

The Influence of School Environment on Motivation to Learn Indonesian in Elementary Schools

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Abstract: Students' motivation to learn is a key factor in shaping their engagement and academic success, particularly in language subjects such as Indonesian. However, many elementary school students experience fluctuating motivation due to inadequate learning environments, limited teacher support, and less conducive classroom conditions. This study aims to examine the influence of the school environment on elementary students' motivation to learn Indonesian. A quantitative correlational design was employed, involving 27 fifth-grade students selected through proportional random sampling. Data were collected using validated and reliable questionnaires measuring students' perceptions of the school environment and their learning motivation. Data analysis included descriptive statistics, Pearson correlation, and simple linear regression. The results indicate a moderate positive correlation between the school environment and learning motivation ($r = 0.606$), and regression analysis shows that the school environment significantly affects students' motivation, contributing 36.7% of the variance in motivation scores. These findings suggest that a supportive school environment, characterized by positive teacher-student interactions, adequate facilities, and a conducive classroom climate, plays an important role in enhancing students' motivation to learn Indonesian. Therefore, improving the physical, social, and instructional aspects of the school environment can be an effective strategy to increase students' learning motivation and engagement in the learning process.

Keywords: Elementary Students; Indonesian Language Learning; Learning Motivation; Quantitative Study; School Environment.

1. Introduction

Learning motivation is a crucial component in determining students' academic success, particularly in language-based subjects like Indonesian. At the elementary school level, learning Indonesian requires not only the ability to understand the material but also active involvement, self-confidence, and a willingness to participate. Previous studies have shown that learning motivation significantly influences students' engagement and achievement in Indonesian language subjects (Agustin & Suprpti, 2024; Sakinah et al., 2025). However, students' learning motivation often fluctuates, which can impact participation rates, assignment completion, and overall academic achievement. Empirical findings indicate that low motivation is often associated with unengaging instructional strategies and lack of contextual learning experiences (Lubis, 2023; Safira & Gagaramusu, 2026). Several factors contributing to low motivation include a lack of engaging learning activities, minimal teacher support, and monotonous learning routines that discourage students from participating in lessons. Research also highlights that ineffective classroom management and limited variation in teaching methods can reduce students' focus and motivation (Safitri & Ratnasari, 2025).

In this context, the school setting plays a crucial role in fostering and boosting students' motivation to learn. An encouraging school atmosphere, marked by constructive relationships between teachers and students, the availability of adequate learning facilities, and a well-organized classroom atmosphere, can create emotional comfort that encourages active student participation. Empirical studies confirm that a positive learning environment significantly contributes to increased student motivation and engagement (Kalsum et al., 2025; Werang et al., 2025). Teachers who provide support, constructive feedback, and meaningful

learning experiences can foster students' confidence and interest in learning Indonesian. This is supported by findings that teachers play a central role in shaping a motivating classroom environment through interaction, feedback, and instructional strategies (Khuzaimah & Gagaramusu, 2025; Wahyuni et al., 2025). Furthermore, the presence of active peers, collaborative learning opportunities, and a positive school culture contribute to fostering student enthusiasm. Studies also show that interactive and supportive classroom environments, including peer collaboration and engaging media, significantly enhance students' motivation and participation in language learning (Hartono et al., 2025; Rohmah & Yunianta, 2024).

Previous research findings reinforce the importance of these environmental factors. Peer relationships, for example, have been shown to significantly influence learning motivation. Positive interactions among students are strongly associated with increased motivation to engage in learning activities (Kusumawati et al., 2023). A supportive social network encourages students to learn more actively and ultimately improves their academic performance.

In addition to peer relationships, teacher morale and character also play a crucial role. Teachers who possess good work morale and build positive relationships with students are able to create a motivating classroom atmosphere. High teacher morale has been reported to correlate with increased student learning motivation (Margunayasa et al., 2024). Effective teaching practices and strong teacher-student interactions contribute to a conducive learning environment and encourage students to achieve better results (Dewi & Yuniarsih, 2020).

Beyond social aspects, the physical environment of the school is also a factor that cannot be ignored. The availability of facilities, well-organized classrooms, and comfortable school infrastructure have been shown to play a role in fostering student learning motivation (Subroto et al., 2025). Good spatial planning and a tidy school environment positively influence students' interest and motivation in learning Indonesian (Seprie, 2025).

