

The Influence of Environment and Satisfaction on Student Learning Motivation

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ABSTRACT

This study aims to identify the influence of environment and satisfaction on student learning motivation at Bina Mandiri University, Gorontalo. Motivated students have a higher success rate in completing their studies. Therefore, understanding the factors that influence student learning motivation is important in efforts to improve the quality of education. This research method uses a quantitative approach by collecting data through questionnaires distributed to Bina Mandiri University Gorontalo students. The research sample consisted of 93 respondents who were randomly selected from various study programs. Data analysis was performed using multiple linear regression techniques. The results of the study show that the university environment has a negative and insignificant influence on student learning motivation. While student satisfaction has a positive and significant influence on student learning motivation.

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1. INTRODUCTION

Higher education is an important stage in the development of a person. Students' motivation in achieving their academic goals is a crucial factor in their learning success and academic achievement. In this context, the environment and student satisfaction at Bina Mandiri Gorontalo University can play an important role in shaping student motivation.

A good educational environment can include aspects such as adequate campus facilities, a complete library, good laboratories, and adequate academic support from faculty and teaching staff. In addition, positive social interaction with fellow students and lecturers can also form a

conducive environment for student motivation.

Student satisfaction is a factor that is closely related to motivation. The level of student satisfaction with their learning experience at Bina Mandiri University of Gorontalo, including satisfaction with teaching methods, quality of learning materials, and availability of supporting resources, can influence their level of motivation. In addition, student satisfaction can also be influenced by their success in achieving academic goals, involvement in extracurricular activities, and the support they receive from the university.

This study aims to explore the influence of environment and satisfaction on student motivation at Bina Mandiri

University, Gorontalo. By understanding the relationship between these variables, this research is expected to provide a deeper understanding of the factors that influence student motivation at the university.

Similar research has previously been conducted at various educational institutions and non-educational institutions, but this research is unique because it is focused on a specific context at Bina Mandiri University, Gorontalo. By examining the effect of environment and satisfaction on student motivation, this research has the potential to provide new insights for universities in improving the learning environment and student satisfaction, which in turn can increase student motivation and academic achievement.

It is hoped that the results of this research can contribute to the development and improvement of the educational environment at Bina Mandiri Gorontalo University, as well as provide input for other educational institutions in understanding and increasing student motivation through improving the environment and student satisfaction.

2. LITERATURE REVIEW

2.1 *Student learning motivation*

Motivation to learn involves emotional, cognitive, and individual behavior that influences interest, effort, and persistence in learning. Learning motivation can come from internal factors such as needs, interests, and personal values, as well as external factors such as rewards, sanctions, and social support [1]. Motivation to learn involves the drive to achieve individual learning needs and goals. Learning motivation can be influenced by environmental factors, psychological needs, interests, and previous learning experiences [2].

The learning motivation is a combination of intrinsic (internal) and extrinsic (external) drives [3]. Intrinsic encouragement is related to personal satisfaction and interest in the subject matter, while extrinsic encouragement is related to

rewards, recognition or punishment received. Motivation to learn involves encouraging individuals to experience learning satisfaction, develop abilities, and achieve the desired goals [4]. Learning motivation can be influenced by internal factors such as interest, self-esteem, and ambition, as well as external factors such as social support and a conducive learning environment.

Learning motivation involves an individual's desire to master new knowledge and skills [5]. Motivation to learn is influenced by internal factors such as self-confidence, expectations and personal satisfaction, as well as external factors such as the support of teachers, family and peers. Learning motivation is a psychological drive that encourages individuals to start, continue, and direct their learning actions [6].

Learning motivation is a person's desire or need to learn which can affect the level of effort, persistence, and achievement of learning outcomes [7]. Learning motivation as an internal or external drive that influences the learning process and plays an important role in improving one's learning achievement [8]. Learning motivation is a psychological state that encourages a person to learn and has an important role in improving the quality of learning outcomes [9]. [10] explains that motivation to learn is the drive that directs individuals to learn and achieve their learning goals.

2.2 *Environment*

The learning environment as a combination of physical, social, and psychological aspects that affect the learning process and individual development [11]. [12] states that the learning environment consists of interactions between instructions, technology, and resources that facilitate the learning process and the achievement of learning goals.

The learning environment as the physical, social, and psychological context in which individuals interact and experience the learning process [13]. The learning environment can include classrooms, facilities, social norms, and instructional support. [14] describes the learning

environment as a physical, social, and psychological condition in which individuals interact with influences from teachers, peers, subject matter, and structured learning activities.

