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The Influence of Campus Facilities, Learning Motivation, and Learning Environment on Student Discipline at Universitas Ekasakti Padang: A Study of Management Students at the Faculty of Economics

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Abstract

Student discipline is an important factor in supporting the effectiveness of the learning process and the achievement of academic outcomes in higher education. This study aims to examine the effect of campus facilities, learning motivation, and learning environment on student discipline at Universitas Ekasakti Padang. The study focuses on students of the Management Study Program, Faculty of Economics. This research employed a quantitative approach. The population consisted of management students at the Faculty of Economics, Universitas Ekasakti Padang, with a sample of 57 respondents selected using purposive sampling technique. Data were collected through questionnaires using a Likert scale and analyzed using multiple linear regression by SEM-PLS. The results indicate that campus facilities have a positive and significant effect on student discipline, learning motivation has a positive and significant effect on student discipline, and learning environment has a positive and significant effect on student discipline. Simultaneously, campus facilities, learning motivation, and learning environment have a positive and significant effect on student discipline. These findings suggest that improving the availability and quality of campus facilities, strengthening students' learning motivation, and creating a supportive learning environment can contribute to improving student discipline. The study provides practical implications for university management in developing policies and learning environments that encourage students to be more disciplined in fulfilling their academic responsibilities.

Keywords: Campus Facilities, Learning Motivation, Learning Environment, Student Discipline, Higher Education

1. Introduction

In the context of globalization, higher education focuses not only on the transfer of knowledge but also on the development of character, creativity, and practical competencies. Research indicates that human resource management within higher education institutions specifically the management of academic and educational support staff is a crucial factor in enhancing the quality of education [1]. Consequently, universities are expected to produce graduates who are not only academically intelligent but also capable of competing ethically, professionally, and socially amidst the dynamics of society.

In line with this, the provision of educational facilities, the development of a relevant curriculum, and the enhancement of lecturer quality are top priorities for optimizing higher education [2]. Universities must ensure that students gain learning experiences aligned with their talents, interests, and abilities, thereby enabling the educational process to produce an outstanding and competitive generation [3].

Academic discipline is demonstrated when students take responsibility for completing assignments given by lecturers on time, participate calmly in the learning process, and pay attention to the lecturer's explanations. Issues regarding student discipline levels arise when students fail to comply with university regulations; maintaining good discipline is essential, as it encourages students to achieve positive academic outcomes [4]. Parents and teachers serve as guides, while children are learners who acquire the skills to lead a meaningful and happy life from them. Furthermore, discipline is a means of helping children develop self-control; through discipline, children gain the boundaries needed to correct improper behavior.

Campus facilities play a crucial role in creating a conducive learning environment [5]. Educational facilities encompass all the resources, both movable and

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immovable, required for the teaching and learning process to proceed smoothly, effectively, and efficiently, thereby ensuring optimal learning outcomes [6]. These facilities include essential components such as instructional tools, infrastructure, and the physical spaces where learning takes place such as comfortable classrooms, well-equipped laboratories, libraries rich in learning resources, and access to information technology along with other amenities that contribute to the students' learning experience.

Social Cognitive Theory

Social Cognitive Theory (SCT), developed by Bandura, explains that human behavior is shaped through the reciprocal interaction of personal factors, behavior, and environmental factors [7]. The theory emphasizes that individuals are not merely passive recipients of environmental influences; rather, they actively interact with and respond to their surrounding environment through cognitive processes, experiences, and behavioral regulation. In this study, learning motivation represents an important personal factor. Students with high learning motivation tend to have stronger aspirations to achieve academic goals, complete assignments, attend classes, and comply with academic regulations. Therefore, learning motivation can encourage the development of disciplined academic behavior.

Relationship of Campus Facilities on Student Discipline

Adequate and accessible campus facilities provide students with the necessary support to fulfill their academic responsibilities. Comfortable classrooms, technological facilities, libraries, laboratories, and access to learning resources can facilitate students' academic activities and encourage them to perform their responsibilities in an organized manner.

