Indonesian Journal of Education & Mathematical Science
Vol. 6, No. 3, September 2025, pp. 175-183
ISSN: 2715-985X, DOI: 10.30596/ijems.v6i3.26544

The Influence of Teachers' Communication Skills and the Learning Environment on Learning Motivation

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ABSTRACT

This study aims to analyze the influence of teachers' communication skills and the learning environment on students' learning motivation at SMK Swasta Poopo Bolmong. The research employed a quantitative approach with an ex post facto design, where the researcher did not provide direct treatment but examined the relationships among variables based on existing data. The sample was determined through proportional random sampling, and the research instrument was a Likert-scale questionnaire covering three main variables: teachers' communication skills, learning environment, and students' learning motivation. The results indicate that teachers' communication skills have a positive impact on students' learning motivation. Teachers who are able to deliver material clearly, coherently, and engagingly can enhance students' attention and interest in the learning process. Furthermore, a supportive learning environment, both physically and psychologically, plays an important role in encouraging students to be more enthusiastic and motivated in their studies. Simultaneously, teachers' communication skills and the learning environment complement each other in shaping students' learning motivation. This finding is consistent with learning motivation theory, which emphasizes that internal and external factors must interact synergistically for students to achieve optimal learning outcomes. The practical implication of this study is the need to improve teachers' communication skills and to develop a supportive learning environment so that students' learning motivation can grow sustainably.

Keywords: Teachers' Communication, Learning Environment, Learning Motivation

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1. INTRODUCTION

Education is one of the most important aspects in developing quality human resources. The educational process is not only oriented toward the transfer of knowledge, but also toward shaping attitudes, skills, and learning motivation of students. In this regard, the interaction between teachers and students becomes the core of an effective teaching and learning process. Teachers act not only as transmitters of knowledge, but also as facilitators, motivators, and communicators who are able to create a conducive learning atmosphere (Arum, S., 2019) (Astutik, F., & Wijayanti, 2020).

One of the essential skills that teachers must possess is communication ability. Good communication enables teachers to deliver material clearly, provide constructive feedback, and build positive interpersonal relationships with students. Teachers with strong communication skills tend to be able to motivate students to be more active in the learning process. Conversely, ineffective communication has the potential to cause boredom, misunderstandings, and even decrease students' learning motivation (Cesar Januarius et.al, 2024). In addition to teachers' communication skills, the learning environment also determines the success of learning. The learning environment includes the physical condition of the classroom, the availability of facilities, as well as the psychological and social atmosphere in the school. The organization and arrangement of the learning environment for individuals and students are greatly influenced by the surrounding environment. The emergence of good learning motivation among students is no exception, as it is driven by a learning environment that is conducive, enjoyable, and efficient in accordance with the characteristics and conditions of the students or individuals themselves (Nanang Abdul Jamal, et al, 2023).

Learning motivation itself is an internal factor that greatly determines students' academic achievement. Motivation encourages students to be more diligent, persistent, and strive to achieve optimal learning outcomes. Research shows that learning motivation is influenced by many factors,

including teachers' communication skills and the learning environment. Students with high motivation are more prepared to face challenges, while those with low motivation tend to give up easily when facing difficulties (Pahriji Irgi Ahmad, 2021).

In the context of vocational high schools (SMK), learning motivation becomes even more important. SMK students are required not only to master academic aspects but also vocational skills that will be used in the workforce. Therefore, teachers in vocational schools must be able to establish effective communication with students and create a learning environment that supports both practical and theoretical learning processes. This condition is consistent with the findings of Jamal Nanang Abdul, et.al (2023), who found that a conducive learning environment significantly influences the learning motivation of vocational school students.

At SMK Swasta Poopo in Bolaang Mongondow Regency, the phenomenon of low learning motivation is still often found. Preliminary observations show that some students are less enthusiastic in attending lessons, less active in discussions, and often procrastinate in completing assignments. This is suspected to be influenced by teachers' communication skills that are not yet fully optimal and a learning environment that still requires improvement, both in terms of facilities and classroom climate. If this condition is not addressed, it will have an impact on the low quality of learning and students' learning outcomes.

This research is also supported by the findings of several previous studies. Suci (2020) showed that teachers' communication skills have a significant effect on increasing students' learning motivation in secondary schools. Furthermore, Nugroho & Putri (2021) emphasized that a conducive learning environment, both physically and psychologically, greatly contributes to the growth of students' motivation in vocational schools. Hakim (2022) also found that the combination of effective teacher communication and a supportive learning environment can optimally enhance learning motivation. Nevertheless, only a few studies have specifically examined the relationship between these two factors in the context of private vocational schools, particularly in Bolaang Mongondow Regency. Therefore, this research is important to fill the research gap and provide new empirical insights in the local context.

