

The Influence of The Campus Environment on Student Learning Motivation in The Management Study Program at Nias Raya University

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DOI:

Received: November 2025

Revised: Desember 2025

Accepted: Januari 2026

Abstract:

This study aims to analyze the influence of the campus environment on students' learning motivation in the Management Study Program at Nias Raya University. The research employed a quantitative approach with a causal research design. The population consisted of students from the Management Study Program at Nias Raya University, with a sample of 30 respondents selected using purposive sampling. Data were collected through questionnaires and analyzed using SPSS version 22. The data analysis techniques included validity testing, reliability testing, classical assumption tests, simple linear regression analysis, hypothesis testing (t-test), and coefficient of determination analysis. The results indicate that all research instruments were valid and reliable. The classical assumption tests showed that the data were normally distributed, linear, and free from heteroskedasticity. The regression analysis revealed that the campus environment has a positive and significant effect on students' learning motivation. The t-test results showed a significance value below 0.05, indicating that the research hypothesis was accepted. The coefficient of determination (R^2) value of 0.315 indicates that the campus environment accounts for 31.5% of the variance in students' learning motivation, while the remaining 68.5% is influenced by other factors not examined in this study. These findings highlight the importance of a supportive campus environment in enhancing students' motivation to learn.

Keywords: *campus environment, learning motivation, students*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan kampus terhadap motivasi belajar mahasiswa Program Studi Manajemen Universitas Nias Raya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kausal. Populasi penelitian adalah seluruh mahasiswa Program Studi Manajemen Universitas Nias Raya, dengan sampel sebanyak 30 responden yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui penyebaran kuesioner dan dianalisis menggunakan perangkat lunak SPSS versi 22. Teknik analisis data meliputi uji validitas, uji reliabilitas, uji asumsi klasik, analisis regresi linear sederhana, uji hipotesis (uji t), dan uji koefisien determinasi. Hasil penelitian menunjukkan bahwa

seluruh instrumen penelitian dinyatakan valid dan reliabel. Uji asumsi klasik menunjukkan bahwa data berdistribusi normal, bersifat linear, dan tidak terjadi heteroskedastisitas. Hasil analisis regresi menunjukkan bahwa lingkungan kampus berpengaruh positif dan signifikan terhadap motivasi belajar mahasiswa. Uji t menunjukkan nilai signifikansi lebih kecil dari 0,05, yang berarti hipotesis penelitian diterima. Nilai koefisien determinasi (R^2) sebesar 0,315 menunjukkan bahwa lingkungan kampus berkontribusi sebesar 31,5% terhadap motivasi belajar mahasiswa, sedangkan sisanya dipengaruhi oleh faktor lain di luar penelitian ini. Penelitian ini menegaskan pentingnya lingkungan kampus yang kondusif dalam meningkatkan motivasi belajar mahasiswa.

Kata Kunci: *lingkungan kampus, motivasi belajar, mahasiswa*

INTRODUCTION

Education is a fundamental process aimed at developing the intellectual capacity of a nation and preparing human resources capable of contributing to national development. A well-implemented educational process produces individuals who possess not only academic competence but also the skills and character required to support social and economic progress (Setiawan et al., 2023). Therefore, education plays a crucial role as one of the main pillars in shaping qualified, competent, and holistic human resources.

Higher education institutions are specifically designed to carry out educational functions at an advanced level. As centers of knowledge development, universities are expected to optimize their role in enhancing students' abilities, improving educational quality, and elevating the dignity of the nation (Liu, 2024). Higher education represents a level of education beyond secondary schooling and serves as a strategic arena for fostering intellectual, professional, and personal growth among students (Bakar, 2021).

University students are vital assets for higher education institutions, and continuous efforts are needed to ensure that they receive effective education and instruction to achieve optimal academic performance (Asiyai, 2022). One indicator of a university's success can be observed through the quality of its graduates (Mulyono et al., 2020). In this regard, Pedro & Andraz (2021) states that the success of a university is reflected in the quality of its undergraduate alumni. A conducive campus environment significantly influences student learning outcomes, while a supportive working environment is also necessary for lecturers to perform effectively (Bonem et al., 2020). Thus, the campus environment affects the level of satisfaction and academic engagement of all individuals within the institution, particularly students who actively participate in learning activities.

A higher education institution can develop optimally if it is supported by a conducive campus environment. The work or learning environment includes physical conditions, psychological aspects, and institutional regulations that influence satisfaction and productivity (Anasi, 2020). University leaders, as academic managers, are required to manage the campus environment effectively in order to create an atmosphere that encourages enthusiasm and motivates students to learn, ultimately leading to improved academic achievement.

