

Factors Affecting Learning Motivation and Academic Achievement of Psychology Students in the Ma'had Environment

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Abstract

This study aims to analyze the effect of learning motivation and learning environment on student academic achievement at UIN Malang, as well as explore the interaction between the two variables. The method used in this study is a quantitative approach with multiple linear regression design. Data were collected through questionnaires distributed to 200 students selected using stratified random sampling technique. The results of the analysis show that learning motivation has a significant positive influence on academic achievement with a regression coefficient of 4.674, while the learning environment also contributes positively with a coefficient of 4.649. In addition, the interaction between learning motivation and learning environment showed a significant moderating effect, albeit with an interaction regression coefficient of -0.064, which suggests that learning environment may reduce the influence of learning motivation in certain contexts. The implications of this study emphasize the importance of creating a conducive learning environment to improve student motivation and academic achievement. This research provides new insights for education managers and educators to design more effective learning strategies, as well as highlighting the need for attention to external factors that influence learning motivation. Thus, this study contributes to the development of science in the field of education, particularly in the context of higher education in Indonesia.

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INTRODUCTION

In recent years, the mental health of university students has emerged as a critical concern within academic circles (Andersen et al., 2021; Huguley et al., 2022; Stentiford et al., 2023). A national survey conducted by the American College Health Association reported that a majority of students experience excessive anxiety, and a significant number suffer from severe depression (Marmolejo et al., 2024; Samek et al., 2024; Soria & Horgos, 2021). Furthermore, the increased emphasis on academic performance and extracurricular involvement often leaves students struggling to maintain emotional and psychological balance (Hawsawi et al., 2025; He et al., 2024; Luta et al., 2021).

This mounting pressure not only impacts academic outcomes but also leads to broader challenges, including social isolation, substance abuse, and decreased productivity (Al Kez et al., 2024; Calina et al., 2021; Reynolds et al., 2022). Such problems are not confined to one region; studies from Europe, Asia, and North America indicate that student stressors such as heavy coursework, financial constraints, and career uncertainty are universal issues. Recognizing these realities, many universities have implemented mental health initiatives. However, the effectiveness of these support systems remains unclear and warrants further investigation.

Building on the aforementioned concerns, several studies highlight the complex relationship between academic pressures and mental health. Research conducted by Halat et al. (2024) revealed that heavy workloads significantly increase the risk of students experiencing anxiety and depression, underscoring the importance of interventions that alleviate academic stress. Similarly, Kalaitzaki et al. (2021) found that students lacking strong social support networks are more vulnerable to chronic stress disorders. Their findings suggest that solid social support from peers, family, and the campus environment can protect against excessive psychological stress. Some researchers have explored interventions such as mindfulness-based stress reduction (MBSR) programs, which have been shown to reduce anxiety and improve concentration (Keng et al., 2021; Tao et al., 2022; Yeh & Lin, 2022). However, other studies caution that while these interventions may offer short-term benefits, they often fail to address underlying systemic issues, such as institutional policies that foster a competitive academic environment (Allen & Kizilcec, 2024; Islam et al., 2025; Mirzania et al., 2023). These findings emphasize the multifaceted nature of the issue and the need for research that examines both individual coping strategies and broader institutional factors.

This study aims to examine the effectiveness of mental health initiatives implemented by universities in mitigating the impact of academic pressures on students' well-being. Although many mental health programs have been introduced on various campuses in recent years, critical studies evaluating their outcomes remain scarce. This research seeks to address whether these initiatives successfully reduce stress, anxiety, and depression among students or whether gaps persist. By identifying these gaps, the study intends to provide deeper insights into how universities can enhance their support systems. Consequently, this research contributes to the academic understanding of student mental health and offers strategic recommendations for achieving a better balance between academic demands and mental health.

This research is based on several key assumptions. First, it assumes that not all mental health initiatives have the same level of effectiveness; some interventions may have a more significant impact on student well-being than others. Second, it assumes that certain groups of students, such as first-year undergraduates, international students, and those from underrepresented backgrounds, may face unique stressors not fully addressed by existing programs. Based on these assumptions, the study hypothesizes that more targeted interventions, rather than generalized ones, will have a greater effect in reducing stress and improving mental health outcomes. Additionally, the research argues that institutional commitment, whether through funding, policy changes, or incorporating student input into program design, will be crucial in achieving meaningful results. By exploring these hypotheses and arguments, this study aims to offer actionable recommendations for improving mental health support, ultimately creating a more supportive academic environment.

