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Learning Motivation From The Perspective Of Educational Psychology: an Analysis Based On Study Habits and Learning Environment

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Abstract: This study aims to analyze learning motivation from the perspective of educational psychology, with a particular emphasis on the role of study habits and the learning environment. Employing a descriptive qualitative approach through library research, the study reviews a range of scholarly literature, including academic books, journal articles, and relevant research findings. The analysis reveals that learning motivation is shaped by both internal factors (such as study habits, self-efficacy, and self-regulation) and external factors (including the physical and psychological aspects of the learning environment). The Self-Determination Theory (SDT) serves as the primary theoretical framework, highlighting the importance of fulfilling three basic psychological needs: autonomy, competence, and relatedness. Effective study habits such as structured planning, self-testing, and time management are found to significantly enhance student engagement and academic performance. Likewise, a supportive learning environment that fosters student autonomy and promotes positive teacher-student relationships contributes to the development of intrinsic motivation. The dynamic interaction between study habits and the learning environment creates a motivational and sustainable educational ecosystem. In conclusion, student learning motivation can be substantially enhanced by cultivating positive study habits and establishing a supportive learning environment, thereby informing the development of more adaptive educational policies and practices.

Keywords: Learning Motivation, Study Habits, Learning Environment, Educational Psychology, Self-Determination Theory

INTRODUCTION

Learning motivation remains a central construct in educational psychology due to its critical role in shaping the quality and outcomes of students' academic performance. Within this context, motivation is not solely associated with the drive to learn but also reflects the depth of student engagement in the learning process. Numerous interrelated factors including psychological,



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cognitive, social, and environmental dimensions contribute to the development of learning motivation (Deci & Ryan, 2013; Schunk et al., 2014).

One of the core dimensions of learning motivation is intrinsic motivation, which originates from within the individual and is driven by curiosity, personal satisfaction, and the desire for self-improvement (Sholeh et al., 2024). This type of motivation has been found to be more effective in promoting sustained engagement and deeper learning outcomes, as learners are more inclined to seek understanding rather than merely completing tasks (Ryan & Deci, 2000). In contrast, extrinsic motivation triggered by external incentives such as rewards, grades, or social pressures also plays a role, though it often proves less effective in fostering long-term engagement, particularly when students fail to internalize the value of the tasks they undertake (Skinner & Belmont, 1993).

Beyond internal and external motivational factors, study habits play a significant role in establishing consistent and effective learning routines (Johnson et al., 2024; Munif et al., 2023; Suwandi et al., 2023; Maesyaroh, 2024). Productive habits such as time management, the use of effective learning strategies, and task discipline have been shown to positively influence academic achievement (Duckworth & Seligman, 2005; Zimmerman, 2002). Recent research (Zhang et al., 2025) further indicates that students who engage in active study behaviors including regular reading, summarizing key concepts, and reflective learning tend to perform better academically than those who adopt less structured approaches.

The learning environment also serves as a critical element that can either enhance or hinder student motivation (Habibulloh et al., 2025; Syafi'i et al., 2024; Saengchuk et al., 2024; Amelda et al., 2024). Supportive environments characterized by physical comfort, adequate lighting, access to learning resources, emotional support from teachers, opportunities for autonomy, and constructive feedback are known to promote intrinsic motivation (Eccles & Roeser, 2011; Graduate School, Emilio Aguinaldo College & Siyu, 2025; Reeve, 2006; Wentzel, 1997). A study conducted in Chinese secondary schools found that students in environments that value participation and provide space for exploration exhibit higher levels of learning engagement and motivation.



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With advancements in technology, innovative learning approaches such as project-based learning, flipped classrooms, and the integration of interactive digital tools are increasingly effective in stimulating students' interest in learning (Riveira, et al., 2014; Sholeh, 2025; Satyawati & Dwikurnaningsih, 2024; Syafi'i & El-Yunusi, 2024; Habibulloh et al., 2024; Sabarudin et al., 2024; 'Azah et al., 2024). (Dede, 2010) argues that technology integration enhances cognitive engagement by offering learning experiences that are more personalized and relevant. Recent findings by (Ruos et al., 2025) also suggest that learning environments that support autonomy, including those that utilize student-directed technologies, can enhance students' perceived value of academic tasks and foster both intrinsic and extrinsic motivation.

