

Uncover of the motivation of new students to choose the Indonesia language education study program

Margareta Andriani^{1*}, Muhammad Agustian²

^{1,2}Universitas Bina Darma, Indonesia; m.andriani@binadarma.ac.id (M.A.) muhammadagustian@gmail.com (M.A).

Abstract: This study aims to explore the reasons why new students choose the Indonesian Language Education Study Program in the modern era and understand their goals after graduation. The research employs a qualitative method with a descriptive approach. Data were collected through interviews and questionnaires consisting of 10 questions related to intrinsic and extrinsic motivation. A total of 13 new students were the subjects of the research, with a total of 65 answers analyzed. The results of the study showed that intrinsic motivation was the dominant factor in students' decisions to choose this study program, with 56 or 80.14% of the answers being "yes" from the total intrinsic motivation questions. In contrast, extrinsic motivation only accounted for 19 or 29.24% of "yes" answers. Based on the interviews, all subjects stated that their main goal after graduation was to become a teacher or teaching staff. These findings suggest that personal interests, love for education, and aspirations to become educators play an important role in student decisions. Extreme motivations, such as economic or social impulses, have less influence. This research provides insight for study program managers to design strategies that support student needs, especially in maximizing the potential of intrinsic motivation to enhance their academic and professional success.

Keywords: Motivation, Language Education, Students, Modern Era.

1. Introduction

Language is the main bridge in the process of human communication and social interaction. According to Mayrita, et al. [1] language education helps in the teaching and learning of language. As a unifying language, Indonesian plays a strategic role in uniting the diversity of tribes, religions, races, and cultures in the Unitary State of the Republic of Indonesia [2]. In the world of education, Indonesian language skills are an important foundation, especially in higher education, where students are expected to be able to write scientific papers in accordance with the rules of Enhanced Spelling (EYD) and the Great Dictionary of Indonesian (KBBI) [3]. Therefore, learning Indonesian in higher education aims to hone good and correct language skills, both orally and in writing [4].

Higher education is not only a means to increase knowledge, but also to shape individual character, creativity, and insight [5]. Bina Darma University Palembang, as one of the best private universities in South Sumatra [6] offers an Indonesian Language Education Study Program under the auspices of the Faculty of Social Humanities. This study program aims to produce graduates who are competent in the fields of Indonesian language, literature, and culture education, as well as being ready to face the challenges of the digitalization era.

The phenomenon of increasing the number of new students of the Indonesian Language Education Study Program in 2024, after experiencing a decline in the last three years, is one of the important backgrounds for this study. Students' motivation in choosing this study program, both those based on intrinsic factors such as personal interests and aspirations to become educators, as well as extrinsic factors such as job prospects and social status, play a key role in the success of their educational process.

Motivation also affects students' goals after graduation, including becoming professional educators in the field of Indonesian [7, 8].

As prospective educators, students of the Indonesian Language Education Study Program at Bina Darma University are also trained to understand and apply language skills in a global context, such as in the Indonesian for Foreign Speakers (BIPA) program. This program not only aims to introduce Indonesian to foreign learners, but also to introduce Indonesian culture as part of cultural diplomacy [9, 10].

This study aims to explore the reasons why new students choose the Indonesian Language Education Study Program in the modern era and understand their goals after graduation. This research uses a qualitative method with a descriptive approach, which involves an analysis of students' intrinsic and extrinsic motivations. With a deep understanding of their motivations and goals, the results of this research are expected to be the foundation for improving the promotion of study programs, designing more innovative learning strategies, and producing graduates who are qualified and ready to contribute to the world of education.

