Jurnal Pendidikan Ekonomi, Perkantoran, dan Akuntansi
E-ISSN: 2722-9750
Volume 5 No. 3 (2024)

EXPLORING THE IMPACT OF LEARNING FACILITIES AND ENVIRONMENT ON STUDENT MOTIVATION

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ABSTRACT

Motivation for students is certainly high and low with various factors that influence the motivation. For students who have high learning motivation, they will devote all their attention to the ongoing learning. This study aims to analyze the effect of learning facilities and learning environment on the learning motivation of students of the Faculty of Economics, Jakarta State University. The population used in this study were all students of the Faculty of Economics, Jakarta State University, class of 2020 with a population of 633 students. This study uses a quantitative method, and a sample of 245 students was determined. The sampling technique used Proportional Sampling. Data collection was carried out by distributing questionnaires using a Likert scale. This study uses an analysis technique using SmartPLS 3.0 with Outer Model and Inner Model analysis. The research results show that (1) there is a significant influence between learning facilities and learning motivation, (2) there is a significant influence between the learning environment and learning motivation, and (3) there is a significant influence between learning facilities and the learning environment and learning motivation.

Keyword: Learning facilites, Learning environment, Learning motivation

ABSTRAK

Motivasi bagi mahasiswa tentunya ada yang tinggi dan ada yang rendah dengan berbagai faktor yang mempengaruhi motivasi tersebut. Bagi mahasiswa yang memiliki motivasi belajar yang tinggi, akan mencurahkan seluruh perhatiannya pada pembelajaran yang sedang berlangsung. Penelitian ini bertujuan untuk menganalisis pengaruh fasilitas belajar dan lingkungan belajar terhadap motivasi belajar mahasiswa Fakultas Ekonomi, Universitas Negeri Jakarta. Populasi yang digunakan dalam penelitian ini adalah seluruh mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta angkatan 2020 dengan jumlah populasi sebesar 633 mahasiswa. Penelitian ini menggunakan metode kuantitatif, dan ditentukan sampel sebanyak 245 mahasiswa. Teknik penentuan sampel menggunakan Proportional Sampling. Pengumpulan data dilakukan dengan menyebar kuesioner menggunakan skala likert. Penelitian ini melakukan teknik analisis dengan menggunakan SmartPLS 3.0 dengan analisis Outer Model dan Inner Model. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh signifikan antara fasilitas belajar terhadap motivasi belajar, (2) terdapat pengaruh signifikan antara lingkungan belajar terhadap motivasi belajar, dan (3) terdapat pengaruh signifikan antara fasilitas belajar dan lingkungan belajar terhadap motivasi belajar.

Kata kunci: Fasilitas belajar, Lingkungan belajar, Motivasi belajar

INTRODUCTION

Education is an effort that is carried out in a planned manner to create a learning atmosphere and learning process for students actively, which can develop their potential to have religious spiritual strength, self-control, personality, intelligence, and skills necessary for themselves and society. This education can be obtained in both formal and non-formal ways. Formal education is obtained by participating in programs that have been planned, namely those that have been structured by an institution, department or ministry. Like schools that need a curriculum to carry out teaching planning. Meanwhile, non-formal education is knowledge obtained from daily life from various experiences either experienced by oneself or learned from others.

The whole world is facing Covid-19 since December 2019 and in Indonesia it was first confirmed in early March 2020. For up to 3 years, we follow the policy ordered by the government. Various social restriction policies have been set by the government to minimize the spread of the covid-19 virus. Students, follow the learning process according to the policies that have been made. Where students are asked to study from home through online media such as via Zoom Meeting, Google Meet, WhatsApp, and others. However, at the beginning of 2023 until now, the policy has been reduced and the learning process has been carried out on campus.

Judging from what education is, we can know that learning can be done at school as well as at home. But in learning, of course, there needs to be motivation. Learning motivation itself has a role as a driving force from within or from outside, which can give rise to the desire to learn. The important role of learning motivation will be able to determine learning reinforcement, clarify learning goals, and determine learning perseverance (Lagili et al., 2019). Of course, the motivation to learn for students is high and some are low. Many of the students have low motivation to learn, including students at Jakarta state universities. If students experience obstacles in their learning motivation, then the student will look for tools that can help solve the problem.

