# The Role of Academic Culture as an Intervention in Increasing the Influence of the Learning Environment on Student Self-Actualization

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**Abstract**
This study purpose to determine the influence of the learning environment on student self-actualization with academic culture as an intervening variable. This type of research is quantitative research. The population in this study is the entirety students of the Program Study of Management of 2018-2020 totaled 592 person with a sample of 86 person. Data were collected using questionnaires. The data analysis method of this study is descriptive statistical analysis using the Structural Equation Model (SEM) technique, with Partial Least Square (PLS) as a tool to process it using the SmartPLS program (v.3.2.9). The results showed that the learning environment positively and significantly affects the self-actualization of students, the learning environment has a positive and significant effect on academic culture, academic culture has a positive and significant effect on student self-actualization and the learning environment has a positive and significant effect on student self-actualization through academic culture.
**Keywords:** learning environment; self-actualization; academic culture

## Introduction

Referring to current world developments, we can see that there is a tendency for students as young people and the nation's successors to be able to show all their potential and abilities, such as critical thinking, communication, collaboration, leadership, adaptability, creative and innovative skills, and etc. It has become a necessity for self-actualization for students. According to Ningsih & Suniasih (2020) students with self-actualization will have a tendency to optimize the use of their abilities.

Self-actualization is one of the important things that need to be considered by students. According to Junianto (2015) self-actualizing people will continue to grow, develop and use their best abilities to be themselves. The learning environment is closely related to students, where the learning environment is a place for students to develop their knowledge and abilities, as the opinion of Aini & Taman (2012) which explains that a supportive learning environment can increase student enthusiasm in the learning process. As an inseparable part of the learning environment, academic culture itself has a role that has a positive influence on the learning environment and also self-development student. As explained by Masruroh & Mudzakkir (2013), a positive academic culture, if applied optimally, will be able to encourage the growth of a social climate and healthy interactions between academics. As well as being able to explore the potential of students, and being able to shape them not only from their thoughts, but also from their hearts, sports, and feelings/intentions.

According to Jena & Dorji (2016), providing motivational factors such as attention, resources, and security, and so on, will be able to help achieve self-actualization. The existence of various student activities and competitions is a form of attention and motivation as well as efforts from the university to form a good learning environment in providing a forum for students to explore and develop their potential. Based on the description and phenomena above, the researcher purpose to determine the influence of the learning environment on student self-actualization with academic culture as an intervening variable.

## Method

This study aims to determine the effect of the learning environment on students' self-actualization with academic culture as an intervening variable in students of the S1 Management Study Program, Faculty of Economics and Business, Jambi University. This type of research is quantitative research.

The population in this study were all students of the S1 Management Study Program class of 2018 - 2020, totaling 592 people with a sample of 86 people. Methods of data collection using a questionnaire. The data analysis method of this research is descriptive statistical analysis using the Structural Equation Model (SEM) technique, with Partial Least Square (PLS) as a tool to process it using the SmartPLS program (v.3.2.9).

**Table 1**. Operational Variable

| Variable | Dimensi | Indicators |
|---|---|---|
| Learning Environment (X) Bahri (2011). | Family environment | 1. Harmonious conditions in the family<br>2. Family encouragement |
| | Campus environment | 1. Learning method<br>2. Curriculum<br>3. Lecture time<br>4. Campus discipline<br>5. Lecturer relationship with students<br>6. Homework |
| | Community Environment | 1. Mass media<br>2. Friends to hang out with<br>*3.* The form of community life. |
| Self Actualization(Y) Robbins & Coulter (2016) | Growth need | 1. Understanding self potential<br>2. Self growth |
| | Achieving one's potential | 1. Achieving the full potential of knowledge<br>2. Achieving the full potential of abilities |
| | Self-fulfillment | 1. Understanding one's own desires<br>2. Encouragement to achieve one's own desires according to one's own capacity |
| Academic Culture (M) Setyaningsih (2015) | Value Academic Activities | 1. Interaction between civitas<br>2. Infrastructure<br>3. Organizational management<br>4. Curriculum<br>5. Involvement and participation. |
| | Academic spirit | 1.The unity of the spirit of the entire academic community<br>2. Encouragement from academic institutions |
| | Responsibility | 1.Individual responsibility towards duties and obligations<br>2. Social responsibility towards duties and obligations |
| | Assesment | 1. Individual assessment process<br>2. The process of assessing the situation |
| | Support and cooperation | 1. Educational institution support<br>2. Cooperation of the entire academic community. |