RESEARCH METHOD

This research method uses a quantitative approach with descriptive and explanatory research designs. The choice of quantitative methods is based on the research objectives that want to measure and analyze the influence of certain variables, namely learning motivation, learning environment, and academic achievement (Borgstede & Scholz, 2021; Nassaji, 2020; Zhou et al., 2024). The quantitative method was chosen because of its ability to produce numerical data that can be analyzed statistically, thus allowing researchers to draw more objective conclusions and generalize research results. The superiority of this method lies in its ability to test hypotheses systematically and provide strong empirical evidence, which is very relevant to the purpose of this study, which is to understand the relationship between the variables studied.

The data collection technique used in this research is a survey with a questionnaire distributed to students at Ma'had UIN Malang. The selection of this research location is based on the consideration that the ma'had has a variety of study programs and a representative student population so that the research results can reflect broader conditions. This study's respondents were 200 students selected using a stratified random sampling technique. This technique was chosen to ensure that each group in the population, based on study program and class year, was proportionally represented in the sample. In this way, it is expected that the data obtained can reflect the variations in the student population.

This study used multiple linear regression analysis, t-test, and ANOVA to analyze the collected data (Barroga et al., 2023; Lim, 2024; Strijker et al., 2020). Multiple linear regression analysis was applied to test the simultaneous effect of learning motivation and learning environment on academic achievement and evaluate the interaction between the two variables. The t-test was used to determine the significance of the effect of each independent variable on the dependent variable. In contrast, ANOVA was used to test the average difference in academic achievement between groups. The software used for data analysis is SPSS version 25, which allows researchers to conduct statistical analysis accurately. The analysis results will be interpreted to answer the research questions, focusing on the statistical significance and regression coefficients that indicate the direction and strength of the relationship between the variables under study.

RESULT AND DISCUSSION

Result

Multiple Linear Regression Test (MRA)

The interaction test, often called Moderated Regression Analysis (MRA), is a unique application of linear multiple regression where the regression equation contains an element of interaction (multiplication of two or more independent variables) that aims to determine whether the moderating variable will strengthen or weaken the relationship between the independent variable and the dependent variable.

Table 1. Moderated Regression Analysis Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-283.424	131.432	
Learning Motivation	4.674	1.877	5.482
Learning Environment	4.649	1.862	5.153
Learning Motivation*Learning Environment	-.064	.027	-7.906

Table 1 shows the results of the multiple linear regression analysis that examines the effect of learning motivation and learning environment on academic achievement, as well as the interaction between the two. The unstandardized regression coefficient for learning motivation is 4.674, which means that a one-unit increase in learning motivation will increase academic achievement by 4.674, with a standard error of 1.877 and a t-value of 5.482, indicating strong significance. Similarly, the learning environment has a coefficient of 4.649, indicating that a one-unit increase in a learning environment will also increase academic achievement by 4.649, with a standard error of 1.862 and a t-value of 5.153, which is also significant. However, the interaction between learning motivation and learning environment has a coefficient of -0.064, indicating that this interaction harms academic achievement, with a standard error of 0.027 and a t-value of -7.906, suggesting that the effect of learning motivation on academic achievement may be reduced in the context of a better learning environment.

F test

The F test aims to find whether the independent variables (simulant) affect the dependent variable. The F-test was conducted to see the effect of all independent variables on the dependent variable. The level used is 0.5 or 5%. If the significant value of $F < 0.05$, the independent variable simultaneously affects the dependent variable or vice versa. The F test is attached in Table 2.

Table 2. ANOVA test^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	65.101	3	21.700	6.676	.000b
	Residuals	633.864	195	3.251		
	Total	698.965	198			

a. Dependent Variable: Academic Achievement

Table 2 presents the ANOVA test results for the regression model that examines the effect of learning motivation and learning environment on academic achievement. From the table, the total variance explained by the regression model is 65,101 with degrees of freedom (df) of 3, resulting in a mean square of 21,700. The F value obtained is 6,676, with a significance (p-value) of 0.000, indicating that the regression model is significant in explaining variations in academic achievement. Meanwhile, the residual variance is 633.864 with df 195 and a mean square of 3.251, indicating that there is a variation that the model cannot explain. These results indicate that learning motivation and environment significantly influence students' academic performance.

