THE EFFECT OF LEARNING ENVIRONMENT AND MOTIVATION ON COLLEGE STUDENT LEARNING OUTCOMES IN THE 2023 UITM SUMMER SCHOOL ACTIVITIES

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Abstract

The Summer School program is one of the initiatives that can help the education system in Indonesia improve its quality. This research aims to examine how much influence the learning environment and motivation have on the learning outcomes of KAB Summer School 2023 program students. The theories used are the Theory of Attribution and the Theory of Behaviorism. This study uses a quantitative research approach. The population in this study is students from various universities in Indonesia who participated in this program. The number of samples is determined using the Slovin formula with the Simple Random Sampling technique. The data collection technique in this study was in the form of a questionnaire. Hypothesis testing in this study uses regression analysis using the SPSS statistical application. In this study, researchers used an ordinal measurement scale. The results showed a positive and significant influence of learning environment and motivational variables on partial learning outcomes. And these two variables together affect learning outcomes simultaneously.

Keywords: Learning Environment, Motivation, Learning Outcomes.

INTRODUCTION

Higher Education plays a role in a person's intellectual and social development process because it allows students to gain the information, skills, and experience they need to succeed in the world of work, in line with the Tridharma owned by universities, including teaching, research, and community service (Fadhli, 2020). Higher Education Institutions should transform to be following the times. Supported by adequate information and communication technology, they will be able to improve the efficiency of the teaching and learning process. Reforms in this area are urgently needed to improve the quality of education in Indonesia.

One program that can support the growth of the quality of education in Indonesia is the Summer School program. This program can be implemented at home and abroad. According to Matei & Iwinska (2016), cited in (Fadhli, 2020) there are four reasons

universities must have this program, one of which is that the existence of the Summer School allows universities to contribute to maintaining the country's position and reputation internationally.

KPTCN and UiTM have signed a collaboration program between Indonesia and Malaysia called "KAB Summer School 2023". This collaboration program was the first for both parties and was attended by 73 students from various universities in Indonesia. Many factors influence these learning activities, such as teachers, infrastructure, media, classmates, and the environment (Anugrah et al., 2023). One of the outputs of this program is a collaborative research article between students and lecturers. Because students have to adjust to new locations, diverse cultures, and educational systems that may be foreign to them, students in the Summer School program have unique learning dynamics. In this situation, evaluating the impact on student learning outcomes through the KAB Summer School 2023 program depends on several aspects, such as motivation and learning environment.

Because there are several aspects, researchers want to examine how much influence the learning environment and motivation have on student learning outcomes in the KAB Summer School 2023 program. Researchers hope that the committee can more easily evaluate the KAB Summer School 2023 program so that it can be even better next year.

LITERATURE REVIEW

Learning Environment

The learning environment is essential to pay attention to regarding the continuity of the learning process in the classroom. According to Suprayogi et al. (2022), cited in (Riza et al., 2023), The learning environment is the conditions, influences, and stimuli that come from outside the classroom and impact students. Utami (2015), cited in (Afrinaval & Syamwil, 2019), define a learning environment as a place where learning activities take place that receive external impacts from the social environment and individual environment, natural environment, and cultural environment on the continuity of these activities. So, everything around students when they study is considered part of the learning environment

Factors in the learning environment can include physical, social, and intellectual aspects. Physical environment refers to the environment around students, including the community and physical facilities inside and outside the school. This aspect emphasizes

on the classroom physical environment, including tools or equipment and media for education. Environments that can hinder the application of learning include inadequate laboratory equipment, stuffy rooms, and poor lighting. Inadequate and ambiguous learning models also lead to poor performance. On the other hand, the pattern of interpersonal relationships in the educational environment is generally tied to the social environment. According to Saroni (2006), cited in (Sarnoto & Romli, 2019), social involvement is the only way to create an environment conducive to learning and everything goes well.

The learning environment is substantial because this is where human interaction occurs (Pahriji, 2021). Undoubtedly, each student's learning environment is different, especially the family and community environment. Their school or campus environment also influences students' motivation to succeed. Students will be more motivated to succeed if the school environment is improved in every way.

