

## **Analysis of the Influence of Learning Environment, Learning Motivation, Social Support, Student Psychological Well-Being and Academic Performance**

**Huswatun Hasanah, Karmila, Julia Dwi Mawarni**  
Universitas Jambi, Indonesia

### ***Abstract***

*This study aims to analyze the influence of learning environment, learning motivation, social support, psychological well-being of students and academic performance at Jambi university. This study uses a quantitative approach and the data collection technique is in the form of distributing questionnaires and collecting questionnaires (surveys) through Google Forms. Respondents selected in this study were Jambi University students with a sample size of 103 people from a total population of 10,000 people. The data analysis technique used in this research is Partial Least Squares-Structural Equation Modeling (PLS-SEM) to develop a model that describes the relationship between variables. The results of this study indicate that in the first hypothesis, social support has a P value of 0.037 which indicates a significant influence on academic performance. In the second hypothesis, learning motivation has a P-value of 0.075 which also shows a significant influence on academic performance. Finally, in the third hypothesis, the learning environment has a P-value of 0.522, which shows a significant influence on academic performance. Therefore, this study concludes that social support, learning motivation, and learning environment have a positive and significant influence on students' academic performance. Therefore, improving students' academic performance can be achieved through increasing social support, motivation, and learning environment. This study uses a quantitative approach and the data collection technique is in the form of distributing questionnaires and collecting questionnaires (surveys) through Google Forms. Respondents selected in this study were Jambi University students with a sample size of 103 people from a total population of 8,968 people. The data analysis technique used in this research is Partial Least Squares-Structural Equation Modeling (PLS-SEM) to develop a model that describes the relationship between variables. The results of this study indicate that in the first hypothesis, social support has a P-value of 0.037 which indicates a significant influence on academic performance. In the second hypothesis, learning motivation has a P-value of 0.075 which also shows a significant influence on academic performance. Finally, in the third hypothesis, the learning environment has a P-value of 0.522, which shows a significant influence on academic performance. Therefore, this study concludes that social support, learning motivation, and learning environment have a positive and significant influence on students' academic performance. Therefore, improving students' academic performance can be achieved through increasing social support, motivation, and learning environment.*

**Keywords:** Influence of learning environment, learning motivation, social and psychological support. student, academic performance

## INTRODUCTION

The environment is an important part of student life. The environment is a place where an individual interacts. The environment is a place that directly influences every student's attitude, personality, behavior and actions. According to Munib (2016), a learning environment is a space where all living creatures, conditions, forces and all objects, including behavior and people, certainly have an influence on the welfare and continuity of life between living creatures and other creatures. The environment can also influence all aspects, such as aspects of education and life. In the era of globalization, the environment is also called the learning environment. As according to Janawi (2013), the learning environment is something that includes students carrying out learning activities.

These learning environment factors come from the physical environment and the social environment. This learning readiness is an important role in the learning process because with learning readiness, students will prepare themselves thoroughly. Readiness to learn is not only about how often students come to campus but also pays attention to their physical condition, mental condition and emotional condition. By being ready to learn, a student will feel motivated to optimize their learning process. has a positive effect on motivational elements such as direction, effort and persistence in learning (Zuo et al., 2022).

According to Mularsih & Karwono (2017) Readiness to learn or commonly known as readiness is a condition for an individual that allows each individual to learn. Readiness to learn does not just happen in the teaching and learning process, this is also reinforced by Sanjaya (2018) stating that readiness to learn is an attitude to receive the learning information provided, because receiving it must first put them in good condition psychologically and physically to receive it. input into learning.

According to Darsono (2011), factors that influence readiness to learn include physical conditions that are less conducive, in other words, if someone is sick, of course it will affect other factors that will interfere with the teaching and learning process, the next factor is psychological conditions that are less conducive, such as feelings of pressure and anxiety, in these conditions are very unfavorable in the smooth teaching and learning process. According to (Henny Erina Saurmauli 2020) learning motivation is a desire or driving force that arises in a person which can influence learning activities to be more effective so that learning goals can be achieved. As a student who will later become a professional in his field, he must have the main ability to meet the needs and demands of society in providing quality work results. This ability is greatly influenced by the motivation to become a quality alumnus. Students who have strong motivation will be very enthusiastic and never give up in carrying out learning activities.

Social support is an interpersonal relationship that involves providing assistance in the form of information, emotional attention, evaluation, and instrumental aid that individuals obtain through interaction with their environment. This support has emotional benefits or behavioral effects for the recipient, helping them overcome their problems (Kumalasari, 2012, p. 26). The role of social support in reducing social prejudice against new students with immigrant status can help them adapt to the new campus environment and gain recognition from the majority group on campus. According to Bastman, social support is advice, motivation, guidance, and showing a

way out given by the closest people during difficult times (Arie, 2019, p. 2). Widihapsari & Susilawati also stated that social support is a significant resource in dealing with difficult events in life and maintaining good physical and mental health. Social support provides emotional, informational, instrumental (such as financial), and evaluative functions (Naibaho, 2022, p. 5).

Sarafino stated that social support is a form of acceptance from a person or group towards an individual, creating the perception that they are loved, cared for, appreciated, and helped (Nuralisa, 2016, p. 5). This aligns with King's opinion that social support is the information and feedback provided by others, showing that the individual is respected, cared for, appreciated, and loved within a communication network (Oktavia, 2022, p. 257). Based on the sources of social support, an overseas student can receive it from family, friends, and the campus. Friends for an immigrant student can be categorized as fellow immigrants who are with them daily in the dormitory or new friends from the local area (Naibaho, 2022, p. 5).

