Examining the Impact of Learning Motivation and Campus Environment on Students' Performance in Arabic Reading (*Muthala'ah*): A Study at UIN Datokarama Palu

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Abstract

This study examines the effect of learning motivation and campus environment on learning outcomes in Muthala'ah courses for PBA UIN Datokarama Palu students. The method used is a quantitative approach with a correlational design and multiple linear regression analysis techniques. The study population consisted of 54 6th-semester students, with a saturated sampling technique. The results showed that learning motivation had a significant effect on learning outcomes, with a significance value of $0,006 < 0,05$ and a t_{count} value of $2,892 > 2,007$ (t_{table}), and the campus environment also had a significant effect, with a significance value of $0,037 < 0,05$ and a t_{count} value of $2,147 > 2,007$ (t_{table}). Both variables had a significant effect with a significance value of $0,000 < 0,05$ and an f_{count} value of $14,192 > 3,18$ (f_{table}). The coefficient of determination (R^2) obtained is 33,2%, which indicates that the variation in learning outcomes can be explained by learning motivation and campus environment, while 66,8% is influenced by other variables not studied. Based on these conclusions, it is recommended that students be actively involved in the learning process and various activities that enrich their understanding in the Muthala'ah course. Teachers are expected to develop interactive and contextual learning methods and motivate students to be active in academic and non-academic activities. The campus also needs to provide more facilities and supporting programs, as well as improve learning facilities and infrastructure, so that the academic environment becomes more conducive to the development of students' knowledge and skills.

Keywords: *Learning Motivation, Campus Environment, Students' Achievement*

Abstrak

Penelitian ini menguji pengaruh motivasi belajar dan lingkungan kampus terhadap hasil belajar pada mata kuliah Muthala'ah mahasiswa PBA UIN Datokarama Palu. Metode yang digunakan adalah pendekatan kuantitatif dengan desain korelasional dan teknik analisis regresi linier berganda. Populasi

penelitian terdiri dari 54 mahasiswa semester 6, dengan teknik pengambilan sampel jenuh. Hasil penelitian menunjukkan bahwa motivasi belajar berpengaruh signifikan terhadap hasil belajar, dengan nilai signifikansi 0,006 < 0,05 dan nilai t_{hitung} 2,892 > 2,007 (t_{tabel}), dan lingkungan kampus juga berpengaruh signifikan, dengan nilai signifikansi 0,037 < 0,05 dan nilai t_{hitung} 2,147 > 2,007 (t_{tabel}). Kedua variabel tersebut berpengaruh signifikan dengan nilai signifikansi sebesar 0,000 < 0,05 dan nilai f_{hitung} sebesar 14,192 > 3,18 (f_{tabel}). Nilai koefisien determinasi (R^2) yang diperoleh sebesar 33,2% yang menunjukkan bahwa variasi hasil belajar dapat dijelaskan oleh motivasi belajar dan lingkungan kampus, sedangkan 66,8% dipengaruhi oleh variabel lain yang tidak diteliti. Berdasarkan kesimpulan tersebut, disarankan agar mahasiswa aktif terlibat dalam proses pembelajaran dan berbagai kegiatan yang memperkaya pemahaman dalam mata kuliah Muthala'ah. Pengajar diharapkan mengembangkan metode pembelajaran interaktif dan kontekstual, serta memotivasi mahasiswa untuk aktif dalam kegiatan akademik dan non-akademik. Pihak kampus juga perlu menyediakan lebih banyak fasilitas dan program pendukung, serta meningkatkan sarana dan prasarana pembelajaran agar lingkungan akademik menjadi lebih kondusif untuk pengembangan ilmu dan keterampilan mahasiswa.

Kata Kunci: *Motivasi Belajar, Lingkungan Kampus, Hasil Belajar*

Introduction

According to Redja Mudyahardjo in Tajuddin Noor, education is equated with life. Education is a learning experience[1], an investment that can shape the future of a person and a nation. Only with one word, but able to have such a great influence on a person. In addition to adding insight and knowledge, education can shape character, mindset, and skills.