## Results

## Outer Model Test / Measurement Model

### 1. Convergent Validity Test
The results of testing research instruments on 86 respondents showed several indicators were invalid and dropped, so that the learning environment variable consisted of indicators of curriculum, campus discipline, and good student and lecturer relations, and forms of social life that were going well, self-actualization variables consisting of from indicators of understanding self-potential, self-growth, achieving full potential of knowledge, achieving full potential of ability, understanding self-desire and encouragement to fulfill desires according to self-capacity, and academic culture variables consisting of organizational management, curriculum, involvement and

participation, encouragement of academic institutions , individual responsibility, social responsibility towards duties and responsibilities, individual assessment process, situation assessment process, support from academic institutions and cooperation of the entire academic community. The instrument was declared valid as evidenced by the correlation coefficient value of each statement item greater than the loading factor of 0.50.
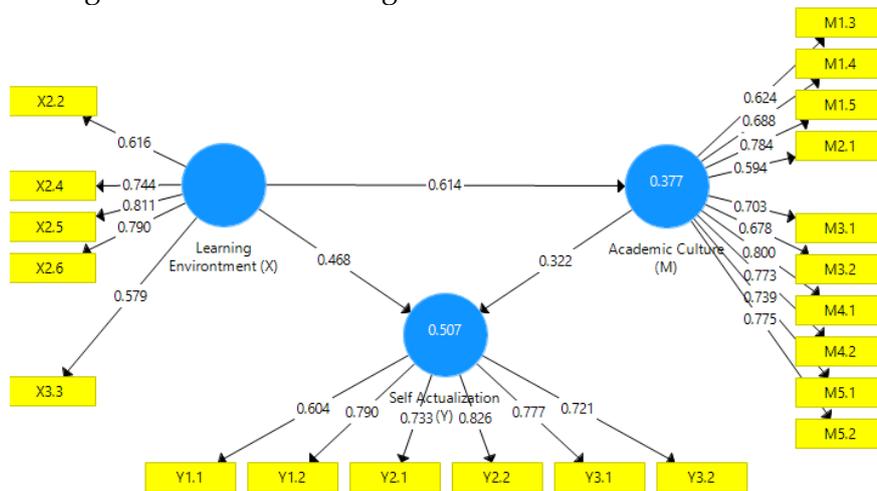


**Figure 2**. Testing the value of loading question items on the learning Environment, Academic culture and self actualization. Source: Processed for research (2022)

## 2. Descriminant Validity Test

Based on the desciminant validity test, it is known that each indicator on the research variable has the largest cross loading value on the variables it forms, compared to the cross-loading value on other variables. Based on the results obtained, it can be stated that the indicators used in this study have good discriminant validity in compiling their respective variables.

## 3. Validity and Reliability Test

**Table 2**. Construct Realibility and Validity

|  | Cronbrach Alpha | Composite Realibility | AVE |
|---|---|---|---|
| Self-Actualization | 0.838 | 0.881 | 0.555 |
| Acaddemic Culture | 0.895 | 0.914 | 0.517 |
| Learning Environment | 0.755 | 0.837 | 0.510 |

Source: processed for research (2022)

The results of testing research instruments on 86 respondents showed that all variables had an AVE value above 0.50. All variables show a good level of reliability because they have Cronbach's Alpha values greater than 0.7 and composite reliability greater than 0.7 so that the research instrument can be distributed to all target samples set in the study.

## Structural Model Test (Inner Model)
### 1. Path Coefficient

Based on table 3 below, it can be explained that the largest path coefficient value on the influence of the learning environment on academic culture is 0.614, the influence of the learning environment on self-actualization is 0.468 and then there is academic culture as an intervening variable on self-actualization of 0.322.

**Table 3**. Path Coefficient

|  | Self Actualization | Academic Culture | Learning Environment |
|---|---|---|---|
| Self Actualization |  |  |  |
| Academic Culture | 0.322 |  |  |
| Learning Environment | 0.468 | 0.614 |  |

Source: processed for research (2022)

Based on the description of these results, it shows that all variables in this model have a path coefficient with a positive number. This shows that the greater the path coefficient value on one independent variable on the dependent variable, the stronger the influence between the independent variables on the dependent variable.