Based on these problems, research on *"The Influence of Teachers' Communication Skills and Learning Environment on Students' Learning Motivation at SMK Swasta Poopo Bolmong"* is very important to conduct. This study is expected to provide empirical insights into the extent to which these two factors affect students' learning motivation, as well as provide input for schools in improving the quality of the teaching and learning process. Thus, the findings of this research can serve as a basis for decision-making in designing more effective and innovative learning strategies.

The novelty of this research lies in its focus on examining the combined influence of teachers' communication skills and the learning environment on learning motivation specifically in private vocational schools within a rural/regional context such as Bolaang Mongondow Regency. Previous studies have mostly concentrated on general secondary schools or urban vocational schools, while research in rural private vocational schools is still limited. This study not only contributes to bridging the research gap in this specific educational setting but also provides practical insights that can be used by local schools and policymakers to design context-based strategies. Furthermore, this research emphasizes the dual role of teacher communication and learning environment simultaneously, offering a more holistic perspective compared to studies that analyzed these factors separately.

2. RESEARCH METHOD

This study employed a quantitative approach with an ex post facto research design, as the researcher did not directly manipulate the variables but examined causal relationships based on existing data. The quantitative approach was chosen because it allows the relationship between teachers' communication skills, the learning environment, and students' learning motivation to be described objectively and measurably (Hardani, et.al, 2020; Sugiyono, 2022). The population of the study consisted of all students at SMK Swasta Poopo in Bolaang Mongondow Regency. Using proportional random sampling, a total of 56 students were selected as the sample. In this technique, samples were

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drawn randomly from each class according to the proportion of students in that class. For instance, if a class represented 30% of the overall population, then approximately 30% of the sample was selected from that class. This procedure ensured that every student had an equal chance of being included, while maintaining balanced representation across different classes (Djaali, 2020).

The research instrument was a closed-ended questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), covering three main variables: (1) teachers' communication skills (15 items, e.g., *"The teacher explains the material clearly and understandably"*), (2) the learning environment (18 items, e.g., *"The classroom atmosphere supports me to concentrate during learning activities"*), and (3) students' learning motivation (20 items, e.g., *"I am motivated to study harder to achieve the best learning outcomes"*). Construct validity was initially assessed through expert judgment by two education experts to ensure the items accurately reflected the intended constructs. Empirical validity was then tested using Pearson's product-moment correlation, with all item-total correlations exceeding the critical r-value of 0.30. Furthermore, Exploratory Factor Analysis (EFA) was performed to examine factor loadings, followed by Confirmatory Factor Analysis (CFA) to confirm the dimensional structure of the instrument. All items demonstrated satisfactory loading on their respective constructs, indicating strong construct validity.

Reliability testing was conducted using Cronbach's Alpha. The results showed $\alpha = 0.872$ for teachers' communication skills, $\alpha = 0.884$ for the learning environment, and $\alpha = 0.902$ for students' learning motivation, confirming that all scales possessed high internal consistency (Ghozali, 2021). The collected data were analyzed using multiple linear regression to determine both the simultaneous and partial effects of teachers' communication skills and the learning environment on students' learning motivation. All analyses were conducted with the assistance of the latest version of SPSS statistical software (Santoso & Madiistriyatno, 2021)

3. RESULTS AND DISCUSSION

a. The Influence of Teachers' Communication Skills on Students' Learning Motivation at SMK Swasta Poopo Bolmong

Table 1. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.164	3.941		2.833	.006
	Teachers' Communication Skills	.674	.099	.678	6.779	.000
a. Dependent Variable: Students' Learning Motivation						

Explanation of the Results :

1) The regression output shows the influence of teachers' communication skills on students' learning motivation. The constant value is 11.164 with a significance value of 0.006 (< 0.05), meaning that even without the influence of teachers' communication skills, students' learning motivation already has a baseline score of 11.164.
2) The unstandardized coefficient (B) for teachers' communication skills is 0.674, which means that for every one-unit increase in teachers' communication skills, students' learning motivation increases by 0.674 units, assuming other factors remain constant.
3) The standardized coefficient (Beta) is 0.678, indicating a strong and positive effect of teachers' communication skills on students' learning motivation. This value shows that teachers' communication skills are a dominant predictor compared to other potential variables.
4) The t-value is 6.779 with a significance value of 0.000 (< 0.05), which indicates that teachers' communication skills have a significant positive effect on students' learning motivation.

