

THE INFLUENCE OF LEARNING MOTIVATION, LEARNING ENVIRONMENT, AND LEARNING DISCIPLINE ON LEARNING ACHIEVEMENT OF BANDAR LAMPUNG UNIVERSITY MANAGEMENT STUDENTS

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Abstract

In carrying out this research, the aim is to find out how learning motivation, learning environment, and learning discipline influence the learning achievement of students studying management at Bandar Lampung University. This research sample involved 87 students majoring in management at Bandar Lampung University, where the determination was made using the Slovin formula. In carrying out this research, we utilized a technique in the form of multiple linear regression analysis. In carrying out data collection using the questionnaire method, and after processing the t-test results revealed a number of findings: (1) That learning achievement is significantly influenced by learning motivation (2) Learning achievement is not significant and is not influenced by the learning environment (3) Learning achievement is also significantly influenced by learning discipline (4) Based on the F test, it states that learning achievement simultaneously gets its influence from the variables of learning motivation, learning environment, and learning discipline with a significant value of $0.000 < 0.05$.

Keywords: Learning Motivation, Learning Environment, Learning Discipline, Learning Achievement

1. INTRODUCTION

The need to have superior education for quality human resources (Adison & Suryadi, 2022). the Indonesian education system itself was placed at number 72 with a total of 77 participating countries according to Program Student for International Student Assessment (PISA). This means that Indonesia will face problems in developing quality human resources (Widiastuty et al., 2021). In overcoming this problem, strategies are needed including improving the quality of relevant education and empowering the community in facing economic changes. Universities have an important role in achieving National Education goals. Apart from being an academic educational institution, it also shapes student character (Aura & Alam, 2023). For this reason, the need to strengthen cooperation between the government, the private sector and educational institutions is also the key to creating a learning ecosystem that supports the development of superior human resources.

According to Suwena & Meitriana (2018), a student's learning achievement shows his success in learning. One technique for finding out whether a student is successful or not in learning activities is to look at their score on the Cumulative Achievement Index (GPA), which shows their level of participation in learning activities and their learning achievements. A number of factors, such as learning motivation, learning environment, and learning discipline, influence how capable students are when pursuing the learning

they are taking part in. According to Oktiani (2017), learning motivation is an internal effort made by a person to support learning, ensure its continuity, and provide direction to achieve goals. Motivation inspires someone to pursue knowledge or a goal. As students, we often face problems in the learning process which is sometimes less than optimal due to unsupportive encouragement and motivation from the surrounding environment. If students have high motivation, they will spend time and effort studying and compared to students who are less motivated, this can be seen when they are lazy in doing assignments and don't pay attention to the lecturer when explaining the material being explained, some students even improve their grades and repeat the course.

According to Anggraini et al (2017), the learning environment also influences learning achievement. According to Farida et al (2021), the learning environment is education that can be obtained through direct or indirect methods through the scope of the social environment. Then the environment can be categorized into 3 types, consisting of family, campus and community environments. Problems that occur in the family environment are Parents' attention to their children is not optimal, usually because of difficult financial conditions and many children even give up on their education from an early age because of these financial constraints, this becomes an obstacle and creates a lack of skills for the future. The second environment is the campus environment, in the campus environment the problem that occurs is that many students are passive and inactive, here the need for innovative teaching methods applied by lecturers is very necessary to improve good learning so that it can be accepted by students. The third environment is the community environment. In this case, students learn to be able to socialize about norms and culture. In their relationships, students must be smart in choosing friends who are positive and direct their learning achievements, and vice versa, if they choose negative relationships, their learning achievements will decrease.

In the view presented by Setiawan et al (2023), learning discipline is behavior that is developed through parenting patterns, the way teachers and parents treat their children, and society as a whole. In reality, the problem that arises is that students often come late and do not submit assignments on time, which reflects a lack of discipline and responsibility. Student learning discipline will be formed when students have high consistency in the targets they want to achieve. This forms students into individuals who are systematic about what they do, from studying to daily life. However, when students are inconsistent with their goals, it will have an impact on their discipline, starting from messy study schedules to daily activities that tend to become more stagnant or even negative, which will affect learning achievement.

