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The Influence of School Environment on Student Learning Motivation in Elementary School

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ABSTRACT

Motivation serves as the driving force that propels individuals toward the achievement of specific goals. Preliminary observations at elementary schools in Maybrat Regency, Southwest Papua, revealed that a number of students demonstrated insufficient learning motivation. This study aims to investigate whether the school environment exerts a significant influence on the learning motivation of Grade IV students at SD YPPK St. Petrus Ayawasi, Maybrat Regency. A quantitative approach employing a pre-experimental design was utilized, with a total population and sample of 20 Grade IV students selected through purposive sampling. Data were collected through questionnaires, observation, and documentation. Prior to hypothesis testing, prerequisite analyses were conducted, including a normality test using the one-sample Kolmogorov-Smirnov technique and a linearity test. Hypothesis testing was performed using simple linear regression analysis at a significance level of 5%. The results revealed a significant influence of the school environment on students' learning motivation, as indicated by a correlation coefficient (R) of 0.685 and a coefficient of determination (R^2) of 0.469, signifying that 46.9% of the variance in learning motivation is attributable to the school environment,

while the remaining 53.1% is influenced by other variables not examined in this study. The findings underscore the critical importance of creating conducive school environments to foster and sustain student learning motivation.

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INTRODUCTION

Elementary education constitutes the foundational level of the formal education system, serving as the basis for subsequent educational stages. Elementary schools are designed to equip students with fundamental competencies for personal and societal development. Sardiman (2009) emphasized that elementary education functions to provide students with foundational skills for life, encompassing both personal growth and social participation. At this educational level, the primary goals include establishing the foundations of intelligence, knowledge, character, noble morals, and life skills necessary for independent living and continued learning.

The teaching and learning process at elementary schools is conducted both within and outside the classroom, and is systematically planned to achieve instructional objectives. However, not all students are able to fully engage with learning activities or attain satisfactory academic results. In such cases, classroom teachers must promptly identify the underlying causes, which may include physical illness, insufficient engagement due to limited instructional variety or inadequate learning media, or personal difficulties. These conditions reflect a deficiency in learning motivation, which must be addressed proactively.

Learning motivation is intricately linked to the student's learning environment. Among the various environmental factors, the school environment exerts a particularly significant influence on students' motivation

to learn (Sardiman, 2009; Slameto, 2013). The school environment encompasses the physical condition of the school building, classroom facilities, and infrastructure, as well as social interactions among students, teachers, and administrative staff. When students experience difficulties in social interaction with peers or teachers due to shyness or low self-confidence, their motivation to learn may be adversely affected (Ryan & Deci, 2020).

The physical dimensions of the school environment, including classroom conditions, school buildings, learning tools, and school schedules, also play a decisive role in shaping students' motivation. Adequate and well-maintained facilities can enhance student engagement, whereas inadequate infrastructure may impede academic performance (Higgins et al., 2016; Woolner et al., 2017). Discipline and school regulations further contribute to the learning atmosphere; students who respect school rules tend to demonstrate higher academic motivation and achievement (Nokwanti, 2013).

Preliminary observations conducted at SD YPPK St. Petrus Ayawasi, North Aifat District, Maybrat Regency, revealed that students' learning motivation varied considerably. This variation was attributed to several factors, including the availability of instructional facilities, the condition of the school building, and the level of student discipline. These observations affirmed that the school environment plays a considerably important role in students' academic motivation. However, it was also noted that the surrounding natural environment, while potentially offering rich contextual learning opportunities, may simultaneously distract students from structured learning activities.

Based on the foregoing background, this study was designed to examine the influence of the school environment on the learning motivation of Grade IV students at SD YPPK St. Petrus Ayawasi, Maybrat Regency. The research question addressed is: Does the school environment significantly influence the learning motivation of Grade IV students at SD YPPK St. Petrus Ayawasi, Maybrat Regency?

METHODS

This study employed a quantitative approach with a pre-experimental design. Experimental research, as defined by Sugiyono (2024), is a research method used to examine the effect of specific treatments under controlled conditions. A pre-experimental design was adopted, as this design does not yet constitute a true experiment given the presence of external variables that may influence the formation of the dependent variable. This design was selected given the limited sample size and the contextual constraints of the research setting.