According to Ryff and Keyes (1995), psychological well-being is the state of an individual who can realize themselves and function all their capacities, characterized by self-acceptance, environmental mastery, and continuous self-development. Psychological well-being is crucial for achieving success as a student. Every person desires a happy, healthy, and prosperous life, both physically and psychologically. One will feel happy or prosperous if their desires and hopes are achieved. Pieper and Uden (2006) define mental health as a condition where a person does not experience feelings of guilt towards themselves, has a realistic assessment of themselves, accepts their shortcomings, can face life problems, finds satisfaction in their social life, and experiences happiness in their life. Huppert (2009) also states that psychological well-being is a life that goes well, combining feeling good and functioning effectively. People with high psychological well-being feel happy, capable, supported, and satisfied with their lives. Additionally, Huppert (2009) also includes better physical health mediated by brain activation patterns, neurochemical effects, and genetic factors.

According to Sarwono (1978), a student is a prospective graduate involved in higher education. They are educated and expected to become candidates with intellectual attitudes in the future. Students who leave their home area to live temporarily in another area are called immigrant students. When someone decides to become an immigrant student, they are required to become independent individuals in solving all arising problems (Nina, 2014). Being an immigrant student is not easy, aside from student dissatisfaction, they often feel uncomfortable and unhappy.

Sumadi Suryabrata, in Nurbaya (2020), stated that academic achievement is the level of student success in achieving learning objectives after following the learning process of a predetermined program. Academic achievement is influenced by the grades obtained by students, expressed in the form of a Grade Point Average (GPA). GPA is the average score obtained by students after completing their courses, in accordance with the regulations of the Minister of Education and Culture of the Republic of Indonesia.

## METHODOLOGY

This research uses quantitative methods as an examination approach. According to (Creswell 2013) quantitative is a way of examining to focus attention on the relationship between factors. The factors introduced can be estimated using certain instruments so that information in the form of numbers obtained from research results can be used for investigations using factual methodology. The purpose of quantitative exploration is to show the speculation put forward by the analyst. The examination strategies used are irregular examination procedures, collecting research information using instruments, investigating information using quantitative examination with measurable-based information handling which aims to briefly test speculation or conjectures that have been established. In this review, experts use an overview strategy by distributing polls to respondents to understand the qualities, ratings, behavior and perspectives of respondents. Polls are circulated and collected via Google Structure. The information collection process was carried out on 103 respondents.

The review method provides an outline of information patterns, rather than offering in-depth clarification. Testing of information is carried out by looking at Cronbach alpha to see the truth value, normal and standard deviation are used to understand the impressive measurements, Pearson's correlation coefficient of the two items is used to relate the factors and the T test for differences in directing the factors, and half displays the primary condition from the box (PLS-SEM) for factors that have a good impact. Next, in determining the test, the scientists used the G Power application to dissect the strength of the sample.

For the survey limits in this exploratory examination, G Power was used to determine the small enough size required, and the complete examination means testing of 103 achieved a power of 0.93 . SEM-PLS is used to dissect information and relies on SmartPLS Variant 4 on certain techniques. The initial step is to test the estimation model to test the firm quality and legitimacy of the building. The next step provides an assessment of the basic model that tests the direct relationship between exogenous (autonomous) and endogenous (subordinate) factors (Hair, Hollingsworth, Randolph, and Chong, 2017).

The opinion poll instrument ready for this exam is structured into two parts. At the beginning of the opinion poll, the expert asked members to fill in the data section, the next section contains statements consisting of 34 of the 5 developments taken by scientists, consisting of the Influence of the Learning Environment (4 things) from research (Clarissa Almira Slsabila Majid 2023), Learning Motivation (5 things) from research (Dewi Suciati 2022), Social Support (5 things) (Moh. Fajar Noorrahman 2023), Psychological Well-being of Students (5 things) (Yopi Putri Ramadani 2023) and Academic Performance (5 things) (Sarah Diah Hartati 2022), everything is estimated on a Likert scale in general, firmly agree, agree, impartial, differ and strongly disagree. Furthermore, the poll was generally recognized by respondents

## **FINDINGS**

### **Description of Research Data**

Table 1. The description of research data

| Variables            | Demographics                   | Frequency (N-1719) | Percentage |
|----------------------|--------------------------------|--------------------|------------|
| Age                  | < 20 (1)                       | 87                 | 84.4       |
|                      | > 20 (2)                       | 16                 | 15.5       |
|                      | Total                          | 103                | 100.0      |
| Gender               | Male (1)                       | 28                 | 27.1       |
|                      | Female (2)                     | 76                 | 73.7       |
|                      | Total                          | 103                | 100.0      |
| Study Program /Prodi | Educational Administration (1) | 16                 | 15.5       |
|                      | Others (2)                     | 87                 | 84.4       |
|                      | Total                          | 103                | 100.0      |
| Force                | 202 0-2022 (1)                 | 87                 | 84.4       |
|                      | 202 3 (2)                      | 16                 | 15.5       |
|                      | Total                          | 103                | 100.0      |

Table 1  
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ng factual result, where from socioeconomics we can see that instructors are partitioned based on sufficient age, namely: <20 (87/84.4%), >20 (16/15.5%). Then it was also separated based on gender, namely male gender (28/27.1%) and female gender (76/73.7%), then study programs/study programs in educational administration programs (16/15.5% ) and p (87/84.4%), as well as the class of 2020-2022 (87/84.4%) and then the class of 2023 (16/15.5.8%).

