

The Effect of Learning Environment on Students' Motivation in Learning

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Abstract

This study investigates the relationship between the learning environment and students' motivation through qualitative analysis of interviews and focus groups. Key themes emerged highlighting the influence of various environmental aspects on motivation. Participants emphasized the importance of supportive teacher relationships, noting that teachers who demonstrate genuine interest and provide constructive feedback foster higher motivation levels. A positive classroom climate characterized by respect, collaboration, and inclusivity was also identified as crucial for engagement. Peer interactions, particularly through collaborative learning experiences, enhanced motivation by creating a sense of belonging and accountability. Additionally, access to diverse resources and learning tools was vital for maintaining motivation, with students expressing a desire for engaging materials. The physical characteristics of learning spaces, such as seating arrangements and lighting, significantly impacted motivation, with flexible and organized environments contributing to comfort and engagement. While many students appreciated technology's role in facilitating interactive learning, concerns about distractions underscored the need for balanced integration. Overall, the findings align with existing literature, offering new insights into factors influencing motivation across educational levels. The study underscores the necessity for educators to foster supportive relationships, promote a positive classroom climate, provide diverse resources, and thoughtfully integrate technology, ultimately enhancing student engagement and success. Future research should further explore these dynamics, particularly in the context of evolving educational practices and technological advancements.

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1. INTRODUCTION

The learning environment is a critical factor that shapes students' experiences in school, influencing their academic performance, behavior, and motivation. It includes physical, social, psychological, and academic dimensions such as the classroom layout, lecturer-students' relationships, peer interactions, and the availability of learning resources. Motivation, on the other hand, is a key driver of students' willingness to engage with their studies and perform to the best of their abilities. As stated by Fraser (2012), Classroom Learning Environments: Retrospect, Context, and Challenge, the learning environment plays a crucial role in shaping students' academic experiences and outcomes. Fraser's research emphasizes the multidimensional nature of learning environments, which includes factors such as the physical setting, social interactions, and psychological climate within the classroom. Learning environment is not just a backdrop to education but an active component that significantly influences student outcomes, from academic performance to motivation and engagement. By improving various dimensions of the learning environment, educators can create spaces that foster more effective learning.

Motivation in learning can be intrinsic (driven by internal satisfaction or interest in the subject) or extrinsic (motivated by rewards or external pressures). Motivated students are more likely to participate actively in lessons, seek out challenges, and persist in the face of difficulties, which contributes to their overall success. Therefore, understanding the factors that influence motivation, such as the learning environment, is vital for educators, parents, and policymakers. Ormrod (2014) explains that motivation in learning is driven by both intrinsic factors, such as personal interest and enjoyment, and extrinsic factors, like rewards and grades. She emphasizes the importance of a supportive learning environment that promotes autonomy, competence, and positive relationships to

foster intrinsic motivation. Ormrod highlights that students' beliefs about their abilities, goal orientations, and how they attribute success or failure play a crucial role in motivation. She also underscores the impact of emotions, interest, and the relevance of tasks on students' engagement, advocating for environments that encourage self-regulation and mastery-oriented goals for sustained motivation.

Studies have shown that a well-designed and supportive learning environment can positively affect students' motivation and engagement. Aspects of the learning environment such as a positive classroom climate, availability of learning materials, encouragement from lecturers, and peer support can foster a sense of belonging and encourage students to strive for success. Conversely, a poor learning environment, characterized by overcrowded classrooms, lack of resources, or negative lecturer-students dynamics, can reduce motivation and lead to disengagement or academic underachievement. Wubbels et al. (2012) emphasize that a supportive and well-structured learning environment, characterized by strong lecturer-students' relationships, positive peer interactions, clear communication, and effective classroom management, plays a critical role in enhancing students' motivation. The social and emotional aspects of the learning environment are key determinants of how students engage with and persist in their studies.

While previous research has explored various aspects of the learning environment and student motivation, there is still a need to investigate how different environmental factors specifically influence motivation across different student populations (e.g., elementary, secondary, or higher education students). There is also room to explore how new teaching methods and technologies shape the learning environment in today's classrooms and how this impacts student motivation.