2. Literature Review

2.1. Definition of Motivation

Motivation comes from the Latin word *Movere* which means moving (*to move*). Motivation is a state in an individual that encourages them to achieve their goals [11]. Motivation is an encouragement or reason from within an individual to be able to carry out activities or actions, either to achieve goals or to avoid something unwanted from happening. According to Wibowo [12] motivation is an encouragement to a series of individual behavior processes to achieve goals. According to Rahman, et al. [13] motivation can be interpreted as a driving force both from inside and outside individuals who have been active and become a driving force. Meanwhile, learning motivation is an internal process that activates, guides and maintains individual behavior over time without change. Individuals are motivated for several different reasons, with different intensities and varieties [14]. According to Setiawan [15] Learning motivation is a drive or driving both from the inside and from the outside that makes an individual move to achieve a goal, namely satisfactory learning outcomes.

From some of the concepts of motivation definitions from the research and books above, motivation is a person's motivation or reason to complete the journey of the process experienced by the individual until he or she achieves the goals experienced by the individual. Motivation plays an important role in a person's life, the pursuit of education and ideals must also have encouragement and motivation from oneself. If a student does not have motivation in the learning process, then the learning he has gone through will be wasted because there is no reason or goal for a student to achieve or achieve these goals.

2.2. Types of Learning Motivation

Motivation is one of the important components for an individual to achieve the success of a goal. Because with motivation, a person has encouragement or motivation from outside and within to achieve the expected success such as learning results, work results, or wanting to be successful. A student who wants good learning results needs motivation that can encourage him to do his best and get satisfactory learning results [16].

In general, learning motivation is divided into two, namely from within the individual (intrinsic) and from outside the individual (extrinsic).

Intrinsic learning motivation in general is a person's drive or desire to achieve learning goals because of themselves and not waiting for a drive from outside themselves, because every student has a strong will to do something for themselves [17]. Intrinsic motivation usually arises from us from childhood and is an impulse that arises unconsciously. An individual must have intrinsic motivation, especially in learning activities, because a child must have desires or goals that he wants to achieve when he grows up.

Extrinsic learning motivation is a desire that arises from a student because of things or circumstances that come from outside the individual of a student, so that it encourages him and becomes a driving force for him to achieve maximum results in learning [17]. Extrinsic learning motivation exists when an individual is encouraged by factors that are not from himself, for example from other people such as teachers at school, family at home, friends or community leaders and even figures who are considered encouraging or motivating.

2.3. Learning Motivation Theory

There are many theories that discuss motivation, one of the most famous is the need hierarchy theory from Abraham Maslow or *Maslow's Need Hierarchy Theory*. Motivational theories help a lot in solving problems in the field of psychology, management, and education. Here are some motivational theories from experts that the author uses as a reference.

Abraham Maslow's Hierarchy of Needs Theory (*Maslow's Need Hierarchy Theory*). The motivation theory of the hierarchy of needs from Abraham Maslow, known as *Maslow's Need Hierarchy Theory*, explained that the motivational needs of humans as social beings are arranged in the form of a hierarchy consisting of five stages. Starting from the stages of physiological needs (*Physiological Needs*), security and safety needs (*Safety Needs*), social needs (*Social Needs*), the need for awards (*Esteem Needs*), to the highest level, namely the need for self-actualization (*Self-Actualization Needs*). Maslow believed that if an individual's higher level of needs could only be met, if a lower level had been met.

The Theory of Self-Determination of Edward L. Deci and Richard M. Ryan (*Self-Determination Theory*). In general *Self-Determination Theory* applies to all activities that an individual enjoys. Activities that do not have the sensation of pleasure such as work are impossible unless there are some extrinsic reasons to be able to do it. Because of this, *Self-Determination Theory* distinguish between intrinsic motivation and extrinsic motivation [18]. Deep *Self-Determination Theory*, Both types of motivation are not only considered external and internal factors, they are interconnected and interrelated. According to this theory, extrinsic motivation can give rise to intrinsic motivation if it is internalized effectively, for example an individual who gets an award that motivates him and can create motivation from within the individual.

Of the two motivational theories, namely Abraham Maslow 's need hierarchy theory and Edward L. Deci and Richard M. Ryan's self-determination theory (*Self-Determination Theory*). The two theories have different opinions regarding motivation. In this study, the author uses Self-Determination Theory as the basis of the theory.

