


The Influence of Campus Environment on Students' Learning Interest in Civic Education at UHKBPNP

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Abstract

This study aims to examine the influence of the campus environment on students' learning interest in Civic Education at Universitas HKBP Nommensen Pematangsiantar. The research employs a qualitative descriptive approach to explore how both physical and social aspects of the campus environment affect students' motivation and engagement in academic activities, particularly in Civic Education. Data were collected through observation and questionnaires distributed to students enrolled in the Civic Education program. The findings reveal a strong and significant correlation between the campus environment and students' learning interest, with a correlation coefficient of 0.82, indicating a very strong relationship. Furthermore, the study finds that students' learning interest has a strong influence on academic achievement, with a correlation value of 0.70. Another finding indicates a moderate correlation of 0.51 between campus environment and learning interest when analyzed independently. The results of hypothesis testing also show that the F-calculated value (6.33) exceeds the F-table value (3.15), confirming the significance of the relationship. These findings suggest that a conducive and supportive campus environment—encompassing clean and organized facilities, healthy peer interactions, and constructive lecturer-student engagement—can enhance students' interest and academic performance in Civic Education. The study contributes to a deeper understanding of the non-academic factors that influence learning motivation and offers practical recommendations for universities to strengthen campus culture and learning infrastructure. It also provides valuable insight for future research in educational psychology and civic education development at the higher education level.

Keywords: Campus Environment, Learning Interest, Civic Education, Student Motivation, Higher Education

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INTRODUCTION

Today, the millennial generation is experiencing significant changes as they transition to a modern world, a world of modernization and global progress. Indonesian youth, as the ones who will inherit the leadership to carry on the nation's ideals, must be able to think critically and openly for the advancement of the nation and state. However, the current millennial generation is experiencing a lack of interest in education. Furthermore, this generation has a declining interest in learning. Two factors contribute to the decline in learning interest among today's young generation: internal factors and external factors. Internal factors arise from students' understanding that learning is essential for achieving future success (Kompasiana, 2019).

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Interest is a source of motivation that drives a person to pursue their passions. With interest, a person can be more enthusiastic about carrying out their activities. For example, students who are interested in Civics Education (PKn) will engage diligently and diligently in the subject, achieving good results and fostering a love for campus. Students who are interested in a particular topic will pay more attention to it and become actively involved in it. They also tend to learn it in a more meaningful, organized, and detailed manner. For example, they will relate the material they are learning to prior knowledge, create visual images, and provide examples. Students who are interested in what they are learning will demonstrate higher academic achievement and are more likely to remember the material long-term (Slameto, 2010).

The campus environment is the environment in which students live their daily lives. A clean and healthy campus environment is not only important inside the classroom but also outside, for example, in the campus grounds. Besides being beautifully landscaped, the campus grounds also adhere to health requirements. If the campus environment is well-organized and managed, it will be an effective vehicle for developing environmentally conscious attitudes and behaviors (Sukardi, 2015).

The campus environment is one factor influencing students' learning interest. The campus environment, such as the lecturers, administrative staff, and classmates, can influence students' learning interest. The physical campus environment includes the physical condition of the campus, classroom facilities and infrastructure, the condition of campus buildings, and so on. On campus, students learn to interact with new environments outside their families. Within this campus environment, students interact with fellow students, lecturers, and other campus residents. However, some students sometimes struggle to interact with their peers or teachers due to feelings of shyness or inferiority. This can impact their learning interest (Syah, 2013). If this issue is not addressed promptly, students will experience less than satisfactory learning outcomes.

The campus environment plays a crucial role in the student learning process. Campus infrastructure and facilities are essential for the learning process. Inadequate infrastructure and facilities will hinder the learning process. Learning supported by teaching aids will facilitate student understanding of the material. Teaching aids on campus are closely related to the campus infrastructure and facilities. Inadequate infrastructure and facilities will impact student learning interest. The better the campus environment, the higher the student's interest in studying and achieving success. Students who have a high interest in learning are likely to achieve higher learning outcomes, meaning that the higher their discipline and efforts, the higher the learning outcomes they will obtain (Uno, 2011). Students make efforts or attempts to increase their success in learning so that they achieve satisfactory success as expected.

