

# AN ANALYZING THE INFLUENCE OF LEARNING ENVIRONMENT ON READING MOTIVATION AMONG UNIVERSITY STUDENTS

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Informasi Artikel	ABSTRACT
<b>Sejarah Artikel:</b> Dikirim: 00-00-0000 Perbaikan: 00-00-0000 Diterima: 01-00-0000	This study examines the relationship between the learning environment and the reading motivation of university students. The research was initiated due to a significant decrease in students' reading engagement, which is believed to be affected by environmental conditions. A quantitative survey method was used, involving 81 university students who completed a structured questionnaire consisting of 15 items on a Likert scale. The analysis focused on three main aspects: physical environment, social interaction, and intrinsic motivation. Results revealed that the physical environment, especially access to quiet and organized spaces, had the strongest positive influence on reading motivation. Encouragement from lecturers and the availability of reading facilities also contributed notably, while peer influence had a moderate impact. Intrinsic elements such as curiosity and personal reading goals consistently played a significant role. These findings indicate that improvements in both the physical and instructional dimensions of the learning environment may enhance students' motivation to read.
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## 1. INTRODUCTION

Reading is a core academic activity that significantly shapes intellectual development, particularly in higher education. In the Indonesian context, however, reading habits among university students remain relatively low. National surveys and academic reports frequently highlight a decline in students' engagement with academic texts, often attributed to the prevalence of digital distractions, limited access to comfortable reading spaces, and a

lack of reading culture fostered within universities. Although motivation to read is often conceptualized as an internal drive, it is deeply influenced by external conditions, especially the academic environment.

Previous studies suggest that a conducive learning environment characterized by adequate physical facilities, supportive peer networks, and instructional encouragement can significantly enhance students' reading motivation (Aprilia, Lustyantje, & Rafli, 2020; Asvio & Batusangkar, 2017). However, there is limited empirical

research in the Indonesian higher education setting that examines how these environmental factors interact to affect reading motivation.

Given the critical role of reading in academic success and the persistent issue of low reading interest among Indonesian students, this study investigates how the physical, social, and instructional dimensions of the learning environment contribute to shaping reading motivation. Understanding these relationships is essential for designing targeted interventions and institutional strategies to foster a stronger academic reading culture in universities.

## **2. LITERATURE REVIEW**

### **2.1 Learning Environment and Student Motivation**

The learning environment encompasses both physical components (e.g., classrooms, libraries, lighting, and seating arrangements) and social aspects (e.g., peer interaction, lecturer support, and institutional climate). Hanrahan (1998) highlighted that spatial dynamics, noise levels, and ambient comfort affect students' emotional and cognitive readiness for academic tasks, including reading. More recent findings by Kurniawan et al. (2022) reaffirm that access to resources, well-maintained facilities, and a peaceful academic atmosphere positively influence

students' academic engagement. However, many of these studies treat the learning environment as a static backdrop rather than a dynamic factor that interacts directly with students' motivational processes. There remains a need to understand how specific components of the environment function as motivational catalysts, especially in higher education contexts with low reading engagement.

### **2.2 Reading Motivation**

Reading motivation is defined as the internal drive that encourages individuals to engage in reading for personal fulfillment, academic success, or intellectual curiosity. Sun, Lin, and Chou (2018) assert that students who view reading as both meaningful and enjoyable are more likely to engage in sustained reading practices. Similarly, Tampubolon and Kusuma (2017) noted that environmental comfort influences emotional responses to reading, thereby reinforcing or deterring reading habits. While these studies acknowledge environmental influences, they often overlook how such factors interact with internal motivational dimensions like autonomy and competence. Furthermore, most Indonesian-based studies tend to focus on reading outcomes (e.g., comprehension or frequency) rather than investigating the motivational mechanisms behind them.

### 2.3 Theoretical Framework

This study is grounded in **Self-Determination Theory (SDT)**, which posits that motivation flourishes in environments that satisfy three basic psychological needs: **autonomy** (feeling in control of one's actions), **competence** (feeling capable of achieving goals), and **relatedness** (feeling socially connected) (Deci & Ryan, 2000). Within this framework, elements of the learning environment such as physical spaces that allow for self-paced study, lecturer encouragement that fosters competence, and peer dynamics that support a sense of belonging can either facilitate or hinder intrinsic reading motivation. Despite its relevance, few empirical studies in the Indonesian higher education context have explicitly applied SDT to investigate how learning environments influence students' motivation to read. This gap underscores the need for research that integrates SDT with environmental and motivational variables to inform institutional strategies that cultivate a sustained academic reading culture.

## 3. METHODOLOGY

### 3.1 Research Design

This study employed a quantitative descriptive survey design to investigate the relationship between university students' reading motivation and their perceptions of

the learning environment. The design was selected to quantify patterns and correlations among predefined variables within a natural academic context.

### 3.2 Participants

A total of **81 university students** from various departments participated in the study. Respondents were selected using a **purposive sampling** technique, targeting students who were actively enrolled in courses requiring substantial reading components. Participation was voluntary, and efforts were made to ensure diversity in terms of academic background and year of study, thus supporting contextual generalizability.

### 3.3 Instrument

Data were collected using a **15-item structured questionnaire**, organized into three thematic domains:

- **Physical Environment** (e.g., comfort, quietness, structure of reading spaces)
- **Social Influence** (e.g., peer reading habits, lecturer encouragement)
- **Personal Motivation** (e.g., curiosity, goal-setting, reading routines)

All items were measured on a **5-point Likert scale**, ranging from 1 (strongly disagree) to 5 (strongly agree).