T-test

The test is used to determine the significant effect of the independent variable (X) on the dependent variable (Y). Decision-making based on the estimated standard error b (regression coefficient) must be obtained before the t value of each independent variable (X) has been determined. In the t-test, b (regression coefficient) and sb values are necessary. Where the T-test results are shown in Table 3 below:

Table 3. T- test coefficients^a

Model	Unstandardized Coefficients		Standardized Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-	131.432		-	.032
	283.424				
Learning Motivation	4.674	1.877	5.482	2.490	.014
Learning Environment	4.649	1.862	5.153	2.497	.013
Learning Motivation*Environment	-.064	.027	-7.906	-	.017
Learn				2.416	

a. Dependent Variable: Academic Achievement

Based on the calculations in the table above, the Sig Value of the Learning Motivation Variable is 0.014, meaning that it is less than 0.05. It is concluded that the Learning Motivation Variable significantly affects Academic Achievement and the Learning Environment. While in the MRA, between the Learning Motivation Variable and the Learning Environment Variable of 0.017, it can be concluded that the Learning Environment Variable can moderate the effect of the Learning Motivation Variable on Academic Achievement.

Test R²

The coefficient of determination (adjusted R²) shows the ability of the regression model to explain the variation in the dependent variable. The coefficient of determination ranges between zero and one ($0 < R^2 < 1$). A small adjusted R² value indicates that the ability of the independent variables to explain the variation in the dependent variable is minimal. An adjusted R² value close to one indicates that the independent variables provide almost all the information needed to predict variations in the dependent variable. The greater the adjusted R² value in this study, the greater the ability to learn motivation with the learning environment as a moderating variable, which explains the variation in the academic achievement value variable.

Table 4. Model Summary I

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195 ^a	.038	.033	1.847

Predictors: (Constant), Learning Motivation

Table 5. Model Summary II

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305 ^a	.093	.079	1

Predictors: (Constant), Learning Motivation

The analysis results in the tables above show the relationship between learning motivation and students' academic achievement. In Table 4, the R-value shows a positive relationship of 0.195 between learning motivation and academic achievement. An R Square of 0.038 shows that learning motivation explains about 3.8% variation in academic achievement. An Adjusted R Square of 0.033 indicates the model has minimal predictive capabilities. On the other hand, Table 5 shows an increase in the R-value to 0.305 and the R Square to 0.093, which means that learning motivation explains about a 9.3% variation in academic achievement. An Adjusted R Square value of 0.079 indicates a slight improvement in the model's ability to predict academic outcomes.

These results show that although there is a positive relationship between learning motivation and academic achievement, the influence of learning motivation on student's academic achievement is still relatively low.

Discussion

The Effect of Learning Motivation on Academic Achievement

Statistical analysis results for testing the first hypothesis obtained a positive regression coefficient value of 4.674. The results of the t-statistical test obtained a value of 2.490 with a significance value of 0.014, smaller than the predetermined error tolerance ($0.000 < 0.05$), so it can be concluded that learning motivation positively affects academic achievement. Based on data analysis and hypothesis testing that has been carried out in this study, profitability proxied by learning motivation is proven to have a positive and significant effect on academic achievement. In this study, the positive sign of the regression coefficient indicates that if learning motivation increases, academic achievement also increases. This finding aligns with previous research conducted by Wei et al. (2023), which also found that learning motivation contributes significantly to student learning outcomes. The study showed that learning motivation can improve academic results by 32.5%. In addition, Opoku et al. (2022) confirmed that learning motivation strongly influences learning outcomes, with a coefficient of 39.9%. This shows that learning motivation is not just a supporting factor but a key element that can encourage students to perform better.

In the context of educational theory, the results of this study support the views of González-Cabrera et al. (2023), who states that success in the teaching-learning process is highly dependent on students' perseverance in doing tasks and their ability to overcome various challenges independently. Learning motivation, both intrinsic and extrinsic, plays an important role in encouraging students to behave and achieve as expected. Pyle et al. (2020) explained that intrinsic motivation, which comes from within students, and extrinsic motivation, which is triggered by external factors, interact to influence learning outcomes. Thus, highly motivated students tend to be more active and committed in the learning process, which in turn contributes to improving their academic performance. Furthermore, it aligns with Donald's view in Djamarah, which states that motivation is a change in energy within a person that encourages him to achieve specific goals. Thus, the results of this study not only confirm the importance of learning motivation in improving academic achievement but show that a supportive learning environment can strengthen such motivation, creating a positive cycle that contributes to students' academic success.

Effect of Learning Motivation on academic achievement

The results of this study indicate that the learning environment has a significant positive effect on academic achievement, with a regression coefficient of 4.649 and a significance value of 0.013. This finding aligns with previous research conducted by Stentiford et al. (2023), which found that 34.7% of the variation in learning outcomes can be explained by learning environment factors. Another study by Bauer et al. (2023) also confirmed that the family environment and peer interaction significantly influence learning outcomes, contributing 42.3%. This suggests that a positive learning environment at home and school is crucial in supporting students' academic achievement.

