

THE INFLUENCE OF ACADEMIC ENVIRONMENT, PERSONAL VALUES, AND SOCIAL IDENTITY ON THE SELF-DEVELOPMENT OF MALIKUSSALEH UNIVERSITY STUDENTS

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Abstract

The purpose of this study is to analyze the influence of the academic environment, personal values, and social identity on the self-development of students at Malikussaleh University. This study uses a qualitative approach that produces quantitative data. The sample was determined using the proportionate stratified random sampling technique, with a total of 100 respondents. Data were collected through questionnaires using a Likert scale. Data analysis was conducted using multiple linear regression with the assistance of the Statistical Package for the Social Sciences (SPSS). The results showed that the academic environment had a positive and significant effect on student self-development. Personal values also have a positive and significant effect on student self-development. Meanwhile, social identity had no significant effect on student self-development.

Keywords: Academic Environment, Personal Values, Self-Development, Social Identity, Students.

INTRODUCTION

Higher education is a crucial phase in an individual's life cycle, where students are not only required to master academic competencies but also to achieve holistic self-development maturity. In an era of globalization filled with uncertainty, students are required to possess a high capacity for adaptation, personal integrity, and a strong sense of identity to compete in the professional world and make a real contribution to society. Malikussaleh University (Unimal), one of the leading public higher education institutions in Aceh, boasts a unique academic environment. Situated in an area steeped in local wisdom, Islamic culture, and a spirit of togetherness, Unimal creates an educational ecosystem unlike any other university in the region. This conducive environment is expected to be a catalyst for students to explore their full potential.

However, external factors, such as the academic environment, do not stand alone in influencing self-development. A fundamental internal factor is personal values. Personal values serve as a "moral compass" that determines how a student responds to academic challenges and social life on campus. Students who possess strong values of honesty, discipline, and independence tend to be more resilient in the face of difficult situations and have a clearer vision for the future. Therefore, this study was conducted to understand the extent to which the academic environment, personal values, and social identity simultaneously influence the quality of self-development of Malikussaleh University students.

Self-development is essentially a conscious process of enhancing potential, talent, and self-awareness, encompassing strengthening soft skills and emotional maturity (Wibowo et al., 2025). Self-development at the student level is defined as a planned and continuous process initiated by the individual. The goal is to increase capabilities in three main domains: competence (knowledge and skills), potential (unrealized latent abilities), and self-awareness. All of these efforts are oriented toward achieving a higher quality of life and professionalism after college. A phenomenon that occurs in the field at Malikussaleh University, particularly in several classrooms in the Faculty of Economics and Business, is that facilities are still found to be less than conducive to student learning comfort. Classrooms that are only equipped with fans without air conditioning or air conditioning create a hot, stuffy,

and uncomfortable learning environment. This condition is even more pronounced when the number of students in the class is quite large, while the classroom capacity is relatively limited. In fact, in some lectures, some students have to borrow chairs from other classes because the number of available chairs is not enough, especially many chairs are damaged and unusable. Furthermore, classroom cleanliness is also not fully maintained, because at the start of class time the room is sometimes still dirty, disrupting the concentration of students and lecturers in the learning process. In addition, Wi-Fi access is also not evenly distributed across all classrooms, and in some classes the internet connection is still slow, thus hindering students in searching for references, downloading materials, and participating in digital-based learning.

However, based on field observations, a phenomenon was discovered in which the Ecological Systems Theory proposed by Urie Bronfenbrenner in Ecological Systems Theory explains that student self-development is influenced by interactions between various environmental systems, ranging from microsystems, mesosystems, exosystems, to macrosystems. In this context, the academic environment as a microsystem such as lecturers, classes, and peers should be a primary factor in shaping students' values, attitudes, and learning behaviors. However, the phenomenon found among Malikussaleh University students indicates a shift in personal values toward pragmatism. This symptom is evident in the tendency of students to prioritize the end result over the learning process, so that their primary concern is how to complete assignments quickly, maintain grades, and fulfill academic obligations immediately. In practice, this is evident in students' habits of seeking the most instantaneous way to complete assignments, without paying much attention to the quality of understanding, originality of work, or the academic benefits of the process.