Importantly, the interaction between study habits and the learning environment creates a dynamic that profoundly influences student motivation. A positive school climate marked by mutual respect, trust, and collaboration has been shown to strengthen students' sense of belonging, a key component in fostering intrinsic motivation (Battistich et al., 1997; A. M. Ryan & Patrick, 2001). Conversely, environments characterized by pressure, lack of support, or heightened anxiety may suppress motivation, even among students who maintain strong study habits (Eccles & Midgley, 1989; Skinner et al., 1990).

Hence, a comprehensive and integrative approach to understanding learning motivation is essential. Focusing on a single element such as instructional methods or external rewards is insufficient. Instead, attention must be directed toward how students develop effective study habits and how learning environments can be intentionally designed to support these developments sustainably. Collaboration among educators, parents, and educational institutions is crucial in fostering a healthy learning ecosystem that ultimately enhances educational effectiveness.

In conclusion, strengthening learning motivation requires a synergistic approach that combines the cultivation of positive study habits with the creation of supportive learning environments. A thorough understanding of these interconnected dimensions provides a robust foundation for the formulation of adaptive and motivationally sound educational policies and practices.



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METHOD

This study aims to analyze and describe learning motivation through the lens of educational psychology, with a particular emphasis on the roles of study habits and the learning environment. Employing a descriptive qualitative approach, this research adopts the method of library research, which involves the systematic collection and critical examination of relevant written sources to develop a comprehensive understanding of the topic (Zed, 2004).

The data for this study were derived from both primary and secondary literature, including academic books, peer-reviewed journal articles, empirical studies, and other scholarly publications related to learning motivation, study habits, and educational environments. These sources encompass both classical perspectives and contemporary research. Key theoretical frameworks referenced in this study include the Self-Determination Theory by Deci and Ryan, as well as motivational theories and constructs proposed by scholars such as Schunk, Zimmerman, Eccles, and Reeve.

Data collection was conducted through the identification and retrieval of relevant literature from physical libraries and online academic databases, such as Google Scholar, ScienceDirect, and Scopus. The collected materials were then examined in depth to explore concepts of learning motivation, study habits, and learning environments within the context of educational psychology. The gathered data were systematically documented, organized, and categorized according to predetermined thematic classifications.

The data analysis followed a qualitative procedure, consisting of several stages: (1) Data collection, involving the selection of credible and relevant sources; (2) Data presentation, which entailed synthesizing quotations, expert opinions, and findings into a structured academic narrative; (3) Data condensation and conclusion drawing, wherein excessive information was distilled into key points and grouped according to the research focus; and (4) Verification, to ensure that interpretations and conclusions adhered to scientific standards and were supported by reliable evidence (Skjott Linneberg & Korsgaard, 2019).



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Through this methodological framework, the study aims to provide a strong conceptual understanding of how learning motivation is shaped by study habits and the learning environment, and to explore the practical implications of these findings for educational practices.

RESULT AND DISCUSSION

The Concept of Learning Motivation in Educational Psychology

Learning motivation is a fundamental construct in educational psychology, referring to the underlying reasons or goals that drive students to engage in academic activities. It is inherently multidimensional, encompassing a continuum that ranges from amotivation (a lack of motivation) to extrinsic motivation (driven by external rewards) and intrinsic motivation (driven by internal satisfaction and curiosity) (Clarke & Hennig, 2013; Gayef et al., 2023). Intrinsic motivation is particularly significant, as it reflects engagement in learning for the inherent pleasure and satisfaction derived from the activity itself. In contrast, extrinsic motivation involves undertaking tasks to obtain external rewards or to avoid punishment (Clarke & Hennig, 2013; Gayef et al., 2023; Riley, 2016).

Relevant Key Theories

One of the most influential frameworks for understanding learning motivation is the Self-Determination Theory (SDT), developed by Deci and Ryan. SDT posits that motivation is fundamentally driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Deci et al., 2017; Deci & Ryan, 2008; Evans, 2015; Guay, 2022; Hosseini et al., 2022; Namaziandost et al., 2024; Riley, 2016; R. M. Ryan, 2023; R. M. Ryan & Deci, 2019; Shelton-Strong, 2022).

- a. Autonomy refers to the need to experience a sense of volition and self-direction in one's actions and goals.
- b. Competence reflects the need to feel effective and capable in mastering tasks and challenges.
- c. Relatedness denotes the need to feel connected to, and valued by, others in a social context.



