



The Influence Of A Non-Formal Work Environment (Work From Café) On Learning Productivity Through Motivation As A Mediation Variable In Undergraduate Management Students (FEB-UNTAD) Batch 2022

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ABSTRACT

The increasing use of cafés as alternative learning spaces has encouraged students to adopt the Work From Café (WFC) concept as a non-formal learning environment. This study aims to examine the effect of the non-formal work environment (WFC) on learning productivity through learning motivation as a mediating variable. This study employed a quantitative explanatory approach involving 77 undergraduate Management students of the FEB-UNTAD class of 2022, selected using purposive sampling. Data were collected using a Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with WarpPLS 8.0. The results indicate that the non-formal work environment has a positive and significant effect on learning motivation but no significant direct effect on learning productivity. Learning motivation has a positive and significant effect on learning productivity and fully mediates the relationship between the non-formal work environment and learning productivity. These findings suggest that learning motivation is a key factor in enhancing students' learning productivity when utilizing cafés as alternative learning environments.

INTRODUCTION

Changes in work and learning patterns in the digital age have driven the emergence of the "Work From Anywhere" (WFA) trend, where individuals can work or study outside formal settings such as offices or campuses. Technological advancements and widespread internet access enable students to study in various locations they find comfortable and productive. According to the "Digital 2024: Indonesia" report, there are approximately 185.3 million internet users in Indonesia, with a penetration rate of 66.5% of the total population, indicating an

increasing number of opportunities to engage in online activities outside formal settings (Data Reportal, 2024). This flexibility has also shaped a new habit among students: studying (reading, discussing, and completing assignments)—whether independently or in groups—in café settings.

In Indonesia, cafes are now not only used as places to relax and socialize but have also transformed into informal learning spaces that students often use to support their academic activities (Adityawirawan & Kusuma, 2021). Research by Rizkiani and Setyowati (2023) shows that the layout and facilities of co-working cafes influence the comfort and performance of individuals working there.

Students tend to be more motivated to learn when their surroundings provide comfort and freedom during the learning process. This is consistent with the research by Safitri et al. (2025), which shows that studying in a café can help students manage their mood and boost their motivation, as the more relaxed atmosphere can reduce feelings of boredom. This suggests that a pleasant mood can enhance intrinsic motivation, which has the potential to increase students' learning productivity (Putri, 2024).

Students' academic productivity is greatly influenced by their ability to maintain focus, consistency, and effectiveness in completing tasks. The physical learning environment also plays a role in supporting these factors. The comfort of the space—such as temperature, lighting, airflow, and noise levels—can affect a person's ability to stay focused and complete academic tasks productively while at a café (Ardiansyah & Wuisang, 2025). With a good learning environment, students who choose to study at a café are likely to experience a higher level of comfort while studying.

Most research on the concept of WFC still focuses on the formal workplace context. A study by Perdani and Rapini (2025), which examined the influence of the physical work environment, intrinsic motivation, and work-life balance on the productivity of Generation Z employees in a WFC context, shows that cafes are increasingly being used as alternative workspaces because they are seen as providing flexibility and comfort, as well as supporting employees' creativity and work motivation.

Meanwhile, college students—as a social group that is responsive to developments in technology and digital media—also use cafes as places to socialize, discuss topics, and complete academic assignments. However, unlike employees who are focused on work productivity, students' activities are more oriented toward learning productivity and academic achievement. These differing characteristics indicate that research findings in the context of employees may not necessarily be directly applicable to the context of students. Therefore, research is needed that specifically examines the influence of informal work environments, such as WFC, on students' learning productivity.

The phenomenon of studying and completing assignments at cafes is becoming increasingly common among college students. Several previous studies have shown that informal work environments can have a positive impact on students' academic activities. In this context, learning motivation serves as a mediating variable that bridges the influence of informal work environments on students' learning productivity. A comfortable and flexible learning environment can boost learning motivation, which ultimately leads to increased student learning productivity. This aligns with the research by Ramadhoni et al. (2025), which confirms that a comfortable café atmosphere, adequate facilities, and the freedom to engage in discussions can enhance students' motivation and productivity in support of their academic activities.

