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Determinants of Students' Learning Motivation

[1]Cantik Wasitaningsih, [2] Elva Nuraina, [3]*Nur Wahyuning Sulistyowati
[123]Universitas PGRI Madiun
[1]cantik_1902106015@mhs.unipma.ac.id, [2]elvanuraina@unipma.ac.id, [3*]nurwahyu@unipma.ac.id

ABSTRACT

Background

Differences in parental approaches to educating children, the diversity of peer characteristics, the adequacy of learning facilities, and the still relatively low level of students' self-control can influence students' learning motivation. Strong learning motivation among students contributes significantly to the achievement of high-quality education.

Purpose

This study aims to examine the partial effects of parental roles, peer influence, learning facilities, and self-control on students' learning motivation.

Design/method/approach

This study employs a descriptive quantitative research design using a questionnaire to collect data from students enrolled in the Elementary School Teacher Education, Guidance and Counseling, Accounting Education, Economics Education, Accounting, Informatics Engineering, and Sport Science programs at Universitas PGRI Madiun. The population consisted of 500 students, from which 222 respondents were selected through random sampling. Data analysis was conducted using SmartPLS.

Results

The study found that students' learning motivation is partially influenced by parental roles, peer influence, learning facilities, and self-control.

Contribution/value

This study contributes to the development of knowledge in the field of education by examining the influence of parental roles, peer influence, learning facilities, and self-control on students' learning motivation. In addition, the findings provide valuable information for the academic community of Universitas PGRI Madiun in supporting the management and evaluation of study programs, faculties, and the university as a whole.

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INTRODUCTION

Parents play an important role in motivating students to learn; however, motivation is influenced not only by parental support but also by the peer environment. Peer relationships have a strong impact on individuals. Closely related to friendship and social interaction, today's Generation Z tends to rely heavily on their peers. Students need friends who can provide motivation in learning; for example, when in the library, students are more likely to go with their friends to engage in discussions and search for book references to complete course assignments. Peers serve as a space for interaction among individuals of the same age or within groups that share similar tendencies. Therefore, it can be concluded that peer groups influence the effectiveness of discussions, as peers facilitate the exchange of information, exposure to diverse cultures, and the learning of reciprocity through interactions with one another.

Peers are one of the important factors that influence students' lives today, leading students to spend more time together. On campus, students are supported by the availability of learning facilities during lectures, which help enhance the learning process and create a comfortable classroom environment. Examples of learning facilities include adequate classrooms equipped with proper seating, projectors, and air-conditioned rooms to support the quality of education. Students tend to be more motivated to learn when campus facilities and infrastructure are complete and well maintained. Therefore, students should make optimal use of the available facilities and take responsibility for maintaining them so that they remain accessible for continued use. These facilities function as essential supports for educational activities and can significantly increase students' learning motivation (Khairunisa, 2020).

Self-control also influences students' learning motivation. Suherman (2016) states that individuals need to lead, guide, and regulate certain aspects of their own behavior in order to achieve desired outcomes. In this context, self-control refers to the ability to coordinate actions to attain outcomes and goals that are determined by the individual through careful consideration. Students are said to possess self-control when they are able to regulate their own behavior. However, students' self-control is still relatively low based on the results of brief interviews with guidance and counseling students regarding their motivation in class discussions or group work, which is influenced by parental roles, peer relationships, learning facilities, and self-control. The students explained that parental roles in educating children vary. For instance, when parents are working, their attention tends to be limited, making it difficult for them to provide guidance to their children. In contrast, parents who do not work are generally able to give more attention and directly guide their children. Among peers, some students are serious and committed during group study, while

others merely “add their names” to group work, engage in off-topic conversations, use mobile phones during discussions, or leave the class with various excuses. Such behavior indicates a lack of responsibility toward group assignments. This suggests that peers can influence students’ learning motivation in both positive and negative ways. Positive influences include students who are committed to contributing ideas and opinions, actively expressing viewpoints, and collaborating effectively in discussions. Conversely, negative influences are reflected in the limited number of students who actively participate in discussions and the presence of students who invite others to merely include their names in group work while engaging in unrelated conversations, using mobile phones during class, or leaving the classroom without valid reasons.