The real-world situation shows that some students use assignment-taking services, commit plagiarism, or irresponsibly utilize artificial intelligence technology to complete academic obligations. The choice of these instant methods is generally driven by mounting workloads, limited time, and a desire to avoid perceived academic pressure. As a result, students tend to adopt the "as long as the assignment is completed and the grade is issued" orientation. This behavioral pattern indicates that the learning process is no longer viewed as a means of self-development, but rather as a formal obligation to be completed as quickly as possible.

In practice, the phenomenon of social identity among Malikussaleh University students is evident in the tendency to form social groups based on similarities in region of origin, major, year, and friendship circle. This pattern is evident both in direct interactions on campus and through digital platforms such as WhatsApp groups and social media. In daily life, students tend to interact, discuss, and engage in activities more frequently with groups they consider closest or most comfortable socially, thus limiting their relationships with other groups. The concrete situation that arises from this condition is that students build relationships more within their own group, or in-group, rather than expanding interactions with other groups, or out-groups.

This phenomenon indicates a research gap, as most previous studies have only examined one or two variables, while the simultaneous influence of the academic environment, personal values, and social identity has rarely been examined. At Malikussaleh University, symptoms such as low student academic engagement, pragmatic tendencies, and the formation of a narrow social identity emerged. This is despite previous research indicating that positive perceptions of the campus environment significantly influence the formation of student identity (Ahfadh et al., 2025).

The urgency of this research lies in the importance of comprehensively understanding the factors that influence student self-development, in order to improve work readiness and the quality of human resources. By examining the influence of the academic environment, personal values, and social identity collectively, this research is expected to provide a more contextual picture and serve as a basis for formulating a more integrated campus development strategy. Therefore, this study is entitled "The Influence of the Academic Environment, Personal Values, and Social Identity on the Self-Development of Malikussaleh University Students." Based on the problem formulation above, the objectives of this research include:

To find out from the academic environment regarding the self-development of Malikussaleh University students.

To find out the personal values towards self-development of Malikussaleh University students.

To find out the social identity towards the self-development of Malikussaleh University students.

LITERATURE REVIEW

Academic Environment

The academic environment is a fundamental element in the higher education system that plays a central role in shaping student motivation, behavior, and learning outcomes. This concept is comprehensive, encompassing all aspects of interaction, facilities, and atmosphere within educational institutions. According to (Pratama et al., 2025)

the academic environment is the overall condition and factors on campus that include physical facilities (classrooms, libraries), social interactions (lecturers, peers), and learning programs, which influence learning motivation and creativity. (OD Suriani et al., 2025) stated that the academic environment refers to the interaction between living elements (students, lecturers) and non-living elements (facilities, curriculum), including environmental literacy for sustainable development and digital adaptation. Based on the opinions of experts, the author concludes that the academic environment is defined as the overall conditions, factors, and comprehensive interactions in higher education institutions that include physical, social, and non-physical elements, which holistically influence students' motivation, behavior, creativity, emotional well-being, learning outcomes, and adaptation to sustainable development.

Personal Values

Shalom Schwartz's theory in the book (Theory of Basic Human Values, 1992). This theory identifies 10 basic human values (such as achievement, power, benevolence, self-direction) that guide individual behavior and decisions. Students' personal values tend to lean towards achievement and self-direction for career success. This theory is reinforced by (Schwartz, 2012) developing the Theory of Basic Human Values, in the context of higher education, the shift in students' personal values can be reflected in the dominance of achievement and administrative security values compared to self-development values (self-direction). Furthermore, personality training in the campus environment is designed so that students can develop a self-concept that is aligned with prevailing religious, ethical, and cultural values (Komalasari & Yuliani, 2020).