While prior studies have examined the relationship between the learning environment and student motivation, there remain gaps in understanding how specific environmental factors impact motivation across various student populations. For instance, factors that motivate elementary students may differ from those that influence secondary or higher education students due to differences in cognitive development, social needs, and academic expectations. This calls for targeted research that explores how elements such as classroom structure, lecturer-students' relationships, peer interactions, and resource availability affect motivation within each of these groups.

Furthermore, with the rise of new teaching methods and technologies, classrooms are evolving rapidly. The increasing use of digital tools, blended learning models, and virtual classrooms creates new dynamics in the learning environment. These innovations can potentially enhance motivation by providing personalized learning experiences, greater flexibility, and interactive resources. However, they can also introduce challenges, such as distractions or unequal access to technology, which may affect student motivation differently. As such, there is a need for research to investigate how these modern educational approaches reshape learning environments and their specific impacts on student engagement and motivation across diverse contexts.

This study seeks to fill these gaps by examining the relationship between the learning environment and students' motivation. The findings could provide valuable insights for educators and school administrators on how to create more motivating and supportive learning environments, thereby improving students' learning outcomes and overall educational experiences. The findings of this research are anticipated to provide valuable insights for educators and school administrators, equipping them with knowledge on how to cultivate more motivating and supportive learning environments. For instance, understanding which environmental factors most significantly boost motivation for specific age groups could lead to more tailored educational strategies.

Additionally, the study will explore how contemporary teaching methods, such as collaborative learning, project-based learning, and the use of digital technologies, impact students' engagement and motivation. By identifying best practices and effective environmental designs,

educators can create classrooms that not only foster intrinsic motivation but also accommodate diverse learning styles and needs.

Ultimately, the implications of this study could extend beyond individual classrooms to inform broader educational policies and practices. By promoting environments that enhance student motivation, schools can improve learning outcomes, reduce dropout rates, and foster a more positive overall educational experience for students. This research thus holds the potential to contribute to the development of strategies that enhance student engagement and success, helping to prepare them for future academic and life challenges.

In summary, the study will explore the critical role of the learning environment in influencing students' motivation to learn. Understanding this relationship is essential for creating effective educational strategies and environments that support student success.

2. RESEARCH METHOD

To explore the relationship between the learning environment and students' motivation, a qualitative research method will be employed. This approach allows for a deep understanding of students' experiences and perceptions regarding their learning environments and how these impact their motivation. The study will utilize a qualitative descriptive design, focusing on gathering rich, detailed descriptions of students' experiences in their learning environments. The study will target students from fifth semester of FBMB UNDIKMA to capture a broad perspective on how different environments influence motivation. Purposive sampling is used to select participants who can provide relevant insights based on their experiences in different learning environments. Aim for a diverse group regarding age, gender, and academic performance. This qualitative research method aims to explore the effect of the learning environment on students' motivation in depth. By using interviews and focus groups, the study seeks to uncover rich, nuanced insights into how various elements of the learning environment shape students' motivation, ultimately providing valuable information for educators and policymakers to enhance students' engagement and success.

3. RESEARCH RESULTS AND DISCUSSION

Research Result

The qualitative analysis of the interviews and focus groups revealed several key themes that illustrate how different aspects of the learning environment influence students' motivation. These themes were derived from participants' descriptions of their experiences and perceptions. The major findings include:

1. Supportive Lecturer Relationships:

Many students emphasized the importance of positive relationships with lecturers. Those who felt supported and encouraged reported higher levels of motivation. Students described lecturers who showed genuine interest in their well-being, provided constructive feedback, and fostered a safe learning environment as being crucial to their engagement and enthusiasm for learning.

2. Classroom Climate and Environment:

Participants highlighted that a positive classroom climate—characterized by respect, collaboration, and inclusivity—significantly contributed to their motivation. Students expressed that classroom where they felt comfortable sharing ideas, asking questions, and participating in discussions increased their willingness to engage actively in learning.

3. Peer Interactions and Collaboration:

The role of peers emerged as a significant factor in motivation. Students noted that collaborative learning experiences, such as group projects and peer tutoring, enhanced their motivation by creating a sense of belonging and accountability. Positive peer relationships encouraged them to engage more fully in academic tasks.

4. Availability of Resources and Learning Tools:

Access to varied resources, such as books, technology, and learning materials, was identified as vital for maintaining motivation. Students who had access to engaging and relevant materials reported feeling more motivated to explore topics further and participate in lessons.