Although numerous studies have highlighted the importance of the learning environment in improving academic outcomes, most studies have focused on elementary and secondary school environments rather than on university campuses, particularly in the context of civics education. However, the campus environment has very different characteristics because students are at a more mature stage of development and have more complex learning needs (Suryani, 2020). Therefore, understanding how the campus environment influences students' learning interests, particularly in the context of civics education, is crucial for further research.

Furthermore, many previous studies have focused solely on cognitive and academic aspects, such as the influence of teaching methods or technology use on student learning outcomes. However, few have specifically explored how the physical and social conditions of the campus environment—such as relationships between students, support from lecturers, learning facilities, and the comfort of the physical environment—influence learning interests. This creates a research gap regarding environmental factors as variables that can strengthen or weaken student learning motivation, particularly in the context of Civics Education study programs.

In a local context like HKBP Nommensen University, Pematangsiantar (UHKBPNP), there is a lack of empirical data specifically addressing the relationship between the campus environment and student learning interests. However, the campus environment at UHKBPNP possesses unique characteristics that may differ from other campuses in Indonesia, both in terms of academic culture, campus facilities, and social dynamics between students and faculty. Therefore, this research is crucial to fill this gap in the literature and provide a more contextual and relevant picture of real-world conditions.

Furthermore, Civics Education (PKn) as a course plays a crucial role in shaping students' character and national values. However, interest in this course is often perceived as unattractive by some students due to its normative and theoretical nature. Therefore, it is necessary to examine whether a conducive and supportive campus environment can increase student interest in this subject. If this is true, then creating an ideal campus environment could be a strategy for fostering national awareness among the younger generation through formal education.

This research attempts to fill the gap between theory and practice, as well as between empirical needs and the limited scientific evidence. A study conducted by Suryani (2020) showed that a supportive physical school environment positively contributes to high school students' learning interest, but there has been no similar study in higher education, especially in the field of Civics. Meanwhile, research by Prasetyo & Rahmawati (2021) focused more on the use of digital learning media to increase learning interest, without considering the overall campus environment. Therefore, this study attempts to bridge this gap through a more comprehensive approach to the influence of the campus environment in the context of higher education. Furthermore, research by Wahyuni & Hidayat (2019) examined the relationship between campus academic climate and student learning motivation in the Faculty of Teacher Training. The results indicated that the academic climate, including the communication atmosphere between lecturers and students and the available academic support, had a positive correlation with learning motivation. However, this study did not specifically link campus climate to learning interest in the context of specific courses such as Civics. A study by Lestari (2022) examined the influence of learning facilities on the learning enthusiasm of students in the Economics study program. This study found that the availability of study spaces, laboratories, and internet access influenced students' motivation to learn. However, the study did not link these facilities to social interaction or civic learning values, and it did not examine the overall aspect of learning interest.

This study has a distinct uniqueness compared to the four previous studies, namely: 1) Contextual Focus on Civic Education (PKn). Unlike previous studies that more generally discuss learning interest or learning motivation as a whole, this study specifically examines how the campus environment influences students' learning interest in Civic Education courses. Civic Education courses play a crucial role in shaping students' character and national insight, yet are rarely discussed in the context of psychopedagogical research. 2) Local Campus Context (UHKBPNP). Most previous studies were conducted on large campuses or in general education contexts. This study examines UHKBPNP, which has different social, cultural, and facility dynamics. This makes this study locally relevant and contributes new empirical data from the regional campus context. 3) Comprehensive Approach to the Campus Environment. This study examines not only the physical aspects of the campus environment but also social elements such as relationships between students, the role of lecturers, and academic support. This provides a more comprehensive picture of how the campus environment influences learning interest. 4) Touching on Aspects of Learning Interest, Not Just Motivation or Achievement. Most previous studies have discussed motivation or learning outcomes. This study emphasizes learning interest, which is the root of student engagement in the academic process. By focusing on learning interest, this study provides a new perspective on efforts to improve the quality of learning.

By examining in-depth how the campus environment influences the learning interest of Citizenship Education students at UHKBPNP, it is hoped that the results of this study will not only provide theoretical contributions to the development of academic literature but also serve as a basis for campus policy considerations in creating a learning environment that supports academic achievement and the holistic development of student character.

