



Leadership Strategies for Motivating Students: Insights from English Language Learning in Indonesian Senior High Schools

Andi Asrifan^{1*}, Anita Candra Dewi¹

¹ Universitas Negeri Makassar, Sulawesi Selatan

ABSTRACT

One of the major things that university students have to go through is the learning activity. Achieving one's goals is believed to have a strong correlation with motivation. English proficiency is influenced by pupils' intrinsic willingness to study the language. The purpose of this research was to determine if there is a correlation between the level of interest that second graders at SMA Negeri 2 Sidrap have in studying English and their actual academic performance. The results demonstrated a strong relationship between students' motivation to study English and their actual progress in doing so. The results of the students' English proficiency exam and their motivational surveys corroborated this. Initially, the computed r -value, which was determined using the SPSS 21 Program, was greater than the table value at the 5% and 1% significant levels, or $0.367 < 0.852 > 0.47$. Furthermore, when looking at the correlation between student motivation and English language proficiency, it was found that, for the sample class, 72.59% of the variance in student achievement was attributable to student motivation (variable X), while 25.41% was impacted by other factors.

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Corresponding Author: ✉ Andi Asrifan | ✉ andiasrifan@gmail.com

INTRODUCTION

In essence education is a transformation that turns input into output. Education is a system that organizes a broad mission that is everything that is related to the development of physical, health, skills, thoughts, feelings, social, until the issue of trust. Education is an effort to develop human capability and motivation so that it can live worthy both as a person and society. Education also aims to mature, including intellectual, social and moral maturity. Lantolf and Thorne, (2015) argued that practically speaking and language has a big control for human life, and more fully monitor and control their behavior. In another word, Banga & Suri, (2015) that language is the ability to acquire and use complex system of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is a tool for self-expression, communication tools, and means for social control. Every human being needs both formal and no formal education. Idris et al., (2012) stated that education provides knowledge and skills to the population, as well as shaping the personality of the youth of a nation. With human knowledge will be able to compete at national and international.

Colley and Helen (2002) explain that in education there is no coercive term of education more than human consciousness itself. Hodkinson (2002) said that education is an effort to develop the ability in human motivation, so as to live a decent life. Every human being needs both formal and non formal education. Being a doctor, a lecturer, an engineer, to be pursued through education with human knowledge will be able to compete at the national and international level. Through education, a person gets information and knowledge (ipqi.org, 2022).

Learning depends upon motivation, it has a significant role in the language learning process (Bunin & Servey, 2022; Kurniasih & Lisan, 2023). The important thing in any educational endeavor is learning. Humans can develop further from other creatures. By learning, human beings are able to become qualified human beings (Tyas et al., 2020). In the learning process approach, motivation is thought to be very closely related to achievement. If the students' motivation arises from within itself, then it will be a powerful driver for himself / herself in learning and at a later stage, will result in learning achievement because motivation is a set of processes that the reason of stimulate, orientation and maintaining human behavior towards achieving a goal (Pakdel, 2013; Wei, 2023).

Motivation is one of the psychological factors that can affect student achievement; there are elements that are dynamic in learning, such as feelings, attention, willingness and others (Liu et al., 2021; Tomczyk et al., 2022). Learning motivation is one of the important internal factors in the learning process. Lack of motivation in education could damage the learning process of students (Vero & Puka, 2017).

LITERATURE REVIEW

Language Learning

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (de Houwer et al., 2013). To get something someone has to do business in order what you want can be achieved. The effort can be self-employment or groups in an interaction. Learning is a business process undertaken by a person to gained a new change as a result of his own inner experience interaction with the environment. Learn to deal with behavioral changes a person against a particular situation caused by his experience repeatedly in a situation.

Language Teaching

Douglas (2003) said that “teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. From the statement above, the researcher can conclude that teaching is giving or transferring knowledge or skill to somebody by instruction, or guidance to make somebody know and understand (Brethower et al., 2021; Zumbach et al., 2023).

The teacher not only has the roles but also has function, such as motivator. Therefore, the teacher must know the student's need and their interest. Teacher and students have relation each other in the classroom. They constantly interact one another. Teacher asks question, provide feedback, administer rewards and punishments, praise and criticize, respond to students' questions and request for help, and offer assistance, respond to students who experience difficulties. Various types of teacher feedback are:

- (a) Performance: provides information on accuracy of work: may include corrective information.

- (b) Motivational: provides information on progress and competence: may include social comparisons and persuasions.
- (c) Attributional: links student performance with one or more attributions.
- (d) Strategy: informs students about how well they are applying a strategy and how strategy use is improving their work.

In teaching and learning process, feedback Is important for teachers to make progress and improve their teaching, so teaching and learning process will be success (Lodge & Lynch, 2014; Wood et al., 2020).