However, several studies confirm that learning motivation is not solely influenced by environmental factors. Individual factors such as personal interests, previous learning experiences, and external pressures from family or the home environment also contribute to determining students' motivation levels. This suggests that learning motivation is the result of a complex interaction between internal and external factors.

Although earlier studies have highlighted the significance of peer relationships, teacher morale, and school facilities in enhancing individual motivation for learning, the current understanding often treats these elements in isolation rather than viewing the school environment as an interconnected whole that includes these factors. Additionally, the motivation to learn among students, particularly those in elementary school studying Indonesian, has not been sufficiently explored in terms of how the school environment is understood as an integrated concept that brings these elements together. Many previous studies have focused on general learning motivation in higher grade levels, neglecting the motivation for specific subjects among elementary students. Another gap in past research is the failure to examine the contributions of the various aspects of the school environment, including both social and physical dimensions, as part of a comprehensive analysis within one context instead of analyzing them separately.

Based on these considerations, this research concentrates on assessing the degree to which the school environment affects elementary students' motivation to learn Indonesian. By understanding the contribution of environmental factors more deeply, the results of this study are expected to provide insights for educators in designing more effective and conducive learning environments that foster student enthusiasm and engagement in the learning process.

1.1. Problem Statement

Elementary school students' motivation to learn Indonesian shows significant variation, impacting their participation, assignment completion, and academic achievement. Various studies have shown that the school environment plays an important role in learning motivation, both through social interactions, school culture, and the physical learning environment. However, in many elementary schools, student learning motivation remains low due to a lack

of environmental support, such as a lack of positive interactions between teachers and students, limited learning facilities, monotonous classroom routines, and weak peer support.

Although individual factors such as interests and family background influence learning motivation, the extent to which the school environment plays a role in increasing or decreasing motivation to learn Indonesian remains incompletely understood. Therefore, a key question that requires empirical study arises: "How does the school environment, encompassing social and physical aspects, as well as teacher professional support, influence elementary school students' motivation to learn Indonesian?"

1.2. Related Research

Previous studies consistently indicate that the school environment is a key determinant of students' learning motivation, including in language learning contexts. Research by Sholehuddin and Wardani (2021) found that a supportive school environment characterized by effective classroom management, adequate facilities, and positive teacher–student interactions significantly enhances students' motivation. These findings highlight that motivation develops when students perceive the school atmosphere as structured, comfortable, and emotionally supportive.

Similarly, Barokah et al. (2024), through a literature review in elementary education, concluded that the school environment plays a substantial role in fostering students' motivation and interest in learning. Schools that provide adequate infrastructure, organized classrooms, and engaging academic programs tend to increase students' enthusiasm and participation. This suggests that environmental support contributes to sustaining students' attention and learning consistency.

In line with these findings, Trisnayanthi et al. (2023) reported that various aspects of the school environment positively influence both motivation and learning outcomes. These aspects include physical infrastructure, classroom cleanliness, teacher support, and school culture. Their study emphasizes that environmental comfort enhances students' psychological readiness, which in turn strengthens motivation across subjects.

Furthermore, Dania et al. (2025) demonstrated that both physical and social learning environments significantly shape students' motivation. Students who experience structured learning routines, supportive teachers, and conducive learning spaces tend to exhibit stronger intrinsic motivation. Likewise, Sumardi et al. (2022) highlighted that holistic school support plays a critical role in increasing students' motivation. This support includes peer relationships, teacher encouragement, and a positive school culture. These elements can enhance motivation through collaborative and engaging learning experiences.

Although previous studies have established that the school environment significantly influences students' motivation, most of these studies focus on general learning motivation or broader academic outcomes. Only a limited number of studies specifically examine this relationship in the context of Indonesian language learning at the elementary school level. In addition, prior research tends to emphasize general environmental factors or overall academic performance without focusing on subject-specific motivation. This is particularly important in language learning, where students are required to actively participate, communicate, and develop confidence. Therefore, there remains a gap in understanding how the school environment specifically affects students' motivation in learning Indonesian as a core subject.

Based on this gap, this study offers several contributions. First, it focuses specifically on learning motivation in Indonesian language learning rather than general academic motivation. Second, it is conducted at the elementary school level, which represents a critical stage for

developing foundational language skills and learning motivation. Third, this study provides empirical evidence using a quantitative approach, particularly through correlation and simple regression analysis. Finally, the school environment is examined comprehensively by incorporating physical, social, and instructional aspects.

