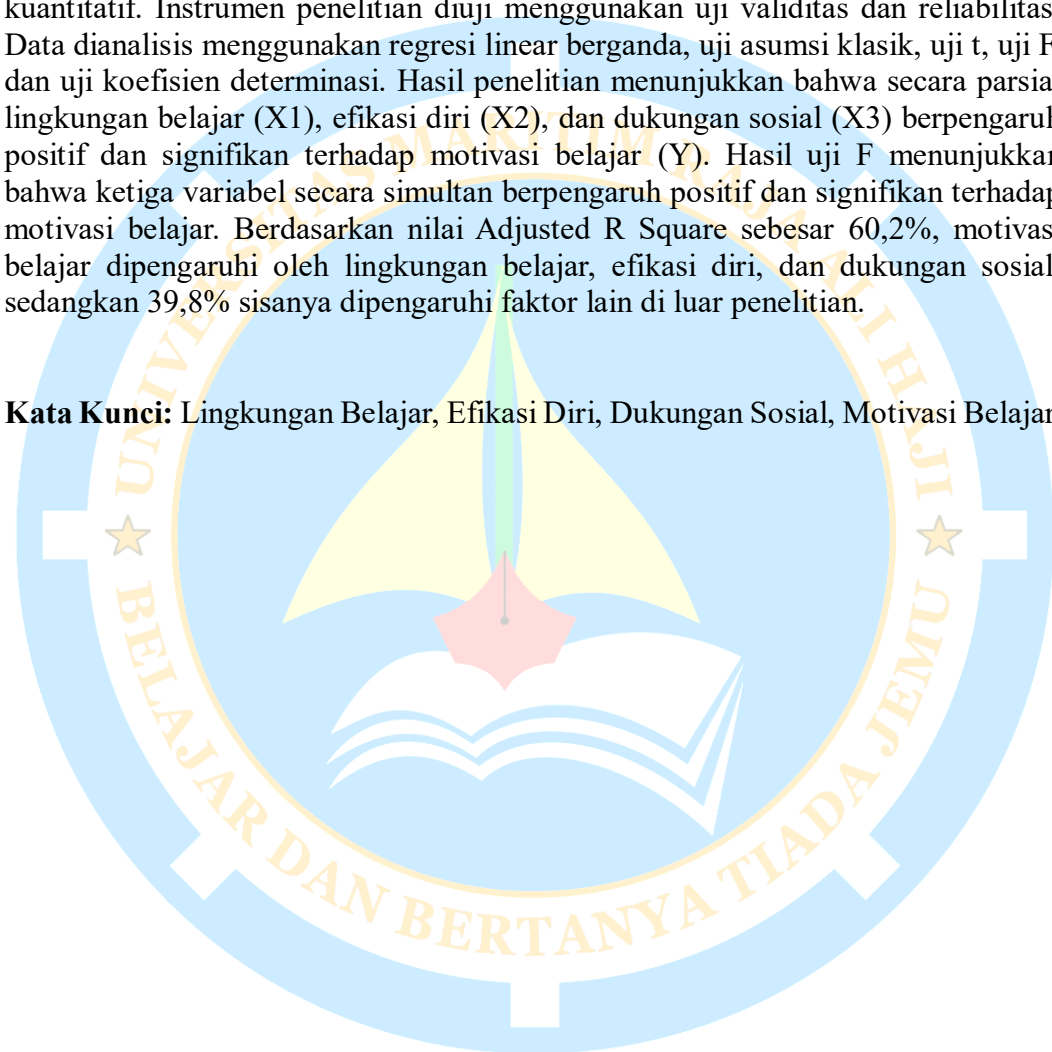


ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh lingkungan belajar, efikasi diri, dan dukungan sosial terhadap motivasi belajar mahasiswa STIE Pembangunan Tanjungpinang Angkatan 2023. Populasi penelitian berjumlah 267 mahasiswa STIE Pembangunan Tanjungpinang Angkatan 2023. Sampel ditentukan menggunakan teknik *stratified random sampling* dengan rumus Slovin pada tingkat kesalahan 10%, sehingga diperoleh 73 responden. Penelitian ini merupakan penelitian kuantitatif. Instrumen penelitian diuji menggunakan uji validitas dan reliabilitas. Data dianalisis menggunakan regresi linear berganda, uji asumsi klasik, uji t, uji F, dan uji koefisien determinasi. Hasil penelitian menunjukkan bahwa secara parsial lingkungan belajar (X1), efikasi diri (X2), dan dukungan sosial (X3) berpengaruh positif dan signifikan terhadap motivasi belajar (Y). Hasil uji F menunjukkan bahwa ketiga variabel secara simultan berpengaruh positif dan signifikan terhadap motivasi belajar. Berdasarkan nilai Adjusted R Square sebesar 60,2%, motivasi belajar dipengaruhi oleh lingkungan belajar, efikasi diri, dan dukungan sosial, sedangkan 39,8% sisanya dipengaruhi faktor lain di luar penelitian.

Kata Kunci: Lingkungan Belajar, Efikasi Diri, Dukungan Sosial, Motivasi Belajar.



ABSTRACT

This study aims to analyze the influence of the learning environment, self-efficacy, and social support on the learning motivation of STIE Pembangunan Tanjungpinang students, Class of 2023. The study population consisted of 267 STIE Pembangunan Tanjungpinang students, Class of 2023. The sample was determined using a stratified random sampling technique with the Slovin formula at a 10% error rate, resulting in 73 respondents. This study is a quantitative study. The research instrument was tested using validity and reliability tests. Data were analyzed using multiple linear regression, classical assumption tests, t-tests, F-tests, and coefficient of determination tests. The results of the study indicate that partially the learning environment (X1), self-efficacy (X2), and social support (X3) have a positive and significant effect on learning motivation (Y). The results of the F-test indicate that all three variables simultaneously have a positive and significant effect on learning motivation. Based on the Adjusted R Square value of 60,2%, learning motivation is influenced by the learning environment, self-efficacy, and social support, while the remaining 39,8% is influenced by other factors outside the study.

Keywords: *Learning Environment, Self-Efficacy, Social Support, Learning Motivation.*

