



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 27, 2022

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

Intrinsic and Extrinsic Factors Affecting Student Motivation in Completing Thesis

Diah Pranitasari, Irfan Maulana

Sekolah Tinggi Ilmu Ekonomi Indonesia Jakarta, Indonesia

Email: nitadpranitasari@gmail.com

Abstract. This study aims to determine the intrinsic and extrinsic factors that influence students' motivation to complete their thesis by using self-efficacy variables, the need for achievement, campus environment, and lecturer learning methods to complete their thesis at the Indonesian College of Economics. This research method is a questionnaire survey method. The population in this study were morning regular students and evening regular students of the Indonesian College of Economics who graduated in 2019 by 311 people and the study sample was 164 people. The analysis used is SEM- PLS and SmartPLS 3.0 software. The results of this study indicate 3 variables that affect regular morning students: (1) Self-efficacy affects the motivation to complete a thesis of 29.1%. (2) The need for achievement influences the motivation to complete the thesis by 31.9%. (3) Campus environment towards motivation to complete the thesis is 37.5%. And there are 2 variables that affect regular night students: (1) The need for achievement influences the motivation to complete the thesis by 55.5%. (2) The campus environment influences the motivation to complete the thesis by 40.3%.

Keywords. Self-Efficacy, Need For Achievement, Campus Environment, Lecturer Learning Methods, Thesis Motivation

1. Introduction

Education is a reflection of the quality in a person seen from the way he speaks, how to think effectively and have innovative ideas or ideas to achieve a planned goal. In today's world of work, almost all companies operating in Indonesia, especially in the capital city of Jakarta, choose employees who want to work at the company, by looking at the educational history of prospective employees who apply for the company. These requirements are made not without purpose, but the company makes these requirements so that employees who work in the company have good abilities, have innovations that can help companies create new products, can work well on the job responsibilities that have been given by the company. this employee.

Self-efficacy is an individual's belief and belief in his ability to control the results of the efforts that have been made [1]. With this belief, achievement and potential can be controlled properly so that the optimization of this potential can improve human resources in Indonesia.

The need for achievement is a person's need to have significant achievements, master various skills, or have high standards. People who have a high N-Ach usually always want to face new challenges and seek a high level of freedom.

The campus environment plays a role in helping families in the education of children or students. The learning process in schools aims to deliver students to have competence in cognitive aspects (knowledge); affective (attitudes and values) and psychomotor (skills) and aims to create a workforce later. Good and bad conditions of the physical environment will also affect student achievement, environmental conditions are noisy, dirty, hot, learning becomes less effective. On the other hand, a calm and clean, cool, fresh condition will help increase concentration in learning [2].

Motivation is a potential force that exists within humans, which he can develop himself or be developed by a number of outside forces whose essence revolves around monetary rewards and non-monetary rewards, which can affect their performance to produce positive or negative [3].

Research on student motivation, not the first, there have been previous studies, namely Analysis of Intrinsic and Extrinsic Motivation for Prospective Physics Teacher Students [4], Application of Innovative Research Methods to Improve Activity and Learning Outcomes of Class X Students At SMA N 1 Kubu Karangasem [5], intrinsic and extrinsic factors that influence student motivation in learning [6], the Effectiveness of Contextual Socratic Learning Methods Based on Cognitive Style on Learning Outcomes of Basic Statistics [7].

From the studies above, there has been no research on student motivation in writing thesis. Therefore, this study raised the title of Intrinsic and Extrinsic Factors Affecting Students' Motivation in Completing Thesis. In this study, it will be seen what factors influence student motivation in writing thesis by comparing regular morning and evening students.

2. Literature Review

2.1. Self Efficacy

Efficacy or self-confidence is the belief that an individual is capable and can do something. Confidence in all of these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations [8].

Self-efficacy consists of three dimensions, namely [4]:

- a) Level/magnitude, the level dimension relates to the level of task difficulty. This dimension refers to the level of difficulty of the task that the individual believes will be able to overcome it
- b) Strength, the dimension of strength relates to the strength of individual skill assessments. This dimension refers to the individual's level of stability towards the beliefs he makes. This stability determines the toughness and resilience of individuals in doing business. This dimension is an individual's belief in maintaining a certain behavior.
- c) Generality, the dimension of generality is the concept that a person's self-efficacy is not limited to certain situations. This dimension refers to a variety of situations in which self-efficacy assessments can be applied.