Motivation

Motivation is a crucial factor in the process of improving student learning outcomes. Every student must understand the relationship between academic success and their motivation. *Motivation* is a physiological and psychological condition that encourages a person to carry out certain activities to achieve a need or goal (Farida, 2022). The stimulation and reinforcement provided by students' desires to grasp something or receive the expected learning outcomes is one of the reasons student motivation can develop. According to Anas (2014), cited in Djohar & Hermawan (2023), because students use motivation as one of the driving variables in improving learning outcomes and achievements, motivation also plays an essential role in improving the quality of the students.

Based on Self-determination Theory (SDT) cited in (Borah, 2021) states that motivation is divided into 2 general types, namely:

1. Intrinsic motivation

   In this type, the stimulus comes from within the individual as biological, emotional, spiritual, or social. There are no external aspects or influences in this situation. These activities are carried out for personal enjoyment and individual satisfaction.

2. Extrinsic motivation

In this case, the stimulus is external to the individual and can be social awareness or operant behaviour. Another definition says that "extrinsic motivation is any stimulus that comes from outside the learner and which drives the learner in the learning process" (Filgona et al., 2020). So, in general, motivation from an external perspective is all input that comes from outside the individual himself, whatever motivates students to be involved in the learning process.

Gardner (2006), cited in Guido (2018), asserts that motivation is a multifaceted, complex phenomenon. This is due to the fact that many schools have varied perspectives on motivation. So, it can be concluded that motivation is the relatively straightforward anticipation of reward.

Learning Outcomes

Learning is a process, so learning outcomes are related to the learning process. According to Nasution (2000) cited in Tasya & Abadi (2019), learning outcomes are the final results after experiencing the learning process, and changes are visible in actions that can be observed and measured. Learning outcomes will inform lecturers about students' progress in achieving their goals through subsequent teaching and learning activities. Therefore, cognitive, affective, and psychomotor aspects deserve continuous attention.

When learning outcomes increase, the learning objectives have been achieved (Isroani et al., 2022). Then, the next step is evaluating existing results to determine the level of success of the learning process. Thus, the researcher concluded that learning outcomes are changes in learning capacity or changes in knowledge that occur in students' lives through the completion of learning assessments.

Pratama and Ghofur's (2023) suggest a positive and significant influence between learning motivation variables and the learning environment on student outcomes during the pandemic. Other researchers say that the learning environment and motivation influence mathematics learning outcomes with an R2 value of 0.353 (Utami Ningtyas et al., 2021).

Attribution Theory is the theoretical basis for this research. In essence, attribution theory is a cognitive strategy used to clarify the reasons behind a person's actions, including achievement behaviour or success in achieving academic goals (Pratama & Ghofur, 2021). The attribution theory applied is Harold Kelley's attribution theory of

causation, which focuses on the issue of whether internal or external influences cause an individual's action. This research describes a person's actions as student learning outcomes. Several aspects that influence learning outcomes are the learning environment and motivation. In Behaviorism Theory, motivating students to demonstrate desired behaviour or academic outcomes is crucial. The student's desire to grasp something or achieve the desired learning goal and the stimulation and reinforcements are two main sources of student motivation

RESEARCH METHODS

Research design

The research aims and objectives must align with the methodology used (Halisa & Fatchurrohman, 2023). This research article uses a quantitative research approach. According to Noor (2015), cited in Pratama & Ghofur (2021), quantitative methods are a research approach that looks for relationships between variables by using tools to produce data in the form of numbers, which can then be analyzed using statistical procedures. In this research, researchers want to know the magnitude of the influence of learning environment variables (X1) and motivation (X2) on student learning outcome variables (Y) in the 2023 summer school program. In detail, it can be described as follows:

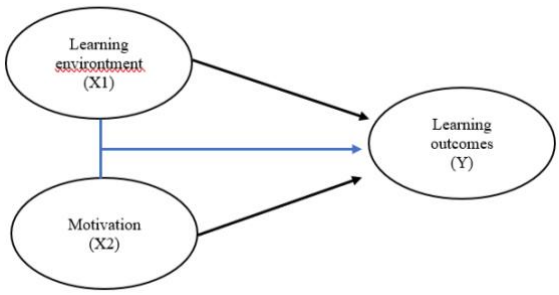

Figure 1: Conceptual Framework

H1: Learning environment partially effect learning outcomes in the UiTM 2023 summer school activities.