Students at the Faculty of Economics and Business, Tadulako University (FEB-UNTAD) engage in academic activities that are quite flexible and dynamic, such as discussion-based assignments, presentations, case studies, and independent learning activities that make extensive use of digital devices and internet access. These conditions have encouraged some students to choose non-formal learning environments that they find comfortable and conducive to academic productivity, one of which is the WFC model.

Based on initial observations, students from the class of 2022 were selected as the research subjects because they are in the final phase of their studies, which is characterized by an increase in independent academic activities, such as working on their final projects, participating in group discussions, and engaging in off-campus learning activities. These circumstances lead students from the class of 2022 to more frequently use informal workspaces, such as cafes, as alternative study locations that support their academic activities.

Given the limited number of studies examining the influence of the non-formal learning environment on learning productivity through learning motivation as a mediating variable, particularly among Management students at the FEB-UNTAD, class of 2022, Therefore, it is deemed necessary to conduct a study to examine the direct effect of the non-formal work environment on students' learning productivity, as well as to examine the role of learning motivation as a mediating variable in this relationship among Management students at the FEB-UNTAD, class of 2022.

LITERATURE REVIEW

Non- Formal Work Environment (Work From Café)

A non-formal work environment (WFC) is a way of utilizing cafes as non-formal learning spaces where students can work on assignments and engage in discussions (Damanik, 2025). Referring to the Servicescape theory proposed by Bitner (1992), it explains that the physical environment where an activity takes place can influence an individual's perceptions, emotional responses, and behavior. This physical environment not only serves as the venue for the activity but also acts as a stimulus that shapes an individual's experience while engaging in a specific activity. Bitner (1992) categorizes the Servicescape into three main dimensions: ambient conditions (which include lighting, temperature, noise, and cleanliness); spatial layout and functionality; and signs, symbols, and artifacts (which include interior design and the aesthetics of the space).

The application of the Servicescape concept in the context of coffee shops is also supported by Kiliñ ŞahiN and Artuğ (2023), who explain that elements such as lighting, spatial layout, facilities, and aesthetics play a crucial role in shaping the atmosphere of a coffee shop. In this regard, Adityawirawan and Kusuma (2021) provide empirical evidence that coffee shops have evolved into informal learning spaces that students utilize for various academic activities, such as self-directed study, completing assignments, and engaging in discussions. In the context of this study, non-formal learning environments like WFC can serve as one of the factors supporting the fulfillment of students' psychological needs. This aligns with the research by Fanny et al. (2024), which found that a conducive learning environment can significantly increase students' motivation to learn. Yusuf (2024) also explains that coffee shops that provide facilities—such as stable internet access, power outlets, and a comfortable and flexible atmosphere—can create conducive learning conditions, thereby helping to enhance students' motivation and concentration in completing academic activities. Therefore, in this study, the non-formal work environment (WFC) is defined as students' perceptions of the physical conditions and atmosphere of cafes used as study spaces, encompassing environmental comfort, spatial layout, the availability of supporting facilities, and aesthetic elements that can foster students' concentration and academic activities.

Learning Motivation

Learning motivation is the driving force that encourages students to engage actively, diligently, and with commitment in achieving their academic goals. According to Self-Determination Theory (SDT) developed by Deci and Ryan (1985), the quality of motivation is influenced by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to students' freedom to determine how, when, and where they

learn according to their needs. Competence relates to students' confidence in their ability to understand the material and complete academic assignments. Meanwhile, relatedness describes a sense of being accepted, comfortable, and supported by their environment and others during the learning process. The more these three psychological needs are met, the higher students' motivation to engage in learning activities.