Data processed by researchers found that as many as 93.8% of the 32 students had to be influenced by something to be motivated to learn. And as many as 6.3% do not need to be influenced by something to learn. This proves that students have low motivation to learn. As explained by Monika and Adam (2017), learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the individual, thus fostering enthusiasm for learning.

But in reality, students are only excited to follow learning at the beginning. After a while of learning, their concentration will decrease and their attention will become unfocused anymore because they tend to do activities outside of learning. Therefore, without learning motivation, students cannot do their learning activities properly.

According to deviyanti and Yunanto (2020), learning motivation can be influenced by internal factors and external factors. Internal factors consist of physical factors (nutrition or nutrition, health, and related to the physical or five senses) and psychological factors related to elements that motivate or inhibit students' learning activities. Meanwhile, external factors, factors that arise from non-social environments such as air conditions (cold/cold weather), time, quiet atmosphere, quality of learning places and learning facilities and infrastructure. External factors are also related to social, namely other individuals such as teachers, counselors, and parents.

Researchers have conducted preliminary research to determine the factors that affect students' motivation to learn while studying at home. There are factors such as learning facilities, learning environment, interest in learning, and saturation in learning. The highest factor in the influence of learning motivation is in the learning facilities and learning environment. Based on research conducted by researchers, as many as 20.5% have

inadequate learning facilities. Such as network interference and the laptop used. Some students have inadequate laptops. Based on what has been explained, the researcher finally came to the conclusion to examine home learning facilities and home learning environments and their effects on learning motivation. Because researchers want to find out whether learning facilities and environments at home can increase learning motivation.

LITERATURE REVIEW

The Effect of Learning Facilities on Learning Motivation

Learning facilities are useful and useful, which function to make every learning activity easier. Including when studying at home. The learning facility itself plays a role in facilitating and facilitating student activities (Harung & Astuti, 2021). Which means that learning facilities can facilitate the process of student learning activities. The type of facilities and equipment has an influence on learning motivation. According to Yugiswara et al (2019) that the house as one of the educational bases that can be achieved to complement educational facilities. Which means that home is a facility where learning is fun, as well as with various media that are not in school. This understanding was clarified by Ismi and Komariah (2021) who explained that learning facilities are tools or complements in supporting the learning process and learning activities carried out by students and educators to facilitate during the learning process.

Based on research conducted by Siregar et al (2021) Home learning facilities have a significant effect on learning motivation. According to khairunnisa et al (2019) It is also argued that there is a significant influence between learning facilities on learning motivation. And according to Yanti et al (2021) Based on the results of they research, there is also a significant influence between home learning facilities on learning motivation. Which means that learning facilities are important for learning activities. If the learning facilities are incomplete, then the learning process will not run well.

Based on research by Sonja et al (2023) that perceived stress and well-being is strongly linked to the quality of the surrounding environment of the learning place, whereas perceived motivation is more strongly related to the immediate learning place quality. In comparing the different student populations, we could further differentiate the impact of variations in these factors. How strongly students are affected by factors of the physical environment which negatively impact their learning experience (such as lack of a dedicated learning place or sub-optimal equipment) is moderated by their overall socio-spatial context.

The Effect of Learning Environment on Learning Motivation

The learning environment is the condition or atmosphere that exists around individuals such as parents, home, playmates, and society that affect the growth and social development of children in the form of skills and knowledge to improve children's abilities (Mofid & Tyasmaning, 2020). Usually, the learning environment is often also called the educational environment. The educational environment is a very influential thing in the process of education (Setiawan et al., 2019). Research conducted by Pahriji (Pahriji, 2021) that the learning environment affects learning motivation. Of course, the environment in each individual is different, between good and bad environments. According to Dewi (2019) A conducive learning environment is an environment that is free from noise, free from passers-by, a neat learning environment, and a pleasant atmosphere.