The learning environment includes all factors that influence the learning process, such as the social context, culture, facilities and infrastructure, as well as the learning approach used [15]. [16] describes the learning environment as the physical, social, and psychological conditions in which individuals are located, including factors such as the classroom atmosphere, social interaction, and the existence of learning support resources.

The learning environment includes physical dimensions (classrooms, facilities), social dimensions (interaction with teachers and peers), and psychological dimensions (perceptions and individual attitudes towards learning) [10]. [17] states that the learning environment includes the interaction between individuals and the physical, social, and cultural environment in which the individual is located, as well as its influence on motivation and learning success.

2.3 Satisfaction

The student satisfaction is a positive evaluation of educational aspects, such as teaching quality, curriculum relevance, academic services, and a conducive learning atmosphere [18]. [19] describes student satisfaction as a positive evaluation of the quality of teaching, facilities, and educational services provided by educational institutions.

The student satisfaction involves their positive perception of teaching quality, interaction with lecturers, academic support, and satisfaction with the learning environment and available facilities [20]. [21] describes student satisfaction as feelings of pleasure, satisfaction, and fulfillment of student expectations for the learning process, facilities, educational services, and the campus environment.

The student satisfaction involves positive evaluation of learning experiences, interactions with lecturers and peers, as well as satisfaction with the facilities and academic support provided by educational institutions

[22]. [23] states that student satisfaction is the result of a positive evaluation of all aspects of the learning experience, including the quality of learning, the academic environment, and support services.

The student satisfaction is a subjective evaluation of the educational experience that reflects the level of fulfillment of their hopes and desires for educational institutions [24]. [25] suggests that student satisfaction involves their positive perception of the overall academic, social, and environmental educational experience.

2.4 Influence Between Variables

The learning environment that supports autonomy, competence, and positive social relations can increase students' intrinsic learning motivation [26]. [27] suggests that a learning environment that provides adequate challenges, support, and feedback can increase student learning motivation, including self-confidence, learning goals, and self-regulation.

The learning environment, including the quality of facilities, interactions with lecturers, and the academic atmosphere, can influence student learning motivation, including enthusiasm for learning, involvement in learning, and learning efforts [28]. [29] states that a learning environment that meets the physical, social, and psychological needs of students can increase their learning motivation, including learning interest, learning effort, and learning goals. [30] suggested that a learning environment that provides stimulus, support, and opportunities to learn can influence student learning motivation, including learning enthusiasm, enthusiasm for learning, and learning efforts.

H1 = There is a positive and significant effect of the environment on student learning motivation

The students' satisfaction with the learning experience can affect their intrinsic motivation, which is the internal drive to learn and achieve academic achievement [31]. [32] suggests that student satisfaction with the quality of teaching, interaction with lecturers, and the learning environment can have a

positive effect on their learning motivation, which includes interest in learning, learning effort, and self-regulation.

Student satisfaction with the learning environment, teaching quality, and academic services can increase their learning motivation, which includes enthusiasm for learning, involvement in learning, and the desire to achieve [28]. [29] states that student satisfaction with the learning process, relationship with lecturers, and academic atmosphere can affect their learning motivation, including interest in learning, learning effort, and learning goals. [30] explained that student satisfaction with the quality of teaching, educational services, and the learning environment can affect their learning motivation, including learning enthusiasm, enthusiasm for learning, and learning efforts.

H2 = There is a positive and significant effect of satisfaction on student learning motivation

3. METHODS

This study used a survey research design using questionnaires distributed to customers to collect data on customer satisfaction, satisfaction, and other factors that influence student learning motivation. Data obtained from survey research were then analyzed using statistical regression techniques. The sample of this research is the people of Gorontalo who have Karawo subscribers via Google form as many as 57 people. Data analysis using multiple linear regression.

4. RESULTS AND DISCUSSION

4.1 Assumption Test Results

To check whether the data is normally distributed or not, it can be seen from the Normal PP Plot graph of standardized regression residuals. If the data points are spread homogeneously around the diagonal line and follow the pattern of the diagonal line, then it can be said that the regression model meets the normality assumption. Conversely, if the data points are spread far

from the diagonal line or do not follow the pattern of the diagonal line, it can be concluded that the regression model does not meet the normality assumption. The normality test results can be found in Figure 1.