Human behavior changes over time as a result of experience and interaction with the environment. However, behavioral changes caused by physical development, fatigue, or boredom are not considered learning processes (Syah, 2003 as cited in Asfar et al., 2019). In line with Thorndike’s theory, Rusli and Kholik (2013, as cited in Asfar et al., 2019) explain that learning is a process that involves interactions between stimulus and response. Learning activities are triggered by stimuli such as ideas, emotions, or other elements perceived through the five senses, as well as environmental changes that serve as signals prompting an organism to respond or act. Students’ responses reflect their feelings toward what they have learned and may take the form of thoughts, emotions, or even actions or physical behaviors as a result of the stimuli. Consequently, behavioral changes resulting from learning activities may be concrete and observable or abstract and unobservable. Behaviorism, however, has limitations in explaining how to assess behaviors that cannot be directly observed, even though it relies heavily on measurement.

Hero dan Sni (2018) argue that children’s engagement in the learning process and their potential learning outcomes are strongly influenced by parents. As a result, parental involvement has a positive impact on teachers’ evaluations of their students. To complement educational programs implemented at school, parents are expected to determine and support projects and activities scheduled to be carried out at home. Furthermore, the communication networks established by parents are believed to be a key factor in determining students’ success within the family and the broader community. Rumbewas et al. (2018) as cited in Hapsari et al. (2021) state that parents should play an active role in providing the resources needed for children to continue learning, allowing flexibility to allocate quality study time, and inspiring children to be diligent in their schoolwork. This indicates that parental roles can foster and enhance students’ learning motivation.

This perspective emphasizes the need for parents to perform better in encouraging their children to learn, particularly children who already carry

responsibilities such as loving and respecting their parents, maintaining harmony at home, and being taught to behave calmly and respectfully toward others. To protect children's legal rights in their relationships with family members and others, both parents and children should be involved in reflective analysis and open discussions regarding children's character and behavior. This approach enables parents to effectively assume their roles as educators, guides, and facilitators for their children. Fitria dan Mayasari (2017) as cited in Mandasari et al. (2022) reveal that individuals at the elementary school level are more motivated to learn when supported by peers, as their desire to learn increases through peer interaction. In addition to peer support, families also play a crucial role in motivating students to learn. Friendships formed in the campus environment are commonly found among peers, and peer groups that participate together in learning and play can be beneficial for students' development and serve as a source of inspiration for learning.

Within a group, friendships are formed among individuals who possess diverse characteristics, which influence compatibility and patterns of behavior in social interactions. Certain factors underlie individual relationships in friendship, including the factor of suggestion, which enables individuals to accept perceptions derived from observing others' actions, as well as personal views or attitudes that shape how individuals receive and respond to others (Saputro dan Pardiman, 2012) as cited in Damayanti et al., 2021). Learning facilities refer to the infrastructure and resources required to support learning activities in schools and to facilitate students' learning processes (Setiani, S, et al., 2022); (Martoguhun et al., 2022). In essence, facilities and infrastructure include equipment and resources that support students' teaching and learning activities. Learning facilities can be classified into three categories: (1) based on durability, namely consumable educational facilities and durable educational facilities; (2) based on mobility during instruction, namely movable and immovable educational facilities; and (3) based on their relationship to the learning process, namely instructional tools, teaching aids, and instructional media (Setiani, S, et al., 2022).

Setiadi dan Purnama (2019) explain that self-control is an attitude that enables individuals to regulate their thoughts, feelings, and actions in order to restrain emerging impulses. Self-control is reflected in individual behavior, particularly in how individuals manage and regulate themselves. Calhoun and Acocella (2010) as cited in Vinorita and Muhsin (2018), define self-control as the regulation of physical, psychological, and behavioral processes, which can be understood as a series of processes involved in shaping an individual's character. Adolescents, in this context, often experience difficulties in coping with stress at home or at school, such as during learning activities or other engagements. Based on this background and the review of relevant literature, this study aims to examine the

partial effects of parental roles, peer influence, learning facilities, and self-control on students' learning motivation.