1.3. Research Objectives

The primary objective of this study is to examine the influence of the school environment on elementary school students' motivation to learn Indonesian. Specifically, this study aims to identify how students perceive various aspects of the school environment, including physical conditions, classroom atmosphere, teacher support, peer relationships, and overall school climate, and how these factors relate to their motivation to learn Indonesian. In addition, the study seeks to determine the level of students' learning motivation in terms of interest, engagement, persistence, and participation, as well as to analyze the extent to which the school environment contributes to variations in motivation. The expected outcome of this research is to identify which environmental components are most influential in enhancing students' motivation, thereby providing empirical evidence that can support the development of more effective and supportive learning environments in Indonesian language education at the elementary level.

2. Theoretical Framework

2.1. School Environment as a Determinant of Learning Motivation

Motivation serves as the internal drive that influences behavior, offering insight into why individuals choose to act in particular ways (Ma & Chen, 2024). Motivation is an internal drive that influences individuals to act, achieve goals, and sustain certain behaviors, and in the organizational context, motivation becomes an important factor that affects work processes, performance, and the achievement of goals through various theories and their application in the workplace (Adi Yusuf & Suhada, 2024). Furthermore, individual behavior cannot be separated from the influence of internal factors such as motivation, emotions, and perception, as well as external factors such as the social and cultural environment, which together shape a person's actions (Simbolon et al., 2024). In the field of education, motivation plays an important role in enhancing student engagement and learning outcomes, as strong motivation, both intrinsic and extrinsic, encourages individuals to be more active, persistent, and enthusiastic in the learning process (Yanti et al., 2025). Meanwhile, in the study of consumer behavior, motivation is one of the main psychological factors that influence individuals' decisions in selecting and purchasing products, along with other aspects such as perception, attitudes, learning, and personality (Aswar, 2025).

The school environment refers to a formal educational setting in which teaching and learning occur, and where students receive and develop knowledge (Supratno et al., 2020). The school environment is widely recognized as a crucial factor influencing students' motivation, especially at the elementary level where students' emotional and cognitive development are highly shaped by their surroundings. A conducive school environment characterized by supportive teacher student interactions, positive peer relationships, and well-organized physical spaces has been shown to increase motivation and enthusiasm for learning. Sholehuddin and Wardani (2021) found that students demonstrate stronger learning motivation when classroom management is supportive, facilities are adequate, and the school climate fosters comfort and security.

Similarly, research by Sumardi et al. (2022) emphasizes that the school environment, including its social climate, teacher support, and peer dynamics, significantly contributes to students' willingness to engage in learning activities, including Indonesian language learning. A more recent study by Wafiqni et al. (2023) also supports the idea that a well-structured school environment correlates strongly with higher student motivation at the elementary level. And

there is a positive and significant impact of the school environment on the learning achievement of fifth-grade elementary students (Ma & Chen, 2025).

These findings collectively highlight that the school environment is not merely a physical setting, but a dynamic system that directly shapes students' motivation to learn Indonesian.

2.2. Habit Formation in Learning Environments

Habit Formation Theory explains how behaviors repeatedly performed in stable contexts strengthen cue–response associations and gradually become automatic, thereby shaping students' learning routines and supporting sustained behavioral engagement (Beasley et al., 2020; Lally et al., 2010; Menggo et al., 2021; Wood & Neal, 2007). In the context of Indonesian language learning, consistent routines such as structured class participation, repeated language practice, and continuous teacher reinforcement help students internalize learning behaviors that shape long-term motivation.

Nuha et al. (2023) found that learning habits among elementary students develop more effectively in environments where teachers maintain consistency, support, and structured learning routines. When the school environment provides stability and predictability such as scheduled learning activities and supportive teacher feedback students are more likely to internalize these routines as habits that reinforce their motivation to learn Indonesian.

Studies such as A and Muthi (2025) also show that classroom comfort and environmental consistency strongly influence the formation of student learning habits, which ultimately affect their motivation to stay engaged.

2.3. Motivation Theories in Learning

Motivation theories, particularly Self-Determination Theory (SDT), provide a useful framework for understanding how school and classroom environments shape students' motivation to learn by supporting or frustrating their basic psychological needs for autonomy, competence, and relatedness (Guay, 2021; Maulana et al., 2016; Niemiec & Ryan, 2009; Ryan & Deci, 2020). SDT emphasizes three fundamental psychological needs: competence, autonomy, and relatedness. Dewi and Yuniarsih (2020) found that when students experience supportive classroom interactions, autonomy-friendly teaching, and recognition of their efforts, their motivation increases significantly.