Research conducted by Mofid and Tyasmaning (2020) that the environment also greatly influences learning motivation. If you have a conducive learning environment, the learning process will run smoothly. And research conducted by Suwastika (Suwastika, 2018) also stated that the learning environment has an influence on learning motivation. This indicates a conducive learning environment, which will increase student learning motivation.

The Effect of Learning Facilities and Learning Environment on Learning Motivation

In the research conducted by Damanik (2019) that learning facilities and environment have a positive effect on learning motivation. Which means, that good or functional facilities and a conducive environment can increase the enthusiasm and desire to learn well.

This is in line with research conducted by Noviana (2014) that there is a positive influence between learning facilities and the learning environment on learning motivation. If one of them does not run well, such as incomplete or less functional facilities and a less conducive environment, learning motivation will decrease and will hinder the learning process. Research by Amanah et al (2018) also argued that learning facilities and learning environment have a positive and significant effect on learning motivation. Which means that from the time the research states that with good facilities and a good environment, it will increase students' desire to learn.

Hypotheses Development

Based on the problem formulation, literature review, and relevant research presented in this research, a hypothesis has been produced which can be illustrated as follow:

H1 : there is a positive and significant influence between learning facilities on learning motivation

H2 : there is a positive and significant influence between the learning environment on learning motivation

H3 : there is a positive and significant influence between learning facilities and the learning environment on learning motivation

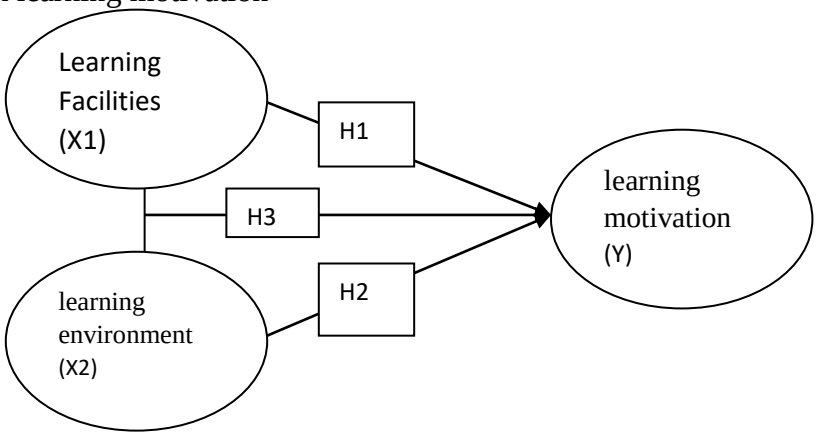

Figure 1. Research Model

METHOD

In this study, the researcher uses a quantitative approach as a method used with the aim of testing the hypothesis that has been determined, the research technique used is a questionnaire. Questionnaire according to Sugiyono (2017) It is a data collection technique that is carried out by providing a set of questions or statements to respondents to answer. The population in this study is students of the Faculty of Economics, State University of Jakarta class of 2020, where the number of students is 633 and the affordable population is 245 students. The 2020 budget was chosen because it was in the process of preparing a thesis. This sampling is carried out by the Probability Sampling method or sampling technique which provides an equal opportunity for each element (member) of the population to be used as a member of the sample. And the technique used in this study is the Proportional Sampling technique, where the technique is a sample determination that only takes representatives from each group in the population. Preparation of learning motivation variable statement instruments based on Nasrah and Muafiah (2020), Sarnoto and Romli (2019), and Uno (Uno,

2018). The variables of the learning facility for statement instruments are based on Febriani and Sarino (2017), Firmannisa and Imaniyati (2020), Ismi and Komariah (2021). And for environmental variables, the learning instrument of statement is based on Dewi (2019), Hutami and Sumargiyani (2018), and Widiasworo (2017). To test this research, researchers used Smart PLS 3.0 to test the data with outer model and inner model analysis.

RESULT AND DISCUSSION

Outer Model

The outer model analysis is carried out to connect the indicators with other variables, namely by ensuring that the measurements used are valid and reliable. In the outer model, there are several tests, namely convergent validity, discriminant validity, *Average Variance Extracted* (AVE), composite reliability, and cronbach's alpha.

