

Peer environment and self-motivation influence on students' learning behavior

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan pergaulan dan motivasi diri terhadap perilaku belajar mahasiswa Program Studi Pendidikan Administrasi Perkantoran FKIP UNS. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan teknik analisis regresi linier berganda. Sampel berjumlah 170 mahasiswa aktif dari angkatan 2021 hingga 2023 yang diambil dengan teknik proportionate stratified random sampling. Instrumen pengumpulan data berupa angket tertutup menggunakan skala Likert yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menunjukkan bahwa lingkungan pergaulan dan motivasi diri berpengaruh secara positif dan signifikan terhadap perilaku belajar mahasiswa, baik secara parsial maupun simultan. Hasil penelitian menunjukkan bahwa lingkungan pergaulan dan motivasi diri berpengaruh secara positif dan signifikan terhadap perilaku belajar mahasiswa, baik secara parsial maupun simultan. Secara parsial, lingkungan pergaulan (X1) memiliki pengaruh signifikan terhadap perilaku belajar dengan nilai t hitung sebesar 2,959 dan signifikansi 0,004 ($< 0,05$), sedangkan motivasi diri (X2) juga berpengaruh signifikan dengan t hitung sebesar 2,130 dan signifikansi 0,035 ($< 0,05$). Secara simultan, kedua variabel bebas tersebut memberikan pengaruh signifikan terhadap perilaku belajar mahasiswa dengan nilai F hitung sebesar 8,715, signifikansi 0,000 ($< 0,05$), dan nilai R Square sebesar 0,095, yang berarti 9,5% perubahan perilaku belajar mahasiswa dapat dijelaskan oleh lingkungan pergaulan dan motivasi diri. Dari kontribusi relatif, lingkungan pergaulan memberikan pengaruh lebih besar yaitu sebesar 62,82%, sementara motivasi diri sebesar 37,18%.

Kata kunci: interaksi sosial; kinerja akademik; mahasiswa sarjana; pendidikan tinggi; regresi linier berganda

Abstract

This study examines the influence of peer environment and self-motivation on the learning behavior of students in the Office Administration Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret. A quantitative approach was employed using survey methodology and multiple linear regression analysis. The sample comprised 170 active students from the 2021 to 2023 cohorts,

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selected through proportionate stratified random sampling. Data were collected using a validated and reliable closed-ended questionnaire based on a five-point Likert scale. The results demonstrate that both peer environment and self-motivation exert positive and significant influences on students' learning behavior, both individually and collectively. Partial analysis revealed that peer environment (X1) significantly influences learning behavior ($t = 2.959$, $p = .004$), while self-motivation (X2) also demonstrates significant influence ($t = 2.130$, $p = .035$). Simultaneous analysis indicated that both independent variables significantly affect learning behavior ($F = 8.715$, $p < .001$). The coefficient of determination ($R^2 = .095$) indicates that 9.5% of the variance in learning behavior can be explained by peer environment and self-motivation. Regarding relative contribution, peer environment accounts for a larger proportion of influence (62.82%), while self-motivation contributes 37.18%.

Keywords: academic performance; higher education; multiple linear regression; social interaction; undergraduate students

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Introduction

The quality of education constitutes a critical factor in determining a nation's competitiveness in the globalization era. Within this context, students' learning behavior represents a primary determinant of academic success and individual preparedness for entering the workforce. Learning behavior encompasses not only how students acquire knowledge and skills but also reflects attitudes, motivation, and strategies employed in the learning process. However, preliminary findings from the Office Administration Education Study Program at the Faculty of Teacher Training and Education, Universitas Sebelas Maret, indicate that students' learning behavior remains suboptimal. Students tend to study only immediately before examinations, demonstrate limited focus during instruction, complete assignments close to deadlines, frequently plagiarize content from the internet, and exhibit low reading habits. These observations underscore the urgency of identifying factors that influence their learning behavior more comprehensively.

Previous research has examined students' learning behavior by highlighting the influence of learning environments, instructional methods, or internal factors such as self-efficacy. Research by Hutagalung (2021) found that students' passive learning behavior is influenced by negative peer environments and inadequate supervision. Meanwhile, Wiyono and Riyani (2019) concluded that campus environment and motivation affect students' learning behavior. However, limited research has specifically examined the simultaneous influence of peer environment and self-motivation within the context of the Office Administration Education Study Program at FKIP UNS. This represents a research gap that the present study aims to address. By examining these two factors simultaneously, this research seeks to generate new insights regarding their influence on students' learning behavior within a context that has been minimally explored.

By understanding the influence of peer environment and self-motivation on learning behavior, this study aims to provide strategic recommendations for faculty members and program administrators in creating supportive learning environments and cultivating students' intrinsic motivation. This is essential for promoting the development of positive learning characteristics to produce competent graduates capable of competing in the professional workforce.