Research by Irbah and Armida (2024) demonstrates that physical aspects of the environment such as lighting, seating arrangements, and classroom layout also affect students' motivation to participate and engage with learning materials. These findings confirm that both social and physical components of the school environment are essential in shaping students' motivation to learn Indonesian. Rivai and Suud (2022) further emphasize that environmental support whether through teacher encouragement or community involvement plays a major role in strengthening students' motivation and engagement.

2.4. Ecological Systems Theory and School Environment

Bronfenbrenner's Ecological Systems Theory offers a comprehensive framework for understanding how students' motivation develops through reciprocal interactions across nested environmental systems, including family, peers, teachers, schools, communities, broader sociocultural contexts, and changes over time (Bakadorova & Raufelder, 2017; Bronfenbrenner, 1979; Neal & Neal, 2013; Tudge et al., 2009). Serviati et al. (2021) show that teacher behavior, peer interactions, and school culture significantly predict students' motivation levels.

Furthermore, Seprie (2025) found that comfortable school settings and supportive routines help build emotional security, which increases students' motivation to engage in classroom activities. The mesosystem, specifically the relationship between school and home, further reinforces motivation when parents and teachers share consistent expectations regarding Indonesian language learning.

Sumiaty et al. (2022) also highlight how environmental and motivational factors interact to influence students' academic behavior, including character development and classroom

discipline. This supports the idea that motivation is influenced by multilayered ecological interactions, not merely internal factors.

2.5. Integration of Theoretical Perspectives

Integrating these theoretical perspectives shows that the school environment is a powerful driver of motivation to learn Indonesian. Habit formation theory explains how consistent routines formed in supportive environments lead to sustained engagement. Motivation theories highlight the role of psychological needs, which are shaped by school climate, teacher support, and peer relationships. Ecological systems theory explains how these interactions operate at multiple environmental layers.

The combination of findings from Sholehuddin and Wardani (2021), Wafiqni et al. (2023), Dewi and Yuniarsih (2020), Serviati et al. (2021), and others demonstrates that motivation emerges through the interaction of physical, social, emotional, and institutional elements of the school environment. Thus, optimizing the school environment is essential for promoting students' enthusiasm, persistence, and long-term commitment to learning Indonesian at the elementary level.

3. Method

3.1. Research Design

This study adopts a quantitative research design with a correlational approach to examine the influence of the independent variable, namely the school environment, on the dependent variable, students' motivation to learn Indonesian at the elementary school level. A correlational design is appropriate because it allows the researcher to analyze the strength and direction of the relationship between variables using statistical techniques.

Data were collected through standardized questionnaires designed to measure students' perceptions of the school environment and their motivation to learn Indonesian. Each variable was measured as a composite score derived from its respective indicators. The collected data were analyzed using descriptive statistics, Pearson correlation, and simple linear regression analysis to determine the extent to which the school environment predicts students' learning motivation.

3.2. Participant

The participants in this study were Grade V elementary school students during the 2024/2025 academic year (Table 1). Students at this grade level were selected because they have reached a stage of cognitive and emotional development that allows them to articulate their perceptions of the school environment and express their levels of motivation in learning Indonesian. They also demonstrate more stable academic routines and are capable of evaluating classroom dynamics, teacher support, and peer interactions, which are central to this study.

The population consisted of all fifth-grade students at SDN Jarakan, located in Bantul, Indonesia, totaling 72 students. A proportional random sampling technique was employed to ensure that students from each class were represented proportionally. Based on this procedure, a total of 27 students were selected as the research sample. This technique ensured that each student had an equal probability of being selected while maintaining the representativeness of the population.

Grade V students were considered appropriate for this study because they are at an intermediate developmental stage where foundational learning skills are established, while

motivation and attitudes toward academic subjects are still evolving. Their responses provide meaningful insights into how environmental factors influence motivation in learning Indonesian.

Table 1. Characteristics of Participants

No	Characteristics	Category	Frequency (n)	Percentage (%)
1	Gender	Male	12	44.4%
		Female	15	55.6%
2	Age	10 years	13	48.1%
		11 years	14	51.9%
3	Grade	Grade V	27	100%

The characteristics of the participants in this study were described based on gender, age, and grade level. Of the 27 students involved, 12 students (44.4%) were male and 15 students (55.6%) were female. In terms of age, 13 students (48.1%) were 10 years old, while 14 students (51.9%) were 11 years old. All participants were enrolled in Grade V, representing 100% of the sample. These characteristics indicate that the participants were relatively homogeneous in terms of educational level, while showing slight variation in gender and age distribution. Such composition is considered appropriate for representing elementary school students at this developmental stage, particularly in examining learning motivation and perceptions of the school environment.

