

Examining the role of friendship quality in enhancing university students' learning motivation

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ABSTRACT

This study aims to examine the impact of the quality of the friendship environment on the learning motivation of students in several public universities in Indonesia. A qualitative research design with a case study approach was employed for this investigation. Data were collected through in-depth interviews with six students, selected using a purposive sampling technique. Thematic analysis was used to analyze the data. The findings indicate that a high-quality friendship environment characterized by emotional support, collaborative group work, and mutual reminders about assignments positively influences students' learning motivation. Increased motivation is evident in students' habits of completing assignments on time and their enthusiasm in attending lectures. Additional factors influencing learning motivation include self-encouragement, family support, and encouragement from peers. This study concludes that the quality of the friendship environment is a crucial factor in fostering students' academic success.

Keywords: Friendship, Learning environment, Learning motivation, Student

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INTRODUCTION

Students, as individuals in the early stages of adulthood, face various academic and social challenges in their university life [1]. Humans are described as social beings, and in adapting to new environments, they often require assistance from others, particularly from their peers [2]. In this context, the friendship environment plays a significant role, as peers often serve as sources of emotional support [3], academic learning [4], and social interaction. High-quality friendships can foster a conducive learning atmosphere, facilitate collaboration in completing tasks, and motivate students to achieve their academic goals.

The friendship environment is an inseparable part of students' daily lives, as they frequently interact with their friends during their academic journey. As mentioned by [5], friendship circles are crucial in human life. Students must have a high-quality friendship environment. According to [6], the quality of friendships must be actively cultivated, as having a friend or establishing good friendships is considered fundamentally important. Besides providing emotional support, having a close friend can help develop the personality of adolescents [7], with personality being understood in terms of learning in this context. Friendship, like any other form of social connection, is often equated with companionship, colleagues, or peers [8]. According to [9], friendship is a relationship between two or more people who feel empathy, sympathy, understanding, and honesty toward each other.

Having a high-quality friendship environment certainly leads to psychological happiness and well-being. Happy individuals tend to have more friends [10], and psychological well-being is positively related to mental health [11]. In other words, the friendship environment encompasses a group of individuals who share mutual care, empathy, support, and attention toward one another. The quality of the friendship environment is chosen as a key variable because friendship is an integral part of students' lives and can influence various aspects of development, including academic aspects.

Students who receive positive social support tend to experience an increase in their learning motivation [12]. In this case, social relationships can be assumed to represent the friendship environment. Motivation plays a critical role in learning activities [13], as learning is an essential activity for students at all educational levels, from primary school to university [14]. Learning motivation is the driving force that transforms internal energy into tangible actions aimed at achieving goals [15]. Motivation is crucial and highly necessary in the learning process because learning outcomes tend to improve when there is motivation [16]. Several factors influencing learning motivation include interactions among students and with their environment [17]. Learning motivation can have a positive and significant impact on academic performance in university students [18].

The success of students in the learning process at educational institutions can be measured by their academic achievements [13]. Students with high learning motivation are likely to achieve higher academic performance [19], and when this happens, the quality of the education they receive is also expected to be higher. Education is inseparable from life

and is a fundamental aspect of human existence [20]. It is a primary need that ensures the continuity of life and serves as a means of fostering positive development for students [21]. Learning motivation is also a key variable because it is the main driving force determining how well students can achieve their academic goals. Students with high learning motivation are more likely to complete assignments on time, participate actively in classes, and achieve better academic results. However, learning motivation does not emerge spontaneously; it is influenced by various factors, including social support from peers. Therefore, it is important to explore how the quality of the friendship environment can serve as one of the factors that enhance students' learning motivation.

