



THE RELATIONSHIP BETWEEN LEARNING ENVIRONMENT AND MOTIVATION TO LEARN OF MEDICAL FACULTY STUDENTS, MUSLIM UNIVERSITY OF INDONESIA

**Ghina Saniyyah Putri Yasya^{*}, Shulhana Mokhtar, Muhammad Wirawan Harahap,
Suliati Amir, Windy N. Aisyah**

Doctoral Education, Faculty of Medicine, Universitas Muslim Indonesia,
Jl. Urip Sumoharjo, KM.5, Makassar, South Sulawesi, 90231, Makassar, Indonesia

Email: ghinayasyaa@gmail.com

Abstract

This study aims to understand the relationship between student perceptions of the learning environment and learning motivation in students of the Faculty of Medicine at Muslim University of Indonesia. This research design uses a qualitative approach; the type of research uses an observational analytic method with a cross sectional study form. Research data comes from primary data, in analyzing data using the correlation test. The results stated that there was a positive and significant relationship between learning environment variables and learning motivation. Pearson correlation value of 0.570 with a significance of 0.000 ($p < 0.05$) indicates that a better learning environment correlates with a higher level of learning motivation among students. A good learning environment will play an important role in increasing students' learning motivation. Learning motivation and learning environment are closely interconnected. A positive environment, such as lecturer support and a conducive academic atmosphere, increases students' motivation to achieve academic performance.

Keywords: Learning Environment, Learning Motivation, Student

Introduction

The relationship between the learning environment and learning motivation in students at the Faculty of Medicine, Indonesian Muslim University (UMI) is an issue that has an impact on the learning experience and academic achievement of students. Based on data World Bank (2021), The number of students worldwide reaches more than 220 million people. At continental level, the Eurostudent V survey in 2016 showed that 68% of students in Europe experienced psychological stress during their studies. Regionally, research in Southeast Asia shows that negative perceptions of the learning environment can have a negative impact on student motivation and well-being.

In Indonesia, a national survey by the Directorate General of Student Learning and Culture in 2019 showed that 45% of students experienced high academic stress. This problem is also found at the city level, with research at several universities in Indonesia showing that students' perceptions of the learning environment can influence their learning motivation. The magnitude of the problem of student perceptions of the learning environment and learning motivation has an impact on students. A study conducted by Albana (2018) shows that the learning environment has a relationship with students' block scores at FKM Unswaganti Cirebon. This is in line with research conducted by Umboh ER (2017) shows that there is a significant relationship between motivation and the academic achievement of nursing students at Sam Ratulangi University.

The learning process occurs as a result of interactions between individuals and their environment. The environment provides stimulation and individuals will respond to this stimulation, which we know

as behavioristic learning theory. The final result of this interaction can be a change in behavior that occurs in the individual. However, the same thing can also happen the other way around, namely that individuals can also influence changes in their environment, either in the form of positive or negative influences. Likewise, the learning environment will have an influence on the individuals in it, so that the learning environment becomes an important factor that can influence the learning process.

The learning environment is the overall situation that surrounds students or conditions that can influence students' development in learning. The learning environment can also be interpreted as anything that can influence changes in behavior in teaching and learning activities that influence learning outcomes and is also a learning resource that influences the learning process.

Learning motivation is an internal drive that encourages someone to start, continue and complete learning activities optimally. Learning motivation can be interpreted as a person's desire and determination to acquire new knowledge and skills and improve one's competence in a particular field. Theory *Expectancy-Value*: This theory states that learning motivation is influenced by individual expectations of learning outcomes (*expectancy*) and the value that individuals believe about learning tasks (*value*).

The dimension of experience plays a very important role in the learning process, learning can be influenced by motivation, where motivation is influenced by the learning environment.

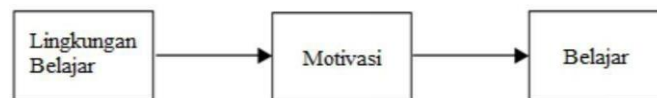


Figure 1. Relationship between learning environment, motivation, and learning

Research by Radovan dan Makovec (2017) suggests that students who perceive the learning environment as an environment that is useful for the learning process and try to adapt themselves tend to have intrinsic motivation. Meanwhile, students with extrinsic motivation view the learning environment as oriented towards academic performance and related to the student's learning outcomes or grades and competition.