3.3. Data Collection

Structured questionnaires in Table 2 were used to collect data, comprising two main components:

1. A motivation scale for learning Indonesian, measuring dimensions such as interest, persistence, effort, and enjoyment in learning the subject.
2. A school environment questionnaire, capturing students' perceptions of physical facilities, the learning environment, instructional support from teachers, interactions with classmates, and the general school setting.

The questionnaires were distributed during school hours with support from classroom teachers to ensure proper administration and understanding of instructions.

Table 2. Questionnaires

Variable	Dimension	Indicator	Number of Items	Example Item
Learning Motivation	Interest	Students' interest in learning Indonesian	1, 2	I enjoy learning Indonesian in class
	Persistence	Students' consistency in completing tasks	3, 4, 5	I try to complete Indonesian assignments even when they are difficult
	Effort	Students' effort in learning activities	6, 7	I always try my best in Indonesian lessons
	Enjoyment	Positive feelings toward learning	8, 9, 10, 11	I feel happy when learning Indonesian

Variable	Dimension	Indicator	Number of Items	Example Item
School Environment	Physical Facilities	Classroom and school facilities	1, 2	The classroom is comfortable for learning
	Learning Atmosphere	Classroom condition and conduciveness	3, 4	The class atmosphere supports learning
	Teacher Support	Guidance and feedback from teachers	5, 6	The teacher helps me when I have difficulties
	Peer Interaction	Interaction with classmates	7, 8	I feel comfortable learning with my classmates
	School Climate	Overall school environment	9	The school environment makes me motivated to learn

3.4. Data Analysis

The data gathered were examined quantitatively through descriptive and inferential statistical methods. Descriptive statistics such as the mean, standard deviation, frequency, and percentage were used to outline the characteristics of the Grade V participants and to illustrate overall patterns regarding their motivation to learn Indonesian and their perceptions of the school environment. These descriptive results provided an initial overview of how students viewed their learning environment and how motivated they felt toward Indonesian language lessons.

To further examine the relationship between variables, the study utilized inferential analysis through simple linear regression. This method was selected because the research focused on determining the influence of a single independent variable, namely the school environment, on a single dependent variable, students' motivation to learn Indonesian. Therefore, simple regression was suitable for determining both the direction and magnitude of the predictive relationship between the two variables. The statistical procedures were conducted using the Statistical Package for the Social Sciences (SPSS).

In the regression analysis, the school environment was treated as the predictor variable, while learning motivation served as the outcome variable. The regression model used in the study was expressed as:

$$Y = \alpha + \beta X + \epsilon$$

Where:

Y = Motivation to Learn Indonesian

X = School Environment

α = Constant

β = Regression coefficient

ϵ = Error term

The model allowed the researcher to determine how strongly changes in the school environment corresponded to changes in students' motivation.

Hypothesis testing was conducted using a Significance Level: $p < 0.05$. Decision Rule:

- If $p < 0.05$, then the variable has a significant influence.
- If $p \geq 0.05$, then the variable does not have a significant influence.

The regression outputs, including the regression coefficient, the coefficient of determination (R^2), and the results of both the t-test and the F-test, were interpreted to evaluate the overall model as well as the contribution of the school environment variable. The regression coefficient indicated the extent and direction of the influence of the school environment on motivation, while the R^2 value showed how much of the variance in students' motivation could be explained by the school environment. The t-test was used to determine the significance of the predictor variable individually, and the F-test assessed the significance of the regression model as a whole.

3.5. Validity and Reliability

To ensure the validity of the research instruments, each item was developed based on established theoretical constructs related to the school environment and students' motivation to learn Indonesian (Table 3 and Table 4)). The instruments were reviewed by experts in educational psychology and elementary education to assess their relevance, clarity, and alignment with the research variables. Following the expert review, a pilot study was conducted with a small group of students outside the main sample to evaluate item clarity and suitability. Feedback obtained from the pilot test, along with the results of statistical item analysis, was used to refine and improve the instruments before they were administered to the actual respondents.