LITERATURE REVIEW

1. Student Interest in Learning

Interest in learning is a crucial factor influencing student academic success. Interest can be defined as a relatively persistent tendency within an individual to feel drawn to a particular field and strive to find satisfaction from it (Sardiman, 2017). In the context of higher education, interest in learning is often associated with student engagement in the learning process, self-directed learning initiatives, and persistence in completing academic assignments. A study by Wulandari and Nurhayati (2021) found that students with a high level of interest in learning tend to be more active in class discussions and demonstrate greater persistence in understanding course material.

Other research also shows that interest in learning can be influenced by various factors such as learning style, perceptions of lecturers, and the quality of the learning environment (Fitriani & Yuniarti, 2022). Students will be more motivated to learn when they perceive the learning environment to be supportive and relevant to their academic needs.

2. Campus Environment as an External Factor

The campus environment encompasses both physical and social aspects that influence students' learning experiences. Physical aspects include campus facilities such as classrooms, laboratories, libraries, and common areas, while social aspects encompass relationships between students, lecturers, and academic staff. According to Hidayat and Rahayu (2019), a conducive physical environment can improve student learning comfort and reduce academic stress, ultimately resulting in increased interest and academic achievement.

Furthermore, research by Sari et al. (2023) shows that positive social interactions on campus, including support from lecturers and relationships between students, significantly contribute to student engagement in academic and non-academic activities. Campuses that provide inclusive and socially welcoming spaces enable students to feel valued and actively participate in the academic community.

3. Civics and Its Challenges

Citizenship Education (PKn) at the university level plays a strategic role in shaping students' values of nationality, democracy, and social responsibility. However, several studies indicate that PKn is often perceived as a normative and uninteresting course by some students (Putra & Anjani, 2020). This can diminish interest in learning, especially if the material is not tailored to the needs of the younger generation, who prefer an interactive and experiential approach. According to Santoso and Azizah (2018), a contextual approach involving current issues, group discussions, and campus-based social projects can increase student interest in Civics. Therefore, it is important to create a campus environment that supports participatory and meaningful Civics learning.

4. Relevance of Recent Research

Several recent studies support the importance of the interaction between the learning environment and student learning interest. For example, a study by Yuliana and Nugroho (2022) confirmed that complete and well-maintained campus facilities, such as open study spaces, fast internet access, and collaborative discussion areas, significantly influence student enthusiasm and motivation to learn. This aligns with the findings of Handayani and Fauzan (2021), who stated that a positive campus environment plays a significant role in creating an academic climate conducive to learning achievement. However, most of this research has not explicitly linked the campus environment to

student learning interest in the context of Civics Education, particularly in regional universities. Therefore, this research is important to fill this gap and provide practical and theoretical contributions.

METHODS

This type of research is qualitative, an approach to conducting research oriented toward natural phenomena or symptoms (Ali, 2010). Qualitative research aims to understand social phenomena in depth and holistically by exploring the meaning of participants' experiences contextually. Qualitative research methods can be defined as research methods grounded in naturalistic philosophy, used to examine natural object conditions, where the researcher is the key instrument. Data collection techniques are triangulated, data analysis is inductive, and research results emphasize meaning rather than generalization (Sugiyono, 2017).

The approach used is descriptive qualitative, which aims to describe, analyze, and interpret real-world conditions in the field systematically and factually (Setyosari, 2013). This research focuses on how the campus environment influences the learning interests of UHKBPNP Citizenship Education students, through the students' perceptions and direct experiences. This descriptive approach is appropriate when researchers want to explore the relationship between variables in real-world situations without intervening (Creswell & Poth, 2018).

The data collection instruments in this study consisted of two main techniques: direct observation and an open-ended questionnaire. Observations were conducted to assess the physical and social conditions of the campus environment, including interactions between students and lecturers, as well as campus facilities that support the learning process. The questionnaire was used to collect data on students' perceptions and experiences regarding the influence of the campus environment on their interest in taking Civics courses.