The fulfillment of these psychological needs does not stem solely from within the students themselves but can also be supported by the conditions of the environment in which the learning process takes place. Merina Ramadan and Yushita (2022) demonstrated that a learning environment with adequate facilities can boost students' motivation to learn. This finding aligns with that of Sudiksa et al. (2020), who found that the campus environment has a positive and significant effect on students' motivation to learn. This study also demonstrates that learning motivation mediates the influence of the campus environment on students' interest in learning. This is further supported by research by Diyah and Indriyani (2024) on the importance of motivation in academic activities, which found that learning motivation significantly influences students' academic performance. In the context of this study, the work-from-campus (WFC) environment is viewed as a form of alternative learning environment that can provide comfort, flexibility, and supportive facilities for students. Thus, these conditions have the potential to enhance learning motivation, which in turn can boost students' productivity in carrying out their academic activities.

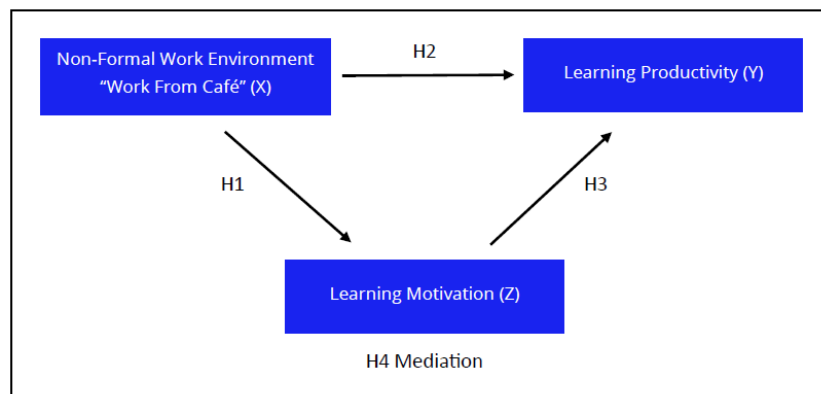
Learning Productivity

Learning productivity refers to students' ability to effectively achieve academic goals by making the most of their time, abilities, and available resources during the learning process. This concept aligns with the concept of "Knowledge Worker Productivity" proposed by Drucker (1999), who explains that the productivity of knowledge workers is measured not only by the quantity of results achieved but also by their ability to produce high-quality output through self-management and the effective utilization of knowledge. In the context of higher education, students can be viewed as knowledge workers because their primary activities focus on the process of acquiring, processing, and producing knowledge. According to research by Diwanti and Ranto (2025), learning productivity is measured through three indicators: the quantity of work, the quality of work, and timeliness. The study also found that motivation has a significant effect on students' learning productivity, indicating that students' internal drive in carrying out academic activities can play a role in increasing learning productivity.

In addition to internal factors, learning productivity can also be influenced by the environmental conditions where students engage in learning activities. Empirically, Sekarsari (2023) found that the use of informal learning spaces, including coffee shops, is associated with student learning productivity. The facilities, technology, and atmosphere available in informal learning spaces can support students in carrying out their academic activities. In line with these findings, Pasha and Alya (2025) found that WFC has a significant effect on students' academic performance, contributing 55.8%. These findings indicate that a supportive café environment can help create conditions that foster students' concentration, productivity, and motivation. Thus, students' learning productivity is not only related to their abilities and internal motivation but can also be influenced by the conditions of the learning environment used during the process of completing academic assignments.

FRAMEWORK

Figure 1 Framework



Hypotheses:

H1: A non-formal work environment (working from a café) has a positive and significant effect on students' learning motivation.

H2: A non-formal work environment (working from a café) has a positive and significant effect on students' learning productivity.

H3: Learning motivation has a positive and significant effect on students' learning productivity.

H4: Learning motivation acts as a mediating variable linking the non-formal work environment (working from a café) and students' learning productivity.

