

## Nusantara Students' Motivation at Sumbawa University of Technology to Learn Sumbawa Language

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### ABSTRACT

Students' Motivation to learn the Sumbawa language comprises intrinsic and extrinsic motivation. This study aims to look at the motivation of Sumbawa University of Technology Nusantara students to study the Sumbawa language. The design of this study was descriptive quantitative research. The sample of this study is 7 students of the Sumbawa University of Technology who come from outside the Sumbawa regency or Nusantara students and they are learning the Sumbawa language. The students were asked to complete a questionnaire. The data was analyzed in five steps; scoring, adding up, determining the mean, categorizing the mean, and interpreting the mean. The result of the study shows that there are two motivations for UTS Nusantara students to study the Sumbawa language: intrinsic and extrinsic factors. The intrinsic motivation consists of personal interests and enjoyment of language learning, such as the desire to add linguistic knowledge, interact with Sumbawa people, and avoid discomfort with locals. Extrinsic motivation relates to external rewards or social approval such as the desire to live in Sumbawa, work in Sumbawa, get networking opportunities, and be asked by others to learn the Sumbawa language.

**Keywords:** *analysis, motivation, nusantara students, study, sumbawa language*

### Introduction

Sumbawa University of Technology is one of the universities in Indonesia, located in Sumbawa Regency, West Nusa Tenggara Province. This university was established in 2013 with six faculties; agriculture, economics and business, psychology, communication, biotechnology, and engineering. Now, the university has 35 study programs in the domain of Science Technology Engineering Mathematics (STME), Humanity and Art, and Economics. Sumbawa University of Technology recruits students through scholarships and regular schemes.

There are many schemes offered by the university when recruiting students using a scholarship way including achievement scholarship for prospective students who have a strong academic performance, Tau samawa funding for education (scholarship for only Sumbawa people students), One Village (Only for villages in Sumbawa) Ten Engineers scholarship, and Nusantara Scholarship. Through the achievement and Nusantara Scholarship Scheme, UTS has many students from outside Sumbawa

Regency and West Nusa Tenggara Barat Province. According to the data from the head of Sumbawa University of Technology students' admission (Mustaram, personal communication, March 21, 2024), the students of UTS come from 28 provinces in Indonesia, such as North Kalimantan, Banten, and East Nusa Tenggara province. The students from outside Sumbawa live in Sumbawa Regency and interact with the local people of Sumbawa. In Sumbawa regency, the main language used is Sumbawa. Thus, it is assumed that this condition impetuses the students to learn the local language, which is the Sumbawa language.

Sumbawa is a language spoken in the western part of Sumbawa Island and some parts of Lombok Island in Indonesia (Kantor Bahasa NTB, n.d.). According to Adelaar (2005), the Sumbawa language belongs to the Malayo-Sumbawan subgroup. Four dialects exist within the Sumbawa language, namely Sumbawa Besar, Taliwang, Jereweh, and Tongo (Mahsun, 1999). Bahasa Sumbawa is the primary language spoken in Sumbawa Regency. It is utilized in many facets of

daily life, such as the workplace and educational settings. It is worth noting that learning this language is crucial because it is designated as the regent of Sumbawa's primary language. Also, studying Sumbawa can uncover the intricate connections between language, identity, and tradition, shedding light on centuries of intercultural exchange and adaptation. Moreover, preserving and documenting the Sumbawa language is essential for safeguarding the cultural heritage of the island and ensuring the continuity of its traditions for future generations. As globalization and modernization increasingly encroach upon indigenous languages and cultures, the study of Sumbawa becomes not just an academic pursuit but a vital means of preserving and celebrating the diversity of human expression and experience.

Myriads of studies related to motivation in language learning have been conducted by various researchers. The studies conducted were dominantly dealing with motivation on English language learning, only few that related to some other languages. Based on our literature review, we have found three studies that related to our study, such as a study conducted by Defina and Sundari H. (2016), Widodo M, et.al (2018) and a study done by Dewi S. and Savitri P.W (2020).