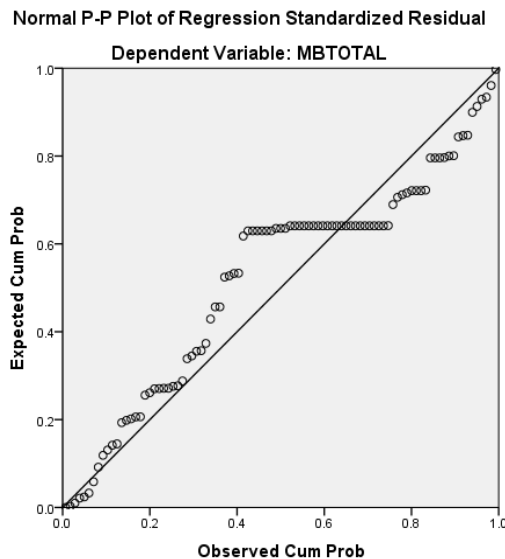


Figure 1 Data Normality Test

Based on Figure 1, it can be seen that the data points spread homogeneously around the diagonal line and follow the pattern of the diagonal line. Therefore, it can be concluded that the data is normally distributed and the regression model meets the assumption of normality.

4.2 Model Feasibility Test

Based on the due diligence results, it was found that the R Square value in this study was 0.377, which is equivalent to 37.70%. This value indicates that Environment (X1) and Satisfaction (X2) contribute 37.70% to the dependent variable, namely student learning motivation (Y). Meanwhile, the remaining 62.30% indicated that there were other factors outside the environment and satisfaction that influenced this study.

Table 1

Regression Test Results				
Variable	Standardized Coefficient	Q	sig	Information
Beta				
Constant	11,700	7,595	0.000	Not
Environment	-0.046	-285	0.776	significant
Satisfaction	0.654	4,012	0.000	Significant

Environmental Influence on Student Learning Motivation

The results of the analysis show that the coefficient value of the Environment variable indicates a negative and insignificant relationship between Environment (X1) and student learning motivation (Y). This finding does not confirm the correctness of H1 in this study. This result is not in line with the results of the opinion [26]–[30].

4.3 The Effect of Satisfaction on Student Learning Motivation

The results of the analysis show that the coefficient value of the satisfaction variable indicates a positive and significant relationship between satisfaction (X2) and student learning motivation (Y). This finding confirms the truth of the H2 hypothesis in this study. This result is in line with [28]–[31].

The results of this study have several implications, including: 1) Improving the University Environment: Universities need to focus on improving the physical environment, such as providing adequate and comfortable facilities for students. A conducive environment can encourage student motivation in learning and actively participating in academic activities. 2) Social Support: Universities need to strengthen social support for students. This can be done through student coaching and development programs, such as mentoring, counseling, and student activities that involve social interaction. Good social support can create a sense of attachment and togetherness among students, as well as provide additional motivation in achieving their academic goals. 3) Increased Student Satisfaction: Universities should strive to increase student satisfaction with teaching, mentoring, and the social environment on campus. This can be done by conducting training and development for lecturers to improve the quality of their teaching. In addition, it is also important to create an inclusive and supportive atmosphere for students, where they feel heard, valued and supported in their academic and personal development. 4) Strategic Planning: The findings of this study can form the basis for strategic planning at Bina Mandiri Gorontalo University and other higher education institutions. University

management needs to identify deficiencies and challenges in the environment and student satisfaction, and design concrete steps to overcome these problems. This includes the allocation of adequate resources.

The author compiles, analyzes, evaluates, interprets and compares the results of the latest findings with existing research findings. The author must pay attention to the consistency of the article from the title to the bibliography (10 pt).

Existing tables or figures are presented with sufficient explanations and by including numbers and titles. Complete the existing tables and figures by writing the source under each table/figure. The table is created without a vertical border. Example table.

5. CONCLUSION

From this study, it can be concluded that the university environment has a significant negative effect on student motivation at Bina Mandiri University of Gorontalo, while student satisfaction has a significant positive effect on their motivation. The finding that the university environment has a negative effect on student motivation indicates that there are factors in the environment that impede student motivation. There may be a lack of social support, or an unconducive academic atmosphere that affects student enthusiasm and interest in learning. This shows the importance of improving and improving the university environment to encourage student motivation.

On the other hand, the finding that student satisfaction has a significant positive effect on their motivation indicates that when students feel satisfied with the teaching, mentoring, and social environment at the university, they tend to have higher motivation. These factors play an important role in shaping students' positive perceptions of their experience at university and motivating them to achieve academic success. In the context of the Bina Mandiri University of Gorontalo, these findings indicate that

efforts to improve the university's environment should be a major concern to increase student motivation. This can include improving facilities, increasing social support, and creating a conducive academic atmosphere.

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