## 2. Model Goodness Test (Goodness of Fit)

**Table 4**. R Square

|  | R Square | R Square Adjusted |
|---|---|---|
| Self Actualization | 0.507 | 0.495 |
| Academic Culture | 0.377 | 0.369 |

Source: processed for research (2022)

Based on the table shows the results for the R-square value of 50.7% self-actualization is influenced by the learning environment, this shows the effect of the learning environment on self-actualization is in the moderate category, the remaining 49.3% is influenced by other factors. Academic culture is influenced by the learning environment 37.7%, this shows that the influence of the learning environment on academic culture is in the moderate category. The remaining 62.3% academic culture is influenced by other factors also outside this research model.

## Hypothesis Test

**Table 5**. Result for Inner Weights

|  | Original Sample | T Statistic | P Value |
|---|---|---|---|
| Academic Culture → Self Actualization | 0.322 | 2.850 | 0.005 |
| Learning Environment→ Self Actualization | 0.468 | 3.787 | 0.000 |
| Learning Environment→ Academic Culture | 0.614 | 8.432 | 0.000 |
| Learning Environment→ Academic Culture → Self Actualization | 0.197 | 2.326 | 0.020 |

Source: Results of data processing (2022)

In PLS statistical testing of each hypothesized relationship is carried out using simulation. In this case, the Bootstrap method is carried out on the sample. Testing with bootstrap is also intended to minimize the problem of abnormal research data. The results of the bootstrapping test from the PLS analysis are as follows:

**H1.The Effect of Learning Environment on Self-Actualization**
From the results of hypothesis testing, it is known that the path coefficient is 0.468 and the P-Values that form the influence of the learning environment on self-actualization is 0.000 plus a positive T-Statistic value of 3.787, thus this result is in accordance with the rule of thumb where p value < 0 .05 and T-Statistic > 1.96. So it can be stated that the learning environment has a significant positive effect on self-actualization. This means that hypothesis 1 which reads that the Learning Environment has a significant positive effect on Self-Actualization of Management Study Program students, Faculty of Economics and Business, Jambi University can be accepted.

**H2. The Influence of Learning Environment on Academic Culture**
From the results of hypothesis testing, it is known that the path coefficient is 0.614 and the P-Values that form the influence of the learning environment on self-actualization is 0.000 plus a positive T-Statistic value of 8.432, thus this result is in accordance with the rule of thumb where p value < 0 .05 and T-Statistic > 1.96. So it can be stated that the Learning Environment has a significant positive effect on academic culture. This means that hypothesis 2 which reads that the Learning Environment has a significant positive effect on the Academic Culture of Management Study Program students, Faculty of Economics and Business, Jambi University can be accepted**.**

**H3. The Influence of Academic Culture on Self-Actualization**
From the results of the hypothesis test, it is known that the path coefficient is 0.322 and the P-Values that form the influence of academic culture on academic culture is 0.005 plus a positive T-Statistic value of 2.850, thus this result is in accordance with the rule of thumb where p value < 0 .05 and T-Statistic > 1.96. So it can be stated that Academic Culture has a significant positive effect on Self-Actualization. This means that hypothesis 3 which reads that Academic Culture has a significant positive effect on the actualization of the student series of the Management Study Program, Faculty of Economics and Business, Jambi University can be accepted**.**

**H4.The Effect of Learning Environment on Self-Actualization Through Academic Culture as an Intervening Variable**
From the results of hypothesis testing, it is known that the path coefficient is 0.197 and the P-Values value that forms the influence of the learning environment on students' self-actualization through academic culture as an intervening variable of 0.02 plus a positive T-Statistic value of 2.326, thus these results are in accordance with the rule of thumb where p value < 0.05 and T-Statistic > 1.96. So it can be stated that the learning environment has a significant positive effect on self-actualization through academic culture as an intervening variable for students of the Management Study Program, Faculty of Economics and Business, Jambi University.

## Discussion
Based on hypothesis testing, the following is a discussion of the results of the analysis carried out with SmartPLS 3:

**The Influence of Learning Environtment on Student Self Actualization**
The results showed that the learning environment had a positive and significant influence on students' self-actualization. The better the learning environment, the more self-actualized students and vice versa. The results of this study support previous research conducted by Damanik (2019) which revealed that student perceptions of lecturer competence, facilities, and learning environment simultaneously have a positive and significant effect on student learning motivation.So it can be interpreted that a learning environment that has a curriculum, campus discipline, and good student and lecturer relations, and a good social life has a positive and significant effect on self-actualization which consists of understanding self-potential, self-growth, achieving full potential of knowledge, achievement full potential, ability, understanding of self-desire and encouragement to fulfill desires according to self-capacity.