Based on expert opinion, the author concludes that personal values are psychological structures that guide behavior, serve as moral standards, and provide motivation for decision-making. These values are part of a continuous system and influence how individuals evaluate themselves, their social relationships, and their role in society. Differences in value priorities also explain variations in attitudes and behavior between individuals in personal and social contexts.

Social Identity

The theory by Henri Tajfel & John Turner in the book (An Integrative Theory of Intergroup Conflict, 1979), this theory explains that social identity is formed through the process of self-categorization into groups (in-group), identification with the group, and social comparison with other groups (out-group). On campus, students' social identities are formed through friendship circles, student organizations, or management major communities, which influence self-confidence, motivation, and self-development. Syarif emphasized that social identity is not just a self-description, but an adaptive mechanism that helps individuals cope with social uncertainty, such as during the COVID-19 crisis where national or professional group identity becomes a psychological buffer. Based on the opinions of experts, the author concludes that social identity is a complex and dynamic psychological construct, which not only functions as a description of an individual's membership in a social group, but also as a cognitive, motivational, and structural mechanism that influences social behavior.

Self-development

Furthermore, according to (Behavior et al., 2023), self-development (personal development) is consistently defined as a continuous and structured process in which individuals increase self-awareness, skills, attitudes, and competencies through learning practices (formal & informal), reflection, guidance/mentoring, and real-life experiences with the aim of improving performance, well-being, and realizing potential. (Wong & Briffett-aktaş, 2025) self-development is a learning process that encourages individuals to recognize their potential, improve critical thinking skills, and develop a sense of responsibility towards themselves and their social environment. Through this process, individuals can gain experiences that support positive personal growth. Based on the theory of intrinsic motivation, (Ryan & Deci, 2020) states that self-development is "the process of fulfilling basic psychological needs such as autonomy, competence, and relatedness to achieve self-actualization." As an illustration, at Bhayangkara University, self-development initiatives facilitate students in realizing their potential during the transition period. Components such as seminars and campus activities contribute to the learning process and personal growth, especially at institutions such as Bina Darma University (Pasmawati, 2024). Based on expert opinions, the author concludes that self-development is a conscious and continuous effort to become a better, more competent, and more authentic version of oneself, driven by a deep need to grow, adapt, and connect meaningfully.

Relationship between Variables and Hypotheses

The academic environment significantly has a positive influence on students' self-development through the mediation mechanism of social identity and personal values, as consistently confirmed by studies (Sugimura et al., 2025), (Haslam et al., 2024), and (Sahabuddin et al., 2025).

Personal values have a positive influence on self-development, a statement proven by previous research conducted by Ahfadh et al. (2025), (Rosita et al., 2025), Sahabuddin et al. (2025), Sugimura et al. (2025), and Haslam et al. (2024).

Social identity has a significant positive effect on students' self-development through the mechanisms of self-categorization, stress reduction, increased self-esteem, and adaptive favoritism, as consistently confirmed by Sugimura et al. (2025), Haslam et al. (2024), Paricio et al. (2021), Zhen et al. (2022), Rubin et al. (2023), and Sakroni et al. (2024), while (Setiyorini, 2021) found that social identity has a negative effect on self-development.

H1: The academic environment influences the self-development of Malikussaleh University students.

H2: Personal values influence the self-development of Malikussaleh University students.

H3: Social identity influences the self-development of Malikussaleh University students.

METHOD

In this study, all Malikussaleh University students were the subjects. This is because students are the most vulnerable group and most intensively exposed to the three variables I examined. The research location was Malikussaleh University, located in Lhokseumawe City, Aceh Province, Indonesia. The Unimal Reuleut campus is located on Jl. Cot Tengku Nie, Reuleut, Muara Batu District, North Aceh Regency, Aceh Province. (Susanto et al., 2024) Population is a broad area or group consisting of entities or individuals who have certain traits and characteristics as defined by the researcher. Meanwhile, according to (Casteel & Bridier, 2021) population is a complete group of individuals, groups, or organizations that are the focus of research, with clear inclusion/exclusion boundaries for generalization of results. The population in this study were all active students at Malikussaleh University who were registered, with a total population of 19,586 (Unimal.ac.id) undergraduate students in all faculties.