The data processing and analysis techniques in this study involved three stages: editing, scoring, and establishing criteria. Editing was carried out to ensure the completeness and consistency of respondents' responses. Scoring was used to interpret qualitative data trends through categorization. Next, criteria were established to determine patterns and themes from the collected data. This analysis process followed the model of Miles and Huberman (2014), which includes three stages: data reduction, data presentation, and conclusion drawing/verification.

To ensure data validity, source and technique triangulation techniques were used, namely comparing and reviewing data from various sources (observations and questionnaires) and using several data collection methods to obtain in-depth and reliable information (Patton, 2015). In addition, data credibility was strengthened by conducting member checking, namely direct clarification with research subjects regarding the results of the temporary interpretation obtained by the researcher.

RESULTS AND DISCUSSION

The results and discussion in this study focused on answering all research questions regarding the influence of the campus environment on student learning interest. Based on the data analysis conducted, the research process revealed research findings.

Table 1. Calculation of Campus Environment Reliability Score (X1)

No	X	Y	X ²	Y ²	XY
1	32	28	1024	784	896
2	33	28	1089	784	924
3	32	30	1024	900	960
4	33	28	1089	784	924
5	33	31	1089	961	1023

No	X	Y	X ²	Y ²	XY
6	33	33	1089	1089	1089
7	39	31	1521	961	1209
8	37	33	1369	1089	1221
9	37	34	1369	1156	1258
10	37	35	1369	1225	1295
11	39	35	1521	1225	1365
12	40	38	1600	1444	1520
13	40	39	1600	1521	1560
14	42	38	1764	1444	1596
15	40	40	1600	1600	1600
16	40	41	1600	1681	1640
17	44	39	1936	1521	1716
18	47	37	2209	1369	1739
19	48	38	2304	1444	1824
20	49	39	2401	1521	1911
21	38	35	1444	1225	1330
22	36	36	1296	1296	1296
23	41	40	1681	1600	1640
24	43	37	1849	1369	1591
Σ	933	843	36837	29993	33127

Testing criteria: accept H_0 if $t_{hitung} > t_{1 - 1/2}$ and in other cases rejected. Testing the calculation results obtained a value of $t_{hitung} = 6.60$ while from the distribution t_{table} for $\alpha = 0.05$ and $dk = 12 + 12 - 2 = 22$, obtained $t_{table} = 2.074$. Thus t_{hitung} is greater than t_{table} ($6.60 > 2.074$). This means that the null hypothesis is rejected so it can be concluded that there is a real difference between the scores of the high group and the scores of the low group so that the questionnaire is said to be valid.

Table 2. Tabulation of Campus Environment Scores

INTERVAL CLASS	TALLY	F
60 - 65	III /	5
66 - 71	III I /	6
72 - 77	III /	5
78 - 83	III II /	7
84 - 89	III	4
90 - 96	I	1
Total		28

Table 3. Frequency Distribution of Campus Environment

Interval Class	X_i	F	X_i^2	F.Xi	F.Xi ²
60 - 65	62,5	5	3906,25	312,5	97656,25
66 - 71	68,5	6	4692,25	411	168921
72 - 77	74,5	5	5550,25	372,5	138756,25
78 - 83	80,5	7	6480,25	563,5	317532,25
84 - 89	86,5	4	7482,25	346	119716
90 - 96	93	1	8649	93	8649
Total		28		2098,5	851.230,75

The results of the calculation of the questionnaire reliability test obtained a calculated correlation coefficient of 0.86 while the coefficient from the product moment table = 0.05 and n = 30 obtained rtable = 0.349 while rcount is greater than rtable (0.86 > 0.349) so it can be concluded that the data is reliable.

1. The Influence of the Campus Environment on Students' Interest in Learning

To determine the significance of the regression, the hypothesis can be tested using analysis of variance (ANOVA). The resulting sum of squares (JK) is calculated using the following formula:

Table 4. Calculation of JK(E) for Y over X

No. Kelompok	X	N	Y	y ²	$\sum Y^2$	$\sum Y$	$\sum (Y)^2$		$\frac{(\sum Y)^2}{N}$	$\sum Y^2 - \frac{(\sum Y)^2}{N}$
1	62	1	80	6400		80	6400			
2	64	2	70	4900	11461	151	22801		11400,5	60,5
	64		81	6561						
3	65	1	76	5776						
4	67	1	83	6889						
5	68	1	75	5625						
6	70	3	84	7056	20017	245	60025		20008,33	8,67