The population of this study comprised all Grade IV students at SD YPPK St. Petrus Ayawasi, North Aifat District, Maybrat Regency, totalling 20 students. Given the small and accessible population, purposive sampling was employed, resulting in a total sample of 20 students. Data were collected through three instruments: questionnaires, observation, and documentation. The questionnaire, as defined by Widoyoko (2013), is a data collection method that involves providing respondents with a set of written questions or statements to which they provide responses according to the researcher's instructions.

Prior to hypothesis testing, prerequisite analyses were conducted to ensure the validity and appropriateness of the data. These included tests of validity, reliability, normality, and linearity. Hypothesis testing employed simple linear regression analysis, with the regression equation formulated as $\hat{Y} = a + bX$, where $\hat{Y}$ represents the predicted score of learning motivation, X represents the school environment score, a is the constant, and b is the regression coefficient. The significance level was set at $\alpha = 0.05$.

Validity Test

Validity refers to the degree to which an instrument measures what it is intended to measure (Sugiyono, 2024). In this study, content validity was assessed through expert judgment by one validator with relevant expertise. An instrument item was declared valid if the calculated r-value (r-calculated) exceeded the critical r-table value of 0.3610 (at significance level 5%, n = 30).

Reliability Test

Reliability refers to the consistency of measurement results over repeated administrations (Arikunto, 2013). Instrument reliability was assessed using Cronbach's Alpha coefficient, processed through SPSS software. An instrument was deemed reliable if the Cronbach's Alpha value exceeded 0.600 (Sujarweni, 2019) or if r-calculated exceeded the r-table value.

Normality Test

The normality test was conducted to determine whether the research data followed a normal distribution. The one-sample Kolmogorov-Smirnov technique was utilized, with data declared normally distributed if the significance value exceeded 0.05 (Priyatno, 2013).

Linearity Test

The linearity test was performed to determine whether the relationship between the two variables was linear. Two variables were considered to have a linear relationship if the significance value for the deviation from linearity exceeded 0.05. The ANOVA (F) test was applied for this purpose.

RESULTS AND DISCUSSION

Prerequisite Analysis Tests Heading

Validity Test Results

An instrument is declared valid if it is capable of measuring what it is intended to measure, thereby accurately capturing the data from the variables under investigation. Validity testing serves to verify the appropriateness of the instrument employed by the researcher in obtaining data from respondents. The decision criterion is based on the comparison of r-calculated and r-table; an item is valid if r-calculated > r-table, and invalid if r-calculated < r-table. The r-table value at a significance level of 5% with n = 30 is 0.3610. Validity testing in this study employed correlation analysis in SPSS.

Table 1. Validity Test Results – School Environment Instrument

Item No.	r-calculated	r-table (5%, n=30)	Criteria

Item No.	r-calculated	r-table (5%, n=30)	Criteria
1	0.82	0.3610	Valid
2	0.425	0.3610	Valid
3	0.539	0.3610	Valid
4	0.478	0.3610	Valid
5	0.482	0.3610	Valid
6	0.849	0.3610	Valid
7	0.82	0.3610	Valid
8	0.631	0.3610	Valid
9	0.758	0.3610	Valid
10	0.661	0.3610	Valid
11	0.628	0.3610	Valid
12	0.471	0.3610	Valid
13	0.82	0.3610	Valid
14	0.478	0.3610	Valid
15	0.661	0.3610	Valid
16	0.481	0.3610	Valid
17	0.849	0.3610	Valid
18	0.425	0.3610	Valid
19	0.82	0.3610	Valid
20	0.849	0.3610	Valid

Source: Primary data processed, 2024

Based on the results presented in Table 1, all 20 items of the school environment instrument were declared valid, as each item's r-calculated value exceeded the r-table value of 0.3610.

Table 2. Validity Test Results – Learning Motivation Instrument

Item No.	r-calculated	r-table (5%, n=30)	Criteria
1	0.681	0.3610	Valid
2	0.422	0.3610	Valid
3	0.809	0.3610	Valid
4	0.594	0.3610	Valid
5	0.619	0.3610	Valid
6	0.845	0.3610	Valid

Item No.	r-calculated	r-table (5%, n=30)	Criteria
7	0.677	0.3610	Valid
8	0.376	0.3610	Valid
9	0.482	0.3610	Valid
10	0.836	0.3610	Valid
11	0.822	0.3610	Valid
12	0.733	0.3610	Valid
13	0.658	0.3610	Valid
14	0.538	0.3610	Valid
15	0.426	0.3610	Valid

Source: Primary data processed, 2024

Based on the results presented in Table 2, all 15 items of the learning motivation instrument were declared valid, as each item's r-calculated value exceeded the r-table value of 0.3610.