(1) In determining the influence that comes from learning motivation related to learning achievement, (2) In determining whether the learning environment influences learning achievement, (3) In determining whether learning achievement influences learning discipline, (4) In Determining how a student's motivation, environment and learning discipline influence the learning achievement of Bandar Lampung University Management students is the aim of this research.

2. LITERATURE REVIEW

a. Motivation to learn

Learning motivation as stated by Novalinda et al (2018), is productive learning activities, helping students achieve the desired learning goals. The indicators of learning motivation mentioned by Nurmayani et al (2014), state that there is encouragement to succeed, self-encouragement to learn, by giving awards for learning achievements, and a supportive learning environment. With these factors, it is hoped that individuals will be more motivated to learn and develop themselves optimally.

b. Learning Environment

As stated by Ningsih et al (2019), the learning environment is all elements outside the individual, where individual behavior is influenced and interacts with these elements. The learning environment includes everything, both conscious and unconscious, that influences individuals in learning activities, both directly and indirectly. Khoirunisa (2019), divided the learning environment into three indicators, namely family environment, campus environment and community environment.

c. Learning Discipline

Study discipline stated by Azizah & Maknun (2022), is defined as the optimal level of autonomy that plays a role in social behavior which includes responsibility and social interaction. This learning discipline is based on elements of leadership or control, motivation and autonomy that develop in social relationships. Indicators of learning discipline according to Simbolon (2020), are following the rules, participating in learning activities, carrying out responsible tasks, maintaining discipline when studying.

d. Learning achievement

As stated by Anderha & Maskar (2021), regarding learning achievement is the result obtained after undergoing the learning process. The level of learning achievement can be reflected through assessments given by educators, which cover various subject areas that have been studied. Learning achievement can be characterized as the result of student learning activities and each child has a certain level of achievement. Darmadi (2017), divides learning achievement indicators into five categories: Intellectual Potential, Cognitive Techniques, Verbal Information, Attitudes, Skills.

e. Conceptual framework

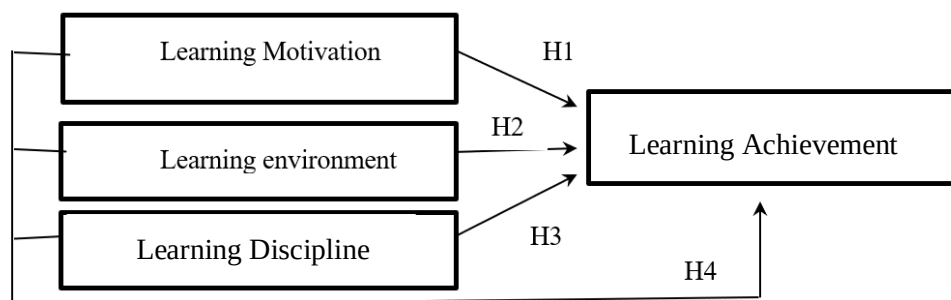


Figure 1. Research Conceptual Framework.

3. RESEARCH METHODS

In carrying out this research, quantitative methods were used. Sugiyono (2018) states that quantitative methods are based on positivism (concrete data), where numbers are measured and analyzed using statistical analysis to identify patterns and draw conclusions. This research used a population of 658 management students at Bandar Lampung University. With a total of 87 people sampled from this research population. The primary data collection technique was obtained from filling out a Likert scale questionnaire with questions related to research variables distributed to respondents, namely management students who were used as research samples. This research assesses the impact of variables x and y which are then analyzed through multiple linear regression data analysis.