In reality, students often face various problems related to the campus

environment, such as inadequate classroom conditions, lack of cleanliness, and other environmental issues (Uddin, 2024). These problems can negatively affect students' motivation to engage in learning activities. Such conditions highlight the importance of managing campus facilities and learning spaces to support student motivation and academic performance.

Based on the concept of educational quality, education is no longer viewed merely as the ability to produce academically measured graduates. Instead, it has shifted toward a comprehensive quality-oriented approach known as Total Quality Education, which emphasizes overall educational excellence and student satisfaction as primary stakeholders. This perspective places the learning environment as a key factor in achieving holistic educational outcomes.

Based on the above explanation, it can be concluded that the campus environment plays a significant role in enhancing students' learning motivation. A supportive, clean, and academically stimulating environment can foster positive learning attitudes and behaviors among students. Therefore, this study is important to conduct, as it aims to analyze the influence of the campus environment on students' learning motivation in the Management Study Program at Nias Raya University.

RESEARCH METHOD

This study employed a quantitative research method with a causal approach. The causal approach was used to examine the magnitude of the influence between the variables under investigation, specifically the effect of the campus environment as the independent variable on students' learning motivation as the dependent variable.

The population of this study consisted of students enrolled in the Management Study Program at Nias Raya University. The sampling technique applied was purposive sampling, in which respondents were selected based on specific criteria relevant to the research objectives. Data were collected through the distribution of questionnaires to Management Study Program students at Nias Raya University.

The data obtained from the respondents were analyzed using statistical tests. The analysis included data quality tests, classical assumption tests, hypothesis testing, and the coefficient of determination. All statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 22 to ensure accuracy and reliability of the research results.

FINDINGS AND DISCUSSION

Findings

The data used in this study were obtained from the distribution of questionnaires to students of the Management Study Program at Nias Raya University. A total of 30 selected respondents participated in this research. Based on the questionnaire distribution, the following results were obtained.

1. Validity Test

The validity test was conducted to determine whether the measurement

instruments used in this study were valid. The instruments referred to were the statement items contained in the questionnaire. The null hypothesis (H_0) is accepted if the calculated correlation coefficient (r-count) exceeds the critical value of the correlation table (r-table), indicating that the instrument is valid. Using the formula $df = N - 2$, the r-table value obtained was 0.361. The results of the validity test are presented in Table 1.

Table 1. Results of Validity Test

Variable	r-count	r-table	Result
Campus Environment (X)	0.378	0.361	Valid
	0.715		
	0.520		
	0.464		
	0.373		
	0.710		
	0.780		
	0.768		
	0.734		
	0.638		
	0.661		
	0.713		
	0.665		
	0.638		
Student Learning Motivation (Y)	0.536	0.361	Valid
	0.703		
	0.682		
	0.770		
	0.789		
	0.610		
	0.599		
	0.839		
	0.675		
	0.566		
	0.782		
	0.654		
	0.818		
	0.775		
0.776			

Source: Processed by the Researcher (2025)

Based on Table 1, all items for both variables have r-count values greater than the r-table value of 0.361. Therefore, it can be concluded that all research instruments used in this study are valid.

2. Reliability Test

The reliability test was conducted to examine whether the respondents'

answers were consistent and reliable. Reliability testing was performed using Cronbach's Alpha coefficient. A variable is considered reliable if the Cronbach's Alpha value exceeds 0.6. The results of the reliability test are shown in Table 2.

Table 2. Results of Reliability Test

Variable	Cronbach's Alpha	Threshold	Remark
Campus Environment (X)	0.870	0.6	Reliable
Student Learning Motivation (Y)	0.927	0.6	Reliable

Source: Processed by the Researcher (2025)

As shown in Table 2, the Cronbach's Alpha values for both variables exceed the threshold value of 0.6, indicating that all variables are reliable.

3. Simple Linear Regression Analysis

Simple linear regression analysis was employed to examine the relationship between one independent variable (campus environment) and one dependent variable (student learning motivation). This method aims to estimate and predict the value of the dependent variable based on the independent variable. Simple linear regression is appropriate when only one predictor variable is involved.

4. Classical Assumption Tests

Classical assumption tests were conducted to ensure that the regression model meets the BLUE (Best Linear Unbiased Estimator) criteria based on the Gauss-Markov theorem.

a. Normality Test

The normality test was conducted to determine whether the residuals in the regression model were normally distributed. Normality was examined using histogram analysis, Normal Probability Plot (P-P Plot), and the Kolmogorov-Smirnov test.

b. Histogram

If the histogram forms a bell-shaped curve, the residuals are considered normally distributed. The histogram results are presented in Figure 1.