H2: Motivation partially effect learning outcomes in the UiTM 2023 summer school activities.

H3: Learning environment and motivation simultaneously effect to learning outcomes in the UiTM 2023 summer school activities

Subject, Object and Place of Research

In quantitative research, there are the terms population and sample. Population refers to all study items or participants that can be analyzed and conclusions drawn because they have certain characteristics (Suryani et al., 2023). Syahrum & Salim (2012) cited in Purwanza et al., (2022) divide population types into two types:

1. Infinitive population

   A population whose size is uncertain or changes over time due to continuous events.

2. Finitive population

   It is a population of a certain size, that can be measured, or anything that can distinguish between one population group and another.

This research includes a definitive population type, where the population size is known with certainty and can be measured. In detail, the population in this study was 73 students from various universities in Indonesia. Then, from this population, the researcher determines the sample size. The researchers chose the sample by considering some factors, including the challenges experienced during the research, the goals achieved by the research, the research hypotheses developed, the research methodology, and the research tools (Purwanza et al., 2022). In this study, researchers used the Slovin formula to determine the number of samples and then obtained results of 59 people using a simple random sampling technique. Student learning outcomes in the summer school program at UiTM 2023 are the object of this study. Then, one of the critical components of a study is the research location. The research area is called the research location (Halisa & Fatchurrohman, 2023). This research was carried out at Universiti Teknologi Mara.

Data collection techniques and measurement scales

To collect data using a questionnaire as a research tool. A questionnaire is a list or series of questions ordered methodically (Purwanza et al., 2022). The researcher chose a closed questionnaire type questionnaire. Hypothesis testing in this research uses regression analysis using the SPSS statistical application. Generally, there are four types of measurement scales: nominal, ordinal, interval, and ratio. In this study, researchers used an ordinal measurement scale with measurements using a Likert scale.

RESULTS AND DISCUSSION

Results

The SPSS program is used for validity testing. A *validity test* measures how well an instrument or data collection media works (Janna & Herianto, 2021). In this test, the

data is said to be valid if the sig value is < 0.05. Apart from that, the data will also be valid if the calculated r-value > r table. The sample in this study consisted of 59 respondents with an r-table value of 0.254. After processing the data with SPSS, all question indicators for each variable were valid.

Sujarweni (2014), cited in Pratama & Ghofur (2021), confirms that a questionnaire passes the reliability test if the value is more than 0.60. The reliability test in this study is presented in Table 1. The Cronbach's alpha value for each variable is >0.60. So, all of the research variables are reliable.

Table 1: Reability test

Variable	Cronbach's Alpha	Kriteria	Information
Learning Environment (X1)	0,837	0,60	Reliable
Motivation (X2)	0,886	0,60	Reliable
Learning Outcomes (Y)	0,841	0,60	Reliable

The next test is the coefficient of determination test, which functions to determine the ability of the independent variable to the dependent variable (Pratama & Ghofur, 2021). Based on Table 2, we can see that the R Square value is 68.3%. This means that in this research, learning environment and motivation variables influence learning outcome variables by 68.3%. Meanwhile, the remaining 31.7% is influenced by other variables not discussed in this research. The correlation of the independent variables (learning environment and motivation) is strong enough to explain the dependent variable (learning outcomes), as shown by the R-value, 0.827 or 82.7%.

Table 2: Determination Coefficient Test Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,827[a]	0,683	0,672	0,29937	1,931

Regression analysis were used to determine the direct and indirect effects of variables on research. In this study, the output of the regression test is presented in the following table:

Table 3: Hasil Uji t

Coefficients[a]

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.