### Data Analysis

PLS-SEM is used because it has good prescient capabilities, apart from that it is used for the process of examining information and speculative proposals using Brilliant PLS programming (Hair et al., 2017). This exploration uses a PLS-SEM strategy to develop a model that describes the relationship between factors that influence learning achievement. Experts see that educational organizations are confusing systems, but progress is influenced by several factors (Mital, Moore, and Llewellyn, 2014) and, therefore, several factors influence learning success variables. To obtain a good inspection configuration in SmartPLS 4, valid instruments are used so that the instruments can measure what they are supposed to measure (Hair, Matthews, Matthews, and Sarstedt, 2017). The legitimacy testing process in this exploration uses a strategy of combining legitimacy and discriminant legitimacy with the help of SmartPLS 4. The initial step is to enter rough information in the CSV comma-delimited Succeed design. After the rough information is placed, the following stages of checking the information can be carried out. Table 2 Depiction of Poll Measurements, stacking factors, VIF, AVE and Cronbach (Hair, Howard, and Nitzl, 2020).

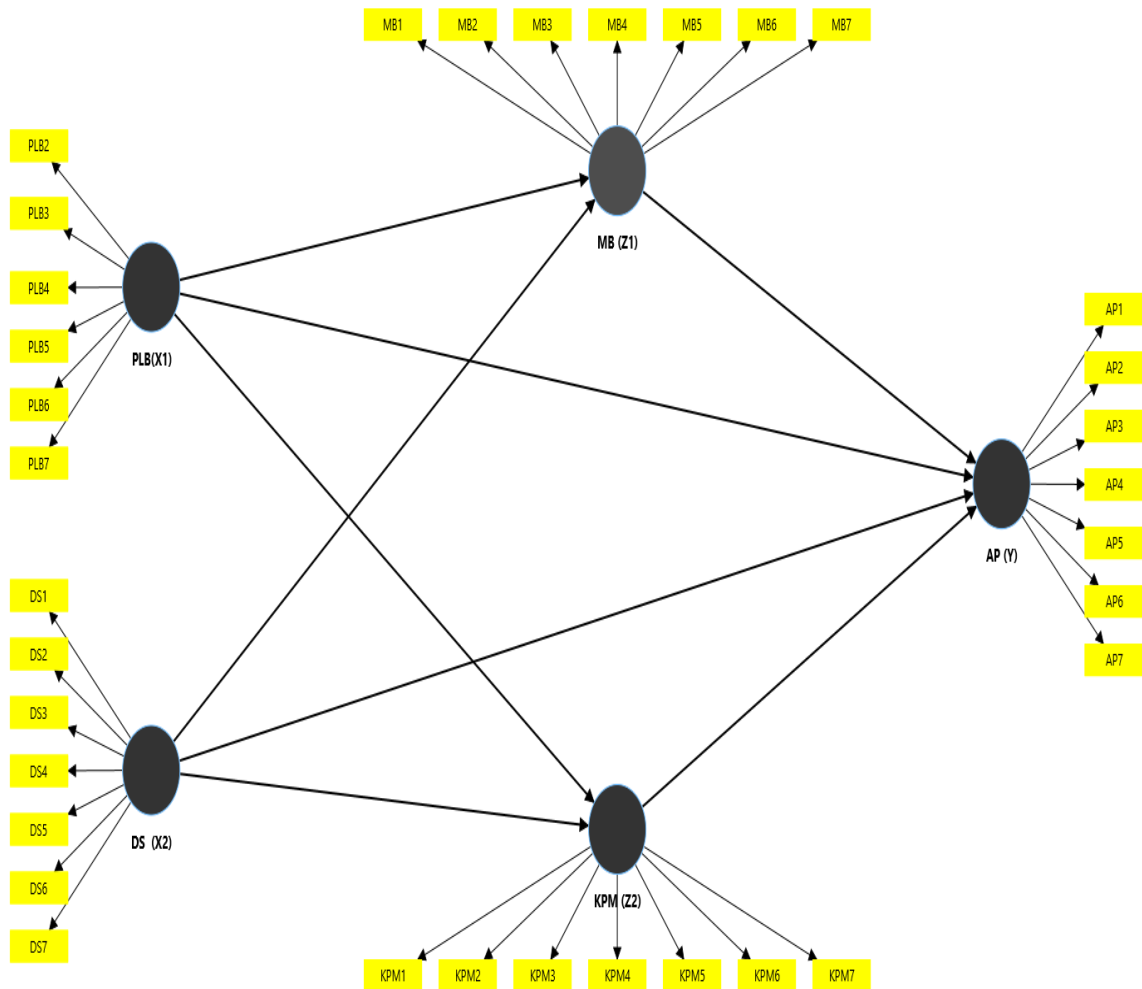
Table 2. Data Analysis

| Constructs                             | Statements                                   | Mean  | Loading | VIF   | Ave   | Composite reliability | Cronbach's |
|----------------------------------------|----------------------------------------------|-------|---------|-------|-------|-----------------------|------------|
| Influence of Learning Environment (X1) | Studying on campus often affects focus Study | 0.653 | 0.676   | 1,586 | 0.549 | 0.864                 | 0.859      |
|                                        | Often disturbed by physical conditions       | 0.800 | 0.771   | 2,021 |       |                       |            |