In an era where changes are increasingly felt, it is possible that education can be the key to opening opportunities, creating innovations, and building a society that is more qualified, open-minded, and understanding of human values. This is what can be called the purpose of education. To achieve the intended goal, it is not an easy task, but it requires the right steps. One way to achieve educational goals is to improve learning outcomes, which result from the learning process that demonstrates the achievement of learning objectives.[2]

Based on a preliminary study conducted by asking for a copy of the *Muthāla'ah* course grades of 2022 students, it was seen that most students obtained relatively low grades. This study aims to determine whether learning motivation and campus environment affect low grades. Researchers chose learning motivation and campus environment as the main focus in this study.

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[1] T. Noor, *Pasal 3 Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003*, 125, dalam 1347-Article Text-3795-1-10-20180702.pdf.

[2] Jaka Dwi Nugraha dan Restiawati, "Pengaruh Motivasi Belajar dan Lingkungan Keluarga terhadap Hasil Belajar Mahasiswa," *Jurnal Pena Edukasi* 10, no. 1 (2023): 27,

This is because every individual has a desire inherent within them, and this desire will be realized if it is supported by strong motivation. In addition, the selection of the campus environment as a research variable is based on the fact that the various activities carried out by students are closely related to the campus environment, especially lecture activities. Campus plays an important role in students' educational experience.

Based on the available grade documentation, researchers are interested in conducting research to analyze the influence of learning motivation variables and campus environment on students' achievement in *Muthāla'ah* courses. This research is motivated by the phenomenon of low academic achievement of students in the course, so an empirical investigation is needed to measure the significance and how much the two independent variables have on the dependent variable. This study aims to quantify the contribution of each factor through multiple linear regression analysis.

Learning Motivation

The definition of learning motivation is the emergence of encouragement or a type of positive energy in a person so that it moves that person to make changes, both in knowledge, skills, and behavior. Learning is not only carried out while sitting on the education bench but can be carried out anywhere and anytime, regardless of time or place. However, in this research, the learning motivation in question focuses on education, more precisely, the motivation to learn in the *Muthala'ah* course.

Saputra et al. in Rahayu said that if a person's learning motivation is high, it is likely that learning outcomes will increase. Meanwhile, if the learning motivation is low, the learning outcomes that will be achieved will be less than optimal. Learning outcomes are the achievement of a change in behavior that is permanent in the affective, cognitive, and psychomotor domains in student learning activities within a certain period of time.[3] Uno in Herwati et al. states that learning motivation is an internal and external drive that is learning to have behavior learned, generally with several indicators or supporting elements. These indicators, among others, are a) the desire to succeed, b) encouragement and needs in learning, c) hopes and future goals, d) appreciation in learning, and e) a conducive learning environment.[4]

Motivation can generally be divided into two, namely: a) If a student feels enjoyment, liking, and challenged to learn and master a subject matter without expecting praise from teachers or parents, this is an example of intrinsic motivation. So intrinsic motivation is the internal motivation to do something for its own sake (a goal that is compatible with the activity itself). For example, a

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[3] Dwi Suci Rahayu dan N. Trisnawati, "Pengaruh Lingkungan Keluarga dan Fasilitas Belajar terhadap Hasil Belajar melalui Motivasi Belajar," *Prima Magistra: Jurnal Ilmiah Kependidikan* 2, no. 2 (2021): 213

[4] Herwati, *Motivasi dalam Pendidikan* (PT. Literasi Nusantara Abadi Grup, 2023), dalam file *Motivasi dalam Pendidikan.pdf*.

student studies hard because he likes the material he is learning to master the material. Intrinsically motivated students may engage in an activity because it gives them pleasure, helps them develop skills they feel are important, or seems ethically and morally right to do. Students who have a high level of intrinsic motivation will focus and immerse themselves in an activity without regard to time and ignore other tasks. Woolfolk adds that the source of intrinsic motivation is the existence of internal factors, such as interest, needs, enjoyment, and curiosity. b) Extrinsic motivation is the force that drives individuals to do something to get something else (outside of the activity being performed). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for an exam with the aim of getting a good grade in the subject. Students who are extrinsically motivated due to external factors and unrelated to the task at hand may want good grades, money, or recognition for special activities and achievements. Basically, they are motivated to do something as a means to achieve other goals, not as the direct goal of the learning activity, which is to master the material or things learned.[5]