2.4. Indonesian Education Study Program

The Indonesian Language Education Study Program is a Study Program that studies linguistics, language skills, and literature in Indonesia. As the name suggests, this Study Program also learns about the teaching profession, especially teaching in the field of Indonesian language and literature. This study program aims to produce student graduates who have extensive knowledge in language and literature teaching as well as pedagogical skills.

The Indonesian Language Education Study Program also produces students with various abilities. With these abilities, graduates of the Study Program can apply for various job prospects. There are many job opportunities for Indonesian Education students after they graduate. Becoming an Indonesian teacher or lecturer is one of the main goals of Indonesian Language Education students from still being students to after they graduate. In addition to being a teacher and educator, there are still many professions that Indonesian Education students can get, such as being a presenter in the world of television, becoming a host, becoming an office worker in the field of language, becoming a writer of scientific papers or even being able to create literary works such as novels, short stories, rhymes, poems and so on. The number of job opportunities for Indonesian Education students after graduating from college is one of the reasons or motivation for students to choose this Study Program. In addition, the learning does not focus on one area. There is a lot to learn from the Study Program. For example,

linguistics, language skills that can be further honed, the ability to understand and produce literary works and many more that can be studied in the Indonesian Language Education Study Program.

This research was made not without reason, but to find out the ins and outs and reasons and motivations of new students of the Indonesian Language Education Study Program [19]. This research is also expected to be the foundation so that the next day students of the Indonesian Language Education Study Program will use it as a reference or motivation in achieving their goals.

3. Methodology

The method used in the study is a qualitative method, with a descriptive approach [1]. Data collection was carried out by initial interviews [1] into the new class of Indonesian Language Education students directly, and asked about their motivations, motives and goals for choosing a study program. Then after making initial observations and conducting theoretical studies and getting a theoretical foundation to conduct research, [20]. Motivation theory from Deci and Ryan [21] as the foundation as the framework of the research. According to Deci and Ryan [21] motivation theory is divided into intrinsic and extrinsic motivation. After getting the theoretical foundation, the researcher used a questionnaire questionnaire. The researcher provided ten questions about motivation, consisting of five questions about intrinsic motivation and five questions about extrinsic motivation. Followed by students filling out the questionnaire provided. The object of this research is students of the Indonesian Education Study Program, Bina Darma University, Palembang batch 2024/2025. The time of this research was carried out within four months, from September to November 2024.

4. Results and Discussions

After conducting research using the question questionnaire method that has been filled out by the research subjects, the results of the answers from the question questionnaire questionnaire were obtained. The questionnaire contains 10 questions about the motivation of students to choose the Indonesian Education Study Program. There are 5 questions that contain intrinsic questions, and 5 questions about extrinsic motivation. The researcher compiled the results of the questionnaire answers in the form of a result table.

The following are the results of the answers filled in by the research subjects in the form of 5 questions about intrinsic motivation questions or motivations that come from a person.

Table 1.
Intrinsic motivation.

No.	Question (Intrinsic motivation)	Answer	
		Yes	Not
1.	Did you choose this study program because it is fun and interesting to learn linguistic sciences?	12	1
2.	Did you choose this study program because you want to improve your ability to write literary works such as short stories?	11	2
3.	Did you choose this study program because you want to improve your public speaking skills?	13	-
4.	Did you choose this study program to be a teacher and fun?	10	3
5.	Did you choose this study program because you want to improve your theater performance skills?	10	3
Total		56	9

Next is the result of the answer which contains 5 questions about extrinsic motivation or motivation that comes from outside a person.