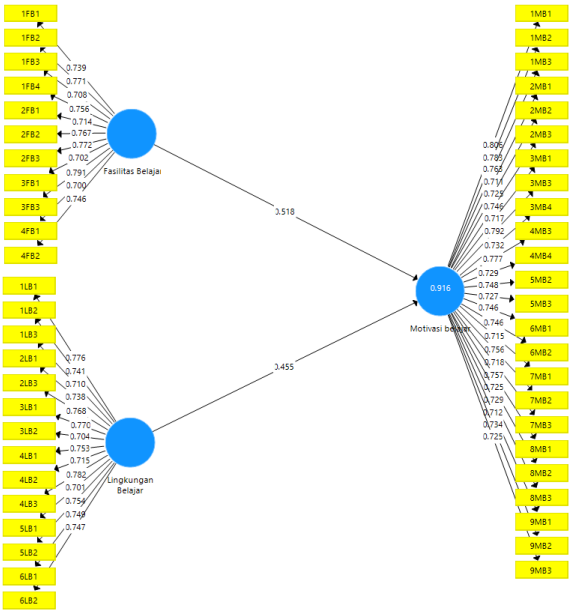

Figure 2. Outer Model

Convergent Validity

The value of convergent validity, to measure the magnitude of the correlation between constructs and latent variables. If the loading factor value on each item shows >0.7, it means that the indicator is declared valid.

Table 1. Outer Loading Factor

	Learning Facilities	Learning Environment	Learning Motivation
1FB1	**0.739**		
1FB2	**0.771**		
1FB3	**0.708**		
1FB4	**0.756**		
1LB1		**0.776**	
1LB2		**0.741**	
1LB3		**0.710**	
1MB1			**0.806**
1MB2			**0.783**
1MB3			**0.763**

	Learning Facilities	Learning Environment	Learning Motivation
2FB1	**0.714**		
2FB2	**0.767**		
2FB3	**0.772**		
2LB1		**0.738**	
2LB3		**0.768**	
2MB1			**0.711**
2MB2			**0.725**
2MB3			**0.746**
3FB1	**0.702**		
3FB3	**0.791**		
3LB1		**0.770**	
3LB2		**0.704**	
3MB1			**0.717**
3MB3			**0.792**
3MB4			**0.732**
4FB1	**0.700**		
4FB2	**0.746**		
4LB1		**0.753**	
4LB2		**0.715**	
4LB3		**0.782**	
4MB3			**0.777**
4MB4			**0.729**
5LB1		**0.701**	
5LB2		**0.754**	
5MB2			**0.748**
5MB3			**0.727**
6LB1		**0.749**	
6LB2		**0.747**	
6MB1			**0.746**
6MB2			**0.746**
7MB1			**0.715**
7MB2			**0.756**
7MB3			**0.718**
8MB1			**0.757**
8MB2			**0.725**
8MB3			**0.729**
9MB1			**0.712**
9MB2			**0.734**
9MB3			**0.725**

Based on the results of the outer loading in the Table 1, it shows that all indicators of learning motivation (MB), learning facilities (FB), and learning environment (LB) have a value of >0.7 which means that all indicators are valid.

Discriminant Validity

In discriminant validity or validity of descrimination, it is a measurement that is made to ensure that each latent model has a different concept from the other variables. This means that a larger value means that the indicator is appropriate to explain its construct compared to explaining other constructs. The value of discriminate validity can be seen from the value of the cross loading factor.