The instrument underwent **expert validation** by three academics specializing in educational psychology and reading

motivation to ensure content relevance and clarity. Additionally, a **pilot test** was conducted with 15 students from a similar population to assess item clarity and internal consistency. Based on the feedback and preliminary analysis, minor wording revisions were made to enhance reliability.

### 3.4 Data Analysis

Data were analyzed using **descriptive statistics**, including means and standard deviations for each item. Composite scores were also calculated for each domain to identify dominant trends and motivational patterns across learning environment components.

## 4. RESULTS

The statistical findings indicated a consistent trend across participants:

- **Quiet, Organized Space:** Mean = 4.22. Students preferred reading in tranquil, orderly environments.
- **Noise Sensitivity:** Mean = 4.06. Noise disrupted their reading focus.
- **Lecturer Encouragement:** Mean = 4.02. Instructor support was a significant motivator.
- **Availability of Facilities:** Mean = 3.77. The presence of libraries or reading areas supported reading behavior.
- **Intrinsic Curiosity:** Mean = 3.70. Many students read beyond

assignments due to a desire for knowledge.

- **Personal Reading Goals:** Mean = 3.85. Students set goals such as improving academic performance.
- **Peer Influence:** Mean = 3.06. Friends' reading habits had a moderate motivational effect.

The highest mean score was found in students' preference for **quiet, organized spaces** (M = 4.22), followed by **lecturer encouragement** (M = 4.02). **Peer influence** received the lowest rating (M = 3.06), indicating a relatively modest role in shaping reading behavior.

These findings suggest that students are more motivated to read when the learning environment supports their psychological comfort, autonomy, and academic goals. The data confirm that intrinsic motivation is enhanced when external factors such as environmental comfort and instructional encouragement are present.

## 5. DISCUSSION

The present study confirms and extends previous findings regarding the role of the learning environment in shaping students' reading motivation. Consistent with Asvio and Batusangkar (2017), this study found that institutional environments especially those that offer structured, quiet spaces significantly affect academic behaviors. Likewise, Aprilia et al. (2020) identified a

strong connection between motivational and environmental factors, aligning with our findings that lecturer encouragement and facility availability can meaningfully support students' engagement with reading. The high mean score for **quiet, organized spaces** ( $M = 4.22$ ) supports Hanrahan's (1998) claim that spatial and sensory conditions influence emotional and cognitive readiness. This reinforces Self-Determination Theory (SDT), particularly the notion that autonomy-supportive environments promote intrinsic motivation. When students have access to orderly, low-distraction spaces, they are better able to exercise control over their study habits and develop consistent reading routines fulfilling SDT's principle of autonomy and competence.

Moreover, lecturer encouragement ( $M = 4.02$ ) appeared as a powerful external motivator, corroborating findings by Sun, Lin, and Chou (2018) who noted that academic feedback and guidance enhance motivation by reinforcing a sense of competence. This suggests that instructor behavior plays a pivotal role not just in content delivery, but in shaping a motivational climate. In contrast, peer influence ( $M = 3.06$ ) showed a more limited effect, which diverges slightly from Shahzad et al. (2024), who emphasized the importance of social and collaborative learning contexts in modern education. This

discrepancy may be due to cultural or contextual differences: Indonesian students may still view academic reading as a solitary task, or perhaps institutional norms do not strongly promote peer-led learning in reading.

The strong correlation between intrinsic motivation (curiosity and goal-setting) and reading behavior affirms the SDT claim that internal drivers remain essential, but they are not formed in isolation. Instead, they are nurtured by environments that support psychological needs. The interaction between internal and external variables illustrates that while students may possess intrinsic interest, environmental barriers such as noise, discomfort, or lack of encouragement can suppress this motivation.

Several contextual factors may explain these findings. In many Indonesian universities, especially in urban settings, students often face limitations such as crowded libraries, lack of designated reading zones, and rigid classroom cultures that do not foster open academic dialogue. These factors could diminish the motivational impact of peer interactions while amplifying the importance of structured environments and authoritative encouragement.

Taken together, the findings emphasize that reading motivation is a dynamic construct, shaped by the continuous interplay between

individual agency and external academic support. Universities seeking to improve students' engagement with reading should consider both infrastructural improvements (e.g., reading zones, noise control) and pedagogical strategies (e.g., regular feedback, motivational reinforcement) to create a more holistic learning ecosystem.

## 6. CONCLUSION

This study concludes that the learning environment comprising physical, social, and instructional dimensions significantly influences university students' reading motivation. Structured, quiet spaces and positive encouragement from lecturers emerged as the most influential external factors, while intrinsic drivers such as curiosity and personal reading goals also played a strong role. These findings support the notion that motivation is shaped by both internal dispositions and supportive external conditions.

Practical implications suggest that higher education institutions should invest in creating and maintaining conducive reading spaces, such as well-equipped libraries, quiet zones, and accessible study lounges. Additionally, lecturers are encouraged to actively foster a motivational climate by providing consistent feedback, acknowledging students' reading efforts, and integrating reading tasks that stimulate autonomy and curiosity.

However, this study has several limitations. The study employed a descriptive and correlational design without testing causality. Future research could adopt experimental or longitudinal approaches to better understand how specific interventions in the learning environment impact reading motivation over time.

Moreover, future studies may also explore the role of digital environments, peer-led reading communities, or cross-cultural comparisons to enrich our understanding of motivation in increasingly diverse academic settings. Incorporating qualitative methods, such as interviews or focus groups, may also help capture nuanced student experiences that quantitative tools might overlook.

In summary, promoting reading motivation requires a systemic approach one that balances infrastructural quality with human connection to build an academic culture where reading is not only expected, but genuinely valued.

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