The novelty of this study lies in its focus on undergraduate students at Universitas PGRI Madiun from the programs of Elementary School Teacher Education, Guidance and Counseling, Accounting Education, Economics Education, Accounting, Informatics Engineering, and Sport Science. In contrast Fadillah (2013) examined students from the psychology program. The respondents in the studies by Nadhifah et al. (2021) and Mastikawati et al., (2022) were at the early childhood level, while Na'immatussholilah et al., (2021) conducted research at the kindergarten level. Studies by Ana (2021); Hapsari et al., (2021), Hero and Sni (2018), Saguni and M Amin (2014), Alpian annd Mulyani (2019), Khairunisa (2020), and Suherman (2016) involved respondents at the elementary school level. Furthermore, Mulyaningsih (2014), Damayanti et al., (2021), Saguni and M Amin (2014), Rochman et al., (2020), Alfaruqy et al., (2023) focused on junior high school students. Research conducted by Mandasari et al. (2022), Nurafdaliah et al. (2019), Vinorita and Muhsin (2018) involved vocational high school students. Meanwhile, Hisyam (2017), Rahayu and Thomas (2017), Kholisna and Fatimah (2019), Setiani et al. (2022), Boiliu (2021), Wati and Isroah (2019), Martoguhun et al. (2022), Dhuha et al. (2020), Wulandari et al. (2017) examined senior high school students, while D. Yang et al. (2024) focused on undergraduate nursing students.

LITERATURE REVIEW

The main figures of constructivist theory are Jean Piaget and Lev Vygotsky. Piaget's constructivism views knowledge as a construction formed by individuals who come to know something through their own cognitive processes. In contrast, Vygotsky emphasizes the importance of social interaction in the learning process. Thus, learning from a constructivist perspective can be understood as a process of constructing knowledge through individual thinking supported by study activities and social interaction during learning. Ernst von Glasersfeld (1987), as cited in Patilaiya et al. (2022), defines constructivism as a "theory of knowledge with roots in philosophy, psychology, and cybernetics." He explains that constructivism actively and creatively influences how knowledge is conceptualized, asserting that knowledge is something that is actively constructed through reasoning, interaction, and communication. In particular, the acquisition of knowledge occurs in an active and creative manner. Constructivist learning theory therefore explains that learning is a process in which students actively build their own knowledge.

Learning is viewed as a stage of relatively permanent behavioral change in individuals that results from experience and interaction with the environment. Changes in behavior caused by physical development, fatigue, or boredom, however,

are not considered learning processes (Syah, 2003, as cited in Asfar et al., 2019). When a person demonstrates a change in behavior, it is assumed that learning has occurred. This theory explains that input in the form of stimuli and output in the form of responses are the most important elements in learning. Anything presented by the instructor in the classroom functions as a stimulus, while responses appear as students' reactions to that stimulus. Because the internal processes occurring between stimulus and response cannot be directly observed or measured, they are considered insignificant. Consequently, both the stimuli provided by teachers and the responses given by students must be observable and measurable. This theory emphasizes measurement as a crucial means of identifying behavioral change and determining whether learning has truly taken place. Inputs during the learning process may include tools, images, or specific strategies that support and enhance the learning process (Budiningsih, 2003, as cited in Asfar et al., 2019).

Behaviorist learning theory explains that humans are reactive beings who respond to their environment. Children's behavior is shaped by experience and education. In line with Thorndike's theory, Rusli and Kholik (2013), as cited in Asfar et al. (2019), state that learning is a process involving interactions between stimulus and response. Learning activities are triggered by stimuli such as ideas, emotions, or other elements perceived through the five senses, as well as environmental changes that function as signals causing an organism to respond or act. Students' responses represent their reactions to what they have learned and may take the form of ideas, feelings, or physical movements or behaviors as a result of the stimuli. Therefore, behavioral changes resulting from learning activities may be observable or unobservable. Although behaviorism emphasizes measurement, it is unable to adequately explain how to assess behaviors that cannot be directly observed.