Table 2. Cross Loading Factor

	Learning Facilities	Learning Environment	Learning Motivation
1FB1	**0.739**	**0.712**	0.697
1FB2	**0.771**	0.672	0.693
1FB3	**0.708**	0.673	**0.712**
1FB4	**0.756**	**0.720**	0.694
1LB1	0.660	**0.776**	0.679
1LB2	**0.711**	**0.741**	0.683
1LB3	0.684	**0.710**	**0.712**
1MB1	**0.731**	**0.715**	**0.806**
1MB2	0.698	0.669	**0.783**
1MB3	**0.756**	**0.700**	**0.763**
2FB1	**0.714**	0.664	**0.712**
2FB2	**0.767**	**0.724**	**0.693**
2FB3	**0.772**	0.678	**0.700**
2LB1	**0.735**	**0.738**	**0.700**
2LB3	0.660	0.768	0.679
2MB1	0.685	0.704	**0.711**
2MB2	**0.702**	0.661	**0.725**
2MB3	**0.711**	**0.735**	**0.746**
3FB1	**0.702**	**0.737**	**0.704**
3FB3	**0.791**	0.688	**0.702**
3LB1	0.680	**0.770**	0.677
3LB2	0.692	**0.704**	**0.732**
3MB1	0.666	**0.710**	**0.717**
3MB3	**0.727**	0.691	**0.792**
3MB4	0.661	**0.727**	**0.732**
4FB1	**0.700**	**0.726**	**0.704**
4FB2	**0.746**	0.665	0.697
4LB1	0.683	**0.753**	0.676
4LB2	**0.727**	**0.715**	**0.755**
4LB3	**0.704**	**0.782**	0.678
4MB3	**0.712**	0.687	**0.777**
4MB4	0.671	**0.710**	**0.729**
5LB1	**0.716**	**0.701**	**0.738**
5LB2	**0.717**	**0.754**	0.692
5MB2	0.671	0.631	**0.748**
5MB3	0.670	0.679	**0.727**
6LB1	0.685	**0.749**	0.683

	Learning Facilities	Learning Environment	Learning Motivation
6LB2	0.694	**0.747**	0.680
6MB1	**0.729**	0.686	**0.746**
6MB2	**0.714**	**0.706**	**0.746**
7MB1	0.692	**0.718**	**0.715**
7MB2	**0.747**	**0.720**	**0.756**
7MB3	0.691	**0.728**	**0.718**
8MB1	**0.707**	0.664	**0.757**
8MB2	0.687	**0.741**	**0.725**
8MB3	0.690	0.675	**0.729**
9MB1	**0.736**	**0.732**	**0.712**
9MB2	0.678	0.679	**0.734**
9MB3	0.682	0.677	**0.725**

Average Variance Extracted (AVE)

Next is AVE where you can find out what variance each variabeol has. The expected AVE value is >0.5. In the Table 3, it can be seen that each variable has the expected value, namely the value of the learning facility variable 0.552, the value of the learning environment variable 0.553, and the value of the learning motivation variable 0.552. So it can be concluded that all the constructs in this study variable are reliable.

Table 3. Average variance Extracted (AVE)

	Average Variance Extracted (AVE)
Learning facilities	**0.552**
Learning environment	**0.553**
Learning motivation	**0.552**

Composite Reliability

To measure accurate and consistent configurations, as well as measure the strength of the instruments in this study, composite reliability must be tested. Data that has a composite reliability value of > 0.7 can be said to have high reliability. Judging from the Table 4, it can be obtained that the verifiable value of learning facilities is 0.931, the learning environment variable is 0.945, and the learning motivation variable is 0.967. This proves that each variable has a > value of 0.7, which means that all the constructs in this study are reliable**.**

Table 4. Composite Reliability

	Composite Reliability
Learning facilities	**0.931**
Learning environment	**0.945**
Learning motivation	**0.967**

Cronbach's Alpha

To test the reliability of an instrument, a cronbach's alpha test can be performed. Where a construct is declared valid if it has a Cronbach's alpha value > 0.7. In the table above, the values of the learning facility variable were 0.919, the learning environment variable was 0.938, and the learning motivation variable was 0.965. This proves that the

value of each variable > 0.7. And it can be concluded that all the variables in this study are valid.

Table 5. Cronbach's Alpha

	Cronbach's Alpha
Learning facilities	0.919
Learning environment	0.938
Learning motivation	0.965

Inner Model

The following is an image of the internal model processed by the researcher. This aims to find out how much influence there is between the variables studied. The stage in measuring the structural model is to calculate the significance of the relationship between constructions.