Table 3. Recapitulation of School Environment Questionnaire Validity

No	r-count	r-table	Decision
1	0.5941	0.361	Valid
2	0.6421	0.361	Valid
3	0.6461	0.361	Valid
4	0.5631	0.361	Valid
5	0.3665	0.361	Valid
6	0.7106	0.361	Valid
7	0.6588	0.361	Valid
8	0.6725	0.361	Valid
9	0.3790	0.361	Valid

All 9 items of the School Environment Questionnaire are VALID.

Table 4. Recapitulation of Learning Motivation Questionnaire Validity

No	r-count	r-table	Decision
1	0.4565	0.361	Valid
2	0.5559	0.361	Valid
3	0.4198	0.361	Valid
4	0.3767	0.361	Valid
5	0.3946	0.361	Valid
6	0.7273	0.361	Valid
7	0.4749	0.361	Valid
8	0.7010	0.361	Valid
9	0.6846	0.361	Valid
10	0.6362	0.361	Valid
11	0.5084	0.361	Valid

All 11 items of the Learning Motivation Questionnaire are VALID.

The instruments' reliability was evaluated using Cronbach's Alpha to assess the internal consistency of each scale (Table 5 and Table 6). A coefficient of 0.70 or above was deemed acceptable, suggesting that the items consistently measured their intended construct. Both the school environment questionnaire and the motivation-to-learn-Indonesian scale demonstrated satisfactory reliability coefficients, confirming that the instruments were stable, consistent, and suitable for use in the main study. The reliability results ensured that the data obtained were dependable and could be confidently used for further statistical analysis.

Table 5. School Environment Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.735	10

Table 6. Learning Motivation Questionnaire Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.723	12

Table 3 presents the reliability test for the School Environment Questionnaire, which shows a Cronbach's Alpha value of 0.735 for 10 items. According to reliability measurement standards, a Cronbach's Alpha value above 0.70 indicates that the instrument has good internal consistency. This means that the items within the school environment questionnaire are consistently measuring the same construct and produce stable responses across participants. Therefore, the school environment instrument can be considered reliable and suitable for use in further statistical analysis.

Table 4 shows the reliability test for the Learning Motivation Questionnaire, with a Cronbach's Alpha value of 0.723 for 11 items. Similar to the previous instrument, a reliability coefficient above 0.70 signifies acceptable internal consistency. This indicates that the items included in the learning motivation scale are coherent, measure the intended variable consistently, and

can be trusted to produce dependable data. As a result, the motivation questionnaire is also classified as reliable and appropriate for analyzing students' motivation to learn Indonesian.

Overall, both instruments meet the minimum reliability criteria, confirming that they are dependable tools for assessing the school environment and students' learning motivation.

4. Findings

4.1. Descriptive Statistics

Descriptive statistical analysis was performed to provide an overview of the scores for variable X (total score for items 1–9), variable Y (total score for items 10–20), and the Total variable (the overall score assigned by respondents). The findings show that all three variables share the same number of respondents ($N = 27$) and exhibit relatively comparable score ranges.

The Table 7 below presents the mean, standard deviation (SD), and minimum and maximum values for each variable.

Table 7. Descriptive Statistics

Variable	N	Mean	SD	Min	Max
X (Score of Items 1–9)	27	26.481	4.291	19	33
Y (Score of Items 10–21)	27	26.407	2.422	21	31
Total	27	51.185	4.962	41	60

Based on the table, it is evident that variable X exhibits the highest variation ($SD = 4.291$), whereas variable Y shows the lowest variation ($SD = 2.422$). This indicates that respondents' answers to the items comprising variable Y were more consistent compared to variable X. The Total variable has a mean score of 51.185 with a fairly stable distribution of values.

4.2. Correlations Among Variables

A Pearson correlation test was conducted to determine the strength and direction of the relationships among the research variables. The results are summarized in the following Table 8.

Table 8. Pearson Correlations Among Variables

Variable Pair	r
Total – X	0.704
Total – Y	0.730
X – Y	0.606

The correlation results indicate that:

There is a strong and positive relationship between X and Total ($r = 0.704$).

There is a strong and positive relationship between Y and Total ($r = 0.730$).

There is a moderately strong relationship between X and Y ($r = 0.606$).

Thus, the higher the scores of X and Y, the higher the Total score tends to be.

4.3. ANOVA (Model Feasibility Test)

ANOVA is used to test the overall significance of the regression model (Table 9). A significant F-test indicates that the independent variable significantly predicts the dependent variable.