Based on the elaboration of the grand theory above, it can be concluded that behaviorist theory shares similarities with and represents a development of constructivist theory. Behaviorism is a theory that focuses on relatively permanent changes in behavior as a result of experience and interaction with the environment. These behavioral processes may also include changes arising from physical development, fatissgue, and boredom.

The Role of Parents

Parents are defined as biological fathers and/or mothers, stepfathers and/or stepmothers, or adoptive fathers and/or mothers, as stipulated in the Law of the Republic of Indonesia Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 on Child Protection). Parents are the primary educators within the family environment and play a crucial role in shaping children's knowledge (Fatmala, 2022), (Hamida & Putra, 2021), (Nuraida et al., 2025). Parents are expected to fulfill their responsibilities in nurturing their children and are regarded as companions for

today's youth. They should be able to inspire their children to develop positive learning tendencies both on campus and at home. The family plays an essential role in motivating students to learn; thus, within the family environment, parents serve as the frontline of children's education. Parents of university students can act as guides, facilitators, and motivators so that students, as their children, can develop into high-quality individuals in the future.

Peers

The peer environment has a significant influence on individuals. The social lives of today's young generation are highly dependent on their peers. University students need friends who can provide motivation for learning; for example, when in the library, students tend to choose peers to engage in discussions and search for book references in order to complete course assignments. Effective discussions are achieved because through peers, students can obtain information, learn about diverse cultures, and practice mutual responses during discussions. Peers often share similarities such as being of the same age or having similar social sensitivity, common interests, aligned life goals, similar worldviews, and frequent interaction. Nevertheless, alongside these similarities, differences also exist within peer groups, particularly in terms of character. Such differences in character can affect how well an individual learns.

The impact of peer presence in educational settings includes the development of students' cognitive abilities through group conversations that sharpen intelligence and problem-solving skills. Peer interaction plays an important role in shaping students' learning motivation (Järvenoja et al., 2025), (Ahmed et al., 2024). Friendships formed within the campus environment are commonly found among peers. Peers who participate together in learning and recreational activities can benefit students' development and inspire them to learn. Peers influence academic achievement both directly and indirectly through learning motivation (Shao et al., 2024), while peer learning also has a significant effect on students' motivation (Tomar et al., 2024). This indicates that peers are an external factor—both at the individual and group levels—consisting of individuals of similar age who can provide new information, engage in collaborative discussions, solve problems together, and positively impact students' learning motivation and cognitive development.

Learning Facilities

Learning facilities refer to resources or tools that facilitate the learning process, either planned or ongoing, with the aim of supporting instructional activities. As an essential component of learning, facilities must be properly managed. On campus, learning facilities include both infrastructure and equipment. Moreover, learning facilities are one of the supporting factors in achieving success in the teaching and learning process; with adequate facilities, the learning process is more likely to be

optimal. In educational management, the availability of educational facilities, including the development of high-quality campus infrastructure, is indispensable. Learning facilities also play an important role in influencing students' learning motivation and therefore require serious attention, as their availability supports both academic and non-academic activities and helps create a conducive teaching and learning environment.

Barnawi and Fathurrokhman (2020) as cited in Setiani, S, et al. (2022), classify educational facilities and infrastructure into three categories. First, based on durability: (a) consumable educational facilities, which are materials or tools that are used up within a relatively short period, such as ink, chalk, paper, and laboratory chemicals; and (b) durable educational equipment, which can be used continuously over a long period, such as desks, chairs, atlases, globes, and sports equipment. Second, based on mobility during instruction: (a) movable educational facilities, which can be relocated according to users' needs, such as desks, chairs, cabinets, and practicum equipment; and (b) immovable educational facilities, which cannot be moved, such as permanently installed LCD projectors and electrical wiring. Third, based on their relationship to the learning process: (a) learning tools, which are directly used in instructional activities, such as textbooks, teaching aids, and stationery; (b) teaching aids, which help facilitate learning or involve demonstrations by teachers to make learning materials more concrete; and (c) learning media, which function as intermediaries in the learning process to enhance the effectiveness of achieving learning objectives, such as audio, visual, and audiovisual instructional media.

