Analysis of Learning Motivation and Digital Social Environment on Student Academic Achievement

Aura Marsya Aldevina[1], Marsofiyati[2], Eka Dewi Utari[3]

[1]Faculty of Economic and Business, Universitas Negeri Jakarta, Indonesia
[2]Faculty of Economic and Business, Universitas Negeri Jakarta, Indonesia
[3]Faculty of Economic and Business, Universitas Negeri Jakarta, Indonesia

Email: aura.marsya.aldevina@mhs.unj.ac.id, marsofiyati@unj.ac.id,ekadewiutari@unj.ac.id

Abstract. This study aims to analyze learning motivation and the digital social environment in relation to students' academic achievement. In this context, the digital social environment includes support from family, friends, the campus environment, and digital platforms. Learning motivation is seen as a factor that can either strengthen or weaken the influence of the digital social environment on students' academic performance. The study employs a qualitative approach with data collection techniques including interviews, observation, and literature review of relevant sources. The findings indicate that both learning motivation and the digital social environment play a significant role in students' academic achievement. These results highlight the importance of fostering a supportive digital social environment and strong motivation as strategic efforts to enhance the quality of higher education.

Keywords: learning motivation, digital social environment, academic achievement, university students, higher education.

Introduction

Education is one of the main foundations for building a brighter future. Through the educational process, individuals can sharpen their skills, broaden their horizons, and develop the attitudes needed to face various challenges in life. With quality education, people can improve their quality of life, have a positive impact on their communities, and open up more opportunities for future generations. Ki Hajar Dewantara, a prominent figure in Indonesian national education, stated that education is an essential need in the growth and development of children. He emphasized that education plays a role in guiding all of a child's natural potential so they may grow into individuals and members of society capable of achieving the highest level of well-being and happiness. According to Syah in Chandra (2009:33), the word 'education' is derived from the root word 'didik,' which means to nurture and to train. These two elements require teaching, guidance, and mentoring to develop intellectual abilities. Therefore, education can be understood as a process that transforms the attitudes and behaviors of individuals or groups in an effort to mature human beings through teaching and training.

Teaching and training can be acquired through both formal and non-formal education pathways. Before children enter formal education, learning often begins within the family environment. The family plays a crucial role in home-based education, including instilling religious beliefs, cultural values, moral norms, and practical skills in children. According to Tirtarahardja (2005:77), the family is the primary center of education and has a significant influence on a child's development. In addition, the family is responsible for nurturing and developing a child's social awareness, such as respecting the truth, fostering tolerance, teaching frugality, promoting a healthy lifestyle, and encouraging mutual assistance. Optimal education within the family environment tends to enhance children's interest in learning, which positively affects their academic achievement. Conversely, if education within the

family is lacking, it may lower a child's motivation to learn and ultimately have a negative impact on their academic performance.

Beyond the family, the peer environment also plays a significant role in the educational process. According to Baret and Randall (2024), peer groups serve a crucial function in an individual's life. In addition to being a source of emotional support, peers also influence the formation of an individual's attitudes and academic behavior (Frederickson et al., 2005). Peers are instrumental in providing motivation to achieve academic targets, sharing knowledge, and creating a conducive learning atmosphere that impacts academic achievement. Social interaction within peer groups also helps develop social skills such as collaboration, communication, and conflict resolution, which are highly beneficial in daily life and the professional world. Therefore, having a positive and supportive peer environment is an important factor in one's educational success.

In addition, the digital social environment can also play a significant role in students' academic achievement. Interactions that occur through online social networks, virtual discussion forums, and digital collaboration platforms can influence how students access information, exchange ideas, and develop their understanding of course materials. This environment can facilitate cooperative learning, provide access to diverse learning resources, and offer opportunities for feedback from peers or instructors. According to Aillerie and McNicol, as cited in Muthmainnah and Akbar (2023), although adolescents' behavior when using social media can sometimes hinder their educational development, banning the use of social media in schools may not significantly impact students' education. On the contrary, social media can enhance students' creativity in communication and directly inspire their motivation to learn. This makes social media an important tool in supporting students' education and academic performance.