Learning Achievement

Arikunto (2003: 269) argues that the achievement of learning is the level of achievement that has been achieved by the students against the goals set by each field of study after attending a lesson program within a certain time

According to (Algarabel, Salvador and Dasi, 2001) achievement is the word preferred in the educational or psychometrics fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to acognitive process made explicit in the measurement. Meanwhile according to Tu'u Sincere (2004:75) "learning achievement is the acquisition of knowledge or skills that are develop by subject matter, usually indicated by test scores or numerical value is assign by teachers" based on the understanding, that it can be conclude that learning achievement is the success rate of students in schools that are expressed in the form of a numerical value.

Learning achievement may be affected by several things that in general factors that could affect the achievement of students. They are grouped in to two internal factors and external factors. Slameto (2003) describe the internal and external factors (Slametto, 1988). According to Sumadi Suryabrata (2005: 294) mentioned that student learning outcomes can be measured in a way: Provide specific tasks; Asking some things related to the lesson; Provide tests to students after a certain lesson and; Provide a repeat

According to Zainal Arifin (1991: 3-4) learning achievement has the main functions, among others: (1) Learning achievement as an indicator of the quality and quantity of knowledge that has been mastered by students; (2) Learning achievement as a passionate desire lambing. This assumes that psychologists usually refer to this as a curiosity tendency and a common need in humans,

including the needs of students in an educational program; (3) Learning achievement as an information material in educational innovation. The assumption is that learning achievement can be a driving force for students in improving science and technology, and serves as feedback, in improving the quality of education; (4) Learning achievement as an internal and external indicator of an educational institution. Indicator intern in the sense that the achievement of learning can be a factor productivity of an educational institution. The assumption is that the curriculum used relevant to the needs of the community and students. External indicators in the sense of high achievement can be used as an indicator of the success rate of students in the community. The assumption is that the curriculum used relevant also with community development; (4) Learning achievement can be an indicator of students' absorption (intelligence). In the process of teaching and learning, students are the main problem and first and because students are expected to absorb all the subject matter that has been programmed in the curriculum.

Concept of Motivation

Penny (2010) stated that the word "motivation" is familiar to us and is commonly used in our society, but definitely what the word refers to is not as simple as it's utterance (Amin et al., 2023; Branson & Gross, 2014). The abstract term "motivation" on its own is rather difficult to define, it is easier and more useful to think in terms of the 'motivated' learner: one who 'willing' or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance or the topic for the teacher.

There are two types of motivation, Intrinsic and Extrinsic motivation (Salas-Pilco et al., 2023). It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation (Murnieks et al., 2020). Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation. You will find each member different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means "from within" and will meet any obligation of an area of their passion. Quite the reverse, others will respond better to extrinsic motivation which, in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task.

Become an expert in determining which type will work best with which team members.

Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas reinforcement contingencies govern extrinsic motivation (Muthmainnah et al., 2023). Tohidi & Jabbari, (2012) explain that intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Brunch (2015) also explain about intrinsic and extrinsic motivation. While thinking about motivation we often try to locate its source whether it is internal to the person or external to him or her. Undertaking a given task may be motivated by promise of a prize or some other kind of gain which is external to the task. Thus, the task is instrumental in receiving or gaining access to the external reward. In all such situations the locus of control is external to the person who is asked to undertake the activity. Such situations characterize the kind of motivation which is extrinsic.

Lai (2011) explain deeply that extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task. Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples, Benefit package (1) Bonuses; (2) Organized activities.

METHOD

Research design is a procedural plan that guides research to answer the researchers' questions in a valid, objective, accurate, and economical manner. According to Creswell (2012) stated that research design was the specific procedures involved in the research process: data collection, data analysis, and report writing (Cresswell, 2012).

The method used in this study was Correlational design were procedure in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis. This degree of association, expressed as a

number, indicates whether the two variables are related or whether one can predict the other. To accomplish this, you study a single group of individuals rather than two or more groups as in an experiment. (Creswell, 2012)

The population of this research is the students of SMA Negeri 2 Sidrap in the academic year 2022/2023 and it has five classes that is second grade. The total number of populations are 125 students. Sample is the population that has common characteristics, or we can say that sample is a galaxy of individual or thing which have smaller total than population. In brief, sample is representative of population. Arikunto said that sample is a part of representative population that will be researched. It is used if we want to generalize the performance of sample research.

In this research, the researcher had been using random sampling technique. It is mean that all members of population were given chance to be suffrage become the sample of the research. But in this research, the researcher chooses the second grade of SMA Negeri 2 Sidrap that is consist of second grade of science and social. The total numbers of sample are 30 samples. To be more special. The researcher put proportional random sampling. Taking sample according to the bigness of population. Interalia of Suharsimi Arikonto state that: "if the subject less that 100, it is better to take all population but if the subject more than 100, we can take 10-15 % or 20-25 % or more than it".