Theoretically, learning behavior is defined as the totality of actions or activities undertaken by individuals to acquire knowledge, skills, attitudes, or specific values (Santrock, 2011). Peer environment encompasses students' interactions with peers, faculty, and the academic community, which influence their thought patterns and academic behavior (Syah, 2006). According to

Vygotsky's (1978) social learning theory, social interaction plays a crucial role in individual cognitive development, as students learn through observation and dialogue with more knowledgeable individuals. Self-motivation is defined as internal drive to engage in activities for personal reasons, such as satisfaction or interest in the activity itself (Waruwu, 2017). Students with high self-motivation tend to be more focused, organized, and persistent in confronting academic challenges (Schunk et al., 2008). Research by Ali (2010) and Wiyono and Riyani (2019) also demonstrates that motivation positively influences learning behavior.

Research Methods

This study was conducted at the Office Administration Education Study Program, Faculty of Teacher Training and Education, Universitas Sebelas Maret, from May to June 2025, following instrument validation and approval from the study program administration. The research employed a quantitative design with an associative approach. Associative research aims to determine the influence between two or more variables. This study examined two independent variables (peer environment and self-motivation) and one dependent variable (students' learning behavior). The relationships among these three variables were tested statistically to determine the extent to which peer environment and self-motivation influence learning behavior.

The study population consisted of all active students in the Office Administration Education Study Program from the 2021, 2022, and 2023 cohorts, totaling 243 students. A sample of 170 students was selected using proportionate stratified random sampling based on the number of students in each cohort. Sample size determination employed the Yamane (1967) formula:

$$n = \frac{N}{1 + N \cdot e^2}$$

where n represents sample size, N represents population size, and e represents the tolerable margin of error. This technique ensured that the sample proportion reflected population characteristics proportionally.

Data collection employed a closed-ended questionnaire utilizing a five-point Likert scale. The instrument was developed based on indicators for each variable and underwent content validity assessment by experts, followed by empirical validity and reliability testing using IBM SPSS Statistics version 26. All items demonstrated acceptable validity and reliability, with Cronbach's alpha coefficients exceeding 0,70.

Prior to data analysis, prerequisite assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests. After confirming that the data satisfied prerequisite assumptions, multiple linear regression analysis was performed to determine the influence of peer environment and self-motivation on students' learning behavior. All analytical procedures were conducted using IBM SPSS Statistics version 26.

Results and Discussion

Research Results

Based on data collected from 170 student respondents in the Office Administration Education Study Program at FKIP Universitas Sebelas Maret, descriptive statistics revealed the following characteristics. The peer environment variable (X_1) demonstrated a mean of 39.58 (SD = 4.78), median of 39.00, and mode of 35. The self-motivation variable (X_2) exhibited a mean of 38.48 (SD = 3.50), median of 39.00, and mode of 41. The learning behavior variable (Y) showed a mean of 31.98 (SD = 3.99), median of 31.00, and mode of 30. The proximity of mean and median values across all three variables indicates relatively normal distribution and adequate dispersion of the data.

Table 1
Descriptive Statistics of Research Variables

Variabel	Mean	Median	Mode	Standard Deviations
Peer Environment (X1)	39,58	39,00	35	4,778
Self-Motivation (X2)	38,48	39,00	41	3,498
Learning Behavior (Y)	31,98	31,00	30	3,993

Table 1 demonstrates that all three variables exhibit mean and median values in close proximity, with standard deviations that are not excessively large, indicating adequate data dispersion and a tendency toward normal distribution. This strengthens the validity foundation for employing parametric analysis techniques in this study.

Prerequisite assumption test results indicated that the data satisfied the requirements for regression analysis. The normality test using the Kolmogorov-Smirnov procedure yielded a significance value of .200 ($p > .05$), indicating that residuals were normally distributed. Linearity test results demonstrated that the relationship between peer environment (X1) and learning behavior (Y) exhibited a deviation from linearity significance of .127 ($p > .05$), while the relationship between self-motivation (X2) and learning behavior showed a significance of .158 ($p > .05$), thus both satisfied the linearity assumption. Additionally, the multicollinearity test indicated tolerance values of .940 ($> .10$) and variance inflation factor values of 1.064 (< 10) for both independent variables, signifying absence of multicollinearity symptoms.

Table 2
Results of Assumption Tests

Test Type	Result	Criterion
Normality (Kolmogorov-Smirnov)	Signifikansi = 0,200	$> 0,05$
Linearity X1 $\rightarrow$ Y	Deviation from Linearity = 0,127	$> 0,05$
Linearity X2 $\rightarrow$ Y	Deviation from Linearity = 0,158	$> 0,05$
Multicollinearity	Tolerance = 0,940; VIF = 1,064	Tolerance $> 0,10$; VIF < 10
Heteroscedasticity (Glejser)	Sig. X1 = 0,004; Sig. X2 = 0,017	$< 0,05$

Table 2 demonstrates that residuals are normally distributed and relationships between variables are linear. No multicollinearity was detected. However, symptoms of heteroscedasticity were identified based on the Glejser test, indicating unequal variance of residuals in the regression model.