Based on Social Cognitive Theory, environmental conditions can influence individual behavior. Therefore, supportive campus facilities may create an environment that encourages students to demonstrate positive academic behaviors, including attending classes on time, completing assignments, and complying with academic regulations. Previous studies by [8] showed campus facilities had significant influence on studebt discipline

H1: Campus facilities have a positive and significant effect on student discipline.

The Relationship between Learning Motivation and Student Discipline

Learning motivation provides students with the drive to achieve their academic goals. When students possess strong learning goals, they are more likely to develop behaviors that support the achievement of those goals. In this study, students with high levels of learning motivation are expected to be more willing to attend classes on time, participate actively in learning activities, complete assignments according to established deadlines, and comply with academic regulations. Therefore, higher learning motivation is expected to result in higher levels of student discipline. Previous studies by [9] showed learning motivation had a significant influence on student discipline

H2: Learning motivation has a positive and significant effect on student discipline.

The Relationship between Learning Environment and Student Discipline

A conducive learning environment can create conditions that encourage students to participate in academic activities more systematically. For example, an orderly classroom atmosphere may encourage students to arrive on time, pay attention to lectures, participate in classroom activities, and comply with established rules.

Based on Social Cognitive Theory, environmental conditions can shape and reinforce individual behavior. Therefore, a better and more conducive learning environment is expected to enhance students' disciplined behavior. Previous studies by [10] showed learning environment had significant influence on student discipline

H3: Learning environment has a positive and significant effect on student discipline.

Based on Social Cognitive Theory and previous studies, the conceptual framework of this study can be formulated as follows:

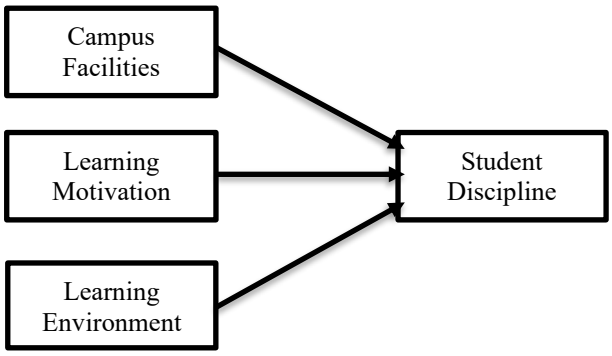

Figure 1. Conceptual Framework

2. Methods

This study employed a quantitative research approach to examine the effect of campus facilities, learning motivation, and learning environment on student discipline. The research was conducted among students of the Management Study Program at Universitas

Ekasakti Padang. The population consisted of 210 students enrolled in the Management Study Program. The sample was determined using a purposive sampling technique, in which respondents were selected based on specific criteria relevant to the objectives of the study. The criterion established in this study was that respondents must be Management Study Program students who had successfully completed the Research Methodology course. This criterion was applied because students who had completed the Research Methodology course were considered to have sufficient academic experience and understanding to provide relevant and informed responses regarding the variables examined in this study. Based on the predetermined criteria, 57 students were selected as respondents and included in the analysis.

Primary data were collected through a structured questionnaire distributed to the selected respondents. The questionnaire was developed to measure four constructs, namely campus facilities, learning motivation, learning environment, and student discipline. Each construct was measured using several indicators based on relevant theoretical concepts and previous studies [11]. Responses were measured using a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. Prior to hypothesis testing, the quality of the measurement instruments was assessed to ensure that the indicators adequately represented their respective constructs.

The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM was selected because the method is suitable for analyzing relationships among latent variables and is applicable to studies involving relatively small sample sizes [12]. The analysis consisted of evaluating the measurement model and the structural model. The measurement model was assessed in terms of convergent validity, discriminant validity, and construct reliability. Convergent validity was evaluated using outer loadings and Average Variance Extracted (AVE), while discriminant validity was assessed using the appropriate discriminant validity criteria. Construct reliability was evaluated using Cronbach's Alpha and Composite Reliability. The structural model was then evaluated by examining the coefficient of determination (R^2), path coefficients, effect size (f^2), and predictive relevance (Q^2), where applicable. Hypothesis testing was conducted using the bootstrapping procedure in PLS-SEM. The hypotheses were evaluated based on the path coefficients, t-statistics, and p-values, with a significance level of 5%. A relationship was considered statistically significant when the p-value was less than 0.05 and the t-statistic exceeded 1.96. The analysis was conducted to determine whether campus facilities, learning motivation, and learning environment significantly influence student discipline among Management students at Universitas Ekasakti Padang.

