

**THE INFLUENCE OF THE CAMPUS ENVIRONMENT ON STUDENT
ACADEMIC ACHIEVEMENT IN THE MANAGEMENT STUDY
PROGRAM, FACULTY OF ECONOMICS, MEDAN STATE UNIVERSITY**

Asyifah Fauzah Delfira¹, Dilla Amelia Ramadhani², Muhammad Baihaqi³
Universitas Negeri Medan¹²³

Email: asyifafauzahdelfira@gmail.com¹, dillaameliamrd@gmail.com²,
baaaihaqi@gmail.com³

***Abstract** – The main purpose of this study was to determine the influence of the campus environment on student achievement in the Management Study Program, Faculty of Economics, State University of Medan, this research used a survey method using questionnaires distributed to respondents and then processed using a simple linear regression test. The population in this study is 20 students of the Management Study Program, Faculty of Economics, State University of Medan. The results revealed that there is a significant influence of the campus environment on student achievement.*

***Keywords:** Campus environment, student academic achievement.*

INTRODUCTION

In the learning process, supportive environmental conditions are needed so that the knowledge transfer process can take place properly. According to Rukmana and Suryana (2006) stated that the physical environment (place of learning) has an influence on student learning outcomes. An unhealthy environment will make students feel stressed and ultimately reduce student learning motivation which ultimately affects their learning achievement.

The campus has an important role for student learning activities. Because, if the campus is able to provide good facilities and infrastructure, students will feel comfortable when participating in lecture activities. In addition, environmentally friendly campuses, especially in urban areas, are not only highly recommended, but also demanded for their existence. Moreover, currently in urban areas green open space is getting narrower, still coupled with high levels of air pollution. On the other hand, efforts to create an environmentally friendly campus atmosphere by planting various plants in their environment are also not an easy thing to do.

Given the importance of education for life, education must be carried out as well as possible in all levels of society so as to obtain maximum results. According to Hamalik, education is said to be of high quality if the teaching learning process can run smoothly, effectively, efficiently and there is interaction between the components contained in the teaching system, namely educational and teaching objectives, students, education staff or teachers, curriculum, learning strategies, teaching media and teaching evaluation.

The main focus in the world of education is humans in this case are students because with education students are encouraged to be involved in the process of changing their lives for the better, developing their own confidence, developing curiosity, and increasing the knowledge and skills they already have, so that they can function to improve the quality of personal and community life.

The campus environment is an important aspect in undergoing student lectures. Why? Is there only education offered? Every member of the community, be it big or small, must be looking for a sense of security and comfort during activities. Because this sense of security and comfort can affect the psychology of individuals. "All conditions in this world that in some way affect a person's behavior, growth, development or life processes" environmental definition according to Sartain (an American psychologist). On campus, students don't just go to college, absent, study, and go home. They also socialize, interact with others and develop their character. With this explanation, there is still the question "is the campus environment important?". Awareness of protecting the campus environment is not only carried out by students, but the campus also plays an important role. The campus is still a student trust as a "ladder" to achieve future success. The campus environment is an important factor in achieving success while studying on campus.

METHODOLOGY

Research Design

The type of research used is quantitative methods, with the variables used in this study are Service Quality, and Customer Satisfaction.

Data Collection

This type of research is included in research that aims to reveal problems in collecting data, compiling and analyzing quantitative data in the form of numbers in the results of calculations, then analyzed and described to obtain conclusions. The source of data, population and sample in this study is primary data obtained from students of the Management Study Program, Faculty of Economics, Medan State University, and secondary data obtained from references to literature studies, articles, the internet and so on. The population in this study is 20 students of the Management Study Program, Faculty of Economics, State University of Medan.

Data collection techniques in this study with questionnaires distributed to students of the Management Study Program, Faculty of Economics, Medan State University.

To describe all the data that has been obtained so that it can be understood, and also to make conclusions or draw conclusions about the characteristics of the population obtained by the sample, the data analysis technique used in this study is a simple linear regression analysis technique using the help of the SPSS program.

RESEARCH RESULTS

The data used in this study were primary data obtained by distributing questionnaires to students of the Management Study Program, Faculty of Economics as 20 people with respondents 10 women and 10 men. The simple linear regression test is:

Table 1. Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	7.916	1.026		7.716	<,001
	CAMPUS ENVIRONMENT	-.448	.169	-.530	-2.654	.016

a. Dependent Variable: ACADEMIC ACHIEVEMENT

Based on a simple linear test that has been described to test and determine the influence of the campus environment on student academic achievement, with the hypothesis proposed, namely

Ho = There is no significant influence between the campus environment and student academic achievement

Ha = there is a significant influence between the campus environment on student academic achievement

From the table above, it can be seen that the significance value of the campus environment (0.016) is smaller than the regression test provisions, namely (0.05). Since the numbers $0.016 < 0.05$ then the regression model is linear, and the hypothesis Ha is accepted. Ha was accepted to explain that there is an influence of the campus environment on the academic achievement of students in the Management study program, Faculty of Economics, Medan State University.

The results of this study are contrary to the results of research stated by Setiawan, Saputra, & Nasir (2019) that the campus environment does not affect student learning outcomes. The results of this study are also contrary to the results of research revealed by Vhalery (2019) which said that the campus environment does not affect student learning outcomes. However, the results of this study are in line with research conducted by Ariwibowo (2012) which shows there is a positive and significant influence between the learning environment on student academic achievement.

The campus environment contributes to learning outcomes through the role of the environment which consists of several elements such as facilities and infrastructure to support the lecture process, information about entrepreneurship lectures and other academic

information, as well as interactions between students and their environment. It can be concluded that if students are involved in a good campus environment can improve student learning outcomes, while students involved in a poor campus environment can reduce student learning outcomes.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that, the Ha Hypothesis is accepted, by stating that there is an influence of the campus environment on student academic achievement. With the results of the Linear Regression test shows that the significance value is $0.016 < 0.05$ which states the influence of the campus environment on student academic achievement.

BIBLIOGRAPHY

- Hastuti,dkk.2010. PENGARUH LINGKUNGAN KAMPUS TERHADAP MOTIVASI BELAJAR MAHASISWA. Jurusan Manajemen Universitas Pelita Harapan Surabaya.
- Saleh, Minhayati.2014. PENGARUH MOTIVASI FAKTOR KELUARGA LINGKUNGAN KAMPUS DAN AKTIF BERORGANISASI TERHADAP PRESTASI AKADEMIK. Jurnal Phenomenon. Jakarta:Bumi Aksara.
- Subagio,dkk.2021.PENGARUH LINGKUNGAN KAMPUS TERHADAP MOTIVASI BELAJAR. Jurnal Ilmiah IKIP Mataram. Mataram.
- Maria Albertus setyastanto,dkk.2020. PENGARUH LINGKUNGAN KAMPUS TERHADAP HASIL BELAJAR MAHASISWA PADA MATA KULIAH KEWIRAUSAHAAN. Research and Development Journal Of Education.Jakarta.