From the interview data collected by the researcher, it was found that the quality of the students' friendship environment was quite good, and as a result, their learning motivation tended to improve and become better. Therefore, it is expected that students will continue to maintain a good friendship environment. A positive friendship environment can lead to increased learning motivation, which will, in turn, have a positive impact on academic performance and achievements, ultimately helping students to obtain a higher quality of education. Previous studies have also explored similar topics. For instance, [22] found a positive and significant relationship between peer social interaction and learning motivation. Furthermore, [23] showed that peer relationships influence learning motivation, while [24] indicated that one of the factors that can enhance learning motivation is peer interaction. Additionally, [25] found that peer relationships significantly affect learning motivation, [26] discovered that peer support influences learning motivation, and [27] also identified that peers have an impact on learning motivation. Moreover, [28] reported a significant relationship between peer interactions and learning motivation. The commonality across these studies is the discussion of how friendships can influence learning motivation, with a similar focus on subjects from the same location. However, in this study, the researcher selected subjects from different state universities (PTNs) in Indonesia, with the expectation that sampling from different environments would provide broader data.

The urgency of this study lies in the need to understand how the quality of the friendship environment affects students' learning motivation. Academically, this study can provide new insights into the factors that support the improvement of learning motivation. Practically, the findings are expected to serve as a basis for the development of support programs that can enhance the quality of students' social interactions. Socially, this research

is also relevant given the importance of building a positive friendship environment as part of students' character development and interpersonal skills. This study seeks to answer the question of how the quality of the students' friendship environment influences their learning motivation. By employing a qualitative approach and selecting subjects from various public universities in Indonesia, this research aims to provide a comprehensive understanding of the relationship between friendship and learning motivation and contribute to the improvement of higher education quality in Indonesia.

METHOD

This study employs a qualitative research method with a case study approach. The qualitative approach was chosen to explore students' experiences and perceptions in depth regarding the influence of the quality of the friendship environment on learning motivation. The case study approach was used because this research focuses on a specific context: students from various state universities in Indonesia. The study was conducted from June to August 2024. Data were collected through remote interviews using telephone platforms, as the research subjects were spread across several cities in Indonesia. The target participants were active students in Indonesian state universities, aged 18–22 years, who had completed at least four semesters of study and had significant interaction experiences with peers in academic contexts, such as studying together or engaging in group work.

Purposive sampling was used to ensure that the selected subjects had characteristics relevant to the research objectives. The sample consisted of six students (three males and three females) from various state universities in Indonesia. The selection criteria included diversity in gender, university location, and experience in study group interactions, ensuring that the research results reflected a variety of student experiences. Data were collected through in-depth interviews, with an average duration of 10 minutes per subject. The interviews were semi-structured to allow for in-depth exploration of students' experiences related to friendship quality and learning motivation.

Data analysis was conducted using thematic analysis. Thematic analysis procedures included:

1. Data Transcription: Interview recordings were transcribed verbatim.

2. Reading and Familiarization with Data: The researcher repeatedly read the transcripts to identify patterns and meanings.
3. Coding: Data were coded by labeling segments of text that were relevant to the friendship environment quality and learning motivation.
4. Theme Identification: Similar codes were grouped to form major themes, such as "emotional support from friends" or "learning motivation through group work."
5. Theme Review: Identified themes were revised and refined to ensure consistency and relevance.
6. Data Interpretation: Final themes were interpreted in the context of theoretical frameworks and the study's objectives.

This approach allows the researcher to explore the deep relationship between the quality of the friendship environment and students' learning motivation, as well as to understand the nuances of individual experiences.

RESULTS AND DISCUSSION

This study shows that the quality of the students' friendship environment is generally good, based on several indicators that reflect positive and supportive relationships. Indicators of the quality of the friendship environment include emotional support. Students reported that their peers provided encouragement, moral support, and care, which helped them cope with academic pressures. This aligns with [11], which states that high-quality friendships can enhance psychological well-being.

In addition to emotional support, academic interactions also serve as an indicator of a good student environment. This is because friends often engage in joint learning activities, such as group discussions or reminding each other about assignments. Students feel that these interactions not only strengthen their academic understanding but also boost their learning enthusiasm. This finding supports [13], which indicates that positive group work can enhance learning motivation. Furthermore, positive feedback and constructive criticism provide valuable input regarding academic tasks or challenges faced by students. These constructive critiques are seen as expressions of care and support aimed at achieving common goals.