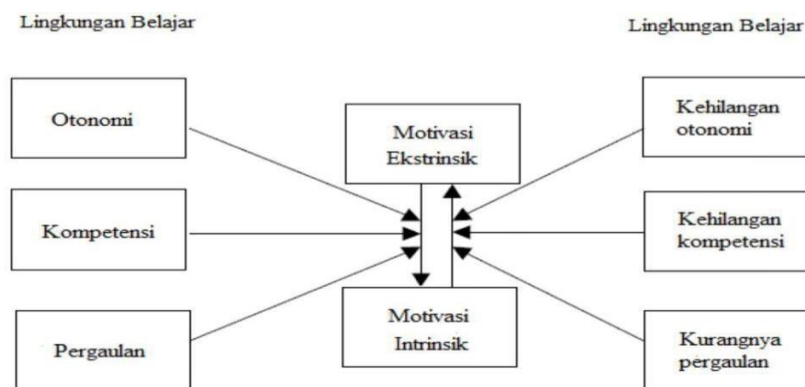


Figure 2. Changes in motivation from extrinsic to intrinsic and vice versa

In the context of the Faculty of Medicine, research by Rose et al, (2017) found that positive perceptions of the clinical learning environment can increase student engagement in more effective learning activities. However, negative impacts also occur if students experience negative perceptions of the learning environment, such as fatigue, anxiety, and decreased motivation.

In the context of the Faculty of Medicine, research by Rose et al, (2017) found that positive perceptions of the clinical learning environment can increase student engagement in more effective learning activities. However, negative impacts also occur if students experience negative perceptions of the learning

environment, such as fatigue, anxiety, and decreased motivation.

Research on the relationship between students' perceptions of the learning environment and learning motivation has become an increasingly researched topic. From 2014 to 2023, there has been an increase in the number of studies. Various studies have been conducted in various countries and student populations. For example, research Jin et al, (2017) involving medical students in South Korea, while research by Chen et al, (2023) involving medical students in Taiwan. In general, the results of this study show a relationship between students' perceptions of the learning environment and their learning motivation. However, so far there are still several gaps that have not been revealed in these studies.

Although much research has been conducted in the context of the relationship between students' perceptions of the learning environment and students' learning motivation, there are still several gaps that can be identified. One of the gaps that can be explained in this research is the lack of research that specifically focuses on the Faculty of Medicine student population.

This research was conducted with the main aim of understanding the relationship between student perceptions of the learning environment and learning motivation among students at the Faculty of Medicine at the Indonesian Muslim University. By understanding this relationship, it is hoped that more effective strategies and interventions can be developed to increase student learning motivation and the quality of education at the Faculty of Medicine.

Method

This research design uses a qualitative approach, this type of research uses observational analytical methods in the form of a cross sectional study. The population of this study were students at the Faculty of Medicine, Indonesian Muslim University, consisting of the active class of 2021 and 2022, totaling 661 people. The population in this study was 661 students with an error tolerance limit of 5%. So, to find out the size of the research sample, a calculation was carried out, the sample size used was 661 students, which was then divided into 2 classes, namely 2021 and 2022. Sampling used total sampling or used the sample as a whole.

This research uses primary data, namely a questionnaire to assess the relationship between the learning environment and the learning motivation of students at the Faculty of Medicine, Indonesian Muslim University. The research instrument uses the DREEM and MSLQ questionnaires. The technique used in this research is a questionnaire. Questionnaires are a data collection method by distributing questionnaires (list of questions) to sample respondents to obtain the necessary data that will be used to answer the problems raised. The scale used in this research is the Likert Scale. To analyze the data in this study, bivariative analysis was used with the correlation test.

Results

Respondent Characteristics

Table 1. Characteristics of Respondents Based on Gender and Age

Characteristics	Frequency (n)	Percentage (%)
Gender		
Male	275	41,6
Female	386	58,4
Total	661	100%
Age		
18-20 Years	327	49.5
21-23 Years	334	50.5

Total	661	100%
--------------	------------	-------------

Source: data processed, 2024

Based on Table 1, the majority of respondents in this study were women, 58.4%, while men accounted for 41.6% of the total 661 respondents. This gender distribution indicates greater participation from women in the study, although men also made significant contributions.