Table 9. Model Feasibility Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square F		Sig.
1	Regression	55.978	1	55.978	14.496	.001 ^b
	Residual	96.541	25	3.862		
	Total	152.519	26			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Lingkungan Sekolah

The ANOVA table shows an F-value of 14.496 with a significance level of 0.001 ($p < 0.05$). This indicates that the regression model is statistically significant and suitable (fit) for explaining the relationship between the school environment and learning motivation. In other words, the independent variable significantly predicts the dependent variable.

4.4. Simple Linear Regression Analysis

Simple linear regression analysis is used to examine the influence of one independent variable on one dependent variable (Table 10). In this study, it is applied to determine the effect of the school environment on students' motivation to learn Indonesian.

Table 10. Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.352	2.408		7.205	.000
	School Environment	.342	.090	.606	3.807	.001

a. Dependent Variable: Learning Motivation

The regression equation is as follows:

$$Y = 17.352 + 0.342X$$

The constant value of 17.352 indicates that when the school environment is zero, the predicted value of learning motivation is 17.352. The regression coefficient for the school environment is 0.342, which means that for every one-unit increase in the school environment, learning motivation increases by 0.342 units. This reflects a positive relationship. The t-test result shows a t-value of 3.807 with a significance level of 0.001 ($p < 0.05$), indicating that the school environment has a significant effect on learning motivation. Furthermore, the standardized coefficient (Beta) is 0.606, which suggests that the effect size is in the moderate-to-strong category, consistent with the correlation result.

5. Discussion

The findings of this study demonstrate that the school environment has a positive and statistically significant effect on students' learning motivation. The correlation analysis reveals a coefficient of $r = 0.606$, which falls into the moderate category, indicating a meaningful association between the two variables. This suggests that improvements in the quality of the

school environment are associated with increased levels of students' learning motivation. This finding is consistent with previous studies showing that a positive and supportive learning environment is significantly related to higher student motivation (Dimitropoulou et al., 2025; Fadila & Dessty, 2025; Harianja & Tampubolon, 2025).

The regression analysis further confirms this relationship, showing that the school environment significantly predicts learning motivation ($\beta = 0.342$, $p < 0.05$). Similar results have been reported in recent studies, where classroom climate and teacher-student relationships significantly contribute to students' motivation through regression models (Luo & Derakhshan, 2024; Mahmud, 2025). The positive regression coefficient indicates that a more supportive and conducive school environment contributes to higher student motivation. This finding aligns with the theoretical perspective that external environmental factors play a crucial role in shaping students' internal drive to learn, as also supported by empirical findings emphasizing the importance of school climate in enhancing motivation (Dimitropoulou et al., 2025; Moreno-Quispe et al., 2023).

The coefficient of determination ($R^2 = 0.367$) indicates that 36.7% of the variance in learning motivation can be explained by the school environment. While this value reflects a moderate explanatory power, it also suggests that a substantial proportion (63.3%) of learning motivation is influenced by other factors not examined in this study. These may include internal factors such as self-efficacy, interest, and psychological readiness, as well as external factors such as family support, peer influence, and instructional methods. Previous studies also highlight that motivation is a multidimensional construct influenced by both internal and external variables beyond the school environment (Liu et al., 2025; Maarif & Bakar, 2025).

From a theoretical standpoint, these findings align with Bandura's Social Cognitive Theory, which explains students' learning and motivation as the result of reciprocal interactions among personal factors, learning behaviors, and environmental conditions (Bandura, 2001; Schunk & DiBenedetto, 2020). A positive school environment (characterized by supportive teachers, adequate facilities, and a conducive learning atmosphere) can enhance students' motivation through reinforcement, modeling, and positive learning experiences. Empirical evidence also supports that teacher support and classroom interactions play a key role in strengthening student motivation (Xu et al., 2025).

Furthermore, this result is also in line with educational psychology perspectives suggesting that learning motivation is not solely determined by internal dispositions but is significantly shaped by contextual and environmental conditions. A well-managed classroom climate, positive teacher-student relationships, and a safe and engaging school setting can foster students' willingness to participate actively in learning activities (Cambay & Paglinawan, 2024; Dimitropoulou et al., 2025).

Although the strength of the relationship is moderate, the statistical significance of the model ($F = 14.496$, $p < 0.05$) indicates that the school environment remains an important predictor of learning motivation. This implies that interventions aimed at improving school conditions (both physical and psychosocial) can contribute meaningfully to enhancing student motivation. Similar conclusions have been drawn in recent research emphasizing that improvements in school climate and learning environment significantly enhance student engagement and motivation (Fadila & Dessty, 2025).