3. Results and Discussions

Result

Based on the SmartPLS output, the composite reliability and Cronbach Alpha values for each configuration or variable are more than 0.70. The outer loading result is presented in Figure 1 below:

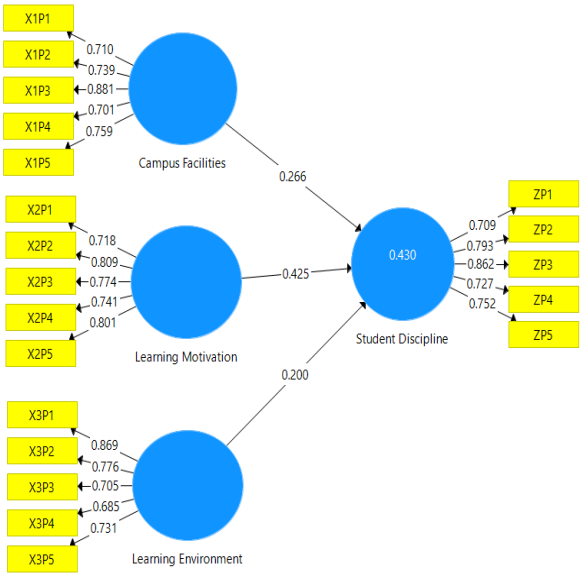

Figure 1. Outer Loading Measurement

The following is the structural model of test results using SmartPLS in Figure 2. The inner model research will be evaluated using the R-Square value. The following is the R-squared estimate in Table 1.

Table 1. Evaluate the R-Square Value

Variables	R- Squared	R- Squared Adjusted
Student Dicipline	0.430	0.420

Source: Data processed by authors, 2026

In Table 1, the R-Square value for the Student Discipline variable is 0.430 or 43.0%. The following are the SmartPLS output results, which describe the estimated output for testing the structural model in Table 2.

Table 2. Result For Path Coefficient

N	Explanation	Original Sample	Standard Deviation	t-Statistics	P Value	Explanation
1.	Campus Facilities ⇒ Student Discipline	0.266	0.049	5.457	**0.000**	Hypothesis Rejected
2	Learning Environment ⇒ Student Discipline	0.200	0.076	2.644	**0.008**	Hypothesis Accepted
3	Learning Motivation ⇒ Student Discipline	0.425	0.067	6.353	**0.000**	Hypothesis Accepted

Source: Data processed by authors, 2026

Discussions

The Effect of Campus Facilities on Student Discipline

The results indicate that campus facilities have a positive and significant effect on student discipline. The path coefficient is 0.266, with a t-statistic of 5.457 and a p-value of 0.000. Since the t-statistic is greater than 1.96 and the p-value is below 0.05, the proposed hypothesis is statistically supported. This finding indicates that improvements in campus facilities are associated with higher levels of student discipline.

The positive path coefficient of 0.266 suggests that campus facilities contribute meaningfully to students' disciplined behavior. Adequate classrooms, libraries, laboratories, internet access, information technology, and other academic facilities can provide students with the resources and conditions necessary to perform their academic responsibilities effectively. When students have access to adequate facilities, they may find it easier to attend classes, complete assignments, access learning materials, and participate in academic activities in an organized manner.

This finding can be explained through Social Cognitive Theory, which emphasizes the reciprocal relationship between individuals, their behavior, and the environment. Campus facilities represent an important environmental factor that can influence students' behavior. A supportive physical and technological environment can facilitate positive academic behaviors, including punctuality, attendance, compliance with academic regulations, and responsibility for academic tasks [13]. Thus, campus facilities are not merely physical resources but can also function as environmental support for the development of disciplined academic behavior.