Self-Control

Self-Control Theory proposed by Gottfredson and Hirschi (1990) explains that self-control is a primary factor influencing individual behavior, including the ability to regulate impulses, delay gratification, and consider the long-term consequences of actions. Individuals with high levels of self-control tend to behave rationally, discipline themselves, and act responsibly in various situations, including educational contexts. The development of self-control is influenced by environmental factors as well as physiological development, personal interests, and elements of social recognition. Students' ability to set priorities and direct their behavior in constructive ways is referred to as self-control. Mustikarini and Puspasari (2021) define self-control as an individual's ability to regulate behavior so as not to violate prevailing norms. Individuals who possess strong self-control tend to achieve academic success more easily. Self-control is also understood as the ability to regulate impulses and delay immediate gratification in order to obtain greater benefits in the future (Chansaengsee, 2025). Furthermore, self-control predicts independent learning ability (D. Yang et al., 2024) and and influences students' learning engagement (Y.

Yang et al., 2024). Self-control skills can be more effectively enhanced through the fulfillment of psychological needs (Çelik, 2024). In this context, self-control is reflected in effective student learning behaviors, such as the ability to manage study time, comply with academic regulations, and demonstrate active engagement in the learning process.

Self-control is influenced by two main factors. First, internal factors, particularly age. As children grow older, parental roles are essential in establishing discipline, guiding communication, and providing direction when children express anger, which represents the initial stage of developing self-regulation. With increasing age, children gain knowledge through experience, learn to respond to various situations such as disappointment and failure, and gradually develop the ability to control themselves. Second, external factors, which include environmental and family influences. Parents play a crucial role in accompanying children throughout their growth and development, including in shaping self-control. By modeling good behavior, exercising self-discipline, and consistently applying daily discipline, parents help children develop self-regulation and self-direction, enabling them to take responsibility for their actions. Thus, an individual's level of self-control is shaped by both internal and external factors. Consequently, the formation of self-control does not occur instantaneously but develops continuously and sustainably, eventually becoming an integral part of an individual's character.

Learning Motivation

Motivation is a crucial factor in learning, as without motivation individuals cannot engage in learning activities optimally. Learning motivation and self-control are influenced by students' self-efficacy (Arik, 2019). Extrinsic motivation has been shown to have a significant effect on accounting learning achievement and students' investment interest (Sulistyowati, 2015). Learning motivation strongly influences students' attitudes, behaviors, and academic achievement, consisting of intrinsic and extrinsic motivational factors that drive the learning process and shape students' focus, interest, persistence, and performance (Köpeczi-Bócz, 2024). The presence of students' learning motivation is caused by both intrinsic and extrinsic factors (Tanti et al., 2020). The fulfillment of psychological needs has a positive effect on both intrinsic and extrinsic motivation (Çelik, 2024).

Learning motivation has a positive effect on learning effectiveness, both directly and indirectly through learning engagement. In addition, learning engagement functions as a partial mediator, while personality moderates the relationship between learning motivation and learning effectiveness (Lei et al., 2024). Learning motivation and the family environment also have a positive and significant influence on students' learning discipline (Apriyanti and Usman, 2021). Furthermore, learning motivation acts as a mediating variable that links the influence

of parental attention and the peer environment to students' academic achievement (Silvia and Usman, 2020). Learning motivation has been identified as the strongest mediator in bridging the influence of peer relationships on students' academic performance (Shao et al., 2024).