A person's self-efficacy varies greatly in various dimensions and has implications for student activities during learning. In this study, self-efficacy is seen as students' belief in their ability to take the necessary actions directly in learning activities [9]. The following are three dimensions of self-efficacy, namely the dimensions of greatness, dimensions of strength, and dimensions of generality.

Self-efficacy indicators refer to 3 dimensions of self-efficacy, namely the level dimension, the generality dimension, and the strength dimension. Indicators of self-efficacy [10], namely:

- a) Believing that they can complete certain tasks, individuals believe that they are able to complete certain tasks, where the individual himself determines what task (target) must be completed.
- b) Convinced that he is capable of trying hard, persistent and persevering. There is a strong effort of the individual to complete the given task by using all the power he has.
- c) Believe that you are capable of dealing with obstacles and difficulties. Individuals are able to survive when faced with difficulties and obstacles that arise and are able to rise from failure.
- e) Do you believe you can complete a broad or narrow (specific) task. The individual believes that in any task he can complete it even if it is broad or specific.

2.2. The Need for Achievement

The need for achievement is a person's need to have significant achievements, master various skills, or have high standards. People who have a high N-Ach usually always want to face new challenges and seek a high degree of freedom [11]. The characteristics of high achievement needs will appear [12] as follows:

- a) Trying to do things in new and creative ways.
- b) Seeking feedback on their actions.
- c) Choose moderate (moderate) risks in their actions.
- d) Taking personal responsibility for his actions.

The need for achievement can be developed in adults. Achievement-oriented people have certain characteristics that can be developed [11], namely:

- a) likes to take appropriate (moderate) risks as a function of skill, not opportunity, likes challenges, and wants personal responsibility for results.
- b) has a tendency to set reasonable achievement goals and take calculated risks.
- c) have a strong need for feedback on what has been done.
- d) Have skills in long-term planning and organizational ability.

The need for achievement dimension consists of four indicators, namely:

- a) The need to improve
- b) The need to reach the highest
- c) The need to work effectively and efficiently

2.3. Campus environment

The work environment is a situation or place where a person carries out his duties and obligations [13][14]. The work environment is something that exists in the workers' environment that can influence themselves in carrying out tasks such as temperature, humidity, ventilation, lighting, noise, cleanliness of the workplace and whether or not work equipment is adequate [15]. The campus environment plays a role in helping families in the education of children or students. The learning process in schools aims to deliver students to have competence in cognitive aspects (knowledge); affective (attitudes and values) and psychomotor (skills) and aims to create a workforce later. Good and bad conditions of the physical environment will also affect student achievement, environmental conditions are noisy, dirty, hot, learning becomes less effective. On the other hand, a calm and clean, cool, fresh condition will help increase concentration in learning [2].

Campus environmental factors that affect learning include lecturers, tools/media, building conditions, and curriculum [16].

- a) Lecturer

Lecturers are educators who provide a number of knowledge to students. With the knowledge he has, a lecturer can make his students become intelligent people. In teaching, a lecturer has different ways, this is according to the personality and background of each life. The personality of the lecturer is very influential on the success of the teaching and learning process in the classroom, because this affects the leadership pattern of the lecturer when teaching in the classroom. There are lecturers who convey the material very clearly so that it is easily accepted by students and conversely there are lecturers who convey less clear material so that students are less able to understand and tend to be confused, the delivery of this material that is not good will certainly affect student achievement.

b) Teaching tools or media

Learning tools are very closely related to the way students learn, because the learning materials used by teachers when teaching are also used by students to receive the material being taught. Complete and appropriate learning tools will facilitate the acceptance of the learning materials provided

Indicators that can be used to measure the influence of the campus environment on learning motivation [12] are:

- a) Class Cleanliness
- b) internet facility
- c) library facilities
- d) Relationship between students
- e) Relationship between students and lecturers

This indicator becomes a benchmark that will be used to determine how much influence the campus environment has on student learning motivation. From the indicators mentioned above, it can be concluded that the condition of campus buildings that do not meet the requirements also hampers the teaching and learning process, for example, places around campus are crowded, causing noise, which will interfere with learning concentration. In addition, the classroom is stuffy due to lack of ventilation so that air circulation is not smooth. Class conditions that do not match the number of occupants cause the classroom to feel cramped, and ultimately the learning situation does not go well. Campuses that have adequate buildings and study spaces. Having adequate learning equipment coupled with the skills of the lecturers in using these tools will provide enthusiasm and encouragement for students to learn. The relationship between lecturers and students and students with students must also be well established, so that a conducive campus environment will be created. A conducive campus environment will motivate students to learn.