METHODS

This study employs a quantitative approach to examine the direct and indirect effects of the non-formal work environment (WFC) on students' learning productivity, with learning motivation as a mediating variable, among active students in the 2022 cohort of the Bachelor of Management program (FEB-UNTAD). The study is an explanatory research designed to systematically explain the causal relationships among variables based on empirical testing. Data collection was conducted using a 1–5 Likert-scale questionnaire distributed to active undergraduate students in the Management program (FEB-UNTAD) who have had learning experiences in cafes.

The population in this study consisted of all 2022 undergraduate students majoring in Management (FEB-UNTAD), totaling 328 students. This population figure is based on administrative data from the administrative office at FEB-UNTAD. Data analysis in this study was conducted using WarpPLS version 8.0. WarpPLS was chosen because it employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, which is capable of testing relationships between variables and supports the testing of mediating effects; furthermore, WarpPLS is capable of accommodating research data with relatively small sample sizes.

The sampling technique used in this study was purposive sampling, in which the sample was selected based on specific criteria relevant to the research objectives. The primary criteria for this study were active students in the 2022 cohort majoring in Management (FEB-UNTAD) who regularly study at cafes at least 2–3 times a week. Based on these criteria, a total of 77 respondents were identified through the distribution of a questionnaire via Google Forms. Thus, the sample size used in this study consisted of 77 students who met the research criteria.

RESULTS

Respondent Characteristics

This study involved 77 respondents who were active students in the 2022 cohort of the Bachelor of Management program (FEB-UNTAD) who regularly studied at cafes. Based on gender, the respondents were predominantly female (57) and male (20). The selection criteria for respondents in this study also focused on the frequency with which students studied at cafes in a week. Most respondents (70 people) had a routine of studying at cafes 2–3 times per week, while 7 respondents studied at cafes more frequently, namely 4–5 times per week. Based on the data collected, female respondents also showed a higher tendency to engage in study activities at cafes compared to male respondents.

Table 1. Respondent Characteristics

Gender	2-3 Times a week	4-5 Times a week	Total
Female	51 People	6 People	57 People
Male	19 People	1 People	20 People
Total			77 People

Source: Primary Data, 2025

Outer Loading Testing

Outer loading is used to assess the strength of the relationship between an indicator and the latent variable it measures. An indicator is considered valid if it has an outer loading value of ≥ 0.70 (Hair et al., 2017). The outer loading results in the table show that all indicators for the three variables—non-formal work environment (LK), learning motivation (MO), and learning productivity (PD)—have values above 0.70. Thus, all indicators meet the measurement validity criteria, as their outer loading values are considered valid.

Table 2. Outer Loading Testing

Statement	LK	MO	PD
LK1	(0.775)	-0.124	0.260
LK2	(0.807)	0.100	-0.276
LK3	(0.843)	0.244	-0.139
LK4	(0.812)	-0.186	0.079
LK5	(0.763)	-0.052	0.098
MO1	0.103	(0.723)	0.176
MO2	0.078	(0.837)	-0.106
MO3	0.078	(0.866)	-0.102
MO4	-0.032	(0.872)	-0.064
MO5	-0.085	(0.860)	0.038
MO6	-0.125	(0.838)	0.087
PD1	-0.024	0.020	(0.871)
PD2	0.093	-0.060	(0.842)
PD3	-0.047	0.094	(0.768)
PD4	-0.025	-0.047	(0.833)

Source: WarpPLS 8.0 Data Processing, 2025

Average Variance Extracted (AVE)

The AVE value, or average variance extracted, is a measure of how well an indicator represents the variable or construct being measured. Based on the calculations performed for all variables—namely, the non-formal learning environment, learning motivation, and learning

productivity—the values were above 0.5, indicating that all three constructs met the criteria for convergent validity because they had values of ≥ 0.5 (Hair et al., 2017).