The results of this study also reveal that students' learning motivation significantly improves in a supportive friendship environment. The relationship between the quality of the friendship environment and learning motivation is evident in students' more organized

behaviors, such as completing assignments on time, participating more frequently in discussions, and having clear learning goals. For instance, one participant mentioned, "My friends always remind me to study and help me when I'm struggling, so I feel more motivated to complete my tasks." The connection between the friendship environment and learning motivation indicates that social factors play a vital role in supporting academic achievement. This finding aligns with the study by [10], which shows that high-quality friendships can motivate individuals to perform better academically.

Student Friendship Environment

The quality of the friendship environment in students' lives can be considered quite good, as students have expressed that their friendship environment is supportive of one another. [29] also mentions that attention is one of the key aspects that should be involved in friendships. In this context, it can be elaborated that students provide emotional support in the form of encouragement and motivation to help each other more easily and enthusiastically pursue their goals. As good friends, one of the important things to do is to offer encouragement in the form of praise for any effort made by a friend, whether the effort is big or small. This, in turn, has a significant impact on their learning motivation. Praise acts as a form of positive reinforcement and can provide strong motivation [30]. Even simple words of encouragement from friends can ignite motivation, boosting their confidence that they can achieve their goals.

In addition to offering praise and encouragement, celebrating each accomplishment, no matter how small, is also important. Recognition can be given through positive feedback [30], which not only helps ignite motivation but also brings feelings of happiness. [31] states that much of happiness can be derived from maintaining good friendships.

In addition to emotional support, frequent interaction with friends in academic contexts, such as engaging in discussions or holding group study sessions, can further enhance students' learning motivation. Study groups are a learning method in which a team works together to achieve the goal of completing tasks and solving problems, consisting of two or more people [32]. The reason being, students who often form study groups outside of class hours tend to spend more time learning. With more time spent on studying, students will become accustomed to studying more effectively, which will trigger an increase in their learning motivation. Forming study groups with friends can be done in libraries, cafes, or

other places that are comfortable for studying. Studying together with friends makes learning easier, as it allows for mutual discussions to understand lessons better and collectively search for additional learning resources such as books, videos, or articles, which help expand their knowledge. By incorporating various learning methods, students' learning motivation can increase [33].

By organizing study groups with friends, we can also help each other when someone is struggling to understand the material. We can work on assignments together or seek additional information about topics we wish to learn. Through collaboration, any activity can be completed more quickly and effectively, providing mutual benefits [34]. Another benefit of forming study groups is practicing tasks together, which can enhance our learning abilities. Being with friends allows for exchanging ideas and engaging in discussions about the subjects we wish to explore. Moreover, reminding friends to study or complete assignments is very helpful, especially for those who tend to forget. Having a friend who reminds us ensures that we know what needs to be done, allowing us to submit assignments on time, as students tend to procrastinate when they are unsure of what to do [35]. We can also create a regular study schedule together, as setting up consistent study sessions increases learning intensity. If our friends frequently study together, we are likely to be influenced by them to study as well, which can boost our motivation. In studying together, we can also be a good listener for a friend who wants to share their difficulties. This way, we can offer guidance or constructive criticism when needed, helping them stay motivated and leading them toward better outcomes in the future.

Learning Motivation

Learning motivation is a critical factor as it can influence academic success [36]. With a good quality environment, students' learning motivation tends to increase. It is expected that students can achieve better learning outcomes when they are highly motivated [37]. This is reflected in their recognition that they are more likely to avoid procrastination on assignments given by their professors and prefer to complete them promptly to prevent tasks from piling up. As time passes, the number of assignments that students receive increases, and as [38] mentioned, all assignments given by instructors must be completed on time. Therefore, if students do not immediately tackle the assigned tasks, they will accumulate as time goes on, making it more difficult for students to complete them easily. By addressing tasks sooner, they can avoid this accumulation and complete their assignments

on time, preventing late submissions, which could result in penalties from professors, such as grade reductions or other consequences. [39] emphasizes that procrastination is a negative behavior.