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Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678[a]	.460	.450	8.73831
a. Predictors: (Constant), Teachers' Communication Skills				

Explanation of the Results :

1) The correlation coefficient (R) is 0.678, which indicates a moderately strong positive relationship between teachers' communication skills and students' learning motivation. This means that as teachers' communication skills improve, students' learning motivation also tends to increase.
2) The coefficient of determination (R Square) is 0.460, which shows that 46% of the variance in students' learning motivation can be explained by teachers' communication skills. The remaining 54% is influenced by other factors not included in the model.
3) The Adjusted R Square value is 0.450, which adjusts the R^2 to account for the number of predictors in the model. This value confirms that the model still explains around 45% of the variation in students' learning motivation, indicating a good level of explanatory power for a single predictor.
4) The Standard Error of the Estimate (SEE) is 8.73831, reflecting the average distance that the observed values fall from the regression line. A lower SEE indicates a better fit of the model, and in this case, the value shows a reasonably acceptable fit for educational research.

b. The Influence of the Learning Environment on Students' Learning Motivation at SMK Swasta Poopo Bolmong

Table 3. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.519	3.866		2.980	.004
	Learning Environment	.745	.109	.681	6.825	.000
a. Dependent Variable: Students' Learning Motivation						

Explanation of the Results :

1) The constant (intercept) is 11.519, with a t-value of 2.980 and p-value (Sig.) = 0.004. This means that if the learning environment factor were absent (score = 0), students' learning motivation would still have a baseline value of 11.519. The result is statistically significant because the p-value is less than 0.05.
2) The unstandardized coefficient (B) for the learning environment is 0.745, with a standard error of 0.109. This indicates that for every 1-unit increase in the learning environment score, students' learning motivation increases by 0.745 units, assuming all other variables are held constant.
3) The standardized coefficient (Beta) is 0.681, which means the learning environment has a strong positive effect on students' learning motivation compared to other possible predictors. A Beta value close to 1 shows a substantial contribution.
4) The t-value for the learning environment is 6.825, with a p-value (Sig.) = 0.000, which is far below the 0.05 threshold. This confirms that the effect of the learning environment on students' learning motivation is highly significant**.**

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681[a]	.463	.453	8.71129
a. Predictors: (Constant), Learning Environment				

Explanation of the Results:

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1) The correlation coefficient (R) is 0.681, which indicates a strong positive relationship between the learning environment and students' learning motivation. This suggests that as the quality of the learning environment improves, students' motivation to learn also increases.
2) The coefficient of determination (R Square) is 0.463, meaning that 46.3% of the variance in students' learning motivation can be explained by the learning environment. The remaining 53.7% is influenced by other factors not included in the model.
3) The adjusted R Square value is 0.453, which accounts for the sample size and number of predictors in the model. This adjusted value shows that the model still explains around 45.3% of the variance in learning motivation after adjustments, confirming the stability of the result.
4) The standard error of the estimate is 8.71129, which represents the average distance between the observed values and the regression line. A lower standard error would indicate more accurate predictions, and in this case, the error is still within an acceptable range for educational research.

c. The Influence of Teachers' Communication Skills and the Learning Environment on Students' Learning Motivation at SMK Swasta Poopo Bolmong

Table 5. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.655	3.935		2.199	.032
	Teachers' Communication Skills	.367	.162	.369	2.264	.028
	Learning Environment	.418	.179	.382	2.342	.023

a. Dependent Variable: Learning Environment

Explanation of the Results :

1) Constant (8.655; p = 0.032)
   The constant value indicates that if both independent variables (teachers' communication skills and the learning environment) are assumed to be zero, the students' learning motivation remains at 8.655. This represents the baseline level of motivation before being influenced by the independent variables.
2) Teachers' Communication Skills (B = 0.367; Beta = 0.369; p = 0.028)
   a. The regression coefficient of 0.367 means that for every one-unit increase in teachers' communication skills, students' learning motivation will increase by 0.367 points, assuming other variables remain constant.
   b. The Beta value of 0.369 shows the relative contribution of teachers' communication skills, which is 36.9%.
   c. Since the significance value is 0.028 (< 0.05), teachers' communication skills have a significant positive effect on students' learning motivation.
3) Learning Environment (B = 0.418; Beta = 0.382; p = 0.023)
   a. The regression coefficient of 0.418 indicates that for every one-unit improvement in the learning environment, students' motivation will increase by 0.418 points, assuming other variables remain constant.
   b. The Beta value of 0.382 reflects a relative contribution of 38.2%, which is slightly higher than that of teachers' communication skills.
   c. With a significance value of 0.023 (< 0.05), the learning environment also has a significant positive influence on students' learning motivation**.**