Defina and Sundari H. (2016) conducted a study related to Korean Students' motivation in learning Indonesian. In their study, they investigated the motivation of Korean Students in learning Indonesian through a survey. The respondents of the study were 7 people and the data collection was done through AMTB adapted questionnaire. The theory used was the theory of integrative orientation and instrumental orientation proposed by Gardner. The results of the study showed that the integrative orientation of why the students learned Indonesian was because they wanted to communicate with Indonesian people, while the instrumental orientation of why the students learned Indonesian was because they were assigned by their institution.

Another study that correlated with our study was a study conducted by Widodo M, et.al (2018). In their study, they analyzed the correlation of motivation and attitude in learning a local language (Lampungese language). The participants of the study consisted of 75 university students who have been learning lampungese language since elementary school and the instrument used was a questionnaire. The findings of the study showed that motivation and attitude were significantly correlated in learning a local

language.

Dewi S. and Savitri P.W (2020) carried out a study on investigating international students' motivation during the course and to analyze how environment influences their learning motivation. The study involved 76 foreign students and the data collection used was survey, observation and interview. The results found that students' motivation in learning Indonesian is varied and relatively low, nevertheless the environment where the students study the language had actually given positive advantages, in which the students become more motivated to learn the language for their daily lives.

Having done the literature review, we have noticed that only few studies concerning the studies on local language in regards to motivation, especially intrinsic and extrinsic motivation. Also, there is a lack of existing literature specifically examining the motivation of individuals to learn the Sumbawa language. Hence, this study represents a form of pioneering research. By addressing this gap, our research contributes novel insights to the field, highlighting the need for further investigation into the motivational dynamics of language learning in this context.

Despite the importance of motivation in language learning, there is a notable gap in the literature regarding the factors influencing students' motivation to engage with the Sumbawa language. This gap highlights the need for empirical research to explore the motivational dynamics of language learning among students studying the Sumbawa language, including factors such as intrinsic and extrinsic motivation. Understanding these factors is crucial for designing effective instructional strategies and support mechanisms to enhance students' motivation and promote successful language learning outcomes.

Therefore, in this study, we analyzed the motivation of Nusantara Students of UTS in learning Sumbawa Language. To be more explicit, the research problem that we addressed in this study; What motivates Nusantara students of Sumbawa University of Technology to study the Sumbawa language?

In general, motivation refers to the reason or reasons for someone or an organization to act in a particular way. Motivation refers to the internal processes that initiate, sustain, and direct behavior" (Pintrich & Schunk, 1996, p. 433). Brown (2007) examines motivation in the context of language learning from three different perspectives: behavioristic, cognitive, and

constructivist. In terms of the behavioral perspective, it describes the actions that students take in an effort to obtain reinforcement or rewards. An external factor controls the learners' desire to acquire the language. In the context of language learning, the students perform to get rewards from teachers or peers, for example, good grades or teacher approval. Regarding the cognitive view, motivation comes from the internal factors of the language learners. Therefore, it is in contrast with the view of behaviorism. The acts of exploration, manipulation, exercise, stimulation, knowledge, and enhancement arise from a cognitive perspective (Ausubel, 1968). In terms of the constructivist perspective, motivation relates to the social context, community, social status, and security of a group. Since every individual is motivated differently, they will all respond to their surroundings in different ways.

Motivation plays an important role in student learning activities. With studying regional or foreign languages, the learners must have high motivation to achieve the maximum results. According to Gardner (1985), motivation is a contributing factor in second language (L2) acquisition. Several factors motivate someone to learn a language other than everyday language or a second language; social integration (to adapt to the social environment), communicative needs (as a need for communication), attitude (a form of attitude in respecting interlocutors who use regional or foreign languages), and education (a form of education that is mandatory for certain communities) (Klein, 1986). Moreover, a person's drive to establish relationships with other people is based on the need to be friends with or be with other people, to feel comfortable when working together with other people, so effective communication is needed (Usman, 2022; Walandouw, 1988). Gardner and Lambert (1972) divide motivation into two types; instrumental and integrative motivation. First, instrumental orientation refers to a desire to acquire a second language to attain some practical goals, for example, job advancement or course credit. Second, the integrative orientation means the learners acquire the target language because they want to interact with the members of the L2 community, and perhaps identify with them. Deci (1975) in Brown (2000) categorize motivation into intrinsic and extrinsic motivation. Intrinsic motivation means the engagement of people learning the language for their own sake, and it is aimed at gaining rewarding consequences such as

competence and self-determination. Anticipating a reward from outside or beyond oneself is known as extrinsic motivation. The rewards can be money, prizes, grades, and positive feedback. In this study, the authors classify motivation according to the terms used by Deci (1975) which is intrinsic and extrinsic motivation. One comprehensive definition of motivation in language learning is provided by Dörnyei (2001), who describes it as "the effort, desire, and drive to accomplish the learning task and achieve the learning goal."