Education can be acquired from various sources. In formal education, its role is crucial in preparing individuals with the knowledge and skills needed to enter the workforce. Moreover, formal education offers a structured and systematic curriculum, allowing individuals to learn gradually and deeply across different fields of study. Formal education is the learning process conducted through the school system. According to the National Education System Law No. 2 of 1989, Article 10, formal education is categorized as school-based education. This includes all levels of education, from elementary school to higher education (university).

Higher education represents the pinnacle of formal education. Research shows that a nation's progress in development and technology is closely linked to its level of education. Furthermore, a country's economic growth can also be measured through advancements in education. The higher the education level of a nation, the greater its level of prosperity (Alma, 2007). According to Law No. 2 of 1989, Article 16, higher education is defined as a continuation of secondary education. It is organized with the aim of preparing students to become members of society with academic and professional capabilities. Therefore, higher education is of great importance. To carry out formal education effectively and comfortably, adequate campus facilities and a supportive learning environment are essential.

In the learning process, the presence of a conducive environment is essential to support optimal knowledge transfer. Conversely, an unhealthy environment can cause stress among students, which in turn lowers their learning motivation and negatively affects academic performance (Naibaho et al., 2010). Motivation and learning are deeply interconnected and mutually influential. Learning motivation can develop through two main factors: intrinsic factors that come from within the individual, and extrinsic factors that come from the surrounding environment. These two factors are closely related and influence each other. They can be nurtured through specific stimuli that encourage students to develop a desire to learn. The level of learning motivation varies among students, depending on their social and cultural backgrounds. For example, international students often have different learning motivations compared to local students (Kazakova and Shastina, 2019).

In this study, motivation serves to bridge the influence of both learning and the digital social environment on students' interest in learning. Learning and the digital social environment do not directly affect interest in learning; rather, motivation plays a crucial mediating role in this relationship, as it enhances student engagement and enthusiasm in the learning process. With strong motivation, students are more likely to participate actively, overcome academic challenges, and make optimal use of the resources available on campus. Therefore, efforts to improve the quality of learning and create a

conducive campus environment should be directed toward increasing learning motivation, as it can positively impact students' overall interest in learning.

Methods

This study employs a qualitative method with data collection techniques including interviews, observation, and literature review. The sampling technique used in this research is purposive sampling. Data management was carried out through data collection, data reduction, data presentation, and drawing conclusions.

Result and Discussion

This study uses a qualitative approach with interview methods conducted with eight student informants from the Office Administration Education Study Program at Universitas Negeri Jakarta. These eight students were divided into two groups based on the main variables: learning motivation and social environment.

1. **Digital Social Environment and Academic Achievement**

    Most informants stated that their social environment whether family, friends, or the campus environment has an impact on their academic performance. Informants with a positive social environment (e.g., family support or scholarship recipients) demonstrated high enthusiasm and academic engagement. In contrast, those experiencing less supportive environments (e.g., lack of family appreciation or unproductive peer groups) tended to show a decline in both motivation and academic performance.

    In today's context, the influence of the social environment is not limited to direct interaction but also includes the digital social environment. Several informants mentioned that online discussion groups, learning communities, and peer support through social media platforms such as WhatsApp and Telegram helped boost their learning spirit. This digital social environment expands access to academic and emotional support, especially when physical interaction is limited, such as during online learning. However, some informants also noted that the digital environment could become a distraction particularly if it is used more for entertainment than academic purposes. Thus, the quality and purpose of digital social interaction determine whether its influence is supportive or detrimental to student achievement.

2. **Learning Motivation and Academic Performance**

    All informants stated that learning motivation has a direct impact on their academic performance. Students with internal motivation (driven by personal goals and self-determination) showed the ability to focus, set targets, and study consistently. Some also mentioned that without motivation, they felt directionless and disengaged in their academic journey.

    These findings indicate a strong correlation between learning motivation, the digital social environment, and students' academic achievement. Motivation acts as the primary driving force behind academic success. Social support from family, friends, the campus environment, and the digital sphere can serve as extrinsic motivators that strengthen students' desire to excel. Learning motivation plays a critical role in education as it drives individuals to actively engage in the learning process. With strong motivation, students not only strive to understand the material but also develop curiosity, enhance critical thinking skills, and build resilience in facing academic challenges.