Table 3. Reliability Test Results – School Environment

Cronbach's Alpha	N of Items
.926	20

Source: Primary data processed, 2024

Based on the Cronbach's Alpha result of 0.926 as presented in Table 3, the school environment instrument was declared reliable, as 0.926 > 0.600, satisfying the reliability criterion established by Sujarweni (2019).

Table 4. Reliability Test Results – Learning Motivation

Cronbach's Alpha	N of Items
.895	15

Source: Primary data processed, 2024

Based on the Cronbach's Alpha result of 0.895 as presented in Table 4, the learning motivation instrument was declared reliable, as 0.895 > 0.600.

Normality Test Results

The normality test was performed to ascertain whether the research data were drawn from a normally distributed population. Data that are normally distributed are considered appropriate and suitable for use in the analysis. The

Kolmogorov-Smirnov technique was employed, with the criterion that a significance value greater than 0.05 indicates a normal distribution.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test	Unstandardized Residual
N	20
Normal Parameters — Mean	−0.8830
Normal Parameters — Std. Deviation	3.7710
Most Extreme Differences — Absolute	.154
Most Extreme Differences — Positive	.154
Most Extreme Differences — Negative	−.137
Test Statistic	.154
Asymp. Sig. (2-tailed)	.200

Source: Primary data processed, 2024

Based on Table 5, the significance value obtained was 0.200. Since 0.200 > 0.05, the data were declared to follow a normal distribution, fulfilling the prerequisite for subsequent inferential analysis.

Linearity Test Results

The linearity test was subsequently conducted to examine whether the two variables under study exhibited a statistically significant linear relationship. This test is a prerequisite for correlation and linear regression analysis. Data are considered linear if the deviation from linearity significance value exceeds 0.05.

Table 6. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Motivation School Environment	*	Between Groups (Combined)	425.633	10	42.563	5.096	.011
		Linearity	234.782	1	234.782	28.111	.000

		Sum of Squares	df	Mean Square	F	Sig.
	Deviation from Linearity	190.851	9	21.206	2.539	.091
	Within Groups	75.167	9	8.352		
	Total	500.800	19			

Source: Primary data processed, 2024

Based on Table 6, the deviation from linearity significance value was 0.091. Since 0.091 > 0.05, the relationship between the school environment and learning motivation was declared linear, thereby satisfying the requirement for simple linear regression analysis.

Hypothesis Testing

Having confirmed that all prerequisite analyses were fulfilled, hypothesis testing was conducted using simple linear regression analysis. The hypotheses established were as follows: the alternative hypothesis (Ha) proposed that there is a significant influence of the school environment on the learning motivation of students at SD YPPK St. Petrus Ayawasi, North Aifat District, Maybrat Regency; and the null hypothesis (Ho) proposed that there is no such influence. The decision criterion was: if t-calculated > t-table or the significance value < 0.05, Ha is accepted and Ho is rejected; conversely, if t-calculated < t-table or the significance value > 0.05, Ho is accepted and Ha is rejected.

Table 7. Regression Coefficients

Model	B (Unstd. Coeff.)	Std. Error	Beta (Std. Coeff.)	t	Sig.
(Constant)	9.915	6.700		1.480	.156
School Environment	.516	.129	.685	3.986	.001

Source: Primary data processed, 2024

Based on the regression coefficients presented in Table 7, the t-calculated value of 3.986 exceeded the t-table value of 1.725 (for n = 20), and the significance

value of 0.001 was less than 0.05. Consequently, Ha was accepted and Ho was rejected, confirming that there is a significant influence of the school environment on the learning motivation of students at SD YPPK St. Petrus Ayawasi. The regression equation derived is: $\hat{Y} = 9.915 + 0.516X$. This equation indicates that when the school environment score increases by one unit, the learning motivation score increases by 0.516 points. The positive regression coefficient confirms the directionally positive nature of the relationship.

Table 8. ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	234.782	1	234.782	15.886	.001
Residual	266.018	18	14.779		
Total	500.800	19			

Source: Primary data processed, 2024

Based on Table 8, the F-calculated value of 15.886 exceeded the F-table value of 4.35 (for n = 20), with a significance value of 0.001, which is less than 0.05. This confirms that the school environment exerts a statistically significant influence on the learning motivation of students at SD YPPK St. Petrus Ayawasi.