No. Kelompok	X	N	Y	y ²	$\sum Y^2$	$\sum Y$	$\sum(Y)^2$	$\frac{(\sum Y)^2}{N}$	
								$\sum Y^2 - \frac{(\sum Y)^2}{N}$	
	70		80	6400					
	70		81	6561					
7	71	3	81	6561	19206	240	57600	19200	6
	71		81	6561					
	71		78	6084					
8	72	1	78	6084					
9	73	3	81	6561	19369	241	58081	19360,33	8,67
	73		78	6084					
	73		82	6724					
10	76	2	82	6724	12965	161	25921	12960,5	4,5
	76		79	6241					
11	77	3	79	6241	18149	233	54289	18096,33	52,67
	77		82	6724					
	77		72	5184					
12	78	2	80	6400	12800	160	25600	12800	0
	78		80	6400					
13	80	1	80	6400					
14	82	1	79	6241					
15	87	2	82	6724	13448	164	26896	13448	0
	87		82	6724					
16	96	1	82	6724					
Total		28							136,51

2. Correlation between the quality of the campus environment and students' interest in learning

$$\begin{aligned}
 (Y). \quad r_{y1} &= \frac{N(\sum X_1 Y) - (\sum X_1)(\sum Y)}{\sqrt{\{N(\sum X_1^2) - (\sum X_1)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}} \\
 &= \frac{28(166755) - (2093)(2228)}{\sqrt{\{28(158583) - (2093)^2\} \{28(177554) - (2228)^2\}}} = 0,82
 \end{aligned}$$

The calculation results above yield a value of $r_{y1} = 0.82$, thus concluding that the campus environment has a very strong influence on learning interest. Based on the test criteria, if the correlation coefficient is greater than the product-moment correlation coefficient for $\alpha = 0.05$ and $n = 28$, a significant effect can be concluded. The calculated correlation coefficient yields $r = 0.82$, while the critical correlation coefficient for $\alpha = 0.05$ and $n = 28$ is 0.361. Therefore, the calculated correlation coefficient is greater than the table correlation coefficient ($0.82 > 0.361$), thus concluding a significant effect.

The results of this study indicate that the campus environment has a significant influence on students' learning interest in the Civics Education course at HKBP Nommensen University, Pematangsiantar. The statistical analysis yielded a correlation coefficient of 0.82, which is classified as a very strong relationship. This indicates that the better the quality of the campus environment—both physical and social—the higher the students' interest in the course. Furthermore, it was found that students' interest in learning strongly influences academic achievement, with a correlation coefficient of 0.70.

This means that students with a strong interest in learning Civics tend to have better academic achievement.

Further testing showed that the campus environment also had a moderate effect on interest in learning, with a correlation coefficient of 0.51. Although not as strong as the previous influence, this result still indicates a significant relationship between the campus environment and students' interest in learning. This is supported by the results of the hypothesis test, where the calculated F value of 6.33 was greater than the F table of 3.15, statistically indicating a significant influence between the campus environment and students' interest in learning.

This research provides a unique scientific contribution to the study of the relationship between the campus environment and students' interest in learning, particularly in Civics, a course that tends to be considered normative and less popular. The novelty of this study lies in its focus on not only measuring general campus environmental factors but also directly linking them to students' internal motivation in the context of civics learning at the college level. While many previous studies have only examined learning interest in the context of digital learning or at the high school level, this study broadens our understanding of the role of the campus environment as a significant external factor in learning in higher education, particularly in regional institutions.

The practical contribution of this research also lies in its potential use as a basis for evaluating campus policies aimed at strengthening academic ecosystems that support student learning motivation. The results of this study can provide strategic input for faculty leaders, lecturers, and campus administrators to create environments that are not only physically appropriate but also socially and pedagogically conducive.

While this research yields significant and relevant results, there are several limitations that should be considered. First, this research was conducted at only one institution, HKBP Nommensen University in Pematangsiantar, so the results cannot be generalized to other institutions with different characteristics, including geography, academic culture, and campus resources. Second, the data obtained were qualitative-descriptive, supported by open-ended questionnaires and observations, which may pose subjectivity in the interpretation of student perceptions. Third, this research focused only on one course, Citizenship Education, and therefore did not capture student learning interests in the context of other courses that may have different characteristics and learning approaches.