The data collection of the research was a survey, test, scale, rating, or tool designed to measure the variables, characteristics, or information of interest, often a behavioral or psychological characteristic. Instrument of the research can be helpful tools to the research of the study. In this study, the instrument is test. According to [Ary \(2009\)](#) stated that a test was set of stimuli presented to an individual to elicit responses based on which a numerical score can be assigned. There are two kinds of test used in this study; the first one is to measure the student's achievement in English in term of Writing, Speaking, Reading, and Listening, and the second was to measure students' motivation.

RESULT AND DISCUSSION

The data retrieval in this research for students' achievement variable done by giving test to students. The test contains about four skills in English, namely, listening, speaking, reading and writing. As for the motivation, the students gave a questionnaire. The questionnaire contains 30 items. The number of students who participated in this study amounted to 30 students. In accordance with the purpose of descriptive analysis is to know about the students'

achievement and students' motivation of learning English at second grade of MA Muhammadiyah Pinrang. In this description there are four criteria assessment of respondents' answers to the question items in the instrument. Where to answer to the item of the question there are criteria of assessment of the existing answer points. The points of the answer are Strongly Agree, Agree, Disagree and Strongly Disagree. For more details, the following will be described one by one from the existing variables

The students' achievement in learning English

This section the researcher was discussed what about researcher was found in the field of the research. The findings presented of the student's achievement in learning English in term of listening, reading, speaking, and writing.

a. Scoring classification of student's Listening Test

Table 3.1 The Percentage Score of Listening Test

Classification	Score	Listening Test	
		F	(%)
Very Good	86 – 100	11	37
Good	71 – 85	10	33
Average	56 – 70	4	13
Poor	41 – 55	5	17
Very Poor	≤40	0	0
Total		30	100

b. Scoring classification of student's Reading Test

Table 3.2 The Percentage Score of Reading Test

Classification	Score	Reading Test	
		F	(%)
Very Good	86 – 100	16	53
Good	71 – 85	5	17
Average	56 – 70	9	30
Poor	41 – 55	0	0
Very Poor	≤40	0	0
Total		30	100

c. Scoring classification of student's Speaking Test

Table 3.3 The Percentage Score of Sepaking Test

Classification	Score	Reading Test	
		F	(%)
Very Good	86 – 100	1	3
Good	71 – 85	14	47
Average	56 – 70	15	50

Poor	41 – 55	0	0
Very Poor	≤40	0	0
Total		30	100

d. Scoring classification of student's Writing Test

Table 4.4 The Percentage Score of Writing Test

Classification	Score	Writing Test	
		F	(%)
Very Good	86 – 100	8	27
Good	71 – 85	13	43
Average	56 – 70	8	27
Poor	41 – 55	1	3
Very Poor	≤40	0	0
Total		30	100

e. The mean score and standard deviation of students

The mean score and standard deviation are presented in the table 4.5 to find out the students English achievement and motivation in learning English.

Table 3.5 The Mean Score and Standard Deviation

	Result of Listening Test	Result of Reading Section Test	Result of Speaking Test	Result of Writing Test
N	30	30	30	30
Valid				
Missing	0	0	0	0
Mean	81.6000	80.2000	70.6000	77.0000
Std. Error of Mean	3.31995	2.49616	1.30040	2.20449
Median	83.0000	89.0000	69.5000	79.0000
Mode	100.00	89.00	67.00	91.00
Std. Deviation	18.18412	13.67202	7.12257	12.07448
Variance	330.662	186.924	50.731	145.793
Skewness	-.625	-.522	.695	-.602
Std. Error of Skewness	.427	.427	.427	.427
Kurtosis	-.843	-.833	.257	-.379
Std. Error of Kurtosis	.833	.833	.833	.833
Range	50.00	44.00	28.00	47.00
Minimum	50.00	56.00	61.00	47.00
Maximum	100.00	100.00	89.00	94.00
Sum	2448.00	2406.00	2118.00	2310.00

Students Motivation in Learning English

The main aim to distribute the questionnaire to the students in this research is to know about students' motivation in learning English. The

questionnaire was distributed to the students of eleventh grade of MA Muhammadiyah Pinrang. These results can be seen in the table below.

Table 3.6 The Rate Percentage of Students' Motivation in Learning English

Category	Interval Score	Frequency	Percentage
Strongly Motivated	85 – 100	15	50
Motivated	69 – 84	15	50
Moderate	52 – 68	0	0
Unmotivated	36 – 51	0	0
Strongly Unmotivated	20 – 35	0	0
Total		30	100

Table 3.7 The Mean Score of Students' Motivation

N	Valid	30
	Missing	0
Mean		85.0007
Std. Error of Mean		1.24515
Median		84.1650
Mode		82.50 ^a
Std. Deviation		6.81999
Variance		46.512
Skewness		.150
Std. Error of Skewness		.427
Kurtosis		-.369
Std. Error of Kurtosis		.833
Range		26.66
Minimum		71.67
Maximum		98.33
Sum		2550.02

The correlation between students' achievement and students' motivation in learning English (Test of significance (F value)).