2.4. Understanding Lecturer Learning Methods

Methods are teaching procedures that are learned to help students achieve goals or to internalize content or messages [17]. In learning activities, there are various types of teaching methods that teachers can use to present learning materials. The teacher's task is to determine the right method to create interesting teaching and learning activities.

Lecturer learning methods can be stated as follows [6]:

- a) The teaching method is in accordance with the learning objectives
- b) Teaching methods according to the situation and learning time
- c) Teaching methods are in accordance with existing facilities

2.5. Motivation for Completing Thesis

Motivation can be interpreted as a person's strength (energy) that can cause a level of persistence and enthusiasm in carrying out an activity, both from within the individual (intrinsic motivation) and from outside the individual (extrinsic motivation). The study of motivation has long had a special attraction for education, management, and research circles, especially in relation to the importance of achieving one's performance (achievement) [18].

One person's motivation with another will definitely be different from one another, there are several factors that influence one's motivation. A person's work motivation is influenced by 2 factors [15], namely:

- a. Internal factors, meaning that a person's motivation is influenced by within a person, for example if an employee who wants to get a satisfactory score in a performance appraisal will direct his beliefs and behavior in such a way that it meets the predetermined performance appraisal requirements. This will relate to aspects or strengths that exist within a person to achieve a goal, for example aspects of self-efficacy. Self-efficacy is a person's belief in his confidence and ability to do a job, so that he gets success
- b. External factors, namely factors that come from outside the individual such as promotion factors, awards, salaries, working conditions, company policies, and work that contains responsibility. Employees will be motivated if there is support from management and a conducive work environment which ultimately has an impact on job satisfaction.

Work motivation can be measured through indicators [13][19] as follows:

- a) Hard Work
- b) Perseverance
- c) Time Utilization

3. Research Methods

The research was conducted on students of the Indonesian College of Economics, Jakarta. The population of STEI Indonesia Management Undergraduate Program students who graduated in 2019 were 311 people. The sampling technique in this study was purposive sampling, which is a sampling technique with certain considerations. The sample in this study was determined as many as 200 respondents, of which 200 people were divided into 2 parts, namely 100 for morning regular students and 100 for evening regular students.

Data analysis uses Structural Equation Modeling to analyze data because SEM, data processing using smartPLS by testing: outer model (convergent and discriminant validity, and reliability), inner model (fit model and coefficient) and hypothesis testing [20][21].