|                                       |                                                         |       |       |       |       |       |       |
|---------------------------------------|---------------------------------------------------------|-------|-------|-------|-------|-------|-------|
|                                       | Often have difficulty asking for help                   | 0.829 | 0.819 | 2,177 |       |       |       |
|                                       | Feeling overwhelmed by social interactions with groups  | 0.830 | 0.817 | 2,629 |       |       |       |
|                                       | Study groups often disturb the mind                     | 0.824 | 0.780 | 2,594 |       |       |       |
|                                       | Organizations often influence the learning environment  | 0.745 | 0.742 | 1,717 |       |       |       |
| Social Support (X2)                   | Get advice from friends                                 | 0.804 | 0.804 | 2,317 | 0.636 | 0.908 | 0.903 |
|                                       | Get support from family, to get enthusiasm for learning | 0.718 | 0.718 | 1,990 |       |       |       |
|                                       | Get motivation to learn from peers                      | 0.861 | 0.861 | 3,673 |       |       |       |
|                                       | Get correct learning direction from peers               | 0.862 | 0.862 | 3,628 |       |       |       |
|                                       | Get attention from peers                                | 0.843 | 0.843 | 2,787 |       |       |       |
|                                       | Get a way out from peers when you are down              | 0.737 | 0.737 | 1,977 |       |       |       |
|                                       | Get enough support from family                          | 0.742 | 0.742 | 2,045 |       |       |       |
| Learning Motivation (Z1)              | Feel motivated to achieve academic achievement          | 0.679 | 0.686 | 1,609 | 0.529 | 0.854 | 0.850 |
|                                       | Feel motivated in the learning process                  | 0.660 | 0.653 | 1,808 |       |       |       |
|                                       | Get enthusiasm for learning from peers                  | 0.807 | 0.808 | 2,287 |       |       |       |
|                                       | Get encouragement from lecturers                        | 0.670 | 0.668 | 1,652 |       |       |       |
|                                       | Feel a strong urge to learn                             | 0.720 | 0.725 | 1,687 |       |       |       |
|                                       | Experiencing a decrease in enthusiasm for learning      | 0.797 | 0.795 | 2,301 |       |       |       |
|                                       | Read textbooks taught by course lecturers               | 0.745 | 0.742 | 1,662 |       |       |       |
| Student Psychological Well-Being (Z2) | Feel mentally strong and psychologically happy          | 0.668 | 0.667 | 1,568 | 0.551 | 0.869 | 0.863 |
|                                       | Feeling dissatisfied in the learning process            | 0.698 | 0.699 | 1,886 |       |       |       |

|                          |                                                                                                   |       |       |       |       |       |       |
|--------------------------|---------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|
|                          | Can control yourself when you feel bad                                                            | 0.848 | 0.848 | 2,543 |       |       |       |
|                          | Trying to be better, to support the learning process                                              | 0.683 | 0.683 | 1,634 |       |       |       |
|                          | Feel like you can develop and learn seriously                                                     | 0.765 | 0.765 | 2,238 |       |       |       |
|                          | Feel happy with life now                                                                          | 0.738 | 0.737 | 1,748 |       |       |       |
|                          | Feeling excessive stress when tasks pile up                                                       | 0.782 | 0.783 | 2,107 |       |       |       |
| Academic Performance (Y) | Often gets up after experiencing difficulties in the academic process                             | 0.852 | 0.852 | 2,715 | 0.584 | 0.888 | 0.879 |
|                          | Always be confident in your academic abilities                                                    | 0.645 | 0.645 | 1,623 |       |       |       |
|                          | Feel confident in your ability to take part in activities within the organization                 | 0.835 | 0.835 | 2,542 |       |       |       |
|                          | Attend seminars/webinars about increasing self-confidence in academics                            | 0.788 | 0.788 | 1,953 |       |       |       |
|                          | Often involved in organizations                                                                   | 0.772 | 0.772 | 2,180 |       |       |       |
|                          | Feeling that the current academic burden is heavier than before                                   | 0.675 | 0.675 | 1,680 |       |       |       |
|                          | Feel that you have gained sufficient knowledge and experience in the academics you have completed | 0.758 | 0.758 | 1,782 |       |       |       |

From the table above, it can be seen that seen from the mean score, the highest mean level (8.6 ) is on the social support variable, and at the second level, namely on the academic performance variable (mean 8.5) and the lowest is on the academic performance variable (mean 6.4).



### Evaluation of the *Confirmatory Composite Analysis (CCA) Measurement Model*

Stage 1: The normalized stacking esteem should be something like 0.708 and the related t-measurement should be more prominent than 1.96 to be critical in a two-sided test at the 5% level (Hair, Ringle, and Sarstedt, 2011). In PLS-SEM, t-statistics are gathered using a bootstrap technique (Hair, Sarstedt, et al., 2012). On the other hand, Wood (2005) pioneered the use of confidence intervals, which define an interval as statistically significant if it does not contain zero. The potential gain of assurance ranges is that they avoid unreasonably childish ways of managing significance testing, and license makers to consider various techniques for perceiving basic marker loadings (Cohen, 1994). The SmartPLS 4 data display the loadings of all items, with "Social Support" (DS4; 0.862) having the highest loading and "Academic Performance" having the lowest (AP2; 0.645).

Stage 2: Squaring the solitary marker loadings gives an extent of how much contrast split between the particular pointer variable and its connected create. This is referred to as indicator reliability (Hair, Black, et al., 2019).

Stage 3: Cronbach's alpha and composite unflinching quality (CR) can be used to evaluate foster steadfastness. Because it is more precise, the CR is preferred. Both of these standards should have values above 0.70 (Hair et al., 2019). Table 2 shows each develop's Cronbach's alpha and composite unwavering quality qualities more prominent

than 0.70, demonstrating high dependability. Cronbach's alpha incentive is 0.859 for the learning climate impact variable, 0.903 for social support, 0.850 for learning inspiration, 0.863 for student mental well-being, and 0.879 for academic performance. The learning environment influence variable has a composite constancy worth of 0.864, while social assistance has a steady quality worth of 0.908, learning motivation is 0.854, student mental thriving is 0.869, and educational execution is 0.888.

Stage 4: Normal Difference Removed (AVE) can estimate concurrent legitimacy. Not entirely settled by working out the ordinary marker resolute nature of a create and assessing the normal variance split between the form and its solitary pointers. To meet the AVE requirements, the value must be at least 0.5. Joined legitimacy is shown by an AVE esteem that is more prominent than 0.500. The variable with the lowest AVE value, "Learning Inspiration," which accounts for 52% of the total, has a value of 0.529. Conversely, the variable with the most noteworthy AVE, "Social Help," was 0.636, representing 63% of the variety. Thusly, the AVE values are agreeable to focalized legitimacy.