In terms of age, respondents were evenly split between two groups, 18-20 years old (49.5%) and 21-23 years old (50.5%). This balance between age ranges provides almost equal representation from both age groups, so the results of the study can reflect the views of a diverse population in terms of age.

The balanced distribution in terms of gender and age provided a solid foundation for the study. This is important as it ensures that the research results are not biased towards one particular group, either in terms of gender or age. With greater involvement of women, the research provides relevant insights from their perspective, while the participation of men still provides significant insights.

In addition, the age group of predominantly younger students, between 18 and 23 years old, provides an opportunity to capture behavioral patterns, motivations, and views relevant to this age group. This overall distribution supports the completeness of the data and increases the validity of the research, ensuring that the results of the analysis are reliable and applicable to the wider population.

Learning Environment

Table 2. Learning Environment Results

Score Interval	Percentage	Rating Category
214-219	7%	Good
220-229	23%	Good
230-239	41%	Good
240-249	24%	Good
250-259	4%	Good
260-265	1%	Good
Total	100%	

Source: data processed, 2024

The table above represents the results of the learning environment assessment measured using the Dundee Ready Educational Environment Measure (DREEM) questionnaire, which aims to evaluate students' perceptions of their learning environment and examine its relationship with learning motivation. The DREEM questionnaire, which consists of various aspects such as academic atmosphere and teaching quality, was used to measure the quality of the learning environment. Based on the assessment criteria, the learning environment was categorized as "Good" if the respondent's score was > 118 and "Poor" if the respondent's score was < 118. The results showed that all respondents scored above 118, which means that the learning environment was considered "Good" by all students of the Faculty of Medicine, Muslim Indonesia University.

The majority of students at the Faculty of Medicine at Muslim Indonesia University, 41%, scored in the 230-239 interval with a good category rating. This indicates that most students perform very well in their studies, reflecting their commitment to high academic achievement. This largest group indicates that many students are strongly motivated to understand the material and take their academic responsibilities seriously. A total of 24% of students were in the 240-249 score interval, followed by 23% of students in the 220-229 interval. Both of these groups were also rated in the good category, indicating that almost half of the students were highly motivated to learn. This also indicates an even distribution among students in achieving optimal learning outcomes, although there are slight differences in the score ranges.

On the other hand, 7% of students scored in the 214-219 interval, while 4% were in the 250-259 interval. Although the percentages are smaller, they are still in the good category, indicating consistency in the level of learning motivation among students.

This suggests that while some students may face greater challenges, they are still able to maintain a positive motivation to learn. Only 1% of students fall into the 260-265 interval, but they are also in the good category. Although this number is relatively small, their presence in the good category indicates that even at the higher end of the range, students still show a good level of commitment to their studies. Overall, all students, i.e. 100%, fall into the good category, which reflects that the learning motivation of students at the Faculty of Medicine, Muslim Indonesia University is very positive and evenly distributed across all score intervals.

These results indicate a supportive academic environment and a conducive learning culture, where students strive to continuously improve their abilities and knowledge in the field of medicine. The results of this study are in line with the findings in several journals that discuss the relationship between learning environment and motivation. According to Emda (2018) learning motivation is an important factor in successful learning, with intrinsic and extrinsic factors influencing students' interest and enthusiasm for learning. Vosoogh, Tavakolizadeh, and Pakdaman, (2023) also highlighted the role of self-efficacy in mediating the relationship between instructor support and student learning motivation. In addition, research by Heri (2019) also found that motivation plays an important role in driving students' interest in learning and can have a significant impact on their academic outcomes.

Thus, students' perceptions of the learning environment at the Faculty of Medicine, Muslim University of Indonesia are positive and diverse, with the majority falling into the "Good" to "Very Good" category, and the motivational factors supporting this are in line with findings in the existing literature. This suggests that adequate facilities, a comfortable academic atmosphere, and interactions with lecturers play an important role in increasing students' enthusiasm for learning. Other studies have also shown that students' perceived motivational climate, such as learning environment support, plays an important role in predicting medical students' intrinsic motivation. In Indonesia, motivation is proven to have a close relationship with learning achievement, as found in a meta-analysis study that showed a significant influence between motivation and student academic achievement.