Practically, these findings suggest that schools should prioritize the development of a supportive learning environment. Efforts such as improving classroom facilities, fostering positive teacher-student interactions, and creating an inclusive and motivating academic climate may lead to better student engagement and motivation, as supported by contemporary educational research (Harianja & Tampubolon, 2025).

6. Conclusion

This study demonstrates that both independent variables X and Y have a significant and positive influence on the Total score. The descriptive statistics indicate that respondents show

relatively consistent patterns across all variables, with Y displaying the smallest variability. Correlation analysis confirms strong associations between X–Total and Y–Total, suggesting that both constructs are meaningfully related to the overall outcome. The multiple regression analysis reveals that Y exerts a stronger predictive influence on Total compared to X, as reflected in its higher regression coefficient and t-value. The model explains 64.1% of the variance in the Total score, indicating strong explanatory power. The ANOVA further verifies that the regression model is statistically significant. Overall, the empirical evidence aligns with established theoretical frameworks, which posit that multidimensional behavioral outcomes are determined by multiple interrelated factors, with more proximal or conceptually aligned variables exerting greater predictive power. Thus, the constructs represented by Y are likely more closely linked to the outcome measured by Total.

Limitation

While this study offers meaningful empirical insights into the relationships between variables X, Y, and the Total score, several limitations need to be recognized to properly interpret the results and inform future research.

First, the sample size of 27 respondents restricts the generalizability of the results. With such a small number of participants, the statistical power of the analysis is limited, and the findings may not fully represent the characteristics of a larger population. Future studies employing broader and more diverse samples would enhance external validity.

Second, the study employs a cross-sectional research design, where data were gathered at one specific point in time. While this design is effective for identifying associations, it does not allow for the determination of causal relationships. Temporal dynamics such as changes in respondents' attitudes, behaviors, or conditions remain unobserved, limiting the interpretation of how variables may influence one another over time.

Third, all constructs in this research were measured using self-reported questionnaires. Self-report instruments are subject to several potential biases, including social desirability bias, inaccurate recall, and subjective interpretation of the questionnaire items. These factors could affect the accuracy of the responses and the precision of the measured constructs.

Fourth, although the regression model accounts for 64.1% of the variance in the Total score, the remaining 35.9% suggests that other relevant variables were not included in the model. Psychological, environmental, structural, or demographic factors may influence the outcome but were not captured in the present study, thereby limiting the comprehensiveness of the model.

Lastly, the study may face measurement limitations related to the instruments used. Both X and Y rely on item-based scoring, and if any items are not aligned closely with their intended theoretical constructs, the validity of the measurements may be compromised. This potential discrepancy highlights the need for further refinement or validation of the measurement tools to ensure stronger construct accuracy.

Recommendation

Drawing upon the key findings and considering the limitations identified in this study, several recommendations can be proposed for both practical application and future research. From a practical standpoint, it is advisable to prioritize improvements in the factors represented by variable Y, as this variable demonstrated the strongest predictive influence on the Total score;

therefore, interventions, programs, or strategic efforts aimed at enhancing the components within Y are likely to generate substantial improvements in overall outcomes. Nonetheless, although Y emerged as the dominant predictor, variable X also contributed significantly to the Total score, indicating that the elements represented by X should continue to be strengthened to ensure balanced development across both constructs. In line with this, organizations or institutions relevant to the study's context are encouraged to develop targeted training initiatives or policy interventions that correspond directly to the constructs measured by X and Y, as structured and evidence-based efforts of this kind can support systematic enhancement of the key predictive factors.

For future research, several directions may advance scholarly understanding of the relationships examined in this study. Researchers are encouraged to increase sample size and demographic diversity to improve statistical power and enhance the generalizability of the findings. Additionally, future studies should incorporate potential moderating or mediating variables such as motivation, attitudes, contextual support, or socio-demographic characteristics to produce a more nuanced and comprehensive predictive model. Employing longitudinal designs is also recommended in order to capture temporal changes and clarify causal pathways between variables X, Y, and the Total score. Furthermore, mixed-methods approaches that integrate quantitative and qualitative data, such as interviews or observations, may yield richer insights into the underlying mechanisms driving the observed relationships. Finally, improving the measurement instruments used for variables X and Y by refining item sets to better align with their theoretical foundations will help strengthen construct validity and reliability, leading to more robust findings in future investigations.

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Conflict of Interest Statement

The author declares that there is no conflict of interest.

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Data Availability Statement

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Generative AI and AI-assisted Technologies

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