    In addition, a positive digital social environment contributes to creating an emotionally supportive atmosphere and provides students with a sense of security for growth. On the other hand, a negative social environment can lead to stress, pressure, and a decline in learning enthusiasm. According to Gunardi (2017), the social environment can have both positive and negative consequences, depending on its conditions. A positive environment helps individuals become more optimistic and develop well, whereas an unsupportive one can negatively impact

their mindset and behavior. This illustrates that interaction with people around such as family members, friends, and community significantly affects individuals. When individuals are in a positive environment, they tend to have higher self-confidence and stronger motivation to achieve their life goals. Conversely, a lack of emotional support, conflict, or discrimination can result in stress and hinder personal growth. Therefore, building a healthy and inclusive social environment is essential to ensure individuals can develop and thrive effectively.

This study supports theories that emphasize the importance of motivation and social environment in higher education success. A supportive atmosphere and strong motivation can foster active, confident students who remain focused on academic achievement. Academic performance is a crucial aspect at all educational levels, especially in higher education. Paying attention to students' academic achievement is vital. By understanding the factors that influence performance, educational institutions and lecturers can design more effective teaching strategies that holistically address students' needs. Additionally, attention to social and motivational aspects can help create inclusive learning environments and stimulate the optimal development of each individual's potential. Ultimately, this contributes to the improvement of educational quality and overall academic success.

Conclusion

Learning motivation and the digital social environment are two interrelated and significant factors influencing students' academic achievement. Both intrinsic and extrinsic motivation have been proven to be driving forces that encourage students to set goals, maintain enthusiasm, and remain committed to the learning process. Students with high motivation tend to exhibit consistent learning behavior, are capable of overcoming academic obstacles, and are driven to achieve the best results. On the other hand, the digital social environment—which includes support from family, peers, campus communities, and surrounding digital technologies—also plays a crucial role in shaping attitudes and academic performance. A supportive environment, such as encouraging families, motivating peers, a conducive campus atmosphere, and technological advancements that enhance learning, can increase students' confidence, comfort in learning, and academic success. Conversely, a negative or high-pressure digital social environment may lead to feelings of isolation, loss of motivation, and declining academic performance.

Pre-research findings indicate that students with strong social support and high motivation tend to achieve better academic results compared to those who face limited support or have low motivation. The combination of strong motivation and a positive environment contributes to optimal academic achievement. Therefore, students' academic success cannot be separated from the integration of internal factors (motivation) and external factors (social environment). It is essential to foster synergy between educational institutions, families, and the digital social environment in creating a learning space that supports students' holistic development. Improving the quality of education should not rely solely on curriculum and teaching, but also on efforts to cultivate motivation and provide a healthy, constructive digital social environment.

References (APA style, 7th Ed.)

Martins, P. D. (2022). Pemanfaatan Digital Marketing Menggunakan Media Sosial Sebagai Alat Pemasaran Online Pada PT Benelli Perkasa Motor Pusat Surabaya (Doctoral)

Manongga, A. (2022, January). Pentingnya teknologi informasi dalam mendukung proses belajar mengajar di sekolah dasar. In Prosiding Seminar Nasional Pendidikan Dasar.

Asmal, M., & Taufik, A. (2023). Pengaruh penggunaan media sosial terhadap prestasi akademik mahasiswa. ELIPS: Jurnal Pendidikan Matematika, 4(2), 159-166.

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian pendidikan. Jurnal Pendidikan Dan Konseling (JPDK), 4(6), 7911-7915.

Hutajulu, S. G., Atsifarga, M. R., Sinurat, S. A., & Munawar, W. (2024). PENGARUH CIRCLE PERTEMANAN TERHADAP INDEKS PRESTASI AKADEMIK MAHASISWA. Jurnal Pendidikan Ilmiah Transformatif, 8(12).

Syaadah, R., Ary, M. H. A. A., Silitonga, N., & Rangkuty, S. F. (2022). Pendidikan formal, Pendidikan non formal Dan Pendidikan informal. PEMA, 2(2), 125-131.

Wardhani, D. A., & Pujiono, A. (2022). Pengaruh Tingkat Pendidikan Formal Terhadap Kompetensi Mengajar Guru Sekolah Minggu. Discreet: Journal Didache of Christian Education, 2(1), 10-21.

Subagio, S., Muliyani, S. E., & Muliadi, A. (2023). Pengaruh Lingkungan Kampus Terhadap Motivasi Belajar. Jurnal Ilmiah IKIP Mataram, 8(2), 275-284.