The result of the Slovin formula calculation is as large as which means that the sample needed for this study. However, to facilitate the research, the number of samples is rounded to 100. Thus, this study requires 100 respondents. The sampling technique used is Proportionate Stratified Random Sampling, a probability sampling method in which a population is divided into subgroups (strata) based on the same characteristics, and samples are taken randomly from each stratum proportionally to its size in the total population to ensure representation of each class or faculty so that the data obtained remains representative even though using a 10% error rate.

The data collection method used was a questionnaire via a Google Form link. The purpose of distributing the questionnaire via Google Form was to allow respondents to complete it from anywhere and facilitate data collection. The researcher distributed the Google Form link via WhatsApp, using personal chats, and also shared the questionnaire link within the Malikussaleh University student group.

The type of data used in this study is primary data. According to Iovino and Tsitsianis in the Journal of Alexandria University for Administrative Sciences (2024), primary data is information collected for the first time directly from the source according to the research needs, such as through surveys, interviews, or observations.

The data collected from the questionnaires in qualitative form was first compiled into quantitative data. Quantitative values were obtained using a Likert scale. (Simamora, 2022) defines the Likert scale as a scale used to measure the attitudes, opinions, and perceptions of an individual or group of people regarding social phenomena. These social phenomena have been specifically defined by the researcher as research variables. These variables are then broken down into indicators that serve as the starting point for compiling instrument items (statements or questions). For example, strongly agree, agree, neutral, disagree, or strongly disagree. Each option is assigned a numerical value (e.g., 1 to 5) to facilitate data analysis, as shown in the table below.

The main analysis model used in this study is Multiple Linear Regression Analysis. This technique was chosen because the researcher wanted to measure the simultaneous and partial influence of the variables Academic Environment (X1), Personal Values (X2), and Social Identity (X3) on the dependent variable Self-Development (Y). As explained by (Susanto et al., 2024), this model is able to provide an overview of the direction of the relationship (positive or negative) between variables. The regression equation in this study is:

Instrument testing was conducted through validity and reliability tests. Classical assumption tests included normality, multicollinearity, and heteroscedasticity. Data analysis was performed using inferential statistical techniques with the aid of SPSS software, with the primary analytical model being Multiple Linear Regression Analysis.

Table 1. Distribution of 100 student samples based on 7 faculties

No	Faculty	Population	Sample
1	Technique	6,818	35
2	Economics and Business	3,426	17
3	Law	1,479	8
4	Social Sciences and Political Science	3,401	17
5	Teaching and Education Science	1,323	7
6	Agriculture	1,704	9
7	Medical	1,435	7
	Total	19,586	100

Table 2. Research variable indicators

Variables	Research indicators
Academic Environment (X1)	Availability of facilities & infrastructure; social interaction; lecturer support; quality of education; perception of educational and learning atmosphere; social relations.
Personal Values (X2)	Awareness; acceptance; application; commitment; self-transcendence; accepting and respecting differences.
Social Identity (X3)	Self-categorization; group commitment; group self-esteem; social identification; group dynamics; feeling of belonging to a group.
Self Development (Y)	Self-awareness; self-reflection and evaluation; goal setting and progress monitoring; self-management and emotional regulation; competence enhancement and self-directed learning; persistence and continuous application.

RESULTS AND DISCUSSION

Respondent Profile and Instrument Testing

Table 3. Summary of respondent profiles

Characteristics	Dominant category	Amount	Percentage
Gender	Woman	81	81%
Age	21-22 years old	64	64%
Faculty	Technique	35	35%
Force	2022	60	60%
Semester	8	60	60%
Organization/committee	Yes	84	84%

Based on the respondent profile, the majority of respondents were female, namely 81 or 81%; the majority were aged 21-22 years, as many as 64 or 64%; Faculty of Engineering as many as 35 or 35%; class of 2022 as many as 60 or 60%; semester 8 as many as 60 or 60%; and as many as 84 respondents or 84% had participated in organizations or committees.

