (P > 0.05)	Kesimpulan
X1*Y	5.419	There is a linear relationship
X2*Y	2.315	There is a linear relationship
X3*Y	3.814	There is a linear relationship
X4*Y	3.85	There is a linear relationship

Description: tutor teaching method (X1), learning facilities (X2), motivation for achievement (X3), learning independence (X4) and learning outcomes (Y)

Table 3 shows the results of the linearity test between independent variables (tutor teaching methods, learning facilities, motivation to excel, and learning independence) and dependent variables (learning outcomes). The value of Deviation from linearity for each pair of variables (X1, X2, X3, X4 against Y) has a significance value of more than 0.05. Thus, there is a linear relationship between each independent variable and the dependent variable, which means that changes in these independent variables tend to have a linear impact on learning outcomes.

The multicollinearity test aims to find out whether there is a correlation between free variables by looking at Collinearity Statistics through SPSS 23.0 for Windows. The test criteria were a VIF value of < 10 and a Tolerance of > 0.1; If it is met, then multicollinearity does not occur. The results can be seen in the following table.

Table. 4 Multicollegiate test results

Mode	Collinearity Statisctik		Kesimpulan
	Tolerance (>0,1)	VIF (<10)	
X1	0,162	6.188	Non-multicollaterality
X2	0,110	9.131	Non-multicollaterality
X3	0,199	10.00	Non-multicollaterality
X4	0,337	2.968	Non-multicollaterality

Description: tutor teaching method (X1), learning facilities (X2), motivation for achievement (X3), learning independence (X4) and learning outcomes (Y)

Table 4 shows the results of the multicollinearity test between the independent variables (tutor teaching methods, learning facilities, achievement motivation, and learning independence) on learning outcomes. Each variable has a Tolerance value above 0.1 and a Variance Inflation Factor (VIF) below or equal to 10. This indicates there is no multicollinearity problem among the independent variables, so the variables can be analysed in the regression model.

The following Model Summary in the partial regression test provides an overview of the quality of the regression model formed between the independent variable and the dependent variable. The R value indicates the strength of the relationship between the two variables, while R Square (R^2) shows the percentage of variability in the dependent variable that can be explained by the independent variable. Adjusted R Square is an R^2 adjustment that takes into account the number of independent variables, providing a more accurate picture if the model has more than one variable. Std. Error of the Estimate measures the predictive accuracy of the model, where the smaller the value, the better the model is at predicting the dependent variable. This summary helps assess how strong the regression model is in explaining the relationship of the variables.

Table. 5 Summary Model *Summary* of Partial Regression Test of Independent Variables Against Dependent Variables

Variable Independent	R	R Square	Adjusted R Square	Std. Error of the Estimate
Teaching Methods	.732[a]	0.536	0.535	12.372
Learning Facilities	.758[a]	0.575	0.574	11.838
Learning independence	.778[a]	0.606	0.605	11.403
Achievement Motivation	.891[a]	0.794	0.793	8.249
Dependent Variable: Learning Outcome				

The regression analysis results show the relationship between the four independent variables of teaching methods, learning facilities, learning independence, and achievement motivation to the dependent variable, namely student learning outcomes. Based on the correlation coefficient (R) value, it is known that each independent variable has a fairly strong relationship with learning outcomes. The highest R value was obtained in the achievement motivation variable with a value of 0.891, followed by learning independence (0.778), learning facilities (0.758), and teaching methods (0.732).

The R Square (R^2) value shows the percentage contribution of each variable to student learning outcomes. Achievement motivation variable contributed the most at 79.4%, followed by learning independence at 60.6%, learning facilities at 57.5%, and teaching methods at 53.6%. This shows that achievement motivation has the most significant influence on student learning outcomes compared to other variables.

Adjusted R Square shows almost the same value as R Square, because this model only uses one independent variable in each analysis. In addition, the smallest Std. Error of the Estimate is the smallest in the achievement motivation variable (8.249), which indicates that the prediction of student learning outcomes in this model has higher accuracy than other models. Overall, it can be concluded that achievement motivation has the greatest influence on student learning outcomes, both in terms of contribution (R^2) and a higher level of prediction accuracy.