Campus Environments

The environment is one of the important elements in the process of implementing education. Of course, a conducive, safe, and comfortable educational environment will greatly support the implementation of educational goals expected by all parties, both by parents, teachers/educators, the community, and even by the government as a policymaker for the implementation of the national education system, where one of the goals is to build Indonesian humans who have faith, devotion, character, knowledge, physical and spiritual health, and so on.[6] The campus environment includes all things that are influential and meaningful to students while undergoing the lecture process on campus, both the social environment and the non-social environment (physical and academic environment).[7]

The campus environment can be divided into two groups, namely: a) the physical environment is all physical facilities on campus that can support the smooth educational process in lectures. Learning infrastructure standards consist of at least land, classrooms, libraries, laboratories/studios/workshops, facilities for exercising, work/production units, rooms for learning arts, activity unit rooms for students, college leadership rooms, lecturer rooms, administrative

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[5] Fadhilah Suralaga, *Psikologi Pendidikan: Implikasi dalam Pembelajaran* (Jakarta: Rajawali Printing, 2021), dalam *Psikologi Pendidikan Implikasi dalam Pembelajaran by Fadhilah Suralaga (z-lib.org).pdf*.

[6] Nurul Al Ubaidah, dkk., "Lingkungan Pendidikan dalam Pendidikan Karakter," *Jurnal Multidisiplin Indonesia* 2, no. 6 (2023): 8

[7] A. Wibowo, "Hubungan Lingkungan Kampus, Pola Asuh Orang Tua dan Motivasi Berprestasi Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta," *Humanika* 16, no. 1 (2016): 33–57

rooms, and public facilities. As for the standard of learning facilities, which at least consists of furniture, educational equipment, educational media, books, electronic books, and repositories, information and communication technology facilities, experimental instrumentation, facilities for exercising, facilities for the arts, facilities for public facilities, consumables, and maintenance, safety, and security facilities, b) the social environment is all people or other humans who can influence other humans in the campus environment.[8]

Students' Achievement

Students' achievements are related to learning activities because learning activities are a process, while students' achievements are the results that a person achieves after experiencing the learning process by first evaluating the learning process carried out. To understand the meaning of students' achievement, it must start from the definition of learning itself.[9] In general, "learning achievement" can be interpreted as a positive result achieved by students, individually and as a group, after completing the learning process.[10]

Students' achievements are changes obtained by students after experiencing learning activities. The changes obtained depend on what students learn. The learning outcomes produced by students depend on the learning process.[11] Dimyati and Mudjiono in Anny Sulastri et al. suggest that students' achievements are the results shown from an interaction of learning actions and are usually indicated by test scores given by the teacher.[12] Therefore, the theory of Dimyati and Mudjiono is more appropriate to use because the students' achievement referred to in this study is test scores in *Muthala'ah* courses.

The *Muthala'ah* Course

In learning Arabic, there are four maharah (skills) that need to be achieved, namely *maharatul istima'*, *maharatul kalam*, *maharatul qira'ah*, and *maharatul kitabah*. The four *maharah* can be learned at once in the subject of *muthala'ah*. *Muthala'ah* activities are a way of teaching where the teacher provides teaching material by repeating the material in the hope that students

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[8] Curahman, "Pengaruh Lingkungan Kampus, Motivasi Mahasiswa dan Faktor-Faktor terhadap Prestasi Belajar Mahasiswa Akuntansi di Kabupaten Subang," *Prisma (Platform Riset Mahasiswa Akuntansi)* 1, no. 4 (2020): 104

[9] Jafar Sidik, & Nursyam. (2020). Pengaruh Profesionalisme Guru Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Di Madrasah Tsanawiyah Negeri Model Palu. *Al-Bariq: Jurnal Pendidikan Bahasa Arab*, *1*(2) (2020), 51