The goals of students' learning include achieving success. [40] states that individuals with natural abilities have a greater opportunity to achieve future success, with talent being assumed to represent one's learning capacity. In addition to achieving success, studying allows students to expand their knowledge and gain broader insights into various fields. By studying within their chosen discipline, their ultimate goal is to earn a degree in line with their aspirations. Having specific learning objectives significantly enhances their motivation [41]. By consistently reminding themselves of their learning goals, students stay driven to study and work toward their planned outcomes. One of the key ways to achieve these goals is through studying. Therefore, maintaining motivation is essential for students to facilitate the achievement of their initial objectives.

The Influence of Friendship Environment on Learning Motivation

In this context, it can be observed that when students have a positive friendship environment, their learning motivation also tends to increase. They express that selecting friends is an important aspect, and it is crucial to choose friends with good qualities [42]. If we choose the wrong social environment, it could hinder our learning process. If our friends tend to be lazy or engage in negative behaviors, there is a high possibility that we may get influenced by those behaviors, which could ultimately harm our own progress. [43] suggests that a lack of motivation to study can be influenced by friends who are also unmotivated. High-quality friendships can, in turn, have a positive impact [44]. Therefore, it is important to choose friends who can guide us toward positive and beneficial outcomes. As [45] mentions, having strong social support from peers tends to enhance learning motivation.

Thus, in addition to studying together to increase learning motivation, another way to create a positive friendship environment is to spend time with friends, engage in enjoyable activities, and maintain openness with one another. By being open, trust is cultivated. Those who form friendships often engage in various activities together, and their tastes tend to align, allowing them to meet and enjoy the activities they like [46]. This leads to closer relationships with friends, and naturally, we feel happier. When people are happy, they tend to be more motivated to engage in various activities, including studying. Therefore, it is

important to maintain a good quality friendship environment, as it plays a crucial role in academic life and can significantly impact a student's overall university experience.

Although the friendship environment is one of the main factors that can influence learning motivation, there are certainly other factors that can affect students' motivation to learn. Some of these factors may come from within the individual, such as the desire to compete academically [47]. Students who are motivated to compete in the academic field typically engage in more diligent studying, which in turn boosts their learning motivation to compete with their peers. In addition to internal factors, external factors can also increase learning motivation, such as encouragement from parents or a partner. The role of parents is crucial in determining academic success [48]. Parents can serve as a significant factor in enhancing learning motivation by creating a supportive home environment, ensuring a comfortable living space, or providing the necessary resources to facilitate learning. As a result, this will lead to an increase in learning motivation. [49] also states that parents can enhance students' learning motivation.

Furthermore, external factors, such as support from a partner, can also boost motivation to learn. [50] notes that having a romantic partner can help teenagers increase their motivation to study. It is undeniable that many young people today have partners, and having one can provide both emotional support and encouragement. The simple act of studying together with a partner can significantly increase motivation.

After examining these factors, it is clear that it is important for us to consistently maintain conditions that provide positive impacts on our lives while remaining vigilant against negative influences. It is crucial to seek and preserve a positive friendship environment. If the friends we surround ourselves with engage in positive behaviors, such as diligently completing tasks, these behaviors will naturally influence us as well, leading to positive impacts on our own actions. This aligns with the statement by [14], which emphasizes that the most important aspect for students is their social environment, as observing their diligent peers can inadvertently motivate them to work harder, whereas if those around them are lazy, this behavior can also become contagious.

CONCLUSION

This study reveals that the quality of students' friendship environments has a positive impact on their learning motivation. A supportive friendship environment, characterized by

emotional support, academic interaction, and constructive feedback, encourages students to be more organized, complete assignments on time, and have clearer learning goals. These findings indicate that social factors, particularly the quality of friendships, play a crucial role in supporting students' academic success. As a practical implication, the results of this study can serve as a foundation for developing support programs at higher education institutions, such as structured study groups or interpersonal skills training, to strengthen positive social relationships among students. Future research is recommended to further explore other factors influencing learning motivation, including the impact of technology and family environments, by involving a more diverse sample to enhance the generalizability of the findings.

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