1	(Constant)	,115	,379		,304	,762
	Learning Environment	,716	,133	,605	5,367	,000
	Motivation	,255	,106	,271	2,402	,020

It is known that the significant value of the learning environment variable (X1) is 0.000, and the calculated t-value is 5.367. If the significance value is <0.05 and the calculated t value is >2.000995 (t table), then the learning environment variables significantly affect learning outcomes. Furthermore, based on table 3 above, the coefficient value of the learning environment variable is 0.605, which means that this variable has a positive influence on learning outcomes. So, when the learning environment improves, there will also be an increase in learning outcome variables.

Furthermore, the motivation variable (X2) has a significance value of 0.020 and a calculated t-value of 2.402. The significance value is <0.05, and the calculated t value is >2.000995 (t table), so the motivation variable significantly affects learning outcomes. Furthermore, based on the regression equation above, the coefficient value of the motivation variable is 0.271, which means that this variable positively influences learning outcomes. So, when motivation increases, the learning outcome variables will also increase.

Table 4: Hasil Uji F

Anova[a]

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	270,695	2	135,347	60,406	0,000[b]
	Residual	125,474	56	2,241		
	Total	396,169	58			

Based on the summary of the F test results in Table 4 with a significance value of 0.000 and a calculated F value of 60.406. If the significance value is <0.05 and the calculated F value is >5.01 (F table), then H0 is rejected, and H3 is accepted. The conclusion is that the learning environment and motivation together (simultaneously) have a positive and significant effect on learning outcomes.

Hypothesis Test

The effect of learning environment on learning outcomes

To test the effect of learning environment variables on learning outcomes variables, the hypothesis results can be seen through the probability results (0.000) based on the P

value (significance value) <0.05 (0.000 <0.05), these results can be seen in Table 3. So it can be stated that H1 is accepted, the test results show that there is a positive and significant influence between learning environment variables on partial learning outcomes.

The effect of motivation on learning outcomes

To test the effect of motivation variables on learning outcomes variables, the hypothesis results can be seen through the probability results (0.020) based on the P value (significance value) <0.05 (0.020 <0.05), these results can be seen in Table 3 So it can be stated that H2 is accepted, the test results show that there is a positive and significant influence between motivation variables on learning outcomes partially.

The effect of learning environment and motivation on learning outcomes

To test the effect of learning environment and motivation variables on learning outcomes variables, the hypothesis results can be seen through the probability results (0.000) based on the P value (significance value) <0.05 (0.000 <0.05), these results can be seen in Table 4. So it can be stated that H3 is accepted, the test results show a positive and significant influence on learning outcomes between the learning environment variables and motivation.

Discussion

This research supports the research of Pratama & Ghofur (2021) and Utamingtyas et al. (2021), which both state that there is a significant and positive influence from aspects of the learning environment and motivation on learning outcomes. Students will be inspired to be enthusiastic about studying if their family and friends support their achievements in college. The community environment will significantly impact if students can take advantage of the opportunity to become active members of society and apply theory to practical tasks that will enhance their talents. The research results show that the learning environment variable (X1) and the motivation variable (X2) influence the learning outcome variable (Y) with an R square value of 68.3%. This value is relatively high and must be maintained by KPTCN as the initiator of the summer school program. Considering that this is the first program, it is necessary to evaluate the results of research that current researchers have carried out.

Furthermore, this research is in line with the theory used in Attribution Theory, which states that an individual's actions can be caused by 2 influences: internal and external. These results explain that KPTCN and UiTM have made reasonable efforts to pay attention to and improve the existing learning environment by ensuring that campus facilities, which include physical facilities such as dining rooms, classrooms, dormitories, bathrooms, and halls, can make students feel safe and comfortable. On the other hand, UiTM also ensures that the learning model received by students is appropriate so that students can explore their abilities better. All aspects mentioned align with the statements proposed by Suprayogi et al. (2022) cited in (Riza et al., 2023) regarding the learning environment. If all aspects of the learning environment in the KAB Summer School 2023 program are good, safe, and comfortable, then the learning outcomes of students participating in the KAB Summer School 2023 will also improve. If the expected output is a collaborative journal between students and lecturers, then you can be sure that the completion of the assignment will be on time.