[10] Sa'ad, Sagaf S. Pettalongi, Mohamad Idhan, dan Nurdin, "The Influence of School Cultural Values in Improving Students' Learning Achievement in Senior High School in Palu City," *Journal of Advanced Education and Sciences* 5, no. 2 (2025): 2–3

[11] Purwaningsih, "Peningkatan Hasil Belajar Melalui Model Pembelajaran Penemuan pada Peserta Didik Kelas VIII SMP Negeri 8 Cikarang Utara Kabupaten Bekasi," *EDUCATOR: Jurnal Inovasi Tenaga Pendidik dan Kependidikan* 2, no. 4 (2023): 423

[12] A. Sulastri dan E. P. Uliyanti, "Peningkatan Hasil Belajar Siswa dalam Pembelajaran Ilmu Pengetahuan Alam dengan Menggunakan Media Gambar di Kelas III," n.d., 3.

can remember the material presented longer. *Muthala'ah* activities are a way of teaching where the teacher provides teaching material by repeating the material in the hope that students can remember the material presented longer. One important process in learning is repetition/practice, or repeated practice. Both mental exercises, where a person imagines himself doing certain actions, and motor exercises, namely doing real actions, are important memory aids. The repetition method was used by the Prophet when explaining something important for the Companions to remember. [13]

Muthala'ah is one of the important courses that need to be learned by Arabic Language Education students of UIN Datokarama Palu. In the learning process, students are trained gradually to pronounce Arabic texts in turn, while other students listen while waiting for their turn. In addition, lecturers also often give assignments to students to write texts in Arabic. Thus, *Muthala'ah* covers four *maharah* in Arabic language learning.

Method

The approach used in this research is quantitative. The research design used is a correlational design using multiple regression analysis techniques. The population in this study was all 6th semester Arabic Language Education Study Program students of UIN Datokarama Palu, as many as 54 people. The selection of 6th semester students as research subjects is because the course under study was taught in semester 4, so that these students have passed the learning process in the previous *Muthala'ah* course. While the sample used by researchers is a saturated sampling technique.

In this study, there are two independent variables, namely learning motivation (X_1) and campus environment (X_2), while the dependent variable analyzed is students' achievement in the *Muthala'ah* Course (Y). The instruments used for data collection include documentation of students' achievement in the form of exam scores in *Muthala'ah* courses and questionnaires/surveys using a Likert scale. The questionnaire will be distributed via a Google Form link to the research sample to obtain relevant data and information needed in the analysis.

The validity test of the instrument in this study was analyzed using the Pearson product-moment correlation test on SPSS 25, while the reliability test was carried out using the Cronbach's alpha formula. As part of the requirements test, a normality test was conducted as measured by the Kolmogorov-Smirnov Goodness of Fit Test. To detect multicollinearity, VIF (Variance Inflation Factor) or tolerance was used, while the heteroscedasticity test was analyzed through a scatterplot graph. This study also applied multiple linear regression tests, where hypotheses were tested using the T-test and F-test. To find out how much influence the independent variables X_1 and X_2 have on Y, the coefficient of determination was tested.

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[13] Abdul Kadir, dkk., *Al-Muthala'ah 2022* (Bandung: Widina Media Utama, 2022), iii

Results and Discussion

1. Data Description

This research was conducted on 6th semester students of the Arabic Language Education Study Program of Universitas Islam Negeri Datokarama Palu, located in Pombewe, Sigi Biromaru District, Sigi Regency, Central Sulawesi, with zip code 94362, Indonesia. For data collection, this study utilized a Google Forms link form (questionnaire) as a research instrument distributed to 8th semester students as respondents to be tested, as well as to 6th semester students who were sampled in this study. The questionnaire distributed to 8th semester students as an instrument trial had as many as 20 statement items for variable X_1 (Motivation to Learn) and 12 statement items for variable X_2 (Campus Environment). This trial was conducted from March 12, 2025 to March 14, 2025, involving 30 respondents, and showed adequate validity with 24 statement items declared valid so that the questionnaire could be used for further research. Furthermore, the main research was conducted from March 20 to March 31, 2025, involving 54 respondents as the research sample.