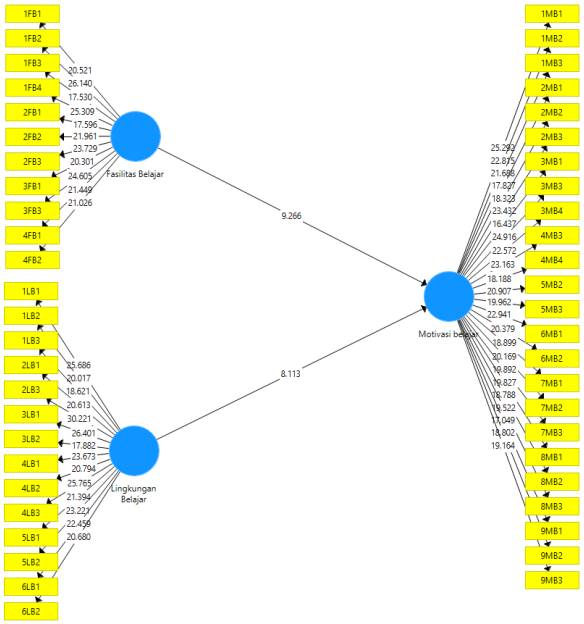

Figure 3. Outer Model

R-Square (R^2)

In this R-Square, it is used to see how much the variation in the value of a particular dependent latent construct is. Based on the Table 6, the R-square value is 0.916. Therefore, it can be concluded that the ability of the variable cost of learning facilities and learning environment in explaining the structure of learning motivation is strong because the > is 0.75.

Table 6. R-Square (R^2)

	R Square
Learning motivation	0.916

F-Square (F^2)

To see the relative magnitude of the influence can be done by the f-square test. Where this shows how much latent construct is independent of the latent construct dependent. From the f-square table above, it can be concluded that for the variable construct of learning facilities to the variable construct of learning motivation is 0.385, which means that there is a moderate relationship between the two variables. And for the construct of the learning environment variable to the construct of the learning motivation variable of 0.297, which means that there is a moderate relationship between the two variables.

Table 7. F-Square (F^2)

	Learning Facilities	Learning Environment	Learning Motivation
Learning facilities			0.385
Learning environment			0.297
Learning motivation			

Variance Inflation Factor (VIF)

To determine the correlation between constructs, it is necessary to have a VIF test. If VIF > 10.00 then there is a collinearity problem, while if VIF < 10.00 then there is no collinearity problem. Based on the Table 8, it can be concluded that all indicators of the variables of facilities learning, learning environment, and learning motivation are < 10.00 each, so it can be interpreted that there is no multicollinearity problem in the correlation model in this study.

Table 8. Variance Inflation Factor

VIF					
1FB1	**2.503**	**1LB1**	**2.764**	**1MB1**	4.736
1FB2	**2.405**	**1LB2**	**2.357**	**1MB2**	4.039
1FB3	3.233	**1LB3**	**2.819**	**1MB3**	3.275
1FB4	3.222	**2LB1**	3.164	**2MB1**	3.487
2FB1	**2.849**	**2LB3**	3.027	**2MB2**	3.288
2FB2	3.272	**3LB1**	**2.669**	**2MB3**	**2.447**
2FB3	3.663	**3LB2**	**2.452**	**3MB1**	**2.569**
3FB1	**2.925**	**4LB1**	4.858	**3MB3**	3.790
3FB3	3.778	**4LB2**	**2.840**	**3MB4**	**2.611**
4FB1	**2.724**	**4LB3**	3.044	**4MB3**	4.284
4FB2	**2.669**	**5LB1**	3.800	**4MB4**	**2.577**
		5LB2	4.511	**5MB2**	3.357
		6LB1	**2.965**	**5MB3**	3.095
		6LB2	4.568	**6MB1**	**2.848**
				6MB2	**2.715**
				7MB1	**2.526**
				7MB2	**2.909**
				7MB3	3.939
				8MB1	3.181
				8MB2	3.023
				8MB3	**2.633**
				9MB1	3.578
				9MB2	**2.713**
				9MB3	**2.828**

Hypothesis Test

After conducting measurement tests from the outer model to the inner model, the next step is to analyze the hypothesis test to find out the relationship between constructs. This study has an error rate of 5%, with a t-table value for a t-statistical reference of 1.96. This hypothesis test was carried out by measuring the direct effect by looking at the results of the path coefficient.