Hypothesis testing was conducted through multiple linear regression analysis. Partial test results indicated that peer environment (X1) exerts a positive and significant influence on students' learning behavior, with a t value of 2.959 exceeding the critical t value of 1.974 and significance of .004 ($p < .05$). Self-motivation (X2) also demonstrates a positive and significant influence on learning behavior, with $t = 2.130 > 1.974$ and $p = .035$. Simultaneous analysis revealed that both independent variables significantly influence learning behavior, with an F value of 8.715 exceeding the critical F value of 3.05 and significance $< .001$. The coefficient of determination (R^2) of .095 indicates that 9.5% of variance in students' learning behavior can be explained by peer environment and self-motivation, while the remaining 90.5% is explained by factors outside this research model.

The effective contribution from peer environment is 5.94% and from self-motivation is 3.52%, while the relative contributions are 62.82% and 37.18%, respectively.

Table 3
Results of Multiple Linear Regression Hypothesis Testing

Independent Variable	t Count	t Table	Significance
Peer Environment (X1)	2,959	1,974	0,004
Self-Motivation (X2)	2,130	1,974	0,035

Table 3 demonstrates that both peer environment and self-motivation individually exert positive and significant influences on students' learning behavior. Specifically, improvements in peer environment and self-motivation correspond with enhanced learning behavior.

Table 4
Results of Simultaneous F-Test

F Count	F Table	Significance
8,715	3,05	0,000

Table 4 demonstrates that both independent variables collectively exert a significant influence on learning behavior. This indicates that the regression model is appropriate for prediction and interpretation of relationships among variables.

Table 5
Coefficient of Determination and Variable Contributions

Statistic	Value
R ²	0,095
Effective Contribution X1	5,94%
Effective Contribution X2	3,52%
Relative Contribution X1	62,82%
Relative Contribution X2	37,18%

Table 5 indicates that the R² value of .095 demonstrates that 9.5% of variance in learning behavior can be explained by peer environment and self-motivation. Peer environment contributes a larger relative proportion compared to self-motivation; however, both exert meaningful influences in shaping learning behavior.

Discussion

The influence of peer environment on students' learning behavior demonstrates positive and significant results ($t = 2.959$, $p = .004$), consistent with research by Hutagalung (2021), which identified peer environment as playing an important role in shaping students' academic behavior. This finding reinforces Vygotsky's (1978) social learning theory, which emphasizes the importance of social interaction in individual cognitive development. The beta coefficient of .225 indicates that each one-unit increase in peer environment corresponds with a .225-unit increase in learning behavior. The relative contribution of peer environment at 62.82% of the total influence from both independent variables demonstrates the dominance of external factors in this research context. This differs from several previous studies that found internal factors to be more dominant but aligns with characteristics of students who are still adjusting to the university academic environment.

Self-motivation demonstrates a positive and significant influence on students' learning behavior ($t = 2.130$, $p = .035$), supporting research by Ali (2010) and Schunk et al. (2008), which identified it as an important factor in academic success. The beta coefficient of .162 indicates that each one-unit increase in self-motivation corresponds with a .162-unit increase in learning behavior. Although significant, the relative contribution of self-motivation constitutes only 37.18% of the total influence from both independent variables, lower than peer environment. This finding differs from research by Waruwu (2017), which identified intrinsic motivation as the dominant factor in learning behavior. This discrepancy may be explained by characteristics of students in the Office Administration Education Study Program, who are more responsive to social environmental influences in shaping academic behavior, considering that the administrator profession requires abilities to interact and adapt within dynamic work environments.

The simultaneous influence of peer environment and self-motivation on students' learning behavior demonstrates significant results ($F = 8.715$, $p < .001$) with a contribution of 9.5% ($R^2 = .095$), indicating that both variables collectively exert a meaningful influence, although relatively modest. This finding differs from research by Wiyono and Riyani (2019), which identified larger contributions from environmental and motivational factors. The modest R^2 value indicates that 90.5% of variance in students' learning behavior is explained by other factors not examined in this study, such as learning styles, prior academic ability, learning facilities, or family socioeconomic conditions. These results provide important implications that students' learning behavior constitutes a complex phenomenon influenced by multiple factors. Nevertheless, the significance of the simultaneous influence demonstrates that the combination of positive peer environment and high self-motivation continues to provide meaningful contributions to enhancing the learning behavior of students in the Office Administration Education Study Program at FKIP UNS.

Conclusion

Based on research conducted with 170 students in the Office Administration Education Study Program at FKIP UNS, findings indicate that peer environment and self-motivation exert positive and significant influences on students' learning behavior, both individually and collectively. Regression analysis results demonstrate that both variables explain 9.5% of variance in students' learning behavior, while the remainder is influenced by factors not examined in this study. Peer environment provides a larger relative contribution compared to self-motivation in shaping learning behavior.

This study has limitations regarding the scope of independent variables, which encompasses only two factors, as well as the duration of research implementation, which occurred over two months from May to June 2025, thus not capturing longitudinal changes in students' learning behavior. Additionally, utilization of closed-ended questionnaires may constrain exploration of more in-depth respondent responses. Therefore, future research should consider additional variables such as learning styles, family support, and psychological factors, as well as employ varied data collection methods to obtain more comprehensive and in-depth models for explaining students' learning behavior.

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