Sudiksa, I. M., Divayana, D. G. H., & Warpala, W. S. (2020). Pengaruh e-learning dan lingkungan kampus terhadap minat belajar mahasiswa dengan motivasi belajar sebagai variabel mediasi. Jurnal Teknologi Pembelajaran Indonesia, 10(2), 86-97.

Festiawan, R. (2020). Belajar dan pendekatan pembelajaran. Universitas Jenderal Soedirman, 11, 1-17.

Diandaru, B. H. (2023). Motivasi Belajar Peserta Didik pada Pembelajaran Matematika di MTs Negeri 2 Kota Semarang. Jurnal Pendidikan Widyatama, 20(2), 185-196.

Nirwana, H. (2022). Studi Literatur: Motivasi Belajar Siswa dalam Pembelajaran. Eductum: Jurnal Literasi Pendidikan, 1(2), 350-350.

Nurica, V. S. (2023). Hubungan Kontrol Diri Dan Dukungan Sosial Orang Tua Terhadap Motivasi Belajar Siswa MA Raudlatut Thalabah Kab. Kediri (Doctoral dissertation, IAIN Kediri).

Putri, J. F. (2020). Motivasi Belajar Siswa Kelas VIII 1 Dalam Mata Pelajaran Seni Budaya (Seni Tari) Di SMPN 4 Kecamatan Siak Hulu Kabupaten Kampar (Doctoral dissertation, Universitas Islam Riau).

Kusumarini, E., & Vinta, M. N. (2021). Analisis Motivasi Belajar Siswa Kelas VA pada Pembelajaran Daring di SD Negeri 027 Samarinda Ulu. PUSTAKA: Jurnal Bahasa dan Pendidikan, 1(1), 01-12.

Nirwana, H. (2022). Studi Literatur: Motivasi Belajar Siswa dalam Pembelajaran. Eductum: Jurnal Literasi Pendidikan, 1(2), 350-350.

Menhard, M., Yusuf, M., & Safrizal, S. (2022). Pengaruh Motivasi Intrinsik dan Motivasi Ekstrinsik Terhadap Produktivitas Kerja Pada PT. Az-Zuhra Property Pekanbaru.

Cahyono, D. D., Hamda, M. K., & Prahastiwi, E. D. (2022). Pimikiran abraham maslow tentang motivasi dalam belajar. TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan, 6(1), 37-48.

Suharni, S. (2021). Upaya guru dalam meningkatkan motivasi belajar siswa. G-Couns: Jurnal Bimbingan Dan Konseling, 6(1), 172-184.

Nirmala, P. (2021). Meningkatkan Motivasi Belajar Siswa Kelas X MIPA SMA Negeri 1 Tilamuta Dalam Pembelajaran Ekonomi Melalui Model Discovery Learning. Normalita (Jurnal Pendidikan), 9(1).

Harahap, E. (2023). Peran Lingkungan Sosial Masyarakat Dalam Pembentukan Karakter Belajar Peserta Didik Di Min 2 Padangsidimpuan. Dirasatul Ibtidaiyah, 3(1), 46-58.

Bulan, Y. E., Zahra, Z., & Nisa, I. K. (2022). Pengaruh Lingkungan Sosial terhadap Perkembangan Mental Remaja. TAUJIHAT: Jurnal Bimbingan Konseling Islam, 99-115.

Sompotan, D. D., & Sinaga, J. (2022). Pencegahan pencemaran lingkungan. SAINTEKES: Jurnal Sains, Teknologi Dan Kesehatan, 1(1), 6-13.

Anggraini, T., Wulandari, A., Bella, H. S., Anggraini, T. W., & Fetriasih, R. (2023). Dampak lingkungan sosial terhadap perkembangan psikologi anak. Nautical: Jurnal Ilmiah Multidisiplin Indonesia, 2(4), 216-225.

Pakaya, I., Posumah, J., & Dengo, S. (2021). Pengaruh Lingkungan Sosial Terhadap Pendidikan Masyarakat Di Desa Biontong I Kecamatan Bolangitang Timur Kabupaten Bolaang Mongondow Utara. Jurnal Administrasi Publik, 7(104).

Kartawijaya, K. (2020). Pengaruh Lingkngan Keluarga dan Motivasi Teradap Prestasi Belajar Matematika (Eksperiment pada SMP Negeri di Kabupaten Bekasi). ALFARISI: Jurnal Pendidikan MIPA, 1(2).