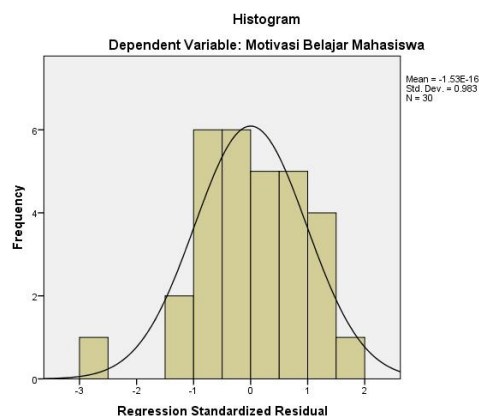


Figure 1. Histogram

Source: Processed by the Researcher (2025)

Based on Figure 1, the histogram approximates a normal distribution curve, indicating that student learning motivation data are normally distributed.

c. P-P Plot

If the data points follow the diagonal line, the residuals are normally distributed. The P-P Plot results are shown in Figure 2.

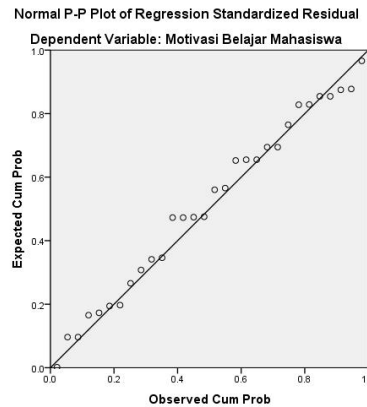


Figure 2. P-P Plot

Source: Processed by the Researcher (2025)

As shown in Figure 2, the data points follow the diagonal line, indicating that the residuals are normally distributed and that the normality assumption is fulfilled.

d. Kolmogorov-Smirnov Test

The interpretation criteria are as follows:

Sig. > 0.05 indicates normal distribution, while Sig. < 0.05 indicates non-normal distribution.

Table 3. Kolmogorov-Smirnov Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.3954666
	3	
Most Extreme Differences	Absolute	.106
	Positive	.085
	Negative	-.106
Test Statistic		.106
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on Table 3, the significance value of 0.200 is greater than 0.05, indicating that the residuals are normally distributed.

e. Linearity Test

The linearity test was conducted to determine whether the relationship between the independent and dependent variables is linear, which is a prerequisite for linear regression analysis. The results of the linearity test are presented in Table 4.

Table 4. Linearity Test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Student Learning Motivation * Campus Environment					
Between Groups (Combined)	538.917	15	35.928	1.801	.139
Linearity	257.883	1	257.883	12.929	.003
Deviation from Linearity	281.034	14	20.074	1.006	.495
Within Groups	279.250	14	19.946		
Total	818.167	29			

Source: Processed by the Researcher (2025)

The significance value in the Linearity row is 0.003 (< 0.05), while the significance value in the Deviation from Linearity row is 0.495 (> 0.05). These results indicate that the relationship between campus environment and student learning motivation is linear.

f. Heteroskedasticity Test

The heteroskedasticity test was conducted using a scatterplot. If the residuals are randomly distributed and do not form a specific pattern, heteroskedasticity does not occur.

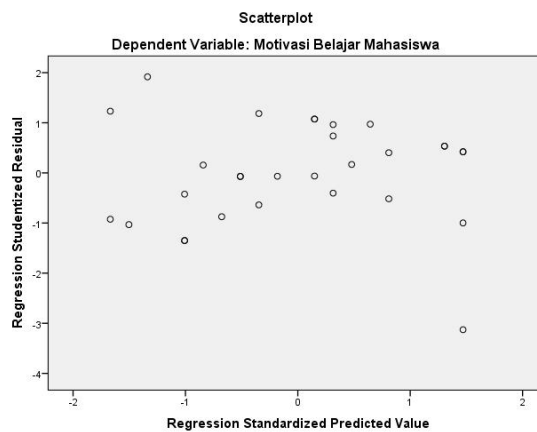


Figure 3. Heteroskedasticity Test (Scatterplot)

Source: Processed by the Researcher (2025)

Based on Figure 3, the residuals are randomly scattered without forming a clear pattern, indicating that heteroskedasticity does not occur.

5. Regression Equation

The results of the simple linear regression analysis are presented in Table 5.