Learning Motivation

Table 3. Learning Motivation

Score Interval	Percentage	Rating Category
33 – 35	4%	Good
36 – 38	23%	Good
39 – 41	55%	Good
42 – 44	18%	Good
Total	100%	

Source: data processed, 2024

Students of the Faculty of Medicine, Muslim Indonesia University showed high learning motivation based on the results of analysis using the Motivated Strategies for Learning Questionnaire (MSLQ). The assessment criteria used are good if the respondent's score is more than 22 and bad if the respondent's score is less than 22.

Students of the Faculty of Medicine at Muslim Indonesia University show high motivation to learn, which can be seen from the distribution of their assessment of learning motivation. Based on the measurement results, 55% of students are in the good category with an interval of 39-41, indicating that the majority of students have a very high level of motivation. A total of 23% of students were also rated in the good category in the 36-38 interval, reflecting that almost a quarter of the overall respondents showed earnestness in achieving satisfactory academic results. On the other hand, 18% of students were in the 42-44 interval, which also falls into the good category, showing small variations in motivation levels that remain above the expected standard. Meanwhile, only 4% of students were recorded to be in the 33-35 interval, but still in the good category.

Overall, 100% of the students measured demonstrated good motivation to learn. This illustrates that none of the students fell below the good category, so it can be concluded that the students in general have a strong commitment to learning. This high motivation to learn may also be driven by an awareness of the importance of careful preparation for a future medical career. In addition, the supportive academic environment and guidance from lecturers and teaching staff also play a role in fostering students' enthusiasm for learning, so that they can continue to maintain the high standard of education at the Faculty of Medicine, Muslim University of Indonesia.

The results of the study, which show that students of the Faculty of Medicine, Muslim University of Indonesia have high motivation to learn, can be supported by some relevant literature. For example, a study mentioned that measurement using the Motivated Strategies for Learning Questionnaire (MSLQ) can validate medical students' reflection on their learning through a self-regulated learning (SRL) approach with subscales such as self-orientation, critical thinking, self-regulation, and feedback seeking.

Other studies have shown that strong motivation among medical students is related to personal aspects, such as information seeking and interest in the subject, as well as the role of the instructor in motivating them to develop self-learning skills.

In addition, intrinsic motivation influenced by the perception of a learning environment that supports mastery of the material can be a major factor in increasing the motivation of medical students, which ultimately encourages good academic achievement. These supports from the literature are in line with the results of the study which showed that all students had good learning motivation.

Correlation Test

Table 5. Correlation Test Results

Correlation	Learning Environment	Learning Motivation
Learning Environment	Pearson Correlation 1	.570**
	Sig. (2-tailed)	0
	N	661
Learning Motivation	Pearson Correlation.570	1
	Sig. (2-tailed)	0
	N	661

Source: data processed, 2024

Based on the correlation test output, there is a positive and significant relationship between learning environment variables and learning motivation. The Pearson correlation value of 0.570 with a significance of 0.000 ($p < 0.05$) shows that a better learning environment correlates with a higher level

of learning motivation among students. This correlation value of 0.570 is included in the strong correlation category, which indicates that the learning environment has a strong influence on learning motivation.

Discussion

The Relationship between Learning Environment and Learning Motivation

This positive correlation indicates that if the quality of the learning environment is improved, student learning motivation tends to increase. In this analysis, the theory quoted from Sugiyono (2018) states that a relationship is considered significant if the significance value is smaller than 0.05. The results obtained strengthen this theory, where the correlation between the learning environment and learning motivation is not only significant, but also shows a fairly strong influence. This information is important for education administrators to consider, especially in efforts to create a conducive learning environment to increase student academic motivation, especially at the Faculty of Medicine, Indonesian Muslim University.