Table 9. Model Summary

Model	R	R Square	Adjusted R-squared	Std. Error of Estimate
1	.685a	.469	.439	3.844

Source: Primary data processed, 2024

Based on Table 9, the correlation coefficient (R) was 0.685, indicating a strong positive relationship between the school environment and student learning motivation. The coefficient of determination (R^2) was 0.469, meaning that 46.9% of the variance in students' learning motivation can be explained by the school environment, while the remaining 53.1% is attributable to other variables not examined in this study.

Discussion

The findings of this study confirm that the school environment significantly

influences the learning motivation of Grade IV students at SD YPPK St. Petrus Ayawasi. This result is consistent with Damayanti's (2023) study at SD Islam Al-Istiqomah Parungpanjang, Bogor, which similarly found a positive and significant influence of the school environment on student learning motivation. Sholihah (2022) also reported analogous findings at MTs Nuris Jember, demonstrating that aspects of the students' environment, including the natural setting, residential conditions, peer interactions, and community life, substantially affected learning engagement.

From a theoretical perspective, these findings are corroborated by Ryan and Deci's (2020) Self-Determination Theory, which posits that environmental contexts play a fundamental role in nurturing individuals' intrinsic motivation. When the school environment provides psychological safety, social support, and adequate learning resources, students are more likely to develop autonomous motivation toward learning. Conversely, a poorly structured or unsupportive environment undermines motivational development (Fraser, 2019).

The physical dimensions of the school environment, including classroom conditions, instructional equipment, and school scheduling, function as significant motivational stimuli. Higgins et al. (2016) and Woolner et al. (2017) demonstrated through systematic literature reviews that well-designed school environments are positively associated with improved academic engagement and achievement. This is particularly relevant for schools in remote areas such as Maybrat Regency, where infrastructure constraints may serve as barriers to optimal learning motivation.

Furthermore, the social dimensions of the school environment, encompassing teacher-student relationships, peer dynamics, and school disciplinary culture, are equally critical in fostering motivation. Martin and Marsh (2019) emphasized that positive teacher-student interactions and a supportive peer environment are among the strongest predictors of students' academic buoyancy and sustained motivation. The quality of instructional

methods employed by teachers also mediates the relationship between the school environment and student motivation; varied, contextually relevant, and student-centered teaching strategies enhance engagement and motivation (Hanrahan, 2018; Aunurrahman, 2014).

The regression analysis results indicate that a one-unit increase in the school environment score is associated with a 0.516-point increase in students' learning motivation. This positive coefficient reinforces the notion that improving school environmental conditions, whether through infrastructure enhancement, teacher professional development, or disciplinary culture improvement, can yield meaningful gains in student motivation. The study supports Prasetyo et al.'s (2021) assertion that the interactive learning environment significantly shapes students' cognitive engagement and academic character.

CONCLUSION

Based on the findings of this study, it can be concluded that the school environment exerts a significant and positive influence on the learning motivation of Grade IV students at SD YPPK St. Petrus Ayawasi, North Aifat District, Maybrat Regency, Southwest Papua. This conclusion is supported by the t-calculated value of 3.986, which exceeded the t-table value of 1.725, and a significance value of 0.001, which was below the threshold of 0.05. The correlation coefficient (R) of 0.685 indicates a strong relationship between the school environment and student learning motivation. The coefficient of determination (R^2) of 0.469 signifies that 46.9% of the variance in students' learning motivation is attributable to the school environment, while 53.1% is explained by other variables beyond the scope of this study.

These findings carry significant implications for educational practice in remote regions. School stakeholders, including teachers, school principals, and education policymakers, are strongly encouraged to prioritize the creation of conducive, supportive, and well-resourced school environments. Strategies may

include improving physical classroom conditions, promoting positive teacher-student interactions, enforcing constructive disciplinary practices, and adopting varied and contextually appropriate instructional methods. Future research should explore additional variables influencing student learning motivation, such as teacher competency, parental involvement, and the integration of technology in learning, particularly in the context of schools in underserved areas of Indonesia.

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Declarations

Author Contribution	: Maria Lamano Hae: Conceptualization, Data Collection, Writing – Original Draft; Muhammad Faizin: Writing – Review & Editing, Formal Analysis; Supriyanti Fatma Rabia: Supervision, Validation, and Methodology.
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