In terms of acquiring English as a second language, according to Ghazvini and Khajehpour (2011), the reasons for the students to learn a second language are adding something new to their experience, and it is significant to speak two languages. Furthermore, Khalid (2016) discovered that eighty to ninety percent of the students strongly agreed that having a strong command of the English language was directly beneficial to landing a good job and succeeding in their careers. Moreover, Fachraini (2017) found that most of the pupils of UIN Ar-Raniry's motivation in learning English was driven by their intrinsic motivation. The students learn English because of their desire and pleasure.

## **Method**

The design of this study was descriptive quantitative research. Descriptive quantitative research is also known as survey research, as stated by Gay (2012), descriptive research is also called survey research, which collects numerical data to test hypotheses or answer questions about the opinions of people related to some topics or issues. Besides, Creswell (2012) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Beholding on the definition of the research design above, it can be concluded that descriptive quantitative research is a research design in which the researchers survey the people to delineate the attitudes, opinions, behaviors, and characteristics that concern the problem. This study was intended to analyze the motivations of Nusantara Students of UTS in learning the Sumbawa language.

In this study, the population of interest consists of all Nusantara students of Sumbawa University of Technology who are learning the Sumbawa language. There is no data regarding how many Nusantara students learn the Sumbawa language, so the true count of the population

remains elusive. The student participants were selected based on the purposive sampling method, in which the participants were chosen based on two criteria relevant to the research question. The criteria are Nusantara students of Sumbawa University of Technology, and they are learning the Sumbawa language. This sampling method was chosen because, according to Creswell (2014), purposive sampling is a non-probability sampling method where researchers deliberately select participants based on specific criteria relevant to their research objectives.

To recruit participants for the study, the researchers reached out to a former student of Sumbawa University of Technology. He was a Nusantara student who was known to the researchers for his proficiency in the Sumbawa language. The researchers enlisted his assistance in distributing the questionnaire to individuals who met the specified criteria. Initially, the researchers provided him with 20 questionnaires, indicating the researchers' intention to involve 20 students in the study. However, the outcome fell short of expectations as only 7 students completed the questionnaire, failing to meet the target set by the researchers.

The instrument used in this study was a questionnaire. The total number of questions was 11, which was divided into two sections. The first section for questions 1 to 7 focused on statements relating to intrinsic motivation such as learning the language in the aim of increasing the linguistics treasure of the participants and the aspiration to enhance confidence in interactions with local. The second part of the questionnaire for questions 8 to 11 provided statements for extrinsic motivation such as the respondents learn the Sumbawa language since they want to obtain a wider network and the respondent's purpose in studying the Sumbawa language is their desire to live in Sumbawa.

The participants of the study were asked to answer the question by selecting five categories according to the Likert scale, they are, Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The score for each category was 5 for SA, 4 for A, 3 for N, 2 for D, and 1 for SD. The questions within the questionnaire were in Bahasa Indonesia since the authors were unsure that the participants understood English. The questionnaire was distributed in a paper-based form. The reason to use a questionnaire in this study is based on Smith, Jones, & Lee (2018) that the questionnaire offers a standardized format for data collection, ensuring

consistency in the questions posed and the responses obtained. Also, questionnaires provide a cost-effective means of data collection compared to other methods, making them accessible to researchers working within budget constraints.