Table 3. Average Variance Extracted (AVE) Testing

	LK	MO	PD
R-squared		0.195	0.565
Adj. R-squared		0.184	0.553
Composite reliab.	0.899	0.932	0.898
Cronbach's alpha	0.860	0.912	0.848
Avg. var. extrac.	0.641	0.696	0.687

Source: WarpPLS 8.0 Data Processing, 2025

Composite Reliability (CR)

Based on the research findings, the CR values for all variables showed excellent or acceptable results because they were well above the minimum standard of 0.70: non-formal learning environment (LK) = 0.899, learning motivation (MO) = 0.932, and learning productivity (PD) = 0.898; thus, all constructs in the model can be considered reliable (Hair et al., 2017). This means that each indicator is capable of measuring its respective construct in a stable and consistent manner.

Table 4. Composite Reliability (CR) Testing

	LK	MO	PD
Composite reliab.	0.899	0.932	0.898

Source: WarpPLS 8.0 Data Processing, 2025

Fornell-Larcker Discriminant Validity

The measurement of discriminant validity in this study employed the Fornell-Larcker approach. The criteria for this approach require that the square root of the AVE for each variable be greater than its correlation with other variables (Hair et al., 2017). Based on the results of the data analysis in Table 5, which show that all AVE values are higher than the correlations between constructs, it can be concluded that discriminant validity is met.

Table 5. Fornell-Larcker Discriminant Validity Testing

	LK	MO	PD
LK	(0.801)	0.437	0.443
MO	0.437	(0.834)	0.726
PD	0.443	0.726	(0.829)

Source: WarpPLS 8.0 Data Processing, 2025

Model Fit and Quality Indices

The results of the model-data fit evaluation indicate that the research model has an excellent fit, with P-values for APC, ARS, and AARS less than 0.05, AVIF and AFIIF values ≤ 5 , and a GoF value ≥ 0.36 (Gio et al., 2022). Table 6 shows the results of the model fit with values for APC (0.422; $p < 0.001$), ARS (3.80; $p < 0.001$), AARS (0.151; $p < 0.001$), AVIF (1.250), AFIIF (1.897), and GoF (0.506). Thus, all values meet the required criteria, and it can be concluded that this research model, as a whole, possesses strong predictive quality and model fit and is suitable for use.

Table 6. Model Fit and Quality Indices Testing

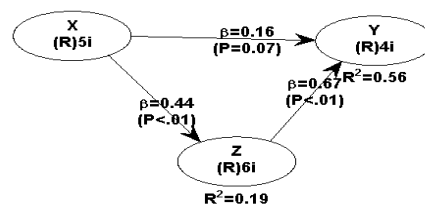
Average path coefficient	(APC)=0.422, $P < 0.001$
Average R-squared	(ARS)=0.380, $P < 0.001$

Average adjusted R-squared	(AARS)=0.368, $P < 0.001$
Average block VIF	(AVIF)=1.250, acceptable if ≤ 5 , ideally ≤ 3.3
Average full collinearity VIF	(AFVIF)=1.897, acceptable if ≤ 5 , ideally ≤ 3.3
Tenenhaus GoF	(GoF)=0.506, small ≥ 0.1 , medium ≥ 0.25 , large ≥ 0.36

Source: WarpPLS 8.0 Data Processing, 2025

Hypothesis Testing Results

Figure 2 Hypothesis Testing Results



Source: WarpPLS 8.0 Data Processing, 2025

Based on the results of hypothesis testing using WarpPLS in Figure 2, the path from the non-formal work environment to learning motivation has a coefficient of $\beta = 0.441$ with $p < 0.001$, while the path from learning motivation to learning productivity has a coefficient of $\beta = 0.667$ with $p < 0.001$. Meanwhile, the direct path from the non-formal work environment to learning productivity has a coefficient of $\beta = 0.159$ with $p = 0.073$, which is not statistically significant. The indirect effect of the non-formal work environment on learning productivity through learning motivation is obtained by multiplying the path coefficients: $0.441 \times 0.667 = 0.294$. Furthermore, the total effect was obtained by summing the direct and indirect effects, namely $0.159 + 0.294 = 0.453$. These results indicate that the effect of the non-formal work environment on learning productivity is greater through learning motivation than through the direct path.