Based on these limitations, the researcher recommends that further studies be conducted with a broader scope, involving several universities from various regions to obtain more nationally representative findings. Furthermore, a mixed-methods approach is strongly recommended to explore the quantitative and qualitative dimensions in more depth, particularly through interviews or focus group discussions (FGDs) to understand students' experiences more holistically. In practice, universities are also expected to continuously evaluate and improve the physical environment and socio-academic climate to better support student interest and learning achievement. Civics lecturers are also encouraged to create a more contextual, dialogical classroom atmosphere and prioritize students' critical thinking so that Civics material is more relevant to the daily lives of today's young generation.

DISCUSSION

The findings of this study reaffirm that the campus environment significantly influences students' interest in learning, particularly in the context of Civic Education. The correlation coefficient of 0.82 demonstrates a very strong relationship between the campus environment and student learning interest. This suggests that the quality of the campus—both in terms of physical facilities and the social-academic atmosphere—plays a vital role in fostering students' motivation to engage in the learning process. This aligns with the findings of Hidayat and Rahayu (2019), who assert that a comfortable, organized,

and emotionally supportive campus environment significantly enhances students' academic involvement.

Moreover, the study found that learning interest has a strong positive impact on academic achievement, with a correlation coefficient of 0.70. This supports the theory proposed by Sardiman (2017), which emphasizes that interest is a crucial internal factor influencing persistence, engagement, and learning outcomes. Students who are genuinely interested in a subject are more likely to be consistent, focused, and enthusiastic about learning, including in subjects such as Civic Education, which are often perceived as abstract or overly theoretical.

Another important finding is that the campus environment has a moderate but meaningful influence on learning interest, with a correlation of 0.51. While this indicates that the campus environment may not be the sole factor affecting student motivation, it still plays a critical role as an external contributor. This result resonates with the research of Yuliana and Nugroho (2022), who found that campus facilities, social support, and an open academic climate stimulate student participation and active learning engagement.

In the context of Civic Education, these findings are especially relevant. Civic Education requires not just theoretical understanding but also critical thinking, value formation, and participatory attitudes. A campus environment that encourages open discussion, social interaction, and community engagement can significantly increase students' interest in the subject. This study also highlights that students' perceptions of the campus environment are shaped not only by physical conditions but also by interpersonal dynamics—such as relationships with lecturers, peers, and the teaching approaches used. Therefore, collaborative efforts between academic leaders, lecturers, and students are needed to create an inclusive and stimulating campus atmosphere that promotes motivation and academic success in Civic Education.

The study also reveals that the influence of the campus environment on learning interest, when analyzed independently, falls into the moderate category, with a correlation value of 0.51. Nevertheless, this still indicates a meaningful relationship. External factors such as a supportive atmosphere, healthy social interaction, and the availability of adequate campus facilities contribute significantly to creating a positive learning climate that encourages students to engage, particularly in value-based subjects like Civic Education. Overall, this research underscores the importance of synergy between the campus environment and students' internal motivation in building optimal learning interest. Therefore, the university is encouraged to continuously improve both physical and social aspects of the campus while developing more contextual and interactive teaching strategies. By fostering a dynamic, open, and participatory academic environment, student learning interest can be enhanced, ultimately contributing to the improvement of Civic Education quality and the development of students' character and civic awareness.

CONCLUSION

Based on the results of this study, it can be concluded that the campus environment has a significant influence on students' interest in learning Civic Education at Universitas HKBP Nommensen Pematangsiantar. A conducive campus environment—both physically and socially—has been proven to enhance students' motivation and engagement in the learning process. This is supported by a strong correlation value of 0.82, indicating that the better the campus environment, the higher the students' learning interest. Furthermore, the study found that learning interest has a strong positive correlation with students' academic achievement, with a correlation value of 0.70. Students who demonstrate a high interest in Civic Education tend to participate more actively in learning, better comprehend course materials, and show greater discipline in completing academic tasks. This finding highlights the importance of fostering students' interest through relevant instructional approaches and a supportive academic atmosphere.

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