Table 9. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard (STDEV)	Deviation	T (|O/STDEV)	Statistics	P Values
Learning facilities →Learning motivation	0.518	0.514		0.056		9.264	0.000
Learning facilities → Learning motivation	0.4550.455	0.459		0.056		8.152	0.000

H1: Learning Facilities Have a Positive Effect on Learning Motivation

Based on the results of the path coefficient test, there was a positive original sample value of 0.518, a t-statistical value of 9.264 (>t-table 1.96), and p 0.000 < 0.005. Therefore,

H1 is accepted because the variable of learning facilities has a positive and significant influence on learning motivation.

H2: Learning Environment Has a Positive Effect on Learning Motivation

Based on the results of the path coefficient test, there was a positive original sample value of 0.455, a t-statistical value of 8.152 (>t-table 1.96), and p 0.000 < 0.005. Therefore, H2 is accepted because the learning environment variable has a positive and significant influence on learning motivation**.**

H3: Learning Facilities and Learning Environment Have a Positive Effect on Learning Motivation

Then to determine the influence between independent variables on dependent variables together, it can be seen from the value of Fcal. If the value of Fcal > Ftable, the variables of learning facilities and learning environment affect learning motivation. On the other hand, if the value of Fcal < Ftable, then the variables of learning facilities and learning environment have no effect on learning motivation.

The value of Fcal can be obtained by the formula $\frac{R^2\,(n-k-1)}{(1-R^2)k}$ so that the calculation of Fcal is as follows:

$$F_{cal}\ \frac{0.916^2\,(245-3-1}{(1-0.926^2)3} = \frac{0.839\,(241)}{(0.161)3} = \frac{202.199}{0.483} = 418.63$$

Based on the results of the calculation value above, it can be seen that the value of Fcal is 418.63 > Ftable 2.66. Therefore, it can be concluded that learning facilities and learning environment have a simultaneous effect on learning motivation.

Discussion

Based on the results that have been calculated by the researchers, it can be seen from the results of the path coefficient, that H1 has a positive original sample value of 0.518, a t-statistical value of 9.264 (>t-table 1.96), and p 0.000 < 0.005. Therefore, H1 is accepted because the variable of learning facilities has a positive and significant influence on learning motivation. This is in accordance with research conducted by Siregar et al (2021), and Yanti, et al (2021) that learning facilities have a positive and significant effect on learning motivation.

Then the results of the H2 calculation have a positive value of 0.455, with a t-statistical value of 8.152 (>t-table 1.96), and p 0.000 < 0.005. This proves that the H2 in this study is accepted, because the variables of the learning environment have a positive and significant effect on learning motivation. According to Mardiana and Hartati (Mardiana & Hartati, 2022) and Sholekhah et al (2021), the results are that the learning environment has a positive and significant influence on learning motivation.

And the last for H3, it can be known that the Fcal value is 418.63 > Ftable 2.66. It can be said that the variables of learning facilities and environment have a positive and significant effect on learning motivation. This is in line with Damanik (2019) and Amanah and Nongkeng (2018) that learning facilities and the environment have a positive and significant effect on learning motivation.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research conducted by researchers on the influence of learning facilities and learning environment on learning motivation, it can be concluded that the hypothesis test H1, H2 and H3 have a positive and significant influence on learning

motivation. This proves that good facilities and a conducive environment can increase learning motivation.

So, it should be noted that the functioning of learning facilities will make the learning process easier. As well as having a conducive learning environment can make students increase their concentration.

Recommendation

Based on the conclusions above, the researcher provides recommendations that are expected to be useful inputs, namely to add other variables that have an influence on learning motivation such as learning enthusiasm, conditions experienced, and external factors such as educator professionalism. As well as being able to increase the number of respondents and expand the reach of the research.

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