Based on the results of the tests that have been carried out, the significance value for the learning environment and learning motivation variables is 0.000, which is smaller than 0.05. This shows that there is a positive and significant relationship between these two variables, with a correlation size of 0.570 which is included in the medium relationship category. These results are in line with previous research by Nurbari dan Rizal (2018), who also found a significant influence between the learning environment and learning motivation. Other research by Halawa dan Fensi (2020) also supports these findings, where they found a positive and significant relationship between the learning environment and learning motivation, which has an impact on student learning achievement. In this thesis, there is an item that shows the most dominant influence, namely the statement "Our Lecturers are Authoritarian," with an average score of 4.42, where the majority of respondents agree with this statement. In contrast, the item with the smallest influence is the statement "I understand the lesson better than other students," which has an average score of 3.08 and tends to be close to neutral.

Research in Indonesia also supports this finding. R Fadli et al., (2023) examined the validity and reliability in research on learning motivation in Islamic Religious Education and found that a conducive learning environment has a positive correlation with learning motivation. Rismayanti dan Rayhan (2023) also found that student learning motivation was influenced by a positive learning environment. Lukman et al (2023) as well as Damayanti (2023) confirm the importance of the learning environment in influencing learning outcomes and motivation.

In addition, recent research by OVD Handayani, S Susilaningsih, dan N Hamidi (2023) shows that there is a positive relationship between learning motivation and the entrepreneurial learning environment and vocational school students' interest in entrepreneurship. Other research by A Harso dan Seku (2023) found a significant relationship between the learning environment and science learning outcomes of junior high school students in Indonesia, which also reflects the positive impact of the learning environment on student motivation and learning outcomes.

International journals also support these findings, such as research by L Alemayehu dan HL Chen (2023), who found that students' motivation, self-efficacy, and self-monitoring play an important role in learning engagement in online learning environments. Other research by Q Wang, KCS, dan KE Hoque (2023) showed that classroom climate and student self-efficacy mediated the relationship between teacher leadership style and student academic motivation.

Thus, this research strengthens the importance of the learning environment as a factor that plays a significant role in influencing student motivation and learning achievement, both at the Faculty of Medicine, Indonesian Muslim University and in various other educational contexts, including at the international level.

From these results, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant relationship between the learning environment and the learning motivation of students at the Faculty of Medicine, Indonesian Muslim University. These results emphasize the importance of a good learning environment in increasing students' learning motivation, which can ultimately contribute to better academic achievement.

Conclusion

Students at the Faculty of Medicine, Indonesian Muslim University have high learning motivation, with all students falling into the good category. Supporting factors such as lecturer guidance, a supportive academic environment, and clear academic goals play an important role in increasing their learning motivation. Students from the Faculty of Medicine at the Muslim University of Indonesia rated their learning environment as "Good." A supportive environment and interaction with lecturers has proven to play an important role in increasing student learning motivation. Learning motivation and the learning environment are closely related. A positive environment, such as lecturer support and a conducive academic atmosphere, increases student motivation to achieve academic achievement. A good environment strengthens motivation, and high motivation encourages optimal use of the environment.

Suggestions for future researchers are to add other variables, such as socio-economic background, learning style, and family support, to understand the factors that influence student learning motivation and the role of lecturers in increasing it. This research is limited to one faculty, so the results may not be generalizable. It is recommended that further research involve a wider sample and use other data collection methods, such as interviews or observations, for more accurate results.