The finding suggests that universities should pay attention not only to the availability of facilities but also to their quality, accessibility, comfort, and suitability for students' academic needs. Providing adequate facilities may create an environment that encourages students to engage in academic activities more regularly and responsibly [14].

The Effect of Learning Environment on Student Discipline

The results also demonstrate that the learning environment has a positive and significant effect on student discipline. The analysis produces a path coefficient of 0.200, a t-statistic of 2.644, and a p-value of 0.008. Because the t-statistic exceeds 1.96 and the p-value is lower than 0.05, the hypothesis is supported. The positive coefficient indicates that a more conducive learning environment is associated with higher student discipline.

A conducive learning environment can create psychological and academic conditions that encourage students to behave in accordance with established academic expectations. A comfortable classroom atmosphere, positive interactions between lecturers and students, good relationships among students, classroom order, and a supportive academic atmosphere can encourage students to attend lectures regularly, arrive on time, pay attention during learning activities, and fulfill their academic responsibilities [15].

From the perspective of Social Cognitive Theory, the learning environment represents an environmental factor that interacts with students' personal characteristics and behavior. Students are continuously influenced by the conditions surrounding their learning activities [16]. A positive environment can reinforce desirable academic behaviors, while an unfavorable environment may create barriers to maintaining discipline.

Although the effect size of learning environment in this study is lower than that of learning motivation and campus facilities, the relationship remains statistically significant. This indicates that the quality of the learning environment should not be overlooked in efforts to improve student discipline [17]. Universities and lecturers can contribute to student discipline by establishing a learning atmosphere characterized by order, comfort, positive interaction, and clear academic expectations.

The Effect of Learning Motivation on Student Discipline

The findings show that learning motivation has a positive and significant effect on student discipline. Among the three independent variables, learning motivation demonstrates the strongest effect, with a path coefficient of 0.425, a t-statistic of 6.353, and a p-value of 0.000. These results indicate that students with stronger learning motivation tend to demonstrate higher levels of discipline in their academic activities.

The coefficient of 0.425 indicates that learning motivation has a relatively stronger contribution to student discipline than campus facilities and learning environment. Motivated students are more likely to have clear academic goals, persist in completing academic tasks, manage their time effectively, attend classes, and comply with academic requirements [18]. Their internal desire to achieve academic success can encourage them to regulate their behavior and maintain consistency in fulfilling academic responsibilities.

This finding is consistent with the Social Cognitive Theory, particularly the role of personal factors in shaping behavior. Learning motivation can be understood as an important personal factor that influences how students regulate and direct their academic behavior. Students who have strong motivation are more likely to develop behaviors that are consistent with their academic objectives. Consequently, motivation can function as an internal driver that encourages students to maintain discipline even when external supervision is limited.

The stronger coefficient of learning motivation compared with campus facilities and learning environment also suggests that improving student discipline cannot rely solely on providing physical facilities or creating a conducive environment. Universities should also develop strategies that strengthen students' internal motivation. Academic mentoring, recognition of achievement, clear academic goals, engaging learning activities, and supportive lecturer-student relationships may help strengthen students' motivation and subsequently encourage disciplined behavior.

4. Conclusions

This study concludes that campus facilities, learning motivation, and learning environment have a positive and significant effect on student discipline at Universitas Ekasakti Padang, with learning motivation showing the strongest effect, followed by campus facilities and learning environment. These findings support Social Cognitive Theory by demonstrating that student discipline is shaped by both personal and environmental factors. However, this study has several limitations, particularly its relatively small sample of 57 respondents, its focus on students of the Management Study Program at a single university, and the use of purposive sampling, which may limit the generalizability of the findings. In addition, the study relies on self-reported questionnaire data, which may be subject to respondents' perceptions and biases. Future research is therefore encouraged to involve larger and more diverse samples from different study programs and universities, employ probability sampling where feasible, and incorporate other variables such as self-efficacy, academic engagement, lecturer support, digital learning, and academic leadership to provide a more comprehensive understanding of the factors influencing student discipline.

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