Table. 6 Summary of Partial Regression Coefficients of Independent Variables on Dependent Variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	31.037	2.089		14.861	0.00
Learning_method	1.718	0.072	0.732	23.986	0.00
(Constant)	27.816	2.054		13.545	0.00
Learning_facilities	1.189	0.046	0.758	25.969	0.00
(Constant)	20.84	2.175		9.581	0.00
Learning_independence	1.904	0.069	0.778	27.666	0.00
(Constant)	14.011	1.537		9.114	0.00
Achievement_motivation	2.533	0.058	0.891	43.775	0.00

Based on partial regression analysis, each independent variable, namely learning methods, learning facilities, learning independence, and achievement motivation, has a significant influence on learning outcomes. for the learning methods variable, the regression coefficient of 1.718 indicates that each one unit increase in learning methods will increase learning outcomes by 1.718, with a partial regression equation Y = 31.037 + 1.718. The learning facilities variable has a regression coefficient of 1.189, which means that an increase of one unit in learning facilities will increase learning outcomes by 1.189, with the equation Y=27.816+1.189. For the learning independence variable, the regression coefficient is 1.904, indicating that an increase of one unit of learning independence will increase learning outcomes by 1.904, with the equation Y = 20.84 + 1.904. Achievement motivation has the highest regression coefficient of 2.533, indicating that an increase of one unit of achievement motivation will increase learning outcomes by 2.533. The regression equation for this variable is Y = 14.011 + 2.533. From these results, it can be concluded that Achievement Motivation has the greatest influence on learning outcomes compared to other variables..

Furthermore, to determine the simultaneous effect, it is used to see the effect of all independent variables together (simultaneously) on the dependent variable. In this test, we test whether all the independent variables in the regression model as a whole have a significant effect on the dependent variable.

Table 7 Model Summary of Partial Regression Test of Independent Variables on Dependent Variables

Variabel	R	R Square	Adjusted R Square	Std. Error of the Estimate
Learning Independence, Achievement Motivation, Learning Methods, Learning Facilities	.903[a]	0.815	0.814	7.832

Based on the data above shows that the value of R = 0.903, the R value or correlation coefficient shows the strength of the relationship between the independent variable as a whole and the dependent variable. With an R value of 0.903, this shows a very strong relationship between the independent variables of learning independence, achievement motivation, learning methods, and learning facilities) on learning outcomes. The R = Square value is 0.815, R Square or the coefficient of determination shows the percentage of variation in the dependent variable that can be explained by the independent variables together. The R Square

value of 0.815 means that 81.5% of the variation in learning outcomes can be explained by the combination of learning independence, achievement motivation, learning methods, and learning facilities, while the rest (18.5%) is explained by other factors outside the model. Overall, this model has very good predictive ability with most of the dependent variation in learning outcomes can be explained by the independent variables of learning independence, achievement motivation, learning methods, and learning facilities. Furthermore, hypothesis testing using significance test and F test through the following stages:

Table 8 F Test Between Tutor Teaching Methods, Tutorial Facilities, Learning Independence and Achievement Motivation Simultaneously on Learning Outcomes Students at UPPJB-UT Makassar

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	133927.582	4	33481.896	545.848	.000[b]
	Residual	30362.936	495	61.339		
	Total	164290.518	499			

a. Dependent Variable: Learning Outcome

b Predictors: (Constant), Achievement Motivation, Learning Method, Learning Facilities, Learning Independence

The F value is the result of the F statistical test which indicates the strength of the overall regression model. In this case, the F value of 545.848 shows that the constructed regression model has a good ability to explain the variation in the dependent variable (Learning Outcomes). Based on this value, it can be concluded that the calculated F value > F table, that is 545.5 > 2.380, thus the independent variables influence the dependent variable. The significance value is 0.00, which means it is less than 0.05. This indicates that statistically, the independent variables together (simultaneously) have a significant effect on the dependent variable (Learning Outcomes). In other words, the constructed regression model is significant and reliable in predicting Learning Outcomes based on the independent variables used.