From Table 4.7 it can be seen that the calculated r value is > 0.1966 so it can be concluded that each statement item in the questionnaire is declared valid. Based on Table 4.8, it can be seen that the Cronbach's Alpha value of each variable consisting of academic environment, personal values, social identity, and self-development is > 0.70 , which means that the data obtained from the questionnaire answers in this study can be relied upon, is reliable and trustworthy.

Table 4. Reliability test results

Variables	Cronbach Alpha	Standard	Information
Academic Environment (X1)	0.850	0.70	Reliable
Personal Values (X2)	0.938	0.70	Reliable
Social Identity (X3)	0.918	0.70	Reliable
Self Development (Y)	0.897	0.70	Reliable

Classical Assumption Test and Regression Model

Based on the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value was obtained at 0.144. This value is greater than the significance level of 0.05 ($0.144 > 0.05$). This indicates that the residual data is normally distributed, so the normality assumption in the regression analysis has been met. The following results of the graphical analysis test can be seen below:

1. The VIF value for the academic environment variable is $1.962 < 10$ and the tolerance value is $0.510 > 0.10$ so that the academic environment is declared to have no symptoms of multicollinearity.

2. The VIF value for the personal values variable is $2.407 < 10$ and the tolerance value is $0.416 > 0.10$ so that the personal values are stated to have no symptoms of multicollinearity.

3. The VIF value for the social identity variable is $2.738 < 10$ and the tolerance value is $0.365 > 0.10$ so that social identity is stated to have no symptoms of multicollinearity.

Based on the image above, it can be seen that the points are spread evenly in heteroscedasticity above and below the number 0 on the Y axis. In addition, these points do not form a particular pattern, so it can be concluded that there is no heteroscedasticity in this study.

Based on Table 4.11, the R Square (R^2) value of 0.794 or 79.4% indicates that the variables of academic environment, personal values, and social identity together have the ability to explain variations in self-development by 79.4%. This means that changes or improvements in self-development can be explained by these three variables by 79.4%. Meanwhile, the remaining 20.6% is influenced by other factors outside the research, such as learning motivation, self-efficacy, family support, personality, organizational experience, individual abilities, and other factors not included in this research model.

Based on Table 4.12, the calculated F value is 123.451 with a significance value of 0.000. This significance value is smaller than the significance level of 0.05 ($0.000 < 0.05$), so H_4 is accepted. In addition, the calculated F value of 123.451 is also greater than the F table of 2.70 ($df_1 = 3$ and $df_2 = 96$), thus indicating that the regression model used is suitable for analysis. The results of this F test indicate that the Academic Environment (X_1), Personal Values (X_2), and Social Identity (X_3) simultaneously or together have a significant effect on Self-Development (Y) of Malikussaleh University Students. Thus, it can be concluded that the three independent variables together are able to explain changes in the Self-Development variable.

Table 5. Results of multiple linear regression and partial test

Variables	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
Constant	-1,680	1,410	-	-1,191	0.237	-	-
Academic Environment	0.356	0.070	0.331	5,096	0,000	0.510	1,962
Personal Values	0.502	0.068	0.532	7,409	0,000	0.416	2,407
Social Identity	0.123	0.071	0.133	1,730	0.087	0.365	2,738

The multiple linear regression equation based on the test results is $Y = -1.680 + 0.356X_1 + 0.502X_2 + 0.123X_3 + e$.

The Academic Environment variable (X_1) has a significance value of $0.000 < 0.05$ with a t-test value of $5.096 > t$ -table 1.985. Thus, H_1 is accepted. This indicates that the Academic Environment has a positive and significant effect on the Self-Development of Malikussaleh University Students.