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SDT distinguishes between autonomous motivation which includes intrinsic motivation and well-internalized extrinsic motivation and controlled motivation, which involves behavior regulated by external contingencies or internal pressures. Autonomous motivation is consistently associated with higher levels of engagement, persistence, and psychological well-being. In contrast, controlled motivation tends to correlate with lower-quality engagement and diminished well-being (Guay, 2022).

Characteristics of Learning Motivation

- a. Intrinsic Motivation refers to engaging in learning activities for their inherent value, driven by personal interest and the enjoyment derived from the process itself (Cortright et al., 2013).
- b. Extrinsic Motivation involves participating in learning tasks with the aim of obtaining external rewards or avoiding negative consequences (Riley, 2016).
- c. Amotivation describes a state in which individuals lack the intention or motivation to engage in learning activities, often due to feelings of incompetence or a perceived lack of value in the task (Gayef et al., 2023).
- d. Self-Regulated Learning denotes the ability to independently plan, monitor, and evaluate one's own learning processes, which is closely linked to motivational constructs (Magdalena & Gabriela, 2019; Tareen et al., 2023).

Implications for Educational Practice

Understanding and fostering learning motivation is essential for educational success. Educators and practitioners can enhance student motivation by implementing several key strategies:

- a. Establishing a learning environment that supports autonomy, competence, and relatedness (Shelton-Strong, 2022)
- b. Designing curricula that align with students' interests and personal goals (Byman & Kansanen, 2008; Şanal, 2021).
- c. Providing feedback that fosters students' sense of competence and autonomy (Jurik et al., 2014; Kozlowski & Salas, 2009).



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In summary, learning motivation is a multifaceted and dynamic construct that plays a critical role in educational psychology. Self-Determination Theory offers a robust framework for understanding and enhancing motivation by emphasizing the fulfillment of basic psychological needs. By cultivating environments that nurture these needs, educators can significantly improve students' motivation, engagement, and overall academic outcomes.

The Role of Study Habits on Learning Motivation

Study habits constitute a foundational element of the educational process, as they reflect students' decisions about what to learn and how to engage with learning in their everyday lives. According to (Dunlosky et al., 2013), effective study habits include the selection of appropriate learning materials, the use of strategies such as rereading, self-testing, spaced repetition, and the integration of feedback to refine learning approaches. These strategies facilitate not only comprehension but also long-term retention of information.

Self-regulated learning (SRL) strategies, including goal setting, strategic planning, time management, environmental structuring, and help-seeking behaviors, play a critical role in the development of effective study routines (Panadero, 2017; Zimmerman, 2002). SRL empowers students to take ownership of their learning process and fosters accountability for their academic progress.

The relationship between study habits and academic motivation is well-documented. (Komarraju et al., 2009) and (Schunk et al., 2014) highlight a positive correlation between study habits and both intrinsic and extrinsic motivational dimensions. Effective learning routines promote a sense of personal accomplishment, enhance self-efficacy, and foster active engagement in academic tasks, thereby nurturing intrinsic motivation (Deci & Ryan, 2000a).

Self-efficacy and active learning strategies are also crucial in sustaining academic motivation. (Bandura, 1997) posits that individuals with strong self-belief are more likely to exhibit persistence and autonomy in learning. This is supported by (Usher & Pajares, 2008), who found that students with high self-efficacy demonstrate a stronger drive to complete academic tasks effectively.



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Research by Zimmerman and Duckworth further underscores the significance of self-regulation and long-term perseverance (grit) in academic success. Students capable of planning, monitoring, and evaluating their learning processes tend to achieve higher academic outcomes (Duckworth & Seligman, 2005; Zimmerman, 2002). Additionally, gamification the application of game-based elements in education has been shown to enhance student engagement, particularly when tailored to their motivational profiles (Domínguez et al., 2013).

To foster study habits that reinforce motivation, a range of strategies can be implemented. (Broadbent & Poon, 2015) note that both intrinsic and extrinsic rewards, as well as digital tools that promote the repetition of positive learning behaviors, can support the formation of effective study practices. Moreover, study skills training, especially when grounded in SRL principles, has been shown to improve metacognitive abilities, strategic behavior, and sustained learning motivation (Panadero, 2017; Zimmerman & Schunk, 2013).

By understanding and applying effective study habits, students can significantly enhance their learning motivation. This not only contributes to improved academic performance but also cultivates lifelong learning skills that remain valuable beyond the scope of formal education.