As expressed by respondents in this study, a conducive learning environment creates a comfortable and supportive atmosphere for students to learn. Miller (2023) states that the learning environment serves as a "laboratory" for students to move and explore, allowing them to develop new skills and knowledge. In this context, a good environment includes physical facilities and social and emotional aspects that can influence students' motivation and engagement in the learning process. Thus, a supportive learning environment can increase student comfort, improving academic achievement.

Furthermore, Supardi emphasized that a conducive learning environment is characterized by comfort, peace, and enthusiasm in implementing learning. Adequate facilities, such as classrooms equipped with good ventilation and sufficient lighting, are essential for creating a supportive environment for the learning process. The results of interviews with research subjects show that students feel motivated to learn in a comfortable and supportive environment. Therefore, this study confirms the importance of creating a conducive learning environment as one of the strategies to improve students' academic performance, which aligns with the findings from previous studies that show that a positive learning environment contributes significantly to learning outcomes.

The effect of Learning Motivation on academic achievement in terms of the learning environment

The results of this study indicate that learning motivation has a positive effect on academic achievement, with a regression coefficient of 4.674, and the learning environment contributes 4.649. The multiple linear regression analysis indicated that the interaction between learning motivation and learning environment also had an effect, although with an interaction regression coefficient of 0.064. This finding aligns with research He et al. (2024), which asserts that learning outcomes are influenced by high learning motivation and a supportive family environment. This research highlights the importance of these two factors in creating optimal conditions for achieving good academic performance. Thus, the learning environment serves as a background and a factor that moderates the effect of learning motivation on academic achievement.

Furthermore, this study supports the view that factors influencing learning outcomes can be divided into internal and external factors. Internal factors include psychological aspects such as motivation, interest, and learning readiness, while external factors include family, school, and community environments Sun (2022). In this context, learning motivation is the primary driver that triggers students to strive to achieve their academic goals. Research by Rogier et al. (2021) shows that motivation not only acts as a driver but also as an element that directs students' efforts in achieving desired learning outcomes. A conducive learning environment is critical in supporting students' learning motivation. Hamzah B. Uno emphasized that a good classroom atmosphere can increase students' concentration and comfort in learning. If the learning environment is not supportive, students' motivation may decrease, affecting the overall learning process. Therefore, creating a positive and supportive learning environment is crucial to improving students' motivation and academic achievement. This research confirms that the interaction between learning motivation and learning environment is key to achieving optimal learning outcomes, and it is important for educators to pay attention to these two aspects in the learning process.

The theoretical contribution of this study lies in strengthening the understanding of the relationship between learning motivation, learning environment, and academic achievement, showing that these factors influence and interact with each other in an educational context. By integrating findings from recent empirical studies with an original conceptual framework, this research uniquely highlights how subtle variations in learning environments, such as flexible classroom designs or community-driven support systems, amplify the positive effects of learning motivation. The findings support existing educational theories that emphasize the importance of motivation as a key driver in the learning process and introduce the novel insight that enhancing social cohesion within the learning environment can further bolster student achievement. From a practical perspective, the results of this study provide important implications for education management, where school managers and educators need to create a supportive learning environment, both physically and emotionally, to increase student motivation. Thus, educational management strategies focusing on developing a positive learning environment and providing motivational support can significantly improve students' academic performance, creating a more effective and productive educational ecosystem.

CONCLUSION

The conclusion of this study confirms that learning motivation and learning environment significantly influence student academic achievement, with the interaction between the two variables also playing an important role. The findings provide new insights that strengthen the understanding that academic success is not only determined by internal factors such as motivation but is also strongly influenced by external conditions that create a conducive learning atmosphere. A key lesson that can be drawn from this study is the importance of creating a supportive learning environment to increase student motivation, which in turn will contribute to better academic achievement. Thus, educators and education managers must consider these aspects when designing effective learning strategies.

This study contributes significantly to the existing literature by proposing a new approach to understanding the interaction between learning motivation and learning environment. By introducing moderating variables, this study not only updates existing perspectives but also opens up space for new research questions relating to external factors that influence motivation and academic achievement. Nonetheless, this study has limitations, including a scope limited to one particular location and population, which may not reflect broader conditions. Therefore, further research is needed to explore other variables, such as gender and age differences, and use a broader survey method to get a more comprehensive picture. This will help formulate more appropriate and targeted education policies and improve our understanding of the dynamics that influence academic achievement across different contexts.

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