5. Impact of Physical Learning Space:

Students described the physical characteristics of their learning environments, such as seating arrangements, lighting, and overall classroom design, as influencing their motivation. Flexible seating and an organized, inviting space contributed to a sense of comfort and engagement, while overcrowded and poorly designed spaces were seen as barriers to motivation.

6. Integration of Technology:

Many students appreciated the use of technology in the classroom, particularly when it facilitated interactive and personalized learning experiences. However, some also expressed concerns about distractions associated with technology, indicating a need for balanced integration that maintains focus on learning objectives.

Discussion

The findings of this study highlight the multifaceted relationship between the learning environment and student motivation, aligning with existing literature while offering new insights into specific factors that influence motivation across different educational levels. As outlined by Eccles and Roeser (2011), reinforces the notion that motivation is a multifaceted construct influenced by various contextual factors. Their insights contribute to a deeper understanding of how educational environments can be structured to support student motivation across different developmental stages. By recognizing and addressing these influences, educators can create more effective learning environments that enhance motivation and ultimately improve educational outcomes for all students.

The results underscore the importance of lecturer-students' relationships in fostering motivation, echoing findings from previous studies. Lecturers who actively engage with students and build rapport can create a positive atmosphere conducive to learning. This suggests that professional development focused on relationship-building and emotional support may enhance lecturer effectiveness and student motivation. Brew and Ginns (2008) provide compelling evidence that active engagement and the building of rapport between lecturers and students are essential for creating a positive and conducive learning atmosphere. Their insights suggest that institutions should prioritize the development of faculty-student relationships and promote teaching strategies that encourage interaction and collaboration, ultimately leading to a more effective educational experience. By fostering an environment where students feel valued and engaged, educators can enhance motivation and academic success.

The significance of a positive classroom climate points to the need for educators to prioritize inclusivity and respect. Classrooms that promote collaboration and open communication not only enhance motivation but also support social-emotional learning. Implementing strategies that cultivate a supportive classroom culture should be a priority for educators. The findings regarding peer interactions highlight the social nature of learning. Collaborative strategies should be integrated into instructional practices, as they can foster motivation and enhance learning outcomes. Encouraging peer support systems, such as study groups and collaborative projects, can create a more engaging and motivating educational experience.

The availability of diverse learning resources underscores the need for schools to invest in materials and tools that cater to various learning styles. Access to technology and hands-on materials can enrich the learning experience and motivate students to take ownership of their learning. The insights into the physical learning space reveal that classroom design should be considered an essential aspect of educational planning. Flexible seating arrangements and well-organized

classrooms can enhance comfort and promote engagement. Schools should prioritize creating environments that are not only functional but also stimulating and inviting.

While technology can enhance motivation, it is crucial to implement it thoughtfully. Educators must strike a balance between leveraging technology for interactive learning and minimizing distractions. Professional development focused on effective technology integration can help lecturers design lessons that utilize technology to motivate students while maintaining a focus on educational goals. This study demonstrates that the learning environment plays a significant role in shaping students' motivation. By understanding the factors that contribute to or detract from motivation, educators can create more effective and supportive learning environments that enhance student engagement and success. Future research should continue to explore these dynamics, particularly in light of evolving teaching methods and technological advancements. The findings emphasize the need for ongoing dialogue among educators, administrators, and policymakers to foster learning environments that prioritize student motivation and holistic educational experiences.

4. CONCLUSION

This study has highlighted the critical relationship between the learning environment and students' motivation in learning. Through qualitative analysis, key themes emerged that illustrate how supportive lecturer-students' relationships, positive classroom climates, peer interactions, availability of resources, and the physical learning space contribute to enhanced motivation. Additionally, the thoughtful integration of technology has the potential to engage students, provided it is balanced to minimize distractions.

The findings underscore the importance of creating educational environments that foster motivation across various student populations. By prioritizing supportive interactions, collaborative learning, and resource accessibility, educators can cultivate a more engaging and productive atmosphere for students.

Ultimately, this research emphasizes the need for continuous reflection and adaptation in educational practices to meet the evolving needs of students. By focusing on enhancing the learning environment, educators and policymakers can significantly improve students' motivation, leading to better academic outcomes and more fulfilling educational experiences. Future research should continue to explore these dynamics, particularly as teaching methods and technologies evolve, ensuring that the learning environment remains conducive to motivating students and supporting their success.

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