The Personal Values variable (X_2) has a significance value of $0.000 < 0.05$ with a calculated t value of $7.409 > t$ -table 1.985. Thus, H_2 is accepted. This indicates that Personal Values have a positive and significant effect on the Self-Development of Malikussaleh University Students.

The Social Identity variable (X_3) has a significance value of $0.087 > 0.05$ with a t-count value of $1.730 < t\text{-table } 1.985$. Thus, H_3 is rejected. This indicates that Social Identity does not have a significant effect on the Self-Development of Malikussaleh University Students.

The Influence of Academic Environment on Self-Development

The results of this study indicate that a positive academic environment can significantly influence the self-development of Malikussaleh University students. An academic environment supported by adequate learning facilities, good relationships between students and lecturers, positive interactions between students, and a conducive learning atmosphere can encourage students to be more active in participating in the learning process. These conditions provide opportunities for students to improve academic and non-academic abilities, build self-confidence, develop communication skills, and enhance skills needed for college life and the world of work.

The findings of this study are in line with the research of Subhani et al. (2025) which states that the academic environment has a positive and significant influence on student self-development because a conducive learning environment can increase student motivation, independence, and involvement in the learning process. In addition, research (Sugimura et al., 2025) shows that a comfortable academic environment supported by adequate facilities can improve students' ability to develop their potential and academic achievement. Research (Haslam et al., 2024) also found that a positive academic environment can improve students' ability to develop soft skills through learning activities and social interactions on campus. Furthermore, (Sahabuddin et al., 2025) explains that a quality academic environment provides opportunities for students to be more active in participating in academic and non-academic activities so that they can improve critical thinking, communication, cooperation, and readiness to face the world of work. Thus, the results of this study confirm that the academic environment is a crucial factor influencing the self-development of Malikussaleh University students. The better the academic environment perceived by students, in terms of learning facilities, faculty support, social interaction, and the quality of the learning process, the higher the level of self-development.

The Influence of Personal Values on Self-Development

Based on the results of data analysis in Table 4.14, it is known that the significance value of the influence of variable X_2 (Personal Values) on variable Y (Self-Development) is $0.000 < 0.05$ with a calculated t value of $7.409 > t\text{-table } 1.985$. Thus, it can be concluded that H_2 is accepted. This means that variable X_2 (Personal Values) has a significant effect on variable Y (Self-Development). The results of this study indicate that the personal values possessed by students are able to provide a real influence on the self-development of Malikussaleh University students. Personal values such as responsibility, discipline, honesty, commitment, and hard work become guidelines for students in undergoing the lecture process and facing various academic and social challenges. Students who have good personal values tend to be better able to manage themselves, have high motivation to develop, and are better prepared to improve their abilities and potential.

The findings of this study align with those of Komalasari and Yuliani (2020), who stated that personal values positively influence self-development by enhancing self-concept and individual motivation in achieving life goals. Furthermore, research by Supardi and Ambarsari (2024) demonstrated that values such as honesty, discipline, hard work, and leadership play a crucial role in shaping character and enhancing students' abilities to develop their potential. Thus, the results of this study confirm that personal values are a crucial factor influencing the self-development of Malikussaleh University students. The stronger the personal values held by students, the higher the level of self-development they can achieve. Strong personal values will help students become more independent, responsible, and confident individuals, capable of facing various demands and challenges in the future.

The Influence of Social Identity on Self-Development

Based on the results of data analysis in Table 4.14, it is known that the significance value of the influence of variable X_3 (Social Identity) on variable Y (Self-Development) is $0.087 > 0.05$ and the t-value is $1.730 < t\text{-table } 1.985$. Thus, it can be concluded that H_3 is rejected. This means that variable X_3 (Social Identity) does not have a significant effect on variable Y (Self-Development) of Malikussaleh University Students. The results of this study indicate that students' social identities have not significantly influenced their self-development at Malikussaleh University. This indicates that student self-development is not entirely determined by involvement in social groups, organizations, or communities on campus. Students can still develop their abilities, skills, and potential through other factors, such as a conducive academic environment, strong personal values, motivation to learn, and individual