4. RESULTS AND DISCUSSION

a. Validity test

(Ghozali, 2016) states that the validity test determines the validity of a questionnaire. If $r\text{-value} > r\text{-table}$, then the questionnaire is considered valid. This research obtained a $r\text{-table}$ of 0.210 with α sig 5%. In this research, the validity test was distributed to 87 students. After carrying out a validity test, all question items show $r\text{-value} > r\text{-table}$ 0.210, which states that the indicators used can calculate the value you want to measure, so the data is valid.

b. Reliability Test

According to (Ghozali, 2016), questionnaires are used as an evaluation tool in measuring existing variables and their quality is evaluated through data reliability tests. In this context, the credibility of the questionnaire is measured using Cronbach's Alpha, is considered to have a level of consistency and reliability if Cronbach's Alpha $> 0,60$.

Table 1. Reliability Test

Variable	<i>Cronbach's Alpha</i>
Motivation to learn	0,900
Learning Environment	0,925
Learning Discipline	0,903
Learning achievement	0,914

Source: Data processed by SPSS 23

As table 1 shows that all parameters related to learning achievement, including learning motivation, learning environment conditions, and level of discipline, show a good level of reliability, *Cronbach's Alpha* which is > 0.60 . The findings of this study support the idea that the assessment tools used can be relied on to measure factors that influence student learning achievement.

c. Multiple Linear Regression Test

Through the use of this analysis technique, this research hopes to learn more about how much each element can predict variability in the learning achievement of management students at Bandar Lampung University. It is hoped that this knowledge will provide a sharper awareness of the important elements that must be considered to raise the standards of higher education.

Table 2. Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.216	2.760		1.165	.247
	Motivation to learn	.200	.099	.204	2.013	.047
	Learning Environment	.064	.102	.072	.628	.532
	Learning Discipline	.588	.105	.590	5.592	.000

Source: Data processed by SPSS 23

$$Y = 3.126 + 0.200X_1 + 0.064X_2 + 0.588X_3$$

The constant value, namely 3.126, shows learning achievement when the variables of learning motivation, environmental environment, and learning discipline all have constant (fixed) values.

The regression coefficient for learning motivation is 0.200, we can say that learning motivation influences learning achievement. By increasing one unit of learning motivation, the achievement of management students at Bandar Lampung University will increase.

With a learning environment regression coefficient of 0.64, management students at Bandar Lampung University are proven to benefit from the university learning environment in terms of learning achievement. In other words, student learning achievement will increase by one unit if their learning environment improves.

The learning discipline regression coefficient of 0.588 shows that the environment influences the learning achievement of management students at Bandar Lampung University. In other words, student learning achievement will increase by one unit if their learning discipline increases.

d. T Test (Partial Test)

(Ghozali, 2016) This test is a statistical technique that helps determine how each independent variable in the regression model affects the dependent variable individually. If the resulting significance value is $\text{sig} < 0.05 (\alpha)$. So, the hypothesis can be accepted.

Table 3. T Test Results

Variable	T-value	Table	Sig	Alpha
Learning Motivation (X1)	2.013	1.988	.047	0.05

Variable	T-value	Table	Sig	Alpha
Learning Environment (X2)	.068	1.988	.532	0.05
Learning Discipline (X3)	5.592	1.988	.000	0.05

Source: Data processed by SPSS 23

Table 3 displays the significance value of t (sig t) which is $0.47 < 0.05 (\alpha)$. Apart from that, the value of t-value ($2.013 > t\text{-table}$ (1.988)). These findings support hypothesis H_1 , which states that learning motivation and learning achievement have a relationship. Meanwhile, the variable indicating the learning environment has a t sig value of $0.532 > 0.05 (\alpha)$. Apart from that, the t-value value is $0.068 < t\text{-table}$ is 1.988. Therefore, H_2 is rejected, which concludes that the learning environment has no significant effect on learning achievement. Regarding learning discipline, the sig t value is $0.000 < 0.05 (\alpha)$ and the t value is $5.592 > t\text{ table}$ 1.988. Therefore, H_3 can be accepted and learning discipline has a significant influence on learning achievement.

e. Test F (Simultaneous Test)

Ghozali (2016), this analysis is useful for determining whether there are significant differences between at least two treatment groups. Research data was tested using F statistics with a significant confidence level of < 0.05 .