The researcher calculated the result of English Achievement test of the sample class by using Regression (Linear) in inferential statistics through SPSS 21 program for Windows evaluation version to test the hypothesis. The calculation results are shown in the following table 3.8:

Table 3.8 The Test of Significance

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.321	1	2.321	.050	.825 ^b
	Residual	1297.879	28	46.353		

Total	1300.200	29		
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Based on the result of Linear test, the F_{value} was 0.050 and the significant value was 0.825. The variables are correlated linearly if the significant value was lower than significant level $\alpha = 0.05$. Since significant value (0.85) was higher than significant level $\alpha = 0.05$, it could be concluded that the variables were uncorrelated linear.

Computing the coefficient determinant

Furthermore, to know how much percentage of the students motivation (X) influences students achievement (Y) in learning English, the research calculated it through determination coefficient (R) formula. Determination coefficient describe the effect of X toward the increasing value of Y. The determination coefficient formula is stated as following:

$$R = r^2 \times 100\%$$

Where:

R is determination

r is correlation coefficient

$$R = r^2 \times 100\%$$

$$R = (0.852)^2 \times 100\%$$

$$R = 0.725904 \times 100\%$$

$$R = r^2 \times 100\%$$

$$R = 72.59\%$$

The result of R value is 72.59%. It indicates that the effect of X (students motivation) towards the Y (Students English achievement) is 72.59%. Meanwhile, another 25.41% may be influences by the other factors.

1.1 Testing Hypothesis

The researcher applied the Pearson Product Moment Correlation using the SPSS 21.0 program for the evaluation version of Windows. The aimed was to determine whether or not there was a correlation between students achievement and motivation in learning English that were statistically significant at a significant level $\alpha = 0.05$. The calculation results were shown in the following table:

Table 3.9 the calculation of Pearson Product Moment Correlation using SPSS 21 Program

Correlations

		X	Y
Students Achievement In Learning English	Pearson Correlation	1	.042
	Sig. (2-tailed)		.825
	Sum of Squares and Cross-products	1300.200	55.956
	Covariance	44.834	1.930
	N	30	30
Students Motivation in Learning English	Pearson Correlation	.042	1
	Sig. (2-tailed)	.825	
	Sum of Squares and Cross-products	55.956	1348.856
	Covariance	1.930	46.512
	N	30	30

The table 3.9 showed the result of calculation using SPSS 21 Program. From the table of SPSS above, it meant that H_1 was accepted. It was found that the result of $r_{\text{value}} = 0.852$ was higher than $r_{\text{table}} = 0.367$ at df 29 the significant level of 5% and 0.47 at df the significant level of 1% as explained in the table below:

Table 3.10 the result of Pearson Product Moment Correlation Test observed

Variable	rvalue	rtable		Df/db
		5%	1%	
X – Y	0.852	0.367	0.47	29

It meant that motivation gave significant contribution to the students achievement in learning English of sample class. So, there was a significant positive correlation between student's achievement in learning English and students Motivation at MA Muhammadiyah Pinrang.

The hypothesis testing was measure the correlation of SPSS 21 program found that there was high positive correlation between the two variables. It proved by the value of r_{value} was higher than the r_{table} at 5% and 1% significant level or $0.367 < 0.852 > 0.47$.

Based on the calculation above, it was found that the r_{value} was 0.852, and then the r_{table} was calculated with table of the interpretation coefficient correlation r as follows:

Table 3.11 The Interpretation Coefficient Correlation R

Interval Coefficient	Level of Correlation
0,000 – 0,200	Very Low
0,200 – 0,400	Low

0,400 – 0,600	Moderate
0,600 – 0,800	Substantial
0,800 – 1,000	High

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value} (0.852) was at the level “high” of correlation. So it meant that the correlation between students motivation and students achievement in learning English of the sample class was in high correlation.

CONCLUSION

Based on the research conducted at the second-grade students at SMA Negeri 2 Sidrap, it can be concluded that the students with high motivation performed comparably with the students with low motivation in students achievement in learning English. The result of data analysis showed that there was a significant positive correlation between students' motivation and student achievement in learning English at SMA Negeri 2 Sidrap. It could be seen from the following facts. First, the result of calculating using SPSS 21 Program found the calculated value of r_{value} was higher than the table at 5% and 1% significant level or $0.367 < 0.852 > 0.47$. Second, based on the calculation of the contribution between student's motivation and their achievement in learning English, it showed that the student's motivation (variable X) gave about 72.59% contribution to the student's achievement (variable Y) of the sample class 25.41% was influenced by other aspects.

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