Results of Direct Effects Testing

Direct effects are relationships that occur directly between an independent variable and a dependent variable without involving a mediating variable. In WarpPLS analysis, direct effects are expressed through path coefficients and p-values, which indicate statistical significance. If the p-value is less than 0.05, the effect is considered significant. The larger the path coefficient value, the stronger the direct effect of the independent variable on the dependent variable (Gio et al., 2022).

Table 7. Path Coefficient

	LK	MO	PD
LK			
MO	0.441		
PD	0.159	0.667	

Source: WarpPLS 8.0 Data Processing, 2025

Table 8. P Value

	LK	MO	PD
LK			
MO	<0.001		
PD	0.073	<0.001	

Source: WarpPLS 8.0 Data Processing, 2025

Based on the values in Tables 7 and 8, the results of the direct effect tests for each variable can be explained as follows:

1. H1: The non-formal work environment (WFC) has a positive and significant effect on learning motivation. The path coefficient value for the non-formal work environment (WFC) variable on learning motivation is 0.441, and the p-value is < 0.001 . These results indicate that the non-formal work environment (WFC) has a positive and significant effect on learning motivation. Thus, hypothesis 1 is accepted.
2. H2: The non-formal work environment (WFC) has no direct effect on learning productivity. The path coefficient of the non-formal work environment (WFC) variable on the learning productivity variable is 0.159, and the p-value is 0.073; therefore, the effect is not strong enough to be considered significant. Therefore, hypothesis 2 is rejected.
3. H3: Learning motivation has a direct effect on learning productivity, with a path coefficient of 0.667 and a p-value of $0.001 < 0.05$. This indicates that learning motivation has a positive effect on learning productivity. Therefore, hypothesis 3 is accepted.

Test Results: Indirect and Total effects

Indirect effects indicate the extent to which an independent variable influences a dependent variable through a mediating variable. If the p-value is less than 0.05, the indirect effect is significant, meaning that the mediating variable plays an important role in explaining the relationship between these variables. The total effect is the sum of the direct and indirect effects. The total effect value indicates the overall influence of the independent variable on the dependent variable, both directly and through the mediating variable. (Gio et al., 2022).

Table 9. Indirect Effects

	LK	MO	PD
LK			
MO	0.441		
PD	0.453	0.667	

Source: WarpPLS 8.0 Data Processing, 2025

Table 10. Total Effects

	LK	MO	PD
LK			
MO	<0.001		
PD	<0.001	<0.001	

Source: WarpPLS 8.0 Data Processing, 2025

Based on the values in Tables 9 and 10, the result of the test of the indirect effect of the non-formal work environment (WFC) on learning productivity, mediated by learning motivation, was 0.453, with a P-value of <0.001 . This means that learning motivation fully mediates the relationship between the non-formal work environment (WFC) and students' learning productivity. Thus, hypothesis 4 is accepted.

DISCUSSION

The Effect of a Non-Formal Work Environment (Work From Café) on Learning Motivation

Based on the results of the data analysis, the non-formal work environment (WFC) has a positive and significant effect on the learning motivation of undergraduate students in the Management program at the FEB-UNTAD, class of 2022. This is indicated by a path coefficient of 0.441 with a p-value < 0.001 , thus Hypothesis 1 is accepted. This finding indicates that the more positively students perceive the physical conditions and atmosphere of the café as a study space,

the higher their learning motivation. These research results are reinforced by respondents' feedback on indicators of the informal learning environment, which showed that the majority of students rated the café's cleanliness as well-maintained, found the interior design and layout to be comfortable, noted that the room's color scheme helped create a pleasant learning atmosphere, and observed that the café's ambiance supported their learning activities. These environmental conditions provide a more enjoyable learning experience, thereby motivating students to complete their academic work at the café.