Table 5. Regression Coefficients

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
1 (Constant)	36.272	9.107	—	3.983	.000	—	—
Campus Environment	0.493	0.137	0.561	3.590	.001	1.000	1.000

Source: Processed by the Researcher (2025)

The regression equation is formulated as follows:

$$Y = 36.272 + 0.493X$$

This equation indicates that when the campus environment variable (X) increases by one unit, student learning motivation (Y) increases by 0.493 units. Furthermore, when the campus environment variable remains constant, student learning motivation has a baseline value of 36.272.

a. Hypothesis Testing (t-test)

The partial hypothesis test (t-test) was conducted to determine whether the independent variable has a significant effect on the dependent variable. The results are presented in Table 6.

Table 6. t-test Results

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
1 (Constant)	36.272	9.107	—	3.983	.000	—	—
Campus Environment	0.493	0.137	0.561	3.590	.001	1.000	1.000

Source: Processed by the Researcher (2025)

Based on the results, the significance value is 0.001 (< 0.05) and the calculated t-value (3.590) is greater than the t-table value (2.042). Therefore, it can be concluded that the campus environment has a significant effect on students' learning motivation at Nias Raya University.

b. Coefficient of Determination

The coefficient of determination (R²) was used to determine the proportion of variance in the dependent variable explained by the independent variable. The results are shown in Table 7.

Table 7. Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.561	0.315	0.291	4.473

Source: Processed by the Researcher (2025)

Based on Table 7, the R-square value is 0.315, indicating that the campus

environment variable explains 31.5% of the variance in student learning motivation. The remaining 68.5% is influenced by other variables not examined in this study.

Discussion

The findings of this study are consistent with several previous studies that emphasize the importance of the campus environment in enhancing students' learning motivation. Research conducted by Cayubit (2022) and Fitria et al (2023) shows that a conducive learning environment, which includes physical, social, and academic aspects, significantly influences students' motivation and learning outcomes. Similarly, Alfiyanto et al (2021) argues that the learning environment plays a crucial role in shaping students' behavior and motivation, as environmental conditions directly affect comfort, concentration, and learning enthusiasm. These findings support the results of the present study, which demonstrate that improvements in the campus environment positively contribute to students' learning motivation.

In line with this study, Meagher (2020) highlight that the educational process occurs within physical, social, cultural, and psychological environments. They argue that an appropriate and supportive environment is essential for effective learning. This perspective reinforces the results of this research, indicating that students' motivation to learn increases when the campus environment provides adequate facilities, positive social interactions, and a supportive academic atmosphere. The significant regression coefficient found in this study confirms that environmental factors play a meaningful role in motivating students academically.

Furthermore, the results of this study are also supported by research conducted, who states that learning motivation can be strengthened by external factors, including the learning environment. According to Cayubit (2022), a comfortable and stimulating learning environment can sustain students' motivation by encouraging active participation and engagement in academic activities. This aligns with the findings of the present study, where a well-managed campus environment was shown to significantly influence students' motivation to learn.

However, some previous studies suggest that the campus environment is not the sole determinant of learning motivation. For instance, Ridwan et al (2025) emphasize that motivation is largely influenced by internal factors such as personal goals, self-efficacy, and intrinsic interest in learning. These studies indicate that although environmental factors contribute to motivation, individual psychological characteristics may play a more dominant role. This perspective helps explain why the coefficient of determination in this study shows that the campus environment accounts for 31.5% of the variance in learning motivation, while the remaining 68.5% is influenced by other factors not examined in this research.

Overall, the findings of this study strengthen the argument that the campus environment is an important external factor influencing students' learning motivation, while also acknowledging that motivation is a complex

construct shaped by both internal and external factors. The results complement previous research by empirically confirming the significance of environmental conditions in higher education contexts, particularly at Nias Raya University. At the same time, the differences highlighted by earlier studies suggest the need for future research to integrate additional variables, such as teaching quality, learning strategies, and individual motivation factors, to achieve a more comprehensive understanding of students' learning motivation.

CONCLUSION

Based on the results of the study, it can be concluded that the campus environment has a significant and positive influence on students' learning motivation in the Management Study Program at Nias Raya University. The findings of the simple linear regression analysis indicate that improvements in the physical, social, and academic aspects of the campus environment contribute to increased learning motivation among students. The hypothesis testing further confirms that the campus environment plays an important role in shaping students' enthusiasm, engagement, and commitment to academic activities.

Furthermore, the coefficient of determination reveals that the campus environment explains 31.5% of the variance in students' learning motivation, while the remaining 68.5% is influenced by other factors not examined in this study. This suggests that although the campus environment is a key external factor, learning motivation is also affected by internal and contextual variables such as personal characteristics, teaching methods, and socio-cultural influences. Therefore, it is recommended that higher education institutions continuously improve campus facilities, academic climate, and social interactions, while future research should incorporate additional variables to provide a more comprehensive understanding of students' learning motivation.

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