3. Discussion

The research results indicate the significance of the influence of each variable both partially and simultaneously, with hypothesis testing conducted using inferential statistics. The results of the partial test show that the tutorial teaching method has an influence of 53.6% on learning outcomes, while 46.4% is influenced by other variables. The significance test and t-value show a calculated t-value of 23.986, which is greater than the table t-value of 1.965, with a significance value of 0.000, meaning it is less than 0.05. This analysis shows that the tutorial teaching method has a positive influence on learning outcomes.

Learning facilities have an effect of 57.5% on student learning outcomes at UPPJB-UT Makassar, while 42.5% is influenced by other variables. The significance test and t-value show that the t-count is 25.969, greater than the t-table of 1.965, with a significance value of 0.000, thus indicating that learning facilities have a positive influence on learning outcomes. Learning independence has an influence of 60.6% on student learning outcomes at UPPJB-UT Makassar, while 39.4% is influenced by other variables. The significance test results show the t-count of 12.133, greater than the t-table of 1.965, with a significance value of 0.000. This shows that learning independence has a significant positive effect on learning outcomes. Achievement motivation variable has an influence of 79.4% on student learning outcomes at UPPJB-UT Makassar, and the remaining 20.6% is influenced by other variables. The significance test shows a t-count of 43.775, greater than the t-table of 1.965, and a significance value of 0.000, which indicates that achievement motivation has a significant positive effect on learning outcomes.

The simultaneous test results show the R Square value or the coefficient of determination of 0.815, which means that the variables of tutor teaching methods, learning

facilities, learning independence, and achievement motivation simultaneously have an influence of 81.5% on student learning outcomes at UPPJB-UT Makassar, while 18.5% is influenced by other variables outside this research model. The calculated F value is 545.848 with a significance of 0.000, while the F table value at a significance of 0.05 is 2.651. With a calculated F value greater than the F table, it can be concluded that simultaneously, these variables have a significant effect on student learning outcomes at UPPJB-UT Makassar.

From this data, it shows that the tutor's ability category in implementing the teaching and learning process has been able to manage learning through effective and efficient learning design by adjusting the learning situation. If the tutor is able to facilitate students to achieve learning objectives then the tutor is considered successful in the application of learning methods, this is in line with the opinion (Zuhro, 2016) that a successful tutor is able to make students achieve the learning objectives set. The tutor's teaching method is the method used in delivering learning materials. Teaching method means the knowledge of how tutors conduct reciprocal interactions with students in order to achieve student to lecturer interaction and student to student interaction in achieving learning outcomes (Pramita & Haifaturrahmah, 2018). The use of learning methods that consider student characteristics is a stimulus from outside the student in achieving maximum learning outcomes.

In addition to teaching methods, learning facilities are one of the factors determining the success of maximum learning outcomes. Learning facilities are facilities and infrastructure that support the teaching and learning process such as the use of online tutorials. For UT students, online learning can be carried out well because they have supporting facilities such as laptops, smartphones, and internet networks. For students, the implementation of online tutors provides flexibility in the learning process. The features in the learning management system (LMS) menu are very easy for students to understand so that they do not make difficulties in using it.

Learning Management System (LMS) is a digital learning environment that helps the teaching and learning process, which can be used to make it easier for students to take part in the online learning process and carry out tasks related to the course, such as determining study schedules, delivering learning materials, evaluating student activity tracks in real time, carrying out the process of interaction between students and tutors, providing extensive and diverse references (Yana & Adam, 2019).

The use of LMS facilities provides an effective improvement in learning outcomes by combining the delivery of digital material consisting of support and services in learning (Muharto et al., 2017). The results of research conducted by (Marhamah et al., 2021) state that educational facilities have an influence on student learning outcomes by utilizing technology digitally (Kata et al., 2024). Complete learning facilities will make the learning process effective and efficient to achieve learning goals (Basmi et al., 2022). From the results of research and theoretical studies, it shows that adequate learning facilities and the use of technology in the form of LMS will be able to improve student learning outcomes.