experiences during their studies. This aligns with Henri Tajfel & John Turner's Social Identity Theory, which explains that group identity primarily serves to fulfill emotional needs (such as pride and solidarity), not to change individual practical behavior. These findings are also supported by previous research (Setiyorini, 2021), which found that social attachment to a group does not necessarily improve the performance or development of its members' abilities. This means that for Malikussaleh University students, pride in their campus identity is one thing, but when it comes to improving personal qualities (such as critical thinking and time management), this purely comes back to the internal motivation and concrete actions of each student, not the influence of their group circle.

The results of this study are inconsistent with Syarif's (2025) study, which stated that social identity has a positive effect on self-development because it can increase individual participation in various group activities. This study also differs from the findings of Muti (2025), who stated that student involvement in social and academic activities can strengthen self-identity and support the process of self-development. Furthermore, Attard et al. (2023) explain that social identity formed through social interaction and shared experiences can increase individual involvement in group activities, thereby supporting the development of interpersonal skills. Thus, the results of this study indicate that social identity is not a factor that significantly influences the self-development of Malikussaleh University students. Although social identity remains important in building social relationships and a sense of belonging to a group, student self-development is more influenced by other factors that directly encourage the improvement of students' abilities, skills, and personal qualities.

CONCLUSION

The Academic Environment (X_1) has been shown to have a significant influence on the Self-Development of Malikussaleh University Students. These results indicate that the better the academic environment perceived by students, the higher the level of self-development they possess. This condition indicates that a conducive academic environment, supported by adequate learning facilities, good relationships between lecturers and students, and positive academic interactions can encourage students to improve their abilities, skills, self-confidence, and potential so that student self-development becomes more optimal.

Personal Values (X_2) have been shown to significantly influence the Self-Development of Malikussaleh University Students. These results indicate that the better the personal values held by students, the higher their level of self-development. This condition indicates that personal values such as discipline, responsibility, honesty, hard work, and commitment can serve as a foundation for students in developing their potential, increasing motivation, facing various academic challenges, and preparing themselves for the world of work in the future.

Social Identity (X_3) was not proven to have a significant effect on the Self-Development of Malikussaleh University Students. This result indicates that the high or low social identity held by students does not have a significant influence on the level of self-development. This condition indicates that student involvement in social groups, organizations, or communities has not been a major factor in improving self-development. Student self-development is more influenced by other factors, such as a supportive academic environment and strong personal values, so that social identity is not the main determinant in the process of self-development of Malikussaleh University students.

Research Suggestions and Limitations

Malikussaleh University is advised to continue improving the quality of its academic environment by providing adequate learning facilities and creating a conducive learning environment. These efforts are expected to increase learning motivation and academic ability, as well as encourage students to optimally develop their potential and skills. Malikussaleh University is advised to continue encouraging the development of students' personal values through various character-building activities, leadership training, seminars, academic mentoring, and other student activities. These efforts are expected to foster discipline, responsibility, honesty, hard work, and self-confidence, enabling students to develop optimally and be better prepared for the workplace and social life.

Malikussaleh University continues to encourage students to be active in organizations, communities, and social activities on campus. These activities can improve communication, collaboration, and leadership skills, as well as expand student relationships. This study only involved Malikussaleh University students as respondents, so the research results cannot be generalized to all students at Malikussaleh University or other universities that have different characteristics and academic environments. The independent variables used in this study only included the academic environment, personal values, and social identity. However, there are various other factors that can influence student self-development, such as learning motivation, self-efficacy, emotional intelligence, family

support, organizational experience, digital literacy, and academic culture, which were not discussed in this study. This study used a questionnaire as a data collection technique, so the answers given by respondents were heavily influenced by their level of honesty, understanding, and perception of the statements. This situation could potentially lead to discrepancies between the answers given and the actual situation.

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