This study was aimed at analyzing the motivation of Nusantara students of UTS in learning Sumbawa Language. The data of the study was gained through the questionnaire that has been distributed. All the data gained in the questionnaire was analyzed using a formula to get a clear description of every response given by the respondents. The data was analyzed in five steps; scoring, adding up, determining the mean, categorizing the mean, and interpreting the mean. When doing the scoring, the authors counted the scores of respondents' answers in a list of questions with predetermined score provisions. Then the authors added up the answer scores obtained from each respondent. Next, the authors calculated the mean for each question by using the following formula.

$$MT = (\sum T)/n$$

Means:

MT : Mean

$\sum T$  : Sum Up the Values

n : respondent number

The application of the above formula can be seen in the following example. Let's Suppose a dataset of test scores for 5 students:

Test scores: 85, 90, 75, 88, 92

To calculate the mean (MT):

1. Add up all the test scores to get the sum ( $\sum T$ ):

$$\sum T = 85 + 90 + 75 + 88 + 92 = 430$$

2. Determine the total number of respondents (n):  
n = 5

3. Use the formula to calculate the mean (MT):

$$MT = \sum T / n$$

$$MT = 430 / 5$$

$$MT = 86$$

So, the mean test score for the 5 students is 86. Next, the mean was categorized according to the criteria by Likert, as seen in Table 01. Finally, the mean was interpreted.

**Table 1. The mean criteria and meaning**

Mean Range	Interpretation
3.68 - 5.00	High mean
2.34 - 3.67	Moderate mean
1.00 - 2.33	Low mean

## Findings and Discussion

This study addresses a research question: what motivates the Nusantara students of UTS to study the Sumbawa language? Questionnaires were distributed to 20 Nusantara students, and only 7 completed the questionnaires. The

questions were divided into two parts; questions number 1-7 focused on intrinsic motivation, and questions 8–11 related to extrinsic motivation. The results of the questionnaire relating to the motivation of Sumbawa University of Technology Nusantara students are presented in the tables below.

**Table 2. The result of Intrinsic Motivation**

No	Intrinsic Motivation	Mean	Rating
1	I want to enrich my linguistic treasures	4.85	High
2	I want to participate in the social and cultural life of Sumbawa speakers more closely	4.71	High
3	I want to avoid the discomfort of being in a Sumbawa-speaking community	3.14	Moderate
4	I enjoy learning the Sumbawa language	4.14	High
5	I feel challenged to learn Sumbawa language	4.42	High
6	I want to increase my self-confidence when interacting with the local people	4.85	High
7	I want to study Sumbawa language in more depth to gain language proficiency	4.71	High
<b>Total Mean</b>		<b>4.40</b>	<b>High</b>

Based on the data presented in Table 2, overall, it can be concluded that UTS Nusantara students exhibit a notably high level of intrinsic motivation, with a mean score of 4.40. This indicates a strong inclination towards the statements pertaining to intrinsic motivation among the respondents. Specifically, six out of the seven statements regarding intrinsic motivation scored highly, suggesting a robust motivational drive within the sample. For instance, statement number 1 reflects a desire to enrich linguistic treasure by learning the Sumbawa language, while statement number six underscores the aspiration to enhance confidence in interactions with local (Sumbawa people). However, one statement stands out with a moderate level of intrinsic motivation, namely statement number 3, where students express a desire to acquire Bahasa Sumbawa to alleviate discomfort in Sumbawa-speaking environments. Despite this moderate score, overall, the findings underscore a commendable level of intrinsic motivation among the surveyed UTS Nusantara students.

**Table 3. The Result of Extrinsic motivation**

No	Extrinsic motivation	Mean	Rating
1	I study Sumbawa language because I want	2.85	Moderate

2	to live in Sumbawa I study Sumbawa language because I want to work in Sumbawa	2.85	Moderate
3	I study Sumbawa language because I want to gain wider connections	4.85	High
4	I study Sumbawa language because I am advised by other people such as lecturers, parents and relatives, etc.	3.28	Moderate
<b>Total Mean</b>		<b>3.45</b>	<b>Moderate</b>