Table 2.
Extrinsic motivation

No.	Question (Extrinsic motivation)	Answer	
		Yes	Not
1.	Did you choose the Indonesian Education Study Program because of your parents' will?	6	7
2.	Did you choose the Indonesian Education Study Program because of your friend's choice?	-	13
3.	Did you choose the Indonesian Language Education Study Program because you were selected for a scholarship?	11	2
4.	Did you choose the Indonesian Language Education Study Program because you get more pocket money?	1	12
5.	Did you choose the Indonesian Education Study Program because of a recommendation from the school/teacher?	1	12
Total		19	46

Based on the table containing the data of the following question questionnaire questions, from the ten questions in the questionnaire results, the research subjects gave various answers, 5 questions about intrinsic motivation or those that come from within and five questions about extrinsic motivation or those that come from outside. Of the total questions that have been filled in by the research subjects, 86.14% or 56 answers of the research subjects are yes and 13.86% or 9 answers of the research subjects are no on the questionnaire about intrinsic motivation, while 29.24% or 16 answers of the research subjects are yes and 70.76% or 46 answers of the research subjects are no on questions about extrinsic motivation.

Based on data from the results of the questionnaire questions that have been filled out by the research subjects, the motivation of students to choose the Indonesian Language Education Study Program at Bina Darma University Palembang. Of the ten questions in the questionnaire results, the research subjects gave diverse answers, 5 questions about intrinsic or internal motivation and five questions about extrinsic or external motivation. Of the total questions that have been filled in by the research subjects, 86.14% or 56 answers of the research subjects are yes and 13.86% or 9 answers of the research subjects are no on the questionnaire about intrinsic motivation, while 29.24% or 16 answers of the research subjects are yes and 70.76% or 46 answers of the research subjects are no on questions about extrinsic motivation.

The questionnaire questions contain five intrinsic motivation questions and five extrinsic motivations. Five of the intrinsic motivation questions contained; (1) Did you choose this study program because it was fun and interesting to learn linguistics?, (2) Did you choose this study program because you wanted to improve your ability to write literary works such as short stories?, (3) Did you choose this study program because you wanted to improve your public speaking skills?, (4) Did you choose this study program because it was fun and interesting to become a teacher? and (5) Did you choose this study program because you want to improve your ability to perform theater dramas? Meanwhile, the five questions from extrinsic motivation contained; (1) Did you choose the Indonesian Education Study Program because of your parents' will?, (2) Did you choose the Indonesian Education Study Program because you followed the choice of your friends?, (3) Did you choose the Indonesian Education Study Program because you were selected for a scholarship?, (4) Did you choose the Indonesian Education Study Program because you got more pocket money?, and (5) Did you choose the Indonesian Education Study Program because of the recommendation from the school/teacher?.

The dominant research subject answered yes to a questionnaire of questions containing intrinsic motivation or motivation that comes from within a person. In the first question, as many as 92.3% or 12 out of 13 students found learning language sciences fun and interesting. The second question is that as many as 84.6% or 11 out of 13 students chose this study program because they wanted to improve their ability to write literary works such as short stories and so on. The third question is that as many as 100% or all students of the 2024/2025 Indonesian Language Education Study Program chose this study program because they wanted to improve their public speaking skills. The fourth question, as many as 76.9% or 10 out of 13 students felt fun and interesting to become a teacher. And the last question, as

many as 76.9% or 10 out of 13 students chose this study program because they wanted to improve their ability to perform theater drama. If totaled from all questions, namely five questionnaire questions about intrinsic motivation, and the total number of students of the 2024/2025 Indonesian Language Education Study Program, the overall score of the questionnaire as many as 65 questions answered by the research subjects can be taken. And got the result, namely 56 questions answered yes or 86.14% of the overall questions.