The results of this research also show that aspects of the learning environment and motivation need to be paid attention to on an ongoing basis. Based on the validity and reliability tests on each questionnaire question item it shows promising results; all question items are valid and reliable. This is supported by data processing that has been carried out using the SPSS statistical application. Learning environment and motivation variables are proven to influence learning outcomes. This statement aligns with research conducted by Janna and Herianto (2021), which explains the characteristics of validity tests.

The research results for the motivation variable (X2) on the learning outcome variable (Y) align with the Behaviorism theory explained previously. In this research, the motivation coefficient value is 0.271, including aspects of intrinsic and extrinsic motivation. Furthermore, this research is supported by Self-determination Theory (SDT), cited in 2021), which means that inherent motivation can come from the student's interest in the KAB Summer School 2023 program. The attractions are also varied, starting from the student's interest in UiTM, Malaysia, or perhaps an interest in taking research methods and statistics courses. So that later, there will be personal pleasure and individual satisfaction.Meanwhile, in terms of extrinsic motivation, it is influenced by all input that comes from outside the individual himself. In the KAB Summer School 2023 program,

students' extrinsic motivation takes various forms, ranging from family demands, lecturer demands, to friends' invitations. So, extrinsic motivation is what motivates students to be involved in this Summer School program that does not come from the individual himself. Based on the analysis results, H1 is accepted with the results of t count > t table and a sig value of 0.000 for the learning environment variable on learning outcomes. All physical, social, and intellectual aspects must be considered during the KAB Summer School 2023 program. This is because the learning environment aspect is one of the benchmarks for the success of student learning outcomes in this program. This statement is also supported by the theory put forward by Riza et al. (2023) that the learning environment impacts students.

Further analysis proves that H2 is accepted with the calculated t result, which is also more significant than the t table and with a sig value of 0.020 for the motivation variable on learning outcomes. This means the motivation variable is also one of the most essential aspects in developing students' knowledge during learning. It can be intrinsic motivation or extrinsic motivation. These results are supported by the theory put forward by Djohar and Hermawan (2023), which states that most students use motivation as an encouragement to improve their achievements in the world of education. This statement also aligns with the theory put forward by Abnisa (2020) that motivation has 3 functions, one of which is to encourage students to take specific actions. Therefore, researchers can conclude that variable X1 is proven to have a partial effect on variable Y. Likewise, variable

The following hypothesis is H3, which proves that there is a simultaneous influence between learning environment variables and motivation on learning outcome variables so that H3 is accepted. The results of this research are explained in detail in Table 4, which presents data that the calculated F value > table F value and with a significance level of 0.000. Furthermore, the results of this analysis are supported by the theory put forward by Tasya and Abadi (2019) that learning outcomes are related to the learning process, which includes aspects of the learning environment and motivation.

CONCLUSION

Based on the data analysis and discussion carried out in the previous chapter, the following research conclusions were obtained:

a) Based on the regression model hypothesis test results, hypothesis one, which states that the learning environment (X1) partially influences learning outcomes (Y), is accepted. The hypothesis results can be seen through the probability results (0.000) based on a P value (significance value) < 0.05, and has a direct influence coefficient value of 0.605.
b) Based on the regression model hypothesis test results, hypothesis two, which states that motivation (X2) partially influences learning outcomes (Y), is accepted. The hypothesis results can be seen through the probability results (0.020) based on the P value (significance value) < 0.05, and has a direct influence coefficient value of 0.271
c) Based on the results of the regression model hypothesis test, hypothesis three, which states that the learning environment (X1) and motivation (X2) together influence learning outcomes (Y) simultaneously, is accepted. The hypothesis results can be seen through the probability results (0.000) based on a P value (significance value) <0.05, and has an R Square value of 0.683, which means that learning environment variables and motivation variables influence learning outcome variables by 68.3%.

In this summer school program, the independent variables mentioned previously should be of concern to lecturers, universities, and KPTCN. Lecturers must consider physical facilities and learning models that suit students' learning environment. Because the more appropriate these aspects are provided, the better the student learning outcomes will be. The motivation aspect in supporting the learning outcomes of the KAB Summer School 2023 program must also be considered so that students not only focus on the tasks given but also on their intrinsic and extrinsic motivation.

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