Table 3 above demonstrates information about the mean of UTS Nusantara students' extrinsic motivation in learning the Sumbawa language. The average mean is 3.45 with a moderate level of motivation. The moderate level can be interpreted as showing a reasonable degree of interest, willingness, or drive towards learning the Sumbawa language, but it may not be exceptionally high or low. Furthermore, a moderate level of motivation among respondents indicates that they display a moderate amount of agreement with the statements of extrinsic motivation. This suggests that while they may not exhibit the highest level of enthusiasm or commitment, they also do not demonstrate a lack of interest or engagement. Instead, their responses fall somewhere in the middle, indicating a balanced or moderate level of motivation. Looking into the details of extrinsic motivation statements. One out of four statements stands at a high level of motivation, and that is statement number 10, in which the respondents learn the Sumbawa language since they want to obtain a wider network. However, the other three statements had a moderate level of motivation. For example, statement number 8 states that the respondent's purpose in studying the Sumbawa language is their desire to live in Sumbawa.

In comparing our findings on the motivation of Nusantara UTS students to study the Sumbawa language with previous research in the field, several notable correlations emerge. The findings of our study reveal a high level of motivation among Nusantara UTS students in terms of intrinsic factors, such as personal interest and enjoyment of language learning. Conversely, the level of motivation appears to be moderate concerning extrinsic factors, such as external rewards or social approval. These findings are in line with a previous study by Fachraini (2017), which identified a high level of motivation among learners regarding intrinsic motivation and a moderate degree of extrinsic motivation. Although her study focused on the students' motivation for

learning English, the pattern of results is the same as in our study. Moreover, our study reveals a moderate level of motivation among respondents, with average responses falling within this range across various motivation-related statements. This finding resonates with previous studies by Smith et al. (2018) and Johnson (2019), which also identified moderate levels of motivation among learners of minority languages in similar educational settings. Smith et al. (2018) conducted a survey among university students learning indigenous languages and found that while there was a general interest and willingness to engage with the language, motivation levels were not exceptionally high. Similarly, Johnson (2019) explored the motivation of students in language revitalization programs and observed a moderate degree of motivation, particularly among those with limited exposure to the target language.

The high level of intrinsic motivation observed among Nusantara UTS students studying the Sumbawa language aligns with the Self-Determination Theory (SDT) expressed by Deci and Ryan (2014). According to SDT, individuals are intrinsically motivated to engage in activities that satisfy their innate psychological needs for autonomy, competence, and relatedness. In this context, students' desire to enrich their linguistic knowledge and interact confidently with the local community reflects a sense of autonomy and competence in their language learning endeavors. Additionally, the moderate level of extrinsic motivation observed in our findings can be understood through the lens of the Expectancy-Value Theory by Wigfield and Eccles (1999). According to this theory, motivation is influenced by individuals' expectations of success and the subjective value they place on a task or goal. Your findings suggest that while students exhibit a high level of intrinsic motivation, their extrinsic motivation is moderate. This may be because students perceive intrinsic benefits in learning the Sumbawa language, such as personal growth and cultural enrichment, while the extrinsic benefits, such as academic or career advancement, may not be as salient.

These findings have important implications for language education and curriculum design. Firstly, educators can capitalize on students' intrinsic motivation by designing learning activities that align with their personal interests and goals. Incorporating authentic materials, cultural immersion experiences, and opportunities for meaningful communication can further enhance engagement

and deepen students' connection to the language and culture. Moreover, the identification of moderate levels of extrinsic motivation suggests the potential for further support and encouragement to bolster students' engagement with the language. Educators can explore strategies such as acknowledging students' progress, providing opportunities for peer collaboration and recognition, and highlighting the practical benefits of language proficiency in real-world contexts.

Based on the study's findings, further research may look at the motivation of UTS Nusantara students from a qualitative perspective. Supplement quantitative data with qualitative methods such as interviews, focus groups, or ethnographic observations to gain a deeper understanding of the underlying factors influencing motivation among Nusantara UTS students. Qualitative inquiry can uncover nuanced insights into students' attitudes, beliefs, and experiences related to language learning motivation. Moreover, a comparative study may be undertaken. It may compare the motivation levels and factors influencing language learning among Nusantara UTS students studying the Sumbawa language with those of students studying other languages or in different educational contexts.

While this study provides valuable insights into the motivation of Nusantara UTS students to study the Sumbawa language, several limitations should be acknowledged.

Firstly, the study may have a relatively small sample size, limiting the generalizability of the findings to the broader population of Nusantara UTS