2. Data Analysis Techniques

The instrument validity test in this study was conducted on 30 8th-semester students of the Arabic Language Education Study Program at UIN Datokarama Palu, with a questionnaire consisting of 20 statement items for the Learning Motivation variable (X_1) and 12 statement items for the Campus Environment variable (X_2). The statement items were then analyzed using the Pearson product moment correlation test through SPSS 25. Based on the table of r Product Moment values for N = 30 with a significance level of 5%, the r_{table} value listed is 0.361. The analysis results show that there are 4 statement items for variable X_1 and 4 statement items for variable X_2 that do not meet the validity criteria. Therefore, in this study only 24 statement items will be used, consisting of 16 items for variable X_1 and 8 items for variable X_2.

The results of the reliability test that has been carried out are presented in a summary form, which can be seen in the following table:

Table 1. Cronbach's Alpha Coefficient Interpretation Guidelines

Variable	Reliability	Interpretation
Learning Motivation	0,877	High
Campus Environment	0,739	Fair

This shows that the instruments used for each variable are declared reliable and suitable for use in this study.

Table 2. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.21743408
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.051
Test Statistic		.102
Asymp. Sig. (2-tailed)		.200[c,d]

In Table 2, there is an unstandardized residual value of 0.200 > 0.05. This indicates that the data contributes normally, given that the value exceeds the predetermined significance level of 0.05.

Table 3. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.148	9.154		3.183	.002		
	MOTIVASI BELAJAR	.530	.183	.389	2.892	.006	.697	1.434
	LINGKUNGAN KAMPUS	.617	.287	.289	2.147	.037	.697	1.434

a. Dependent Variable: HASIL BELAJAR

Table 3 shows that the VIF value for the independent variables was recorded at 1,434 < 10. This value indicates that there is no multicollinearity problem, as the VIF value is below the value of 10. In addition, the tolerance value recorded at 0.697 > 0.10 also indicates that there is no multicollinearity problem, as the value is greater than 0.10.

Figure 1. Heteroscedasticity Test Result

Scatterplot
Dependent Variable: HASIL BELAJAR
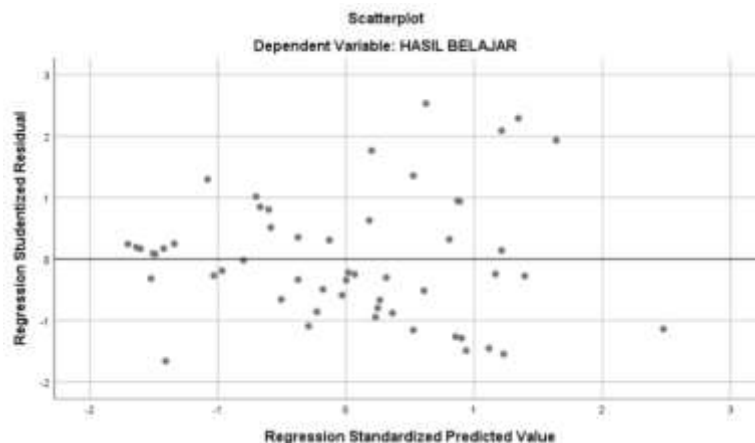
The picture above shows that the residual data distribution spreads below and above the number 0 on the Y axis and does not form a certain pattern; thus, this research data does not exhibit heteroscedasticity symptoms.

To further ensure that there are no symptoms of heteroscedasticity, researchers have carried out the Glejser test with the results obtained as follows:

Table 4. Glacier Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12.631	4.885		-2.586	.013
	Motivasi Belajar	.182	.098	.271	1.864	.068
	Lingkungan Kampus	.308	.153	.292	2.009	.050

a. Dependent Variable: ABS_RES

In the table above, it shows that the Learning Motivation (X_1) variable has a significance value of $0.068 \geq 0.05$, while the Campus Environment (X_2) variable has a significance value of $0.050 \geq 0.05$. Thus, it can be concluded that there are no symptoms of heteroscedasticity in the regression model analyzed.