The Influence of Learning Environment on Learning Motivation

The learning environment plays a critical role in shaping students' academic motivation, encompassing both physical and psychological dimensions. The physical environment such as classroom layout, furnishings, and learning equipment can significantly influence students' self-regulation and motivation levels. Research indicates that dedicated and well-structured learning spaces, such as those implemented during remote learning amid the COVID-19 pandemic, substantially enhanced students' motivation to learn (Andersson, 2021).

On the psychological front, interpersonal relationships and institutional culture exert a profound impact on learner motivation. Emotionally supportive school environments and positive teacher-student relationships have been consistently linked to increased student engagement and motivation (Federici & Skaalvik, 2013; Hospel & Galand, 2016).



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Furthermore, learning environments that promote autonomy support, constructive feedback, and emotional encouragement are considered vital in fostering intrinsic motivation. In autonomy-supportive settings, students experience a greater sense of control over their learning processes, leading to deeper engagement and self-directed motivation (Chen & Jang, 2010; Reeve & Tseng, 2011). Moreover, consistent and constructive feedback has been shown to bolster students' self-efficacy and instill confidence in tackling academic challenges (Nicol & Macfarlane-Dick, 2006). Emotional support from both teachers and peers plays a key role in cultivating a positive classroom climate, thereby enhancing students' motivation and involvement in the learning process (Hospel & Galand, 2016; Wentzel, 1997).

Technological innovation and the design of interactive learning environments also make significant contributions to enhancing student motivation. Online learning platforms that empower students and offer meaningful, personalized learning experiences such as multimedia tools and flipped classroom models have been shown to promote higher levels of engagement and motivation (Doung-In, 2017; McCombs, 2010). In addition, technology-enhanced environments that support self-directed and interactive learning have proven especially effective for students with special educational needs, fostering both motivation and achievement (McNicholl et al., 2021).

Recent studies suggest that active learning spaces are more effective at promoting intrinsic motivation than traditional classroom settings. Research by (Corkin et al., 2017) and (Keisling & Fox Jr, 2021) highlights the importance of permeable learning environments open and flexible spaces that encourage dynamic interactions between students and learning content, thus maintaining a high level of academic motivation.

In conclusion, the integration of physical, psychological, structural, and emotional elements within the learning environment is essential for cultivating sustained and robust academic motivation.



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Interaction Between Learning Habits and Learning Environment

The interaction between study habits as internal factors and the learning environment as an external factor represents a complex and dynamic relationship. Internal factors encompass individual attitudes, motivation, learning styles, and cognitive characteristics, whereas external factors include the physical and social conditions of the learning environment, such as classroom settings, teacher support, and peer interactions (Bronfenbrenner, 1979; Vermunt & Donche, 2017). For instance, students with high working memory capacity tend to prefer reflective and sequential learning styles, which are most effective when facilitated in structured and supportive environments (Kirschner et al., 2006). Conversely, when the learning environment fails to meet students' psychological needs for autonomy, competence, and relatedness, learners are more likely to adopt surface-level learning strategies as a coping mechanism (R. M. Ryan & Deci, 2000a).

This interplay between internal learning behaviors and external conditions significantly shapes students' academic motivation. Positive learning environments characterized by emotional engagement, teacher support, and a strong sense of community have been shown to enhance intrinsic motivation and academic achievement (Fredricks et al., 2004; Reyes et al., 2012). In contrast, negative learning environments marked by uncertainty or a lack of social and emotional support may suppress students' motivation and hinder academic outcomes (Sulistiyowati et al., 2024; Wang & Holcombe, 2010). For example, game-based learning environments (gamification) can significantly boost student motivation and engagement, especially when tailored to learners' initial motivational profiles and learning preferences (Dichev & Dicheva, 2017).

Comparative studies between schools with positive and negative climates reveal stark contrasts in student outcomes. Schools with positive climates defined by strong teacher-student relationships, clear expectations, and safe, supportive settings consistently demonstrate higher academic performance and improved student well-being (Thapa et al., 2013; Wang & Degol, 2016). In contrast, schools with negative climates, often characterized by high levels of bullying and weak teacher-student connections, experience substantial declines in student engagement and academic success (Sulistiyowati et al., 2024). In the Indonesian context, these conditions can be



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exacerbated by broader social challenges, such as youth delinquency, which further deteriorate school climate and adversely affect academic performance.