One of the factors that support learning outcomes is learning independence as a person's ability to manage themselves. Learning independence as a picture of a person to be ready to take part in the teaching and learning process. The results of this study indicate that the level of student independence is in the high and very high categories. With this data it is assumed that UT UPPBJ Makassar students are students who are able to manage learning strategies autonomously, manage study time effectively and adhere to the learning schedule they have set for themselves. With the support of complete teaching materials from UT, namely BMP and LMS, students are able to interact between tutors and students who make them able to assess their learning activities independently whether they have achieved the goals they set or not.

Independence is a person's capacity to organize and determine learning targets and goals and the ability to manage time management. Capacity will provide a person's ability to undergo the role of a student in achieving learning outcomes for success in undergoing the learning

process at university (Astuti, 2019). Learning independence is defined as a complex socio-cognitive system, manifested in different levels and control over the learning process in a person, including: abilities, capacities, attitudes, decision making on choices, planning, and actions in learning. Independence is a complex cognitive process that is implemented in the form of action, attitude, willingness, decision-making process to make choices dynamically according to the situation and conditions (Chitashvili, 2007). Students who have learning independence will carry out learning process activities with high motivation, high discipline, do everything with full responsibility so that it has an influence on increased learning outcomes (Aslamiyah et al., 2019).

In addition to the learning independence factor, achievement motivation is one of the determinants of student learning outcomes. High motivation to achieve maximum results will encourage students to exert all their abilities in achieving achievement or good learning outcomes (Hasmawaty et al., 2023). With the support of the family environment, especially parents who value academic achievement, it is a trigger to do the best in the educational process at UT.

The characteristics of someone who has high achievement motivation include: a) Having the desire to compete healthily with himself and with others, b) Having the desire to work well, c) Thinking realistically, knowing his abilities and weaknesses, d) Having personal responsibility, e) Able to make breakthroughs in thinking, strategic thinking in the long term, f) Always utilize feedback for improvement (Damanik, 2020).

Students who have high motivation will carry out the learning process with enthusiasm and try to utilize all their potential to achieve goals. Every activity carried out is always full of calculations by continuing to increase enthusiasm so that it is more efficient, faster, full of enthusiasm and responsibility (Singer, 1980). This means that the higher the achievement motivation of UT UPPBJ Makassar students, the more optimal the learning outcomes obtained.

Learning outcomes are changes in cognitive aspects (knowledge), affective (attitudes) and psychomotics (skills) as a result of experiences in the learning process for changes to occur, two-way active interactions between students and the learning environment are needed. These changes are relatively permanent (Basmi et al., 2022). Learning outcomes are the result of learning actions, because learning is a process, while learning achievement is the result of the learning process. For students, learning is an obligation. success in education is determined by how far students are able to follow the learning process consistently (Zuhro, 2016). One form of student learning outcomes in the aspect of GPA in the form of values that can be seen from the high and low GPA obtained after following the learning process, the skill of expressing opinions becomes better, self-confidence increases (Kawet, 2017).

4. Conclusion

Tutor teaching method, significantly influences student learning outcomes at UPPJB-UT Makassar. Tutorial facilities have a significant effect on student learning outcomes at UPPJB-UT. Learning independence has a significant effect on student learning outcomes at UPPJB-UT Makassar. Achievement motivation has a significant effect on student learning outcomes at UPPJB-UT Makassar. Tutor teaching methods, tutorial facilities, learning independence and achievement motivation simultaneously affect student learning outcomes at UPPJB-UT Makassar. Based on the findings and discussion, implications can be stated, in improving student learning outcomes at UPPJB-UT Makassar, UT Makassar should pay attention to aspects of tutor teaching methods, tutorial facilities, learning independence and achievement motivation. Tutors are able to carry out varied tutorial methods in order to foster independence and motivation to learn in students and build learning behavior both in tutorial classes and outside tutorial classes.

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