Table 5. Multiple Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.140	9.154		3.183	.002		
	MOTIVASI BELAJAR	.530	.183	.389	2.892	.006	.697	1.434
	LINGKUNGAN KAMPUS	.617	.287	.289	2.147	.037	.697	1.434

a. Dependent Variable: HASIL BELAJAR

In table 4, the regression equation form of the model is as follows:

$Y = \alpha + b_1 X_1 + b_2 X_2$

$Y = 29.140 + 0.530 + 0.617$

The above equation shows that the independent variables, namely learning motivation (X_1) and campus environment (X_2) have a positive direction on the dependent variable, namely students' achievement in *Muthala'ah* Subject (Y).

a. The constant value shows 29.140; this means that if the independent variables, namely Learning Motivation (X_1) and Campus Environment (X_2), have a value of 0, then the Students' Achievement variable in *Muthala'ah* Course (Y) is 29.140.

b. The regression coefficient value of learning motivation (X_1) is 0.530 and is positive. This shows that if the learning motivation variable (X_1) increases by 1 unit, the students' achievement in *Muthala'ah* subjects (Y) will increase by 0.530.

c. The regression coefficient value of Campus Environment (X_2) is 0.617 and is positive. This shows that if the Campus Environment variable (X_2) increases by 1 unit, then the students' achievement in *Muthala'ah* subjects (Y) will increase by 0.617.

Table 6. T Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	29.140	9.154		3.183	.002		
	MOTIVASI BELAJAR	.530	.183	.389	2.892	.006	.697	1.434
	LINGKUNGAN KAMPUS	.617	.287	.289	2.147	.037	.697	1.434

a. Dependent Variable: HASIL BELAJAR

From the results above, it can be concluded that the significance value of the learning motivation variable (X_1) is 0.006 < 0.05 and the t-count value is 2,892 > 2,007. If the significance value is < 0.05 and the t_{count} value > 2,007 (t_{table}), then H_a is accepted and H_0 is rejected. The conclusion is that learning motivation has a positive and significant partial effect on students' achievement in the *Muthala'ah* Course for PBA students of UIN Datokarama Palu.

Then for the campus environment variable (X_2) has a significance value of 0.037 < 0.05 and a t_{count} value of 2.147 > 2.007. The significance value is < 0.05, and the value is of t_{count} > 2.007 (t_{table}), then H_a is accepted and H_0 is rejected. In conclusion, campus environment has a positive and significant partial effect on students' achievement in the *Muthala'ah* course for PBA students of UIN Datokarama Palu.

Table 7. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1536.584	2	768.292	14.192	.000[b]
	Residual	2760.842	51	54.134		
	Total	4297.426	53			

a. Dependent Variable: HASIL BELAJAR

b. Predictors: (Constant), LINGKUNGAN KAMPUS, MOTIVASI BELAJAR

From the results above, it can be concluded that the significance value is 0.000 < 0.05 and the f_{count} value is 14.192 > 3.18. If the significance value is < 0.05 and the f_{count} value is > 3.18 (f_{table}) then H_a is accepted and H_0 is rejected. The conclusion is that learning motivation and campus environment together (simultaneously) have a positive and significant effect on students' achievement in the *Muthala'ah* Course for PBA Students of UIN Datokarama Palu.

Table 8. Determinant Coefficient Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598[a]	.358	.332	7.358

a. Predictors: (Constant), LINGKUNGAN KAMPUS, MOTIVASI BELAJAR

b. Dependent Variable: HASIL BELAJAR

Based on the analysis conducted, the coefficient of determination (R^2) obtained is 0.332, indicating that learning motivation and campus environment have an effect of 33.2% on students' achievement in the *Muthala'ah* Course. Meanwhile, another 66.8% is influenced by variables not discussed in this study.

The results of this study support the first hypothesis that learning motivation has a positive and significant effect on students' achievement in the *Muthala'ah* Course for PBA UIN Datokarama Palu students. This research is in line with the results of previous studies, one of which is research conducted by Pia Fatmawati et al. The results showed a positive and significant influence of learning motivation and students' Grade Point Average (GPA). In other words, the higher the learning motivation of a student, the greater the opportunity to achieve better academic performance.[14] Then, the results of Amalia and Adistana's research show that there is a positive correlation between the level of learning motivation and students' achievement; that is, the higher the level of learning motivation, the higher the students' achievement.[15] According to Rahman in Fatmawati, motivation in learning is essential because motivation will greatly affect students' achievement. Individuals who have high learning motivation tend to view learning as a necessity and have confidence that their efforts can lead to success.[16] With high learning motivation, students' achievement will show significant improvement.