General self-efficacy and learning motivation are influenced by artificial intelligence (AI) capability, which plays an important role in enhancing students' critical thinking awareness (Jia and Tu, 2024). Students' learning motivation increases alongside improvements in self-control, peer social environments, parental support, and teacher competence (Kusrini et al., 2025). Learning motivation is one of the key factors affecting students' success and achievement in the learning process (Martono et al., 2024). Parents' occupational backgrounds also influence children's learning motivation; parents working as civil servants tend to encourage academic achievement due to their experience with formal education, while parents who are farmers motivate their children to pursue higher levels of education for a better future (Septiantoko et al., 2024). In physical education learning, students' motivation is influenced by the Project-Based Learning (PjBL) model (Festiawan et al., 2024). In addition, the CAP-based learning model has been shown to be valid, practical, and effective in improving students' critical thinking skills and learning motivation (Rizki et al., 2024). Learning motivation also has a strong influence on students' learning outcomes (Bunari et al., 2024).

Thus, it can be concluded that learning motivation is a key factor in the learning process and plays a vital role in enhancing students' learning effectiveness, discipline, engagement, critical thinking, and academic achievement. Learning motivation is influenced by internal factors such as self-efficacy, self-control, and the fulfillment of psychological needs, as well as external factors including parental attention, family and peer environments, teacher competence, parents' occupational backgrounds, the use of artificial intelligence technologies, and the implementation of innovative learning models. Therefore, learning motivation functions not only as the primary driver of learning activities but also as a strategic mediator that bridges various supporting factors in improving students' learning outcomes.

METHOD

This type of research is quantitative descriptive using a questionnaire to collect respondent data with random sampling of 222 samples from a population of 500. The research was conducted at the PGRI Madiun University, Elementary School Teacher Education, Guidance and Counseling, Accounting Education, Economic Education, Accounting, Informatics Engineering, and Sports Science Study Programs.

Data analysis techniques using SmartPLS include instrument testing, validity, reliability, hypothesis, and coefficient of determination.

RESULTS

The estimation results for the constructs of the role of parents, peers, learning facilities and self-control are shown in Table 1.

Table 1. Loading factor values

Construct	Code	Loading Factor
The role of parents	PO1	0,870
	PO2	0,832
	PO4	0,875
Friends of the same age	TS2	0,771
	TS3	0,863
	TS4	0,932
Learning facilities	FP2	0,901
	FP3	0,936
Self-control	SC1	0,974
	SC2	0,967

Source: SmartPLS primary data processing (2023)

Table 1 shows that the item values for the constructs of the role of parents, peers, learning facilities, and self-control have met the convergent validity criteria with a value of > 0.7, meaning that all constructs are valid according to Table 2.

Table 2. Convergent Validity

	The role of parents	Friends of the same age	Learning facilities	Self-control	Student learning motivation
Educator	0.870				
The Pusher	0.832				
Mentor	0.875				
Providing support		0.771			
Peer encouragement to learn		0.863			
Share and discuss ideas with peers		0.932			
Tool			0.901		
Support			0.936		
Emotional control				0.974	
Self-discipline				0.967	
Because of awareness					0.829
Comparison with previous achievements					0.917
Because of ideals					0.911
Because of the environment					0.822

Source: SmartPLS primary data processing (2023)

The output outer loading in table 2 is seen from the results of the loading factors of educators, motivators, mentors, providing support, encouragement from friends to learn, sharing and discussing ideas with peers, tools, support, emotional control, self-discipline, because of awareness, comparison with previous achievements, because of ideals, and because of the environment for the construct of the role of parents, peers, learning facilities, and self-control has convergent validity because the factor value is > 0.70. The discriminant validity of the reflective indicators is seen in the cross loading between educators, motivators, mentors, providing support in the form of enthusiasm, encouragement from friends to learn, sharing and discussing ideas with peers, tools, supporters, emotional control, self-discipline, because of awareness, comparison with previous achievements, because of ideals, and because of the environment with the constructs of the role of parents, peers, learning facilities, and self-control (Output cross loading) of the SmartPLS Algorithm output results in table 3.