**The Influence of Learning Environment on Academic Culture.**
The results showed that the learning environment had a positive and significant influence on academic culture. The results of this study support previous research conducted by Dwi Nur Nikmah (2019), the direct relationship of scientific attitudes, academic freedom, academic ethics has a fairly strong relationship to academic cultureThe better the learning environment, the more it will have a good academic culture and vice versa. So it can be interpreted that a learning environment that has a curriculum, campus discipline, and good student and lecturer relations, and a good social life has a positive and significant impact on academic culture which consists of organizational management, curriculum, involvement and participation, encouragement of academic institutions. , individual responsibility, social responsibility towards duties and responsibilities, individual assessment process, situation assessment process, support from academic institutions and cooperation of the entire academic community.

**The Influence of Academic Culture on Self-Actualization**
The results showed that academic culture had a positive and significant influence on student self-actualization. The better the academic culture, the more self-actualized students will be and vice versa if the academic culture is not good, the students will not be self-actualized. The results of this study support previous research conducted by Masruroh & Mudzakkir (2013) which revealed that the ideal values of academic culture do require students to have the habit of reading, writing,

discussing, being active in lectures, and in organizations. So it can be interpreted that academic culture which consists of organizational management, curriculum, involvement and participation, encouragement of academic institutions, individual responsibility, social responsibility for duties and responsibilities, individual assessment process, situation assessment process, support from academic institutions and cooperation of all civitas Academic has a positive and significant influence on self-actualization which consists of understanding self-potential, self-growth, achieving full potential of knowledge, achieving full potential of ability, understanding self-desire and encouragement to fulfill desires according to self-capacity.

**The Effect of Learning Environment on Self-Actualization Through Academic Culture as an Intervening Variable**

The results showed that the learning environment had a positive and significant influence on student self-actualization through academic culture as an intervening variable. The better the learning environment, the better the academic culture, then a good academic culture will increase students' self-actualization. The results of this study support previous research conducted by Bahrudi Efendi Damanik, and Eka Irawan (2021) which revealed that the learning environment, and students' perceptions of lecturer competence partially have a positive and significant effect on learning motivation. So it can be interpreted that a learning environment that has a curriculum, campus discipline, and good student and lecturer relations, and a good social life has a positive and significant impact on academic culture which consists of organizational management, curriculum, involvement and participation, encouragement of academic institutions. , individual responsibility, social responsibility towards duties and responsibilities, individual assessment process, situation assessment process, support from academic institutions and cooperation of the entire academic community. Then academic culture has a positive and significant effect on self-actualization which consists of understanding self-potential, self-growth, achieving full potential of knowledge, achieving full potential of ability, understanding self-desire and encouragement to fulfill desires according to self-capacity.

**Conclusions**

Based on the results of the analysis and discussion that have been described in the previous chapter, the following conclusions can be drawn:

1. The learning environment has a positive and significant effect on self-actualization of students in the Management Study Program, Faculty of Economics and Business, Jambi University. So it can be interpreted that students' self-actualization can be improved by improving their learning environment.
2. The learning environment has a positive and significant impact on the academic culture of the Management Study Program, Faculty of Economics and Business, Jambi University. So it can be interpreted that academic culture can be improved for the better by further improving the learning environment.
3. Academic culture has a positive and significant effect on self-actualization of students in the Management Study Program, Faculty of Economics and Business, Jambi University. So it can be interpreted that student self-actualization can be improved through a good academic culture.
4. The learning environment has a positive and significant effect on student self-actualization through the academic culture of the Management Study Program, Faculty of Economics and Business, Jambi University. So it can be interpreted that improving the quality of the learning environment can improve academic culture, where academic culture will increase student self-actualization.

**Suggestion**

Based on the results of the research conducted, the researchers can be given the following suggestions:

1. From the aspect of the learning environment, it is necessary to improve the campus environment in lecture time management, so that the time that has been designed can be applied and used optimally in the learning process.

2.  From the aspect of academic culture and self-actualization, even though it is in the good category, there is still a need for improvement to make it even better so that the relationship between students and lecturers is better.
3.  For further researchers, what has been discussed in this study can be used as a reference for further research, and variables can be developed into other variables.

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