Hebatullah, H. (2021). Pengaruh Lingkungan Keluarga Bagi Anak Terhadap Perkembangan Anak.

UTAMI, N. F. (2024). PERAN KELUARGA DALAM MENERAPKAN PENDIDIKAN AGAMA PADA ANAK DI DESA PRINGGAN PAYA PASIR MARELAN (Doctoral dissertation, Fakultas Pendidikan Agama Islam, Universitas Islam Sumatera Utara).

Aminah, A. (2022). Pendidikan Akhlak Lingkungan Keluarga Pada Anak di Sungai Subur Kecamatan Kuala Indragiri (Doctoral dissertation, STAI Auliaurrasyidin Tembilahan).

Mansyur, A. (2023). Pengaruhjn Peranann Orang Tua di Masa Pandemi Covid-19 terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas IV SDN 192 Tanah Towa Kecamatann Kajangg Kabupatenn Bulukumba.

Faizah, H. (2023). Upaya Membangun Keluarga Harmonis Pada Wanita Karir Dalam Perspektif Psikologi Dan Hukum Islam (Studi Kasus Masyarakat Desa Randuharjo, Kecamatan Pungging, Mojokerto) (Doctoral dissertation, IAIN Kediri).

Ajad, A. (2024). Analisis Faktor Pendukung yang Mempengaruhi Keberhasilan Belajar Siswa pada Mata Pelajaran Geografi Kelas X MAN 03 Kota Pekanbaru (Doctoral dissertation, UNIVERSITAS ISLAM NEGRI SULTAN SYARIF KASIM RIAU).

Simanjorang, R. R., & Naibaho, D. (2023). Fungsi Sekolah. Jurnal Pendidikan Sosial dan Humaniora, 2(4), 12706-12715.

Nirmala, V. (2023). Peran Sekol2017ah dalam Menanggulangi Kenakalan Remaja Pada SMK Bina Sriwijaya. Pengertian: Jurnal Pendidikan Indonesia (PJPI), 1(1), 65-76.

Saribu, E. (2021). Pengaruh Tingkat Pendidikan Orang Tua Terhadap Prestasi Belajar Siswa di Moderasi oleh Fasilitas Belajar Pada SMP Negeri 2 Halmahera Barat. Jurnal Ilmiah Wahana Pendidikan, 7(3), 120-135.

Yandi, A., Putri, A. N. K., & Putri, Y. S. K. (2023). Faktor-faktor yang mempengarui hasil belajar peserta didik (literature review). Jurnal Pendidikan Siber Nusantara, 1(1), 13-24.

Shodiq, M. F., & Darmawan, D. (2025). Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Sekolah Menengah Pertama. IHSANIKA: Jurnal Pendidikan Agama Islam, 3(1), 292-307.

Napitupulu, A. P., Armyliyanda, N., & Hardiansyah, R. (2022). Peran Lingkungan Masyarakat Dalam Mengatasi Konflik Sosial Terhadap Perkembangan Moral Anak. Journal Of Science And Social Research, 5(3), 568-580.

Parwati, N. N., Suryawan, I. P. P., & Apsari, R. A. (2023). Belajar dan pembelajaran. PT. RajaGrafindo Persada-Rajawali Pers.

Julianti, U. F. (2022). Prestasi Belajar Mahasiswa: Kaitannya dengan Kualitas Pengajaran Dosen. Penerbit Nem.

Adam, F. (2023). Prestasi Belajar Mahasiswa PGSD Stkip Melawi Entikong ditinjau dari Aspek Kognitif Masa Pandemi Covid-19. Jurnal Pembelajaran Prospektif, 8(1).

Husna, L. U., & Prasetya, B. P. (2024). Pengaruh Motivasi Dan Lingkungan Kerja Terhadap Kinerja Karyawan PT. Mitra Sakti Boshe VVIP Club Yogyakarta. Jurnal Bintang Manajemen, 2(2), 19-28.
Hasica, M. I., Isyanto, P., & Yani, D. (2023). Pengaruh Motivasi Kerja Terhadap Kinerja Pegawai Pada Sekertariat DPRD Kabupaten Karawang. Jurnal Economina, 2(7), 1535-