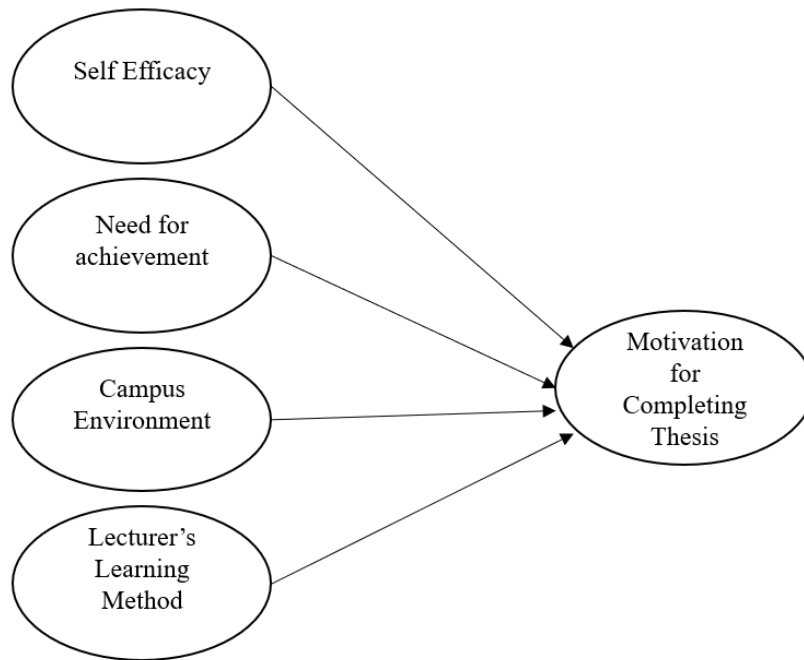


Chart 1. Research Framework

4. Research Results And Discussion

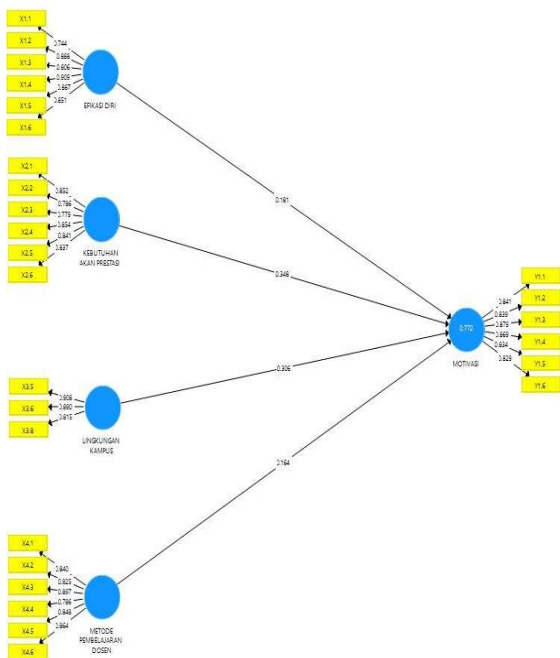


Chart 2. Loading Factor of Morning Regular

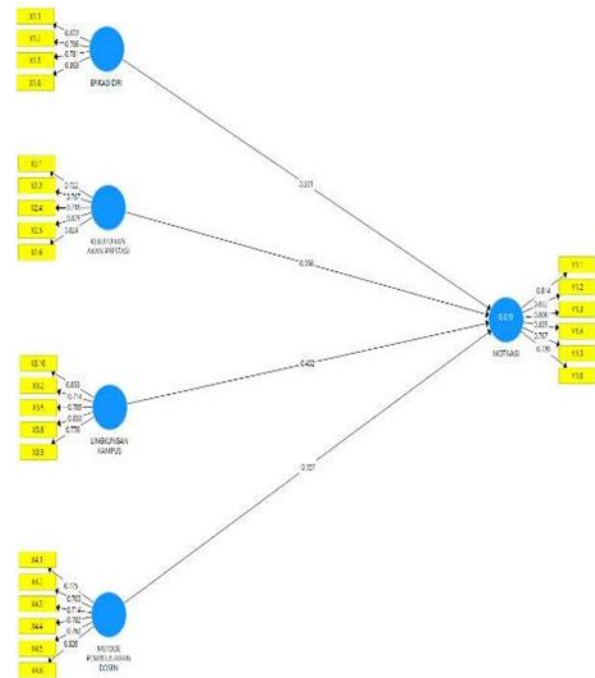


Chart 3. Loading Factor of Evening Regular Students

Based on the results of the second data processing, by eliminating several invalid indicators, the value of the above indicators has met the criteria, namely more than 0.7 and processing is carried out in 2 (two) stages, then the processing results are obtained as Chart 1 and Chart 2. In the variable self-efficacy, the largest loading value is found in the X1.4 statement of 0.909 which contains the statement "I try to be persistent and diligent in completing the thesis". In the need for achievement variable, the largest loading value is found in the X2.4 statement of 0.854 which contains the statement "I enjoy the achievements I get in motivating to complete the thesis". In the campus environment variable, the largest loading value is found in the X3.5 statement of 0.908 which contains the statement "I visit the library to borrow books, look for references, etc.". In the variable of the lecturer's learning method, the largest loading value is found in X4.3 of 0.897 which contains the statement "The learning situation given I can understand to complete my thesis". And on the motivation variable, the largest loading value is Y1.4 of 0.879 which contains the statement "With the perseverance I did I was able to motivate myself in completing the thesis".