The next five questions contain extrinsic motivation or motivation that comes from outside a person. In the first question, as many as 46.2% or 6 out of 13 students chose this study program because the will of their parents. The second question is that no student chooses this study program because it follows the choice of friends. The third question is that as many as 84.6% or 11 out of 13 students chose this study program because they were selected or received scholarships. The fourth question, only 7.7% or 1 out of 13 students chose this study program because they get more pocket money from their parents. And the last question is only 7.7% or 1 person out of 13 students who chose this study program because of the recommendation from their school or teacher. In contrast to the question about intrinsic motivation, the dominant extrinsic motivation was answered no by the research subject. If totaled from all questions, namely 5 questionnaire questions about extrinsic motivation, and a total of 13 students of the 2024/2025 Indonesian Language Education Study Program. Thus, the overall score of the questionnaire was 65 questions answered by the research subjects. With the results of 46 questions answered no or 70.76%, and only 19 or 29.24% of the questions were answered yes from the whole question.

Based on the data that has been presented above, with a total of 10 questions about intrinsic and extrinsic motivation answered by 13 students. A total of 56 or 80.14% were answered yes out of a total of 65 intrinsic motivation questions that had been answered by the research subjects. As for extrinsic motivation questions, only 19 or 29.24% were answered yes out of a total of 65 questions that had been answered by the research subjects. It can be concluded that they chose the Indonesian Language Education Study Program at Bina Darma University not because of encouragement from others or environmental influences. Rather, it is because they feel that this study program is fun and interesting and can lead them to improve their own values and abilities. After the research subjects felt that choosing the Indonesian Language Education Study Program was due to encouragement or motivation from within, then they could come up with other motivations that came from outside themselves to continue to improve their own achievements and abilities.

Based on the results of interview data that have been carried out in the initial observation. The goal of the students of the 2024/2025 Indonesian Education Study Program is to be a teaching staff or an Indonesian teacher. All research subjects aim to become teachers or teaching staff after they graduate from this study program. However, in addition to being a teacher as the main goal, there are also those who want to become a literary writer as a second goal besides becoming an Indonesian teacher. There are also those who want to continue to a higher level of education to achieve their next goal. Actually, there are still many types of professions for graduates of the Indonesian Language Education Study Program. For example, becoming a presenter on a television show, becoming a writer of scientific papers, becoming a tutor for school children, being a teacher of the Indonesian program for foreign speakers or BIPA, working in a company in the field of languages and many more. However, the main goal of Indonesian Education students after they graduate is to become an Indonesian teacher in school.

5. Conclusion and Advice

Based on the results of the data that has been collected by the questionnaire method of questionnaire questions and interviews as initial observations, conclusions were obtained from the motivation of new students to choose the Indonesian Education Study Program at Bina Darma University Palembang. Motivation is divided into two types, namely intrinsic and extrinsic. Indonesian Education students of the 2024/2025 batch choose this study program because of their internal encouragement and not other external factors such as the environment or family. As many as 92.3% chose this study program because

they wanted to learn linguistics, as many as 84.6% chose this study program because they wanted to improve their ability to write literary works, as many as 100% chose this study program because they wanted to improve their public speaking skills, as many as 76.9% chose this study program because it was fun and interesting to become a teacher, and as many as 76.9% of students chose this study program because they wanted to improve their ability to perform theater dramas. And only 29.24% of students chose this study program because of external encouragement such as environmental factors, family, and so on from questions about extrinsic motivation that had been filled in by the research subject.

Also, the goal of the students of the 2024/2025 Indonesian Education Study Program is to be a teaching staff or an Indonesian teacher. All research subjects aim to become teachers or teaching staff after they graduate from this study program. However, in addition to being a teacher as the main goal, there are also those who want to become a literary writer as a second goal besides becoming an Indonesian teacher. There are also those who want to continue to a higher level of education to achieve their next goal. Based on the conclusions that have been put forward in this study, the suggestions that can be submitted to increase the number of students of the Indonesian Language Education Study Program at Bina Darma University Palembang, is to carry out promotional activities that can motivate prospective students. Promotion can be done with student organization activities such as holding competitions related to the Indonesian Education Study Program for school children. It is also possible to hold seminars in high schools with the theme of language and literature.

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Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests:

The authors declare that they have no competing interests.

Authors' Contributions:

All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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