Table 4. F Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	2681.539	3	893.846	50.410	.000 ^b
Regression	1471.726	83	17.732		
Residual	4153.264	86			
Total					

Source: Data processed by SPSS 23

Table 4 with a value of F sig $0.000 < 0.05$ and Fcount (50.410) $> F\text{table}$ (2.71) illustrates how the learning achievement of management students at Bandar Lampung University is greatly influenced by learning motivation, learning environment and learning discipline.

f. Coefficient of Determination Test (R^2)

The level of clarity of a model in describing variations in the dependent variable can be measured using the coefficient of determination (R^2), as explained by (Ghozali, 2016). The range of R^2 values, which spans from 0 to 1, indicates the extent to which each independent variable contributes to the variance in the dependent variable.

Table 5. Coefficient of Determination Results

Model	R	R. Square	Adjusted R Square	Std. Error of The Estimate
1	.804	.646	.633	4.211

Source: Data processed with SPSS 23

R^2 , which reaches 0.646 or the equivalent of 64.6%, seen in the R Square column in Table 5. This figure reflects that the independent variables together explain around 64.6% of the variation in learning achievement. The remaining 35.4% of the variation was influenced by factors outside this study.

Based on the table above, the results obtained are:

1) Influence of Learning Motivation (X_1) on Learning Achievement

The results of this research conclude that the learning motivation variable partially has a significant influence on learning achievement. This result is shown by the magnitude $(0.047) < 0.05$ and t-value $(2.013) > t\text{-table} (1.988)$ so that H_1 is accepted. This means that if learning motivation increases, the learning achievement of Bandar Lampung University Management students will also increase. This supports research (Friantini, 2019) which suggests that learning motivation partially influences learning achievement.

2) Influence of Learning Environment (X_2) on Learning Achievement

The results of this research state that the significance value of t is $(0.532) > 0.05$ and t-value $(0.068) < t\text{-table} (1.988)$ so that H_2 is rejected, so that partially learning achievement is not influenced by the learning environment. This means that even though the learning environment is good or bad, it still does not affect the learning achievement of Bandar Lampung University Management students. This supports research by (Mustofa, 2021) which states that the learning environment does not partially influence learning achievement.

3) Influence of Learning Discipline (X_3) on Learning Achievement

The results of this research show that the significance value of t $(0.000) < 0.05$ and t-value $(5.592) > t\text{-table} (1.988)$ means that H_3 is accepted, so that learning achievement is partially influenced by the learning discipline of Bandar Lampung University Management students. This means that if learning discipline increases, the learning achievement of Management students at Bandar Lampung University will also increase. This supports the findings Anggraini et al (2017) that learning discipline partially influences learning achievement.

5. CONCLUSION

Drawing conclusions from the description and data analysis, the research results are summarized as follows: The findings in this research provide an indication that the learning motivation of Bandar Lampung University management study program students is influenced by a higher level of learning motivation. Variables from the learning environment do not have an influence on the learning achievement of Management students at Bandar Lampung University. Learning discipline influences learning achievement and is the main key to improving the learning achievement of Bandar Lampung University Management students. Showing that learning motivation, learning

environment, and learning discipline all have a simultaneous and substantial impact on the learning achievement of Management students at Bandar Lampung University.

SUGGESTION

1. To achieve success in learning achievement, it is important for students to be committed and study diligently. Specifically, student discipline can be reflected in various aspects, such as their ability to submit assignments on time, compliance with time requirements, compliance with applicable regulations, seriousness in the learning process, and the ability to understand the material taught by the lecturer. This discipline reflects students' commitment to education and their ability to undertake academic work responsibly. Success in implementing these aspects can make a positive contribution to the quality of education and personal development of students.
2. Future research could expand understanding of learning achievement by considering additional independent factors. The examination of new elements such as learning methods, social support, and individual characteristics may make a significant contribution to the understanding of factors that influence learning achievement. In addition, research can explore the impact of more specific learning environment variables, such as learning facilities and interaction patterns between students in the academic environment. By taking this approach, it is hoped that future research can provide a more holistic view and contribute to the development of more effective educational strategies.

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