Table 1. Discriminant Validity of Morning Regular Students

	Self-Efficacy	Need For Achievement	Campus Environment	Lecturer Learning Methods	Motivation for Completing Thesis
Self-Efficacy	0.846				
Need For Achievement	0.730	0.826			
Campus Environment	0.646	0.620	0.872		
Lecturer Learning Methods	0.712	0.806	0.665	0.844	
Motivation for Completing Thesis	0.750	0.803	0.748	0.777	0.849

Table 2. Discriminant Validity of Evening Regular Students

	Self-Efficacy	Need For Achievement	Campus Environment	Lecturer Learning Methods	Motivation for Completing Thesis
Self-Efficacy	0.808				
Need For Achievement	0.594	0.773			
Campus Environment	0.284	0.438	0.779		
Lecturer Learning Methods	0.529	0.594	0.643	0.770	
Motivation for Completing Thesis	0.588	0.658	0.601	0.520	0.797

Based on Table 1 and Table 2, it shows that the loading factor value of each indicator item on the construct is greater than the cross loading value. Thus it can be concluded that all constructs or latent variables already have good discriminant validity, where the construct indicator block is better than the other block indicators.

Tabel 3. Cronbach's Alpha

Variable	Cronbach's Alpha	
	Morning Students	Evening Students
Self-Efficacy	0.820	0.920
Need For Achievement	0.834	0.906
Campus Environment	0.839	0841
Lecturer Learning Methods	0.863	0.919
Motivation for Completing Thesis	0.885	0.922

Tabel 4. Model Fit

	Morning Students	Evening Students
NFI	0.622	0.535

NFI values ranging from 0 to 1 were obtained from comparisons between the hypothesized model and certain independent models. The model is said to have a high fit if the value is close to 1. Based on the table above, the NFI value is at 0.622 for the morning student model and 0.535 for the evening student model which means it has sufficient model fit [20].

Tabel 5. R-square model Morning Students and Evening Students

Variable	R Square	
	Morning Students	Evening Students
Motivation for Completing Thesis	0.619	0.772

Based on Table 5. R Square value is 0.619, meaning that 61.9% of the variation or change in motivation is influenced by self-efficacy, achievement needs, campus environment and learning methods while the remaining 39.1% is explained by other reasons. R Square for the evening student model is 0.772, this means that 77.2% of the variation or change in motivation is influenced by self-efficacy, achievement needs, campus environment and learning methods while the remaining 12.8% is explained by other reasons.

Testing the results of the morning and evening regular student bootstrap showed that in the morning regular student self-efficacy, achievement needs and campus environment affect motivation in completing thesis. Meanwhile, for regular night students, only the variable needs for achievement and the campus environment affect students in completing their thesis.

Table 6. Hypothesis Testing

Effect	T-statistic			
	Morning	Conclusion	Evening	Conclusion
Self-Efficacy → Motivation	2,392	significant	1,835	Not significant
Need For Achievement → Motivation	3,451	significant	2,130	significant
Campus Environment → Motivation	2,976	significant	3,233	significant
Lecturer Learning Methods → Motivation	1,636	Not significant	0,919	Not significant

Table 7. Coefficient of Variable Effect on Student Motivation in Completing Thesis

The Effect of Variables on Motivation	Morning Students	Evening Students
Self-Efficacy	0.291	-
Need For Achievement	0.319	0.555
Campus Environment	0.375	0.403
Lecturer Learning Methods	-	-

Based on Table 6, it can be seen that the intrinsic and extrinsic factors that influence students in completing theses for regular students are different in the morning and evening. Variables that affect student motivation in the morning and evening are different. For morning students, the intrinsic factors that influence student motivation to complete thesis are self-efficacy and need for achievement. Self-efficacy affects student motivation to complete thesis, strengthens research results [22], [23] and [24]. The need for achievement affects the motivation of students to complete the thesis, in line with the results of research [25], [26], and [27]. The extrinsic factor that affects the motivation of regular morning students in completing the thesis is only the campus environment, this supports the results of research [28], [29], and [30].

Based on Table 7, it can be seen that students are regular at night, the intrinsic factor that affects students' motivation to complete the thesis is only the need for achievement, this is in line with research [26] and [27]. The extrinsic factor that affects students in completing their thesis is only the campus environment, this supports the results of research [30] and [29].

The magnitude of the influence of each variable on student motivation in completing the thesis. In the morning regular students, there are two dominant variables that influence student motivation in completing the thesis, namely the campus environment by 37.5% and the need for achievement of 31.9%. This shows that regular morning students are influenced by the campus environment including their friends, lecturers, campus regulations, and dictionary facilities. In addition, it is also influenced by the need for students to excel, namely the desire of students to be recognized as graduates, have the ability, and the desire to quickly get a job.