Table 3. Discriminant Validity

	The role of parents	Friends of the same age	Learning facilities	Self-control	Student learning motivation
Educator	0.697	0.552	0.901	0.278	0.598
The Pusher	0.797	0.745	0.936	0.482	0.735
Mentor	0.873	0.709	0.654	0.379	0.829
Providing support	0.841	0.803	0.640	0.559	0.917
Peer encouragement to learn	0.836	0.764	0.662	0.519	0.911
Share and discuss ideas with peers	0.709	0.717	0.588	0.376	0.822
Tool	0.870	0.896	0.632	0.731	0.881
Support	0.832	0.665	0.840	0.408	0.701
Emotional control	0.875	0.712	0.665	0.370	0.825
Self-discipline	0.591	0.679	0.407	0.974	0.540
Because of awareness	0.564	0.690	0.418	0.967	0.481
Comparison with previous achievements	0.575	0.771	0.362	0.800	0.525
Because of ideals	0.813	0.863	0.731	0.470	0.820
Because of the environment	0.854	0.932	0.674	0.631	0.811

Source: SmartPLS primary data processing (2023)

Table 3 shows each connection has a stronger correlation with its own construct than the others. This shows how indicators on the variable itself predict other elements using the latent construct. The model has adequate discriminant validity (convergent validity) if the AVE variable > 0.50. The SmartPLS algorithm produces the AVE output in table 4.

Table 4. AVE output

Variables	AVE
The role of parents	0.739
Friends of the same age	0.736
Learning facilities	0.844
Self-control	0.941
Student learning motivation	0.759

Source: SmartPLS primary data processing (2023)

The role of parents, peers, learning facilities, self-control, student learning motivation with an AVE value > 0.50 as shown in table 4, means that the convergent validity conditions have been met very well. The reliability test of the construct of the role of parents, peers, learning facilities, and self-control can be measured using two criteria of composite reliability and Cornbach's alpha from the indicators of educators, motivators, mentors, providing support, encouraging friends to learn, sharing and discussing ideas between peers, tools, support, emotional control, self-discipline, because of awareness, comparison with previous achievements, because of ideals, and because of the environment. The construct is considered reliable if the composite reliability and Cronbach's alpha values are both > 0.70. The results of composite reliability and Cronbach's alpha are shown in Table 5.

Table 5. Reliability Test

Variables	Cronbach's alpha	Composite reliability
The role of parents	0.824	0.833
Friends of the same age	0.822	0.860
Learning facilities	0.817	0.842
Self-control	0.938	0.947
Student learning motivation	0.893	0.842

Source: SmartPLS primary data processing (2023)

The role of parents, peers, learning facilities, self-control, and student learning motivation in the model shown in Table 5 has good reliability with construct values from output composite reliability and Cronbach's alpha > 0.70.

Meanwhile, the hypothesis test shows that the role of parents influences students' learning motivation, with a coefficient value of sig = 0.000 <0.05, which means that the increasing role of parents means the higher the students' learning motivation. Peers have an influence on students' learning motivation, with a coefficient value of sig = 0.000 < 0.05, which means that the more peers there are, the higher the students' learning motivation. Learning facilities on student learning motivation, with a sig coefficient value = 0.003 < 0.05, which means that increasing learning facilities can increase student learning motivation. Self-control has an effect on students' learning motivation, with a coefficient value of sig = 0.000 < 0.05, which

means that increasing self-control will increase students' learning motivation, as shown in Table 6.

Table 6. Hypothesis testing

	Original sample	Sample mean	Standard deviation	T statistics (|O/STDEV|)	P values
Role of parents -> Student learning motivation	0.931	0.928	0.057	16.393	0.000
Friends of the same age-> Student learning motivation	0.203	0.204	0.055	3.661	0.000
Learning facilities -> Student learning motivation	-0.124	-0.123	0.042	2.926	0.003
Self-control -> Student learning motivation	-0.117	-0.116	0.029	4.071	0.000

Source: SmartPLS primary data processing (2023)

DISCUSSION

Student learning motivation is influenced by the role of parents

Student learning motivation is influenced by the role of parents based on the t-statistic value (16.393 > 1.96) or p value (0.00 < 0.05). Therefore, the first hypothesis is accepted, as per the results of Boiliu (2021) research which showed that the role of parents has a positive influence on learning motivation. This means that the role of parents can motivate students to learn. In this context, parents play a role in motivating students to learn, namely as educators, motivators, and mentors. This shows that the psychological influence of parental motivation on their children's learning activities is quite large, students become more interested and enthusiastic learners when parents are involved and motivated because students understand that parents are also motivated to advance their ideals. Giving direction and advice to students to set goals to achieve success. The higher the parents in guiding students when studying, the higher the students' motivation to learn.