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.714[a]	.510	.492	8.39657

a. Predictors: (Constant), Teachers' Communication Skills and the Learning Environment

Explanation of the Results :

1) R = 0.714
   This value shows a strong positive correlation between the predictors (teachers' communication skills and the learning environment) and students' learning motivation. A value closer to 1 indicates a stronger relationship.
2) R Square = 0.510
   The coefficient of determination shows that 51% of the variance in students' learning motivation can be explained by teachers' communication skills and the learning environment combined. The remaining 49% is influenced by other factors not included in the model, such as parental support, peer influence, self-efficacy, or intrinsic interest.
3) Adjusted R Square = 0.492
   This value adjusts R^2 for the number of predictors and sample size. At 49.2%, it confirms that the model is reliable and not overly inflated by chance.
4) Std. Error of the Estimate = 8.39657
   This represents the average distance between the observed values and the regression line. A smaller standard error indicates more accurate predictions. With this value, the model has an acceptable level of prediction accuracy for students' learning motivation.

d. The Influence of Teachers' Communication Skills on Students' Learning Motivation

The results of the study show that teachers' communication skills have a positive and significant influence on students' learning motivation at SMK Swasta Poopo Bolmong. The regression test data indicate a positive coefficient value with a significance level below 0.05, which means that teacher communication is an important factor in fostering learning motivation. Teachers who are able to deliver material clearly, systematically, and in an easily understandable manner help students stay focused and maintain interest throughout the learning process. Conversely, ineffective communication can lead to confusion, boredom, and even a decline in students' learning motivation.

From a theoretical perspective, these findings are consistent with the view of Desi Ratna Sari (2024), who emphasizes that teacher communication is the main medium for connecting knowledge with learners. Communication is not merely about delivering messages but also involves listening skills, providing constructive feedback, and fostering a healthy dialogical climate in the classroom. According to educational communication theory, teachers must act as effective communicators so that learning messages can be optimally received by students.

Previous research also supports this finding. Didit Darmawan et.al. (2021), in their study, found that teacher communication significantly affects the improvement of learning motivation among secondary school students. Teachers with interpersonal communication skills are able to foster students' self-confidence, build emotional closeness, and develop sustainable learning interest. This indicates that effective communication is not only technical in nature but also emotional and psychological.

Nur Laily Nafi'aini (2025) revealed that teacher communication that is clear, empathetic, and open can create an enjoyable learning atmosphere, motivating students to be more active. In the context of vocational education such as SMK, communication that is practical, relevant to the world of work, and delivered in a language appropriate to students' level of understanding further enhances their learning motivation. This is because students feel that the material presented has direct value and benefits in everyday life as well as in future employment.

The results of this study confirm that teacher communication is one of the key variables in improving students' learning motivation. A teacher's ability to communicate effectively can serve as a bridge that connects the cognitive, affective, and psychomotor aspects of learning. Therefore, teachers are expected to continuously develop their communication skills, both verbal and nonverbal, to foster students' learning motivation in a sustainable way.

e. The Influence of Learning Environment on Students' Learning Motivation

The results of this study also show that the learning environment has a positive and significant influence on students' learning motivation. A positive regression coefficient with a significance level of < 0.05 indicates that the more conducive the learning environment created, the higher the level of learning motivation experienced by students. The learning environment includes physical factors, such as the availability of facilities and infrastructure, comfortable classrooms, and supporting technology, as well as non-physical factors, such as the social climate, student relationships, and the psychological atmosphere in the classroom.

Constructivist theory, as proposed by Piaget and Vygotsky, explains that the learning environment plays an important role in helping students build meaningful learning experiences (Santrock, 2020). A safe, comfortable, and supportive environment allows students to be more focused in the learning process. Conversely, an unconducive environment can trigger distractions, boredom, and even reluctance to learn. Therefore, teachers and schools must be able to create a conducive environment so that learning motivation can develop effectively.