Stage 5: Discriminant legitimacy is displayed to gauge a develop's uniqueness when the difference shared inside a build (AVE) surpasses the fluctuation divided among develops. The approach taken is called heterotrait-monotrait proportion of connections (HTMT) (Henseler, Ringle, and Sarstedt, 2015). The HTMT results are translated using cut scores like 0.85 and 0.90, for instance. To evaluate the HTMT ratio and discriminant validity, Franke and Sarstedt (2019) recommend additional significance testing with confidence intervals. The fact that all of the HTMT values in Table 4 are below 0.900 shows huge differences. The cross-loading, Fornell-Larcker Criterion, and Heterotrait-Monotrait (HTMT) methods were used to test discriminant validity in the SmartPLS 4 application (Henseler et al., 2015).

Table 3. Fornell-Larscher Criterion

|                                        | Paformance Academic (Y) | Social Support (X2) | Student Psychological Well-Being (Z2) | Learning Motivation (Z1) | Influence of learning environment (X1) |
|----------------------------------------|-------------------------|---------------------|---------------------------------------|--------------------------|----------------------------------------|
| Academic Performance (Y)               | <b>0.764</b>            |                     |                                       |                          |                                        |
| Social Support (X2)                    | <b>0.788</b>            | <b>0.797</b>        |                                       |                          |                                        |
| Student Psychological Well-Being (Z2)  | <b>0.862</b>            | <b>0.774</b>        | <b>0.742</b>                          |                          |                                        |
| Learning Motivation (Z1)               | <b>0.827</b>            | <b>0.836</b>        | <b>0.842</b>                          | <b>0.727</b>             |                                        |
| Influence of Learning Environment (X1) | <b>0.736</b>            | <b>0.682</b>        | <b>0.776</b>                          | <b>0.804</b>             | <b>0.741</b>                           |

Fornell-Larcker's discriminant validity criteria, as well as their loading and cross-loading criteria. The relationship between each variable is represented by the off-diagonal value in Table 4, while the diagonal value depicts the square of the average AVE, indicating that the AVE value for each variable is greater than the AVE value for other variables. This demonstrates that the relationship between the variables below has

a lower square root than AVE. Hence, assuming the root mean square for every variable is higher than the connection between different factors, then, at that point, discriminant legitimacy can be viewed as great (Hair et al., 2011) and deserving of exploration. The Heterotrait-Monotrait Ratio method was used to test discriminant validity, and the results are shown in table 4 below.

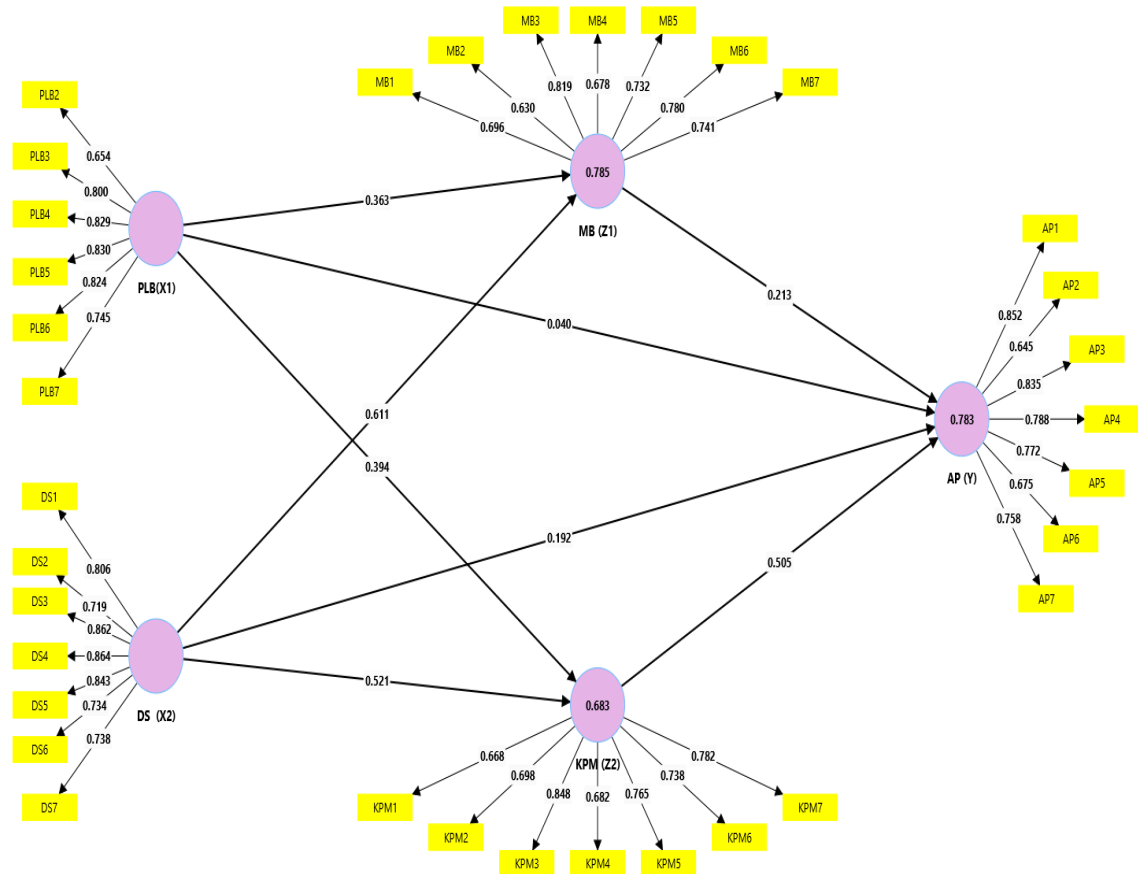
Table 4. Heterotrait-Monotrait Ratio (HTMT)

|                                        | Paformance Academic (Y) | Social Support (X2) | Student Psychological Well-Being (Z2) | Learning Motivation (Z1) | Influence of learning environment (X1) |
|----------------------------------------|-------------------------|---------------------|---------------------------------------|--------------------------|----------------------------------------|
| Academic Performance (Y)               |                         |                     |                                       |                          |                                        |
| Social Support (X2)                    | <b>0.877</b>            |                     |                                       |                          |                                        |
| Student Psychological Well-Being (Z2)  | <b>0.900</b>            | <b>0.875</b>        |                                       |                          |                                        |
| Learning Motivation (Z1)               | <b>0.900</b>            | <b>0.900</b>        | <b>0.900</b>                          |                          |                                        |
| Influence of Learning Environment (X1) | <b>0.836</b>            | <b>0.771</b>        | <b>0.889</b>                          | <b>0.900</b>             |                                        |

The Heterotrait-Monotrait Ratio (HTMT) method was utilized for the discriminant validity test results in this study, as shown in table 4. The cross-loading and Fornell-Larcker criteria, according to a number of experts, were less sensitive when evaluating discriminant validity. HTMT is a suggested elective for discriminant legitimacy assessment, where a multi-quality and multi-technique framework is utilized as an estimation premise. The HTMT worth ought to be under 0.9 to guarantee discriminant legitimacy between two intelligent factors (Henseler et al., 2015). In view of the information in the table above, it very well may be presumed that all values are under 0.9, so the exploration instruments utilized can be thought of as substantial.

### **Structural Model Evaluation or Structural Model Assessment**

Stage 1: Assessment of underlying model outcomes depends vigorously on the ideas and attributes of various relapse investigation. To find out if high multicollinearity is a problem, it is crucial to evaluate the structural model constructs. The beta coefficient's value can be influenced by structural models with high multicollinearity by changing the coefficient's sign or increasing or decreasing its value. Like developmental build markers, VIF values can be inspected. Multicollinearity is probably not a problem if the VIF value is below 3.0. Examining construct score bivariate correlations is yet another strategy. Assuming the bivariate connection is more than 0.50, multicollinearity might influence the size or potentially indication of the way coefficient. The Variance Inflation Factor (VIF) was used to measure correlation in this study, and the data analysis results are shown in Table 2. Multicollinearity is not a problem in this study because no VIF value exceeds 5.0, as shown in the table (Hair et al., 2017).



Step 2: The path coefficients' significance and size should be checked after multicollinearity is eliminated. During this step, the researcher can test the hypothesized connections among the various constructs. Path coefficients typically fall somewhere in the range of +1 to -1, but they rarely reach either extreme, especially in complex models with many distinct components. The closer the path coefficient is to zero, the less accurate it is at predicting the dependent (endogenous) construct. Interestingly, the capacity of the outright worth to foresee the reliant build is more grounded the nearer it is to 1. Based on the hypothesis model that was presented earlier, the structural model for the seven research hypotheses was found to be significant at the 7% significance level (Table 5).

Table 5. Summary of Hypothesis Testing Results

| Hypothesis                                                                                             | Path Coefficient | P value |           |
|--------------------------------------------------------------------------------------------------------|------------------|---------|-----------|
| H1: Is there an influence of social support on academic performance ?                                  | 0.192            | 0.037   | Supported |
| H2: Is there an influence of learning motivation on academic performance ?                             | 0.213            | 0.075   | Supported |
| H3: Is there an influence of the learning environment on academic performance ?                        | 0.040            | 0.522   | Supported |
| H4: Is there a relationship between students' psychological well-being and their academic performance? | 0.505            | 0.000   |           |

Step 3: R<sup>2</sup>, also known as the coefficient of determination, is frequently used to evaluate the predictions of a structural model, just as it is in multiple regression models. It is an extent of in-model assumption for each endogenous form. The prescient capacity of the information test used to work out the outcomes must be estimated by the R<sup>2</sup> esteem, which can't be applied to the populace. The minimum R<sup>2</sup> value is 0, even though it rarely reaches this value. The most outrageous worth of R<sup>2</sup> is 1, yet such particularly superior calibers are extraordinary. When determining the R<sup>2</sup> value of a structural model, researchers should use comparable studies from the relevant empirical literature as a guide if the research context isn't too different. Some scientific fields also take into account adjusted R<sup>2</sup>, which systematically reduces the R<sup>2</sup> value based on sample size and the number of predictor constructs. Similar to multiple regression, adjusted R<sup>2</sup> is helpful when researchers include too many non-significant predictor constructs in the structural model (Hair et al., 2017). For example, accepting the R<sup>2</sup> values are 0.75, 0.50, and 0.25, this exhibits that the model solid areas for has, and weak power in getting a handle on the variability of endogenous elements (Sarstedt et al., 2017). According to the definition provided by Hair et al. (2020), R<sup>2</sup> values of 0.67, 0.33, and 0.19 typically signify high, medium, or weak strength, respectively. Estimates based on the reliability coefficient (R<sup>2</sup>) are presented in Table 6 for this review. The data in Table 6 shows that learning achievement has a moderate confirmation test, while educational depletion has a feeble confirmation test. As a result, the academic presentation variable exerts a greater degree of influence in explaining its changeability in light of the estimation that led to this review.

Table 6. R Square

|                          | R Square | R Square Adjusted |
|--------------------------|----------|-------------------|
| Academic Performance (Y) | 0.792    | 0.783             |

Stage 4: Impact size gives a gauge of the prescient commitment of every free develop in the model, which is the second technique for assessing an underlying model's prescient capacity. To process this move, each marker construct is methodically made out from the model (SmartPLS 4 does this normally) and one more still up in the air without that pointer. Then, R<sup>2</sup> without indicators in the model and R<sup>2</sup> with indicators in the model are compared at that point. The difference between these two R<sup>2</sup> values, as stated by Hair et al. (2017), indicates whether the deleted construct is a significant predictor of the dependent construct. Influence sizes, called f<sup>2</sup>, are organized as close to nothing, medium, and gigantic. Cohen (1988) says that values between 0.02 and 0.15 are thought to have little effect, that values between 0.15 and 0.35 have a big effect, and that values above 0.35 have a big effect. Influence size is moreover remembered to be as a conjecture estimation in the model. Table 7 shows the f<sup>2</sup> esteem. According to Table 7, learning motivation has a moderate impact on academic performance, while social support and psychological well-being have a significant impact. The outcomes likewise show that the learning climate smallly affects scholastic execution.

Table 7. Effect Size (F2)

|                                        | Learning Motivation (Z1) | Student Psychological Well-Being (Z2) | Influence of learning environment (X1) | Social Support (X2) | Paformance Academic (Y) |
|----------------------------------------|--------------------------|---------------------------------------|----------------------------------------|---------------------|-------------------------|
| Influence of Learning Environment (X1) |                          |                                       |                                        |                     | <b>0.005</b>            |
| Learning Motivation (Z1)               |                          |                                       |                                        |                     | <b>0.035</b>            |
| Student Psychological Well-Being (Z2)  |                          |                                       |                                        |                     | <b>0.294</b>            |
| Support Social (X2)                    |                          |                                       |                                        |                     | <b>0.049</b>            |
| Paformance Academic (Y)                |                          |                                       |                                        |                     |                         |

Stage 5: The third measurement used to evaluate expectations is the Q2 esteem, otherwise called the blindfolding test (Geisser 1974). A few specialists believe this measurement to be an out-of-test prescient evaluation. In any case, this measurement isn't generally so strong as PLSpredict, which will be made sense of in the subsequent stage. In deciphering Q2, values more noteworthy than zero are significant, while values under 0 show an absence of prescient importance. Additionally, the PLS-SEM model's moderate and large predictive relevance are represented by Q2 values greater than 0.25 and 0.50, respectively. The predictive significance of the model was evaluated using the redundancy cross-validation test (Q2). Assuming the Q2 esteem > 0, this demonstrates that the model has precise prescient capacity for a specific variable. On the other hand, assuming the Q2 esteem < 0, this demonstrates that the model doesn't have critical prescient worth (Sarstedt et al., 2017). Measurements made with redundancy cross validation (Q2) in this study are shown in Table 8.

Table 8.  $Q^2$  Square

|                         | RMSE  | MAE   | $Q^2_{predict}$ |
|-------------------------|-------|-------|-----------------|
| Paformance Academic (Y) | 0.585 | 0.445 | 0.671           |

## DISCUSSION

The primary objective of this study is to comprehensively identify and evaluate the various factors that influence FKIP Jambi University students' learning achievement. The exploration test comprised of 101 understudy respondents who were chosen representatively. In this exploration, the scientist depicts exhaustively the impact of every variable contemplated, in particular the impact of the learning climate (X1), social help (X2), learning inspiration (Z1), understudy mental prosperity (Z2) and scholarly execution (Y). To answer the research questions, three hypotheses have been proposed, and the findings demonstrate that each of these hypotheses has a significant impact. The researcher examines the relationship between the variables that have been identified, tests the level of relationship, and provides a detailed explanation of each suspicion

related to the research question. A summary of the six hypotheses tested in this study can be found below.

H1: Is there an impact of social help (X1) in light of exploration results that there is a critical effect on scholastic execution (Y). There has been a lot of research done on how social support affects academic performance. Social support is frequently cited as a factor in boosting academic performance among students. In their study, Rauhul Khotimah and Nurus Sa'adah (2021) found that social support can boost students' motivation to learn. Students have found that academic challenges can be overcome and learning outcomes improved with the help of family, friends, and teachers. In research, Papilaya and Huliselan (2016) found that great social help can build understudies' scholastic flexibility, helping them continue and prevail in the midst of high scholarly strain. O'Neill, Slater, & Batt (2019) talked about how students who get enough social support have less academic stress and better mental health. According to Rayle & Chung (2007), first-year students' academic performance is enhanced by their increased sense of self-importance and reduced levels of academic stress. In general, these examinations affirm that social help is a vital consideration working on understudies' scholastic execution by decreasing pressure and expanding learning inspiration.

H2: Does learning motivation have an effect on academic performance? The impact of learning inspiration on scholastic accomplishment is a subject that has been generally explored by specialists in the field of schooling. Coming up next are a few investigations that examine learning inspiration with respect to scholarly execution. This research demonstrates that both intrinsic motivation (motivation that originates within the individual) and extrinsic motivation (motivation that originates from outside the individual) have a significant impact on academic achievement, as stated in Deci and Ryan's Self-Determination Theory (SDT) (1985). Deci and Ryan observed that understudies who were inherently persuaded would in general have better scholastic accomplishment contrasted with the people who were extraneously propelled. "Motivation in Education: Theory, Research, and Applications" by Schunk, Pintrich, and Meece (2008) argues that learning motivation contributes significantly to higher academic achievement. They emphasized the positive effects that goal-setting, self-efficacy, and a belief in one's own ability to succeed have on academic achievement. In their study, Eccles and Wigfield (2002) emphasized the Expectancy-Value Theory model, which asserts that students' academic achievement is influenced by their expectations regarding how well they can complete a task and the value they place on it. Students who rated the assignment as important and had high expectations for success performed better academically, according to their research. Pintrich (2003) found that effective learning strategies and learning motivation are directly linked to academic achievement in his research. Students with high motivation use more sophisticated cognitive and metacognitive strategies, which enhances comprehension and academic performance. Zimmerman (1990) - Self-Controlled Learning, analyzes how understudies' capacity to direct themselves in learning (self-managed learning) influences their scholastic accomplishment. Learning inspiration is a significant part of self-directed learning, and understudies who can manage their own inspiration will generally have better scholarly accomplishment. In "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," Ryan and Deci (2000) demonstrate that intrinsic and extrinsic motivation play a significant role in the educational setting. They

found that learning conditions that help understudy independence will generally increment inborn inspiration and scholastic accomplishment. According to Vansteenkiste et al.'s (2006) study, students who were motivated to learn by intrinsic goals (such as the desire to comprehend the material) were more likely to achieve academic success than students who were motivated by extrinsic goals (such as winning awards or good grades). As per Social Mental Hypothesis (1997), as indicated by this hypothesis, fearlessness (self-viability) is a necessary piece of learning inspiration. Understudies who have faith in their capacity to prevail in scholarly assignments are bound to exhibit high scholastic accomplishment. These examinations show consistency in the discoveries that learning inspiration, both natural and extraneous, affects understudy scholarly accomplishment. Learning inspiration not just impacts understudies' work and constancy in learning, yet additionally the methodologies they use to comprehend and dominate scholarly material.

H3: Does the learning environment have an effect on academic performance? Coming up next is some examination from specialists in regards to the impact of the learning climate on scholastic accomplishment. IKIP Siliwangi researchers Ramdhan Witarsa and Finda Firmala Jelita (2018) found that a problem-solving-based learning environment improved science learning outcomes for students (Directory of Open Access Journals – DOAJ). According to the Directory of Open Access Journals (DOAJ), Siti Aminah emphasized that a supportive learning environment, which includes aspects of facilities, classroom atmosphere, and support from teachers and parents, has a significant impact on student learning achievement. Research at SMA Negeri 1 Sewon Bantul shows that a decent learning climate is decidedly connected with understudy learning accomplishment in bookkeeping subjects (Catalog of Open Access Diaries - DOAJ). According to these studies, a conducive learning environment can boost academic achievement among students.

H4: Is there a connection between students' academic performance (Y) and their psychological well-being (Z2)? The connection between students' academic performance and psychological well-being has been the subject of numerous studies. According to a meta-analysis conducted by Parker et al., the following are some key findings from relevant research: (2018): This study shows that higher mental prosperity will in general relate emphatically with better scholarly accomplishment. They found that variables like feeling the executives, social help, and stress adapting capacities fundamentally add to better scholastic results. Auerbach et al.'s study (2021): This exploration features that mental prosperity assumes a vital part in deciding scholastic presentation. Understudies who detailed lower levels of uneasiness and gloom showed higher scholarly execution. The review underscores the significance of psychological wellness administrations at colleges to help understudies' mental prosperity. Howell et al.'s study (2019): Howell and partners found that higher mental prosperity, which incorporates life fulfillment and positive feelings, is related with expanded scholastic inspiration and commitment to learning exercises. They likewise noticed that understudies with great mental prosperity are better ready to adapt to scholastic tensions. Concentrate by Komarraju et al. (2020): This exploration inspected the effect of virtual entertainment use on understudies' mental prosperity and scholarly execution. The outcomes show that unreasonable web-based entertainment use can expand tension and discouragement, which thusly can bring down scholastic execution. In any case,

moderate use for scholastic purposes can offer social help that works on prosperity and scholarly accomplishment. Research from the American Mental Affiliation (APA): As per the APA, understudies' capacity to successfully deal with their feelings decidedly relates with better scholastic execution. According to the findings of this study, students who have strong skills in emotional regulation are better able to deal with academic stress and achieve better academic results. Generally, there is an agreement in the writing that understudies' mental prosperity influences their scholastic presentation. Better prosperity can upgrade inspiration, commitment, and stress-adapting capacities, all of which add to better scholastic results (MDPI) (American Mental Affiliation).

## CONCLUSION

This study aims to identify and evaluate various factors influencing the academic success of Universitas Jambi students. In this research, the proposed hypotheses include social support (X2), learning motivation (Z1), students' psychological well-being (Z2), the influence of the learning environment (X1), on academic performance (Y). Based on the analysis of 103 respondents selected representatively, the study shows that three variables, namely social support, learning motivation, and the influence of the learning environment, have a significant impact on students' academic performance.

The research results show that social support, from family, friends and lecturers has a significant influence in improving student achievement. Social support helps reduce academic stress and improves psychological well-being, which ultimately has a positive impact on academic performance. Furthermore, intrinsic and extrinsic learning motivation also have a significant influence on student academic achievement. Intrinsic motivation that comes from within the individual is proven to be more effective in improving academic achievement than extrinsic motivation. The findings of this research are supported by the findings of Deci and Ryan (1985), Schunk, Pintrich, and Meece (2008), and Eccles and Wigfield (2002) who emphasize the importance of motivation in learning.

A conducive learning environment, including adequate facilities, comfortable classroom arrangements, and support from lecturers, plays a significant role in enhancing students' academic performance. The findings of this study support the findings of Ramdhan Witarsa and Finda Firmala Jelita (2018), as well as Siti Aminah, which show that a good learning environment positively correlates with improved academic performance. Furthermore, the literature indicates that good psychological well-being can increase motivation, engagement, and the ability to cope with academic pressure, all of which contribute to better academic outcomes.

Overall, this study's findings indicate that students' psychological well-being, social support, learning motivation, and the learning environment all have a significant impact on their academic performance at the University of Jambi. These four elements contribute separately as well as cooperate with one another to make ideal learning conditions for understudies. The discoveries of this study can be utilized as an establishment for creating techniques to work on understudies' scholarly execution later on and give understudies significant bits of knowledge into the variables that influence their scholastic exhibition.

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