References

- [1] [1] Albana, R. Y. F., Meidianawaty, R. V., & Hermawan, I. (2018). Hubungan Persepsi Mahasiswa terhadap Lingkungan Pembelajaran dengan Nilai Blok di Fakultas Kedokteran Unswagati Cirebon. *Tunas Medika Jurnal Kedokteran & Kesehatan*, 76–82.
- [2] [2] Alemayehu, L., & Chen, H. L. (2023). The role of motivation, self-efficacy, and self-regulation in student engagement in online learning environments. *Journal of Educational Psychology*, 115(3), 450–469.
- [3] [3] Brunner, J., Nagy, G., & Balla, D. (2017). *Eurostudent V: Social and Economic Conditions of Student Life in Europe*. European Commission.
- [4] [4] Damayanti, W. (2023). Importance of validity and reliability in measuring scientific article structure identification skills for students. *Journal of Educational Research*, 29(2), 176–190.
- [5] [5] Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2). <https://doi.org/https://dx.doi.org/10.22373/LJ.V5I2.2838>
- [6] [6] Fadli, R., Hermawan, E., & Asyrofi, M. (2023). Validity and reliability of motivation instruments in Islamic Religious Education research using Pearson Product Moment method. *Journal of Islamic Education*, 15(1), 23–40.
- [7] [7] Halawa, F., & Fensi, A. (2020). Hubungan antara lingkungan belajar dan motivasi belajar terhadap prestasi belajar siswa. *Jurnal Penelitian Pendidikan*, 15(3), 210–225.
- [8] [8] Handayani, O. V. D., Susilaningih, S., & Hamidi, N. (2023). *Relationship*.
- [9] [9] Harso, O. A., & Seku, A. Y. (2023). Pengaruh Lingkungan Belajar Terhadap Hasil Belajar IPA Siswa SMPK Inemete Nangapanda. *Jurnal Inovasi Pendidikan*, 3(9), 7589–7594.
- [10] [10] Heri, T. (2019). Meningkatkan Motivasi Minat Belajar Siswa. *Rausyan Fikr*, 15(1), 53–61. <https://doi.org/https://dx.doi.org/10.31000/rf.v15i1.1369>

- [11] [11] Kementerian Pendidikan dan Kebudayaan. (2019). Laporan Nasional Survei Mahasiswa 2019. Direktorat Jenderal Pembelajaran dan Kemahasiswaan.
- [12] [12] Luke Y.C. Chen, Tien T.T. Quach, Riki Dayan, Dean Giustini, P. W. (2023). *Teunissen, Academic Half Days, Noon Conferences And Classroom- Based Education In Postgraduate Medical Education: A Scoping Review, CMAJ Open, 10.9778/Cmaj.20210203, 11, 3, (E411-E425).*
- [13] [13] Lukman, H. S., & Damayanti, W. (2023). The influence of learning environment on student achievement and motivation. *Journal of Educational Psychology and Counselling, 11(3), 214–228.*
- [14] [14] Nurbari, R., & Rizal, M. (2018). The impact of learning environment on student motivation in higher education. *Journal of Educational Development, 14(1), 15–22.*
- [15] [15] Radovan M, M. D. (2017). Adult learners' learning environment perceptions and satisfaction in formal education-case study of four East- European countries. *International Education Studies, 8(2), 101–112.*
- [16] [16] Rismayanti, R., & Rayhan, M. A. (2023). The role of positive learning environment in enhancing student motivation in higher education. *Journal of Educational Science, 21(4), 377–389.*
- [17] [17] Rose T, Barker M, Maria Jacob C, Morrison L, Lawrence W, Strömmer S, Vogel C, Woods-Townsend K, Farrell D, Inskip H, B. J. (2017). A Systematic Review of Digital Interventions for Improving the Diet and Physical Activity Behaviors of Adolescents. *J Adolesc Health., 61(6), 69–677.* <https://doi.org/doi: 10.1016/j.jadohealth.2017.05.024>. Epub 2017 Aug16.
- [18] [18] Sugiyono. (2018). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.
- [19] [19] Umboh, E., Kepel, B., & Hamel, R. (2017). Hubungan antara Motivasi Belajar dengan Prestasi Akademik pada Mahasiswa Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Sam Ratulangi Manado. *Jurnal Keperawatan UNSRAT, 5(1), 108275.*
- [20] [20] Vosoogh, N. S. H., Tavakolizadeh, J., & Pakdaman, M. (2023). The Role of Self-efficacy in the Relationship Between Classroom Climate and Students' Educational Motivation. *Journal of Research in Health, 11(4), 1–12.* <https://doi.org/https://dx.doi.org/10.32598/jrh.11.4.1839.1>
- [21] [21] Wang, Q., Lee, K. C. S., & Hoque, K. E. (2023). Classroom climate and self-efficacy: Mediation of the relationship between teacher leadership style and academic motivation. *Journal of Educational Leadership, 15(3), 207–222.*
- [22] [22] World Bank. (2021). *Higher Education Database.* Diakses pada 1 Mei 2023, dari <https://data.worldbank.org/indicator/SE.TER.ENRR>.