This research is in line with the results of previous studies, one of which is research conducted by Azhari and Masitah. The results showed that the student learning environment has a close relationship with students' achievement. The better the student learning environment, the better the

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[14] Fatmawati, P. dkk. (2024). Pengaruh Motivasi Belajar Bahasa Arab Terhadap Hasil IPK Mahasiswa Pendidikan Bahasa Arab UIN Banten. *Jurnal Intelek Insan Cendikia*, *1*(1), 7775. 151.+PENGARUH+MOTIVASI+BELAJAR+BAHASA+ARAB+TERHADAP+HASIL+IPK+MA HASWA.pdf.

[15] Amalia, R., & Adistana, G. A. Y. P. (2024). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Mata Pelajaran Estimasi Biaya Konstruksi. *Jurnal Kajian Pendidikan Teknik Bangunan*, *9*(1), 60. adminjkptb,+Artikel+Riska+Amalia+Revisi.pdf.

[16] Irawan, A. I., Aliyah, N. D., & Darmawan, D. (2024). Pengaruh Lingkungan Keluarga, Kemandirian Belajar, dan Media Belajar terhadap Motivasi Belajar Siswa di MI Babussalam Krian Sidoarjo. *Journal on Education*, *6*(3), 16221. 5436-Article Text-16545-1-10-20240313.pdf.

performance.[17] According to Slameto in Purwani and Astuti, a conducive learning environment creates an atmosphere that supports effective learning so that students can achieve optimal student 'achievement.[18] With a conducive campus environment, PBA students' achievement in the *Muthala'ah* course has increased significantly. A conducive campus environment serves as an external driver that encourages students to be more active in the learning process and can increase student perseverance and discipline in facing academic challenges.

This research is in line with research conducted by Sulistyowati et al. which suggests that learning motivation and a good learning environment can improve students' achievement.[19] In addition, research by Desi et al. shows that learning motivation and learning environment have an influence on improving students' achievement.[20] With the interrelated learning motivation and campus environment, it will produce good student achievement, because high motivation encourages students to be more active in the learning process, while a conducive campus environment provides facilities, social support, and positive interactions, thus creating an atmosphere that supports optimal development of knowledge and skills. This shows that the synergy between motivation and learning environment is very important in achieving satisfactory academic performance.

Although the object of research conducted in previous studies is different from the object of research raised in this study, some of these studies still discuss the same topic, namely learning motivation and learning environment. Therefore, although the learning outcomes obtained in the courses or lessons studied in these studies vary, it can still be concluded that learning motivation and learning environment have a significant influence on students' achievement. This shows that both have an important role in determining academic success.

Conclusions and Suggestions

Based on the results of the discussion in this study regarding the effect of learning motivation and campus environment on students' achievement in the *Muthala'ah* Course for PBA UIN Datokarama Palu students. So, the conclusions that can be drawn from this research are as follows: 1) Learning motivation has a partial and significant effect on students' achievement in the *Muthala'ah* Course for PBA students of UIN Datokarama Palu. 2) Campus environment has a partial and significant effect on students' achievement in the *Muthala'ah* Course for PBA

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students of UIN Datokarama Palu. 3) Learning motivation and campus environment have a simultaneous and significant effect on students' achievement in the *Muthala'ah* Course for PBA students of UIN Datokarama Palu.

Based on the results of this study, which has several shortcomings, the author proposes several suggestions for students to remain proactive in the learning process and utilize the various resources available in the campus environment. Students need to continue to develop their knowledge and skills and participate in different academic activities that can enrich their understanding of the *Muthala'ah* course. Active involvement in such activities will not only improve academic competence but also broaden horizons and social networks that are beneficial to students' personal and professional development.

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