The study by Ahmad Juaini, et.,al (2024) reinforces these findings by showing that a conducive learning environment, both physically and psychologically, plays a significant role in enhancing the learning motivation of vocational high school students. Their research highlights the importance of classroom arrangement, utilization of facilities, and the creation of harmonious interaction to improve students' enthusiasm for learning. A pleasant environment can foster a sense of comfort and eagerness in attending lessons.

Furthermore, Fahriji (2021), revealed that adequate learning facilities and a positive social climate in schools make a major contribution to students' learning motivation. Facilities such as laboratories, libraries, and access to technology can become driving factors for motivation because students feel they are maximally supported by the school. This indicates that a good learning environment not only supports learning technically but also increases students' internal drive to achieve (Mes et al., 2022).

The findings of this study further emphasize that the learning environment is an external factor that cannot be ignored in improving learning motivation. Schools that aim to improve the quality of education must pay attention to environmental aspects, both physical and non-physical. A conducive environment creates an enjoyable learning atmosphere, encouraging students to be more enthusiastic, motivated, and ready to participate actively in the learning process.

f. The Influence of Teachers' Communication Skills and Learning Environment on Students' Learning Motivation

Teachers' communication skills are one of the important factors influencing students' learning motivation. Teachers who are able to deliver subject matter clearly, systematically, and engagingly can foster students' interest in learning and increase their active involvement in the learning process. Good communication not only includes delivering information but also the ability of teachers to listen, provide feedback, and build positive interactions with students. Thus, students feel noticed, valued, and supported in achieving their learning goals. This aligns with the view that effective communication can strengthen the emotional bond between teachers and students, thereby creating a conducive learning atmosphere.

In addition to teachers' communication skills, the learning environment also plays a crucial role in shaping students' learning motivation. A comfortable, well-organized learning environment equipped with adequate facilities can enhance students' focus and interest in participating in learning activities. Physical environmental factors such as lighting, cleanliness, and the availability of learning media, as well as social environmental factors such as relationships among students and a harmonious classroom climate, contribute significantly to learning success. A supportive environment will make students feel at ease, motivated, and have a stronger internal drive to achieve.

The interaction between teachers' communication skills and the learning environment shows a complementary influence. Communicative teachers will find it easier to create a positive classroom climate, while a conducive learning environment will strengthen the effectiveness of teachers' communication in delivering lessons. In other words, teachers' communication skills and the learning environment not only influence students' motivation partially but also simultaneously. Students who

are in a supportive learning environment and guided by teachers with good communication skills tend to demonstrate higher levels of motivation compared to those who do not receive both supports.

Based on this explanation, it can be understood that increasing students' learning motivation cannot be separated from teachers' efforts to improve their communication skills along with providing an optimal learning environment. Therefore, schools and related parties need to pay attention to the development of teachers' communication competence through training, workshops, or coaching, as well as ensure that the learning environment at school meets comfort and feasibility standards. With the synergy between personal factors (teachers' communication skills) and external factors (learning environment), students' learning motivation will increase and ultimately have a positive impact on learning achievement.

4. CONCLUSION

Based on the results of the study, it can be concluded that teachers' communication skills have a positive influence on students' learning motivation. Teachers who are able to deliver material clearly, coherently, and engagingly can enhance students' attention, interest, and active participation in the learning process. This shows that effective communication is one of the key factors in creating a meaningful learning atmosphere. In addition, the learning environment also plays a significant role in increasing students' learning motivation. A conducive environment, both physically and psychologically, provides comfort, a sense of security, and encouragement for students to be more diligent in participating in learning activities. Thus, external factors in the form of learning conditions cannot be ignored in efforts to improve students' learning quality.

Simultaneously, teachers' communication skills and the learning environment complement each other in shaping students' learning motivation. Both work synergistically to create an interactive, supportive, and enjoyable learning situation. This aligns with learning motivation theories that emphasize the importance of interaction between internal and external factors for students to achieve optimal learning outcomes.

The practical implication of this research is the need to improve teachers' communication skills through training, workshops, and reflective practice so that they can deliver material more effectively and build positive relationships with students. In addition, schools need to pay attention to the development of supportive learning environments, both by providing adequate facilities and creating a harmonious classroom climate.

Therefore, efforts to improve students' learning motivation cannot rely on a single factor, but must be carried out in an integrated manner between enhancing teachers' communication quality and providing a conducive learning environment. If both aspects are well addressed, students' learning motivation will develop sustainably and have a positive impact on learning achievement.

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