For regular night students, the need for achievement is the dominant variable that affects student motivation in completing thesis, which is 55.5%, this is because the majority of regular night students are already working, so they are more motivated to graduate soon and there is an increase in salary or position at work. . The influence of the campus environment is also quite large in influencing the motivation of regular night students in completing the thesis, which is 40.3%. This means that friends and lecturers or campus facilities and infrastructure still have a great influence on student motivation in completing thesis.

5. Conclusions And Suggestions

1. Self-efficacy affects the motivation of regular morning students in completing thesis by 29.1%. The higher the student's self-efficacy, the higher the student's motivation in completing the thesis.
2. The need for achievement affects the motivation of regular morning students in completing the thesis by 31.9%. The higher the need for student achievement, the higher the student's motivation in completing the thesis.
3. The campus environment affects the motivation of regular morning students in completing the thesis by 37.5%. The more supportive the campus environment, the higher the student's motivation in completing the thesis.
4. The need for achievement affects the motivation of regular night students in completing the thesis by 55.5%. The higher the need for student achievement, the higher the student's motivation in completing the thesis.
5. The campus environment affects the motivation of regular night students in completing the thesis by 40.3%. The more supportive the campus environment, the higher the student's motivation in completing the thesis.

Based on the conclusions above, the suggestions that can be given are as follows:

1. To increase student motivation in completing thesis, it can be done by increasing self-efficacy, especially student perseverance in completing thesis, this can be done by supervisors who regularly remind students to continuously conduct thesis guidance.
2. To increase students' motivation in completing theses, this is done by increasing the need for planned achievement, especially in reminding students of future work plans or positions.
3. Increase motivation to complete the thesis, improve the comfort of the campus environment, especially creating a good relationship between students and lecturers.

References

- [1] Dinda Ayu Novariandhini, Melly Latifah. Harga Diri, Efikasi Diri, Motivasi Belajar, Dan Prestasi Akademik Siswa Sma Pada Berbagai Model Pembelajaran. *J Ilmu Kel Konsum* [Internet]. 2012 [Cited 2021 Dec 20];5(2). Available From: <https://doi.org/10.24156/jikk.2012.5.2.138>
- [2] Saleh M. Pengaruh Motivasi, Faktor Keluarga, Lingkungan Kampus Dan Aktif Berorganisasi Terhadap Prestasi Akademik. Vol. 4, *Jurnal Phenomenon*. 2014.
- [3] Winardi. *Kepemimpinan Dalam Manajemen*. Jakarta: Pt. Aneka Cipta; 2016.
- [4] Handayani F, Nurwidawati D. Hubungan Antara Self Efficacy Dengan Prestasi Belajar Siswa Akselerasi.
- [5] Susrawan Ina. Penerapan Metode Pembelajaran Inovatif (Talking Stick Dan Ekstrim) Untuk Meningkatkan Aktivitas Dan Hasil Belajar Keterampilan Berbicara Siswa Kelas X Sma N 1 Kubu Karangasem. *J Bakti Sar*. 2015;04(01).
- [6] Pranitasari D. Intrinsic And Extrinsic Factors To Affect Students Learning Motivation. *Int J Appl Bus Econ Res* [Internet]. 2017;15(25). Available From: <http://www.serialsjournals.com>
- [7] Ernawati, Nasir Am. Volume 1 Nomor 2, Agustus 2018 Halaman 31 Dari 44. *J Penelit Mat Dan Pendidik Mat*. 2018;31-44.
- [8] Omrod J. *Psikologi Pendidikan : Membantu Siswa Tumbuh Dan Berkembang*. Jakarta: Erlangga; 2019.