These findings are consistent with the Servicescape theory proposed by Bitner (1992), which explains that the physical environment of a place can influence individuals' emotional responses and behavior. In the context of this study, the café's comfortable physical conditions, supportive layout, and conducive atmosphere serve as external stimuli that can boost students' motivation to study. When students feel comfortable in their learning environment, they tend to be more enthusiastic, more focused, and have a greater desire to complete their academic assignments. These findings align with the research by Fanny et al. (2024), which showed that a conducive learning environment can significantly increase students' motivation to learn. Additionally, Yusuf (2024) explained that coffee shops that provide facilities such as stable internet access, power outlets, and a comfortable and flexible atmosphere can create good learning conditions, thereby increasing students' motivation to complete their academic activities. These findings are also supported by research by Merina Ramadan and Yushita (2022), which states that the learning environment and learning facilities have a positive effect on students' motivation to learn. Thus, the results of this study indicate that informal work environments not only serve as alternative learning spaces but also as external factors capable of enhancing students' motivation to learn.

The Effect of a Non-Formal Work Environment (Work From Café) on Learning Productivity

The research results indicate that the non-formal work environment (WFC) does not have a significant direct effect on the academic productivity of undergraduate students in the Management program at the FEB-UNTAD, class of 2022. This is indicated by a path coefficient of 0.159 with a p-value of 0.073 (>0.05), leading to the rejection of Hypothesis 2. These results indicate that although students have a positive perception of the comfortable physical conditions of the café environment, this has not yet been able to directly increase student productivity.

The results of this study are consistent with Bitner's (1992) Servicescape theory, which explains that the physical environment serves as a stimulus that can influence individual responses but does not always directly result in behavioral changes. These findings are also supported by Rompas et al. (2025), who explain that cafes, as public spaces, are not always ideal for learning activities that require internal motivation—such as high concentration—due to the presence of various visual and auditory stimuli that can hinder the creation of a “flow” state during the learning process. Furthermore, these findings align with the research by Alhamro and Usman (2025), which indicates that students' academic achievement is influenced not only by the learning environment but also by internal factors, such as learning motivation, discipline, and time-management skills. Thus, a comfortable learning environment does not necessarily lead to learning productivity if students lack the motivation and ability to effectively manage their own learning process.

The Effect of Learning Motivation on Learning Productivity

Based on the results of the data analysis, learning motivation has a positive and significant effect on the learning productivity of undergraduate students in the Management program at the FEB-UNTAD, class of 2022. This is indicated by a path coefficient of 0.667 and a p-value < 0.001 , thus Hypothesis 3 is accepted. This finding indicates that the higher a student's learning motivation, the higher their resulting academic productivity. These research findings align with Self-Determination Theory (SDT) proposed by Deci and Ryan (1985). This theory

explains that individuals with strong learning motivation will demonstrate greater engagement in the learning process. When the needs for autonomy (freedom), competence (ability), and relatedness (connection) are met, students will be more motivated to learn independently, strive to complete tasks well, and maintain the quality of their academic performance. Thus, motivation serves as a psychological factor capable of directing learning behavior toward increased productivity.

These findings are supported by the results of a study by Diyah and Indriyani (2024), which states that learning motivation influences students' learning outcomes, with highly motivated students demonstrating greater enthusiasm, seriousness, and responsibility in carrying out the learning process. Research by Hindradjat et al. (2022) shows that motivation and self-regulated learning have a positive effect on students' learning behavior. These findings are further supported by Simarmata et al. (2024), who found that learning motivation is one of the factors that significantly improves students' learning outcomes by increasing their engagement in the learning process.

Thus, learning motivation is a key factor that directly influences students' learning productivity. This finding also reinforces research findings that an increase in learning productivity is determined more by students' internal factors than by the learning environment alone. Therefore, efforts to improve learning productivity are not sufficient if they merely provide a comfortable learning environment; they must also be accompanied by strategies that can enhance students' learning motivation.