Students learning motivation is influenced by peers

Student learning motivation is influenced by peers based on the t-statistic value (3.661 > 1.96) or p value (0.00 < 0.05). Therefore, the second hypothesis is accepted in line with Wati dan Isroah (2019) who stated that there is a positive and significant influence of the peer environment on the motivation to learn accounting of class XII IPS students at SMA Negeri 1 Sewon. This means that students' learning motivation is influenced by peers, where peers can provide support in the form of enthusiasm, encouragement from friends to learn, share and discuss ideas with fellow peers. This shows that activities with peers have a positive impact on their development, healthy peer relationships can support students' natural social growth and have an impact on academic achievement. Considering the importance of peers

in learning can create a supportive environment and is a strategy that can raise students' enthusiasm for learning.

Student learning motivation is influenced by learning facilities

Student learning motivation is influenced by learning facilities based on the t-statistic value of (2.926 > 1.96) or p value (0.00 < 0.00). Therefore, the third hypothesis is accepted and supports previous research conducted by Transpawa et al., (2014) in Martoguhun et al., (2022) learning facilities have a significant effect on the academic achievement of class XI Office Administration students at SMK Negeri 1 Sukoharjo in the 2013–2014 academic year. This means that learning facilities can influence students' learning motivation, namely learning facilities in the form of whiteboards and projectors as well as LCD and AC support in the classroom can increase students' learning motivation because the facilities and infrastructure are available as learning facilities. This shows that complete learning facilities will provide students with better and improved learning motivation. Thus, learning motivation will increase or decrease according to the availability of learning facilities. Students will be more motivated to study if the facilities available on campus are better. Because it functions as a means and infrastructure in implementing effective and efficient learning, learning facilities have a significant influence on students' learning motivation.

Student learning motivation is influenced by self-control.

Student learning motivation is influenced by self-control which is based on the t-statistic value of (4.071 > 1.96) or p value (0.00 < 0.05). Therefore, the fourth hypothesis is accepted which is consistent with previous research by Tegeh et al. (2019) in Dhuha et al., (2020) that adolescent learning motivation is still often observed, and to reduce adolescent learning motivation, one of the elements needed is self-control. This means that self-control can influence students' learning motivation. With good emotional control and self-discipline, students' learning motivation will improve. This shows that a high level of self-control is correlated with students' learning motivation, because students can complete assignments on time so that students can develop self-control by utilizing their abilities and potential.

CONCLUSION

The conclusion drawn from the results and discussion of this study indicates that parental involvement, peer relationships, learning facilities, and self-control significantly influence the learning motivation of students in the Primary School Teacher Education, Guidance and Counseling, Accounting Education, Economics Education, Accounting, Informatics Engineering, and Sports Science programs at Universitas PGRI Madiun. This is evidenced by students' statements indicating that parents provide guidance during learning activities, students have peers for

collaborative group work, classrooms are equipped with whiteboards and projectors, and students are able to complete assignments on time. Based on these findings, it is recommended that parents continue to provide academic guidance to enhance students' learning motivation across the respective study programs. In addition, each study program is encouraged to implement outbound or team-building activities during the Student Orientation Program (PKKMB) to foster teamwork skills, social adjustment, and adaptation to new academic environments, which in turn support collaborative learning processes. Furthermore, improving the availability of learning facilities such as whiteboards and projectors is essential to enhance students' learning motivation. Students are also advised to develop and strengthen emotional self-control to improve learning motivation, as effective emotional regulation enables timely completion of academic tasks. One limitation of this study is the exclusion of learning discipline as a variable, which may consistently influence learning motivation and subsequently impact learning outcomes. Therefore, future research is recommended to include learning discipline as a moderating variable and learning outcomes as dependent or endogenous variables.

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