- [9] Hasanah U, Dewi Nr, Rosyida I. Prisma, Prosiding Seminar Nasional Matematika. 2019; Available From: <https://Journal.Unnes.Ac.Id/Sju/Index.Php/Prisma/>
- [10] Yunianti E, Jaeng M, Mustamin D. Pengaruh Model Pembelajaran Dan Self-Efficacy Terhadap Hasil Belajar Matematika Siswa Sma Negeri 1 Parigi.
- [11] Setyowati. Analisis Motivasi Berprestasi Siswa Kelas V Sd Negeri Slerok 4 Kota Tegal. 2016.
- [12] Sipahutar Ie, Manurung H. Pengaruh Lingkungan Kampus Terhadap Motivasi Belajar Mahasiswa Fakultas Ekonomi Universitas Sisingamangaraja Xii Tapanuli. Vol. 1.
- [13] Pranitasari D, Trianah L, Taufik M. Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Motivasi Kerja. *Media Manaj Jasa*. 2018;6(2):18–29.
- [14] Pranitasari D, Rini C, Kusumawardani W. Pengaruh Stress Kerja Dan Lingkungan Kerja Terhadap Keterlibatan Kerja Dan Etika Kerja. Vol. 9. Online; 2021.
- [15] Pranitasari D, Saputri Cb. Pengaruh Budaya Organisasi Dan Lingkungan Kerja Terhadap Motivasi Kerja Serta Dampaknya Terhadap Kepuasan Kerja Karyawan Diah. *Jurnal Ris Manaj Sains Indones*. 2020;11(1):287.
- [16] Kawet Rs. Pengaruh Metode Pembelajaran Dan Minat Belajar Mahasiswa Terhadap Hasil Belajar Manajemen Konstruksi. *J Teknol Pendidik*. 2017;19(3).
- [17] Pranitasari D, Trianah L. Evaluation Of Small Trade Extension Programs. 2020;132(Aicmar 2019):26–30.
- [18] Pranitasari D, Noersanti L. Intrinsic And Extrinsic Factors To Affect (Case Study On The First Degree Students In Stie Indonesia). *Int J Appl Bus Econ Res*. 2017;15(25):1–8.
- [19] Pranitasari, Diah; Zahara Sf. Kepuasan Kerja Karyawan Pada. *Media Manaj Jasa*. 2020;8(1):29–39.
- [20] Ghozali I. Model Persamaan Struktural Konsep Dan Aplikasi Dengan Program Amos 24 Update Bayesian Sem. 7th Ed. Semarang: Badan Penerbit Universitas Diponegoro; 2017.
- [21] F. Hair Jr J, Sarstedt M, Hopkins L, G. Kuppelwieser V. Partial Least Squares Structural Equation Modeling (Pls-Sem). *Eur Bus Rev [Internet]*. 2014 Mar 4;26(2):106–21. Available From: <https://Www.Emerald.Com/Insight/Content/Doi/10.1108/Ebr-10-2013-0128/Full/Html>
- [22] Aqzayunarsih, Hala Y, Hartati. Pengaruh Efikasi Diri Dan Regulasi Diri Terhadap Motivasi Belajar Dan Hasil Belajar Biologi Siswa Xi Mia Sman Di Kota Palopo. 2019;(6).
- [23] Sucitno F, Sumarna N, Silondae Dp. Pengaruh Self-Efficacy Terhadap Motivasi Belajar Pada Siswa. *J Sublimapsi*. 2020;1(3):197–202.
- [24] Yulyani Rd. Pengaruh Efikasi Diri Terhadap Kemandirian Belajar Dengan Motivasi Belajar Sebagai Variabel Intervening. *Jo*. 2021;6(1).
- [25] Sujawo. Pengembangan Dosen Berkelanjutan. 2001;
- [26] Sujarwo. Motivasi Berprestasi Sebagai Salah Satu Perhatian Dalam Memilih Strategi Pembelajaran. *Maj Ilm Pembelajaran*. 2011;7(2).
- [27] Ridha M. Teori Motivasi McClelland Dan Implikasinya Dalam Pembelajaran Pai. *Palapa*. 2020;8(1):1–16.
- [28] Curahman. Pengaruh Lingkungan Kampus, Motivasi Mahasiswa Dan Faktor-Faktor Terhadap Prestasi Belajar Mahasiswa Akuntansi Di Kabupaten Subang. *Prism (Platform Ris Mhs Akuntansi)*. 2020;1(4):99–111.
- [29] Ulum Thm. Pengaruh Motivasi Belajar Dan Lingkungan Kampus Terhadap Prestasi Belajar Pendidikan Kesehatan Holistik Mahasiswa Keperawatan Stikes Madani

- Yogyakarta. 2018;
- [30] Aulawi H. Peningkatan Motivasi Belajar Dipengaruhi Oleh Lingkungan Kampus. *J Adm Kant.* 2017;5(1):115–22.