Learning Motivation as a Mediating Variable Linking the Non-Formal Work Environment (Work From Café) and Learning Productivity

The presence of learning motivation as a mediating variable in this study demonstrates that a non-formal work environment (WFC) can influence the learning productivity of 2022-intake undergraduate students in the Management program at the FEB-UNTAD, by enhancing their learning motivation. Students who rated the characteristics of the non-formal work environment at the café positively also demonstrated high levels of learning motivation. Consequently, this psychological boost was followed by improved learning productivity. These findings indicate that the characteristics of the non-formal work environment at the café do not directly result in learning productivity but first enhance student motivation, thereby leading to increased learning productivity.

This effect may occur because the work-from-home (WFC) environment offers a more flexible and comfortable learning atmosphere, supported by facilities such as internet access, seating, and a space conducive to learning. This aligns with the research by Pasha and Alya (2025), which explains that a WFC environment with comfortable facilities and an inviting atmosphere can encourage student learning activities. Furthermore, research by Safitri et al. (2025) explains that students use coffee shops as alternative learning spaces because they offer comfort, flexibility, and an atmosphere distinct from formal learning environments. Such positive learning conditions can enhance students' motivation to engage more deeply in the learning process. The findings of this study align with the research by Sudiksa et al. (2020), which showed that learning motivation acts as a mediating variable in the relationship between the campus environment and students' interest in learning. That study demonstrated that a conducive learning environment not only increases learning motivation but also fosters an increase in students' interest in learning through the role of motivation as a mediating variable. This is supported by the research by Merina Ramadan and Yushita (2022), which states that a conducive learning environment and adequate facilities play a role in increasing students' learning motivation. Increased motivation then encourages students to be more focused, consistent, and diligent in completing academic activities, thereby enhancing learning productivity. These findings are further reinforced by Siregar's (2022) research, which indicates that students with high learning motivation tend to exert greater effort in understanding course material,

completing assignments, and achieving academic goals. It is therefore clear that learning motivation serves as a bridge between the non-formal learning environment and students' learning productivity. In other words, a comfortable work-from-home (WFC) environment does not automatically result in high learning productivity, but it does have an impact when that environment is able to foster intrinsic motivation to learn within students.

CONCLUSION

Based on the research findings, it can be concluded that the non-formal learning environment (WFC) has a positive and significant effect on the learning motivation of undergraduate students in the Management program at the FEB-UNTAD class of 2022. These findings indicate that a learning environment in a café—supported by comfort, spatial layout, facilities, and a conducive atmosphere—can increase students' motivation to engage more actively in academic activities. However, the non-formal work environment (WFC) does not have a significant direct effect on students' learning productivity. This indicates that the presence of a comfortable learning environment is not sufficient to increase productivity without internal factors that encourage students to study consistently and effectively.

This study also demonstrates that learning motivation has a positive and significant effect on learning productivity. The higher a student's learning motivation, the higher their learning productivity—as evidenced by their ability to complete assignments on time, use study time effectively, and produce higher-quality academic work.

Furthermore, learning motivation was found to act as a full mediator in the relationship between the non-formal learning environment (WFC) and learning productivity. These results indicate that the effect of the non-formal learning environment on learning productivity is not direct but occurs through an increase in learning motivation. Thus, learning motivation serves as a key factor bridging the relationship between the non-formal learning environment and students' learning productivity.

LIMITATION

This study has several limitations that should be noted. First, the study was conducted only among undergraduate students majoring in Management at the FEB-UNTAD class of 2022; therefore, the findings cannot yet be generalized to students in different majors, graduating classes, or institutions. Second, the number of respondents in this study was limited to 77 students; thus, it does not fully represent the overall characteristics of students who engage in learning activities in non-formal settings such as cafes. Third, this study used only learning motivation as a mediating variable, while there are other factors that could potentially influence students' learning productivity, such as self-regulated learning ability, concentration levels, and study habits. Therefore, future research is recommended to expand the scope of respondents and consider other variables to provide a more comprehensive understanding of the factors influencing students' learning productivity in the WFC context.

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