To optimize learning effectiveness, educational design and classroom management strategies must account for the interaction between students' internal characteristics and their external environments. Personalized learning approaches that align educational experiences with individual learning styles and cognitive traits have been shown to enhance student engagement and learning outcomes (Tomlinson, 2014). Moreover, fostering inclusive and supportive classroom environments that address students' basic psychological needs has been proven to improve motivation and academic performance (Deci & Ryan, 2000b; Reyes et al., 2012). Ultimately, establishing a positive school climate through strong leadership, clear expectations, and nurturing teacher-student relationships serves as a crucial foundation for elevating overall academic success (Thapa et al., 2013; Wang & Degol, 2016).

Implications for Educational Practice

In educational practice, teachers play a pivotal role in enhancing students' learning motivation. One recommended approach involves directly integrating motivational techniques into instructional strategies. These techniques include personalized learning, the incorporation of music, and the application of gamification to create engaging and enjoyable learning environments (Deterding et al., 2011; Domínguez et al., 2013). Such strategies can foster intrinsic motivation by increasing students' engagement and interest in the subject matter.

At the institutional level, a holistic approach to education for sustainable development is essential. This entails cultivating a supportive learning culture and providing professional development opportunities to equip teachers with the skills necessary for implementing sustainable educational practices effectively (Rieckmann, 2017; Sterling, 2011). Schools that systematically build sustainable learning environments are better positioned to promote student motivation and active participation in the learning process.

Educational policy must also support reforms that emphasize the importance of sustainable learning environments. This can be achieved through targeted funding for teacher training



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programs and the integration of technology to enhance student learning experiences (Fullan, 2013; Rieckmann, 2017). Such reforms are vital for developing an adaptive education system that maintains long-term student motivation in the face of future challenges.

Holistic strategies for enhancing learning motivation should include the development of learning environments that address not only academic but also emotional needs. Fostering a sense of community and belonging has been shown to significantly increase student motivation (Deci & Ryan, 2000; Wentzel, 1997). Moreover, the involvement of families and the broader community is crucial, as active participation by parents and community members can provide emotional and practical support that positively influences students' academic performance (Epstein, 2018; Fan & Chen, 2001).

Technology integration is also key to enhancing learning motivation. The use of learning management systems (LMS), interactive media, and game-based learning approaches has been proven to improve student engagement and curiosity (Hamari et al., 2014; Lee & Hammer, 2011). When technology is employed strategically and aligned with learners' needs, educational outcomes tend to improve significantly.

The cultivation of a sustainable learning culture is a fundamental component of an effective education system. This includes promoting values such as equity, inclusivity, and environmental sustainability within the curriculum framework (Sterling, 2011; Tilbury, 2011). The formation of Professional Learning Communities (PLCs) can further support teacher collaboration, the exchange of best practices, and the implementation of sustainable instructional strategies (DuFour & DuFour, 2013).

Curriculum development that incorporates sustainability principles and systems thinking equips students with the competencies required to navigate an ever-changing world (Ahouse, 1998; Wals, 2015). Recognizing students' cultural backgrounds and employing culturally responsive pedagogy also contribute to greater engagement and motivation in the learning process (Gay, 2018; Ladson-Billings, 1995).



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CONCLUSION

Learning motivation is a fundamental element in achieving educational success, shaped by the complex interplay of internal and external factors. Drawing on educational psychology literature, two primary aspects have been identified as key contributors to strengthening learning motivation: study habits and the learning environment. Effective study habits such as the use of self-regulated learning strategies, efficient time management, and self-efficacy play a crucial role in fostering students' intrinsic motivation. At the same time, a supportive learning environment, both physically and psychologically, can enhance student engagement and active participation. Environments that promote autonomy, competence, and relatedness have been shown to significantly elevate the quality of learning motivation.

The Self-Determination Theory (SDT) serves as a central theoretical framework for understanding these dynamics, emphasizing that autonomous motivation driven by the fulfillment of psychological needs yields more favorable outcomes than controlled motivation. The synergy between positive study habits and a supportive learning context contributes to the development of an effective educational ecosystem. Efforts to enhance learning motivation require a holistic approach, involving the active participation of teachers, families, and institutions in cultivating a sustainable, inclusive, and student-responsive learning culture. The practical implications of these findings underscore the importance of curriculum design, teacher training, and education policies that promote adaptive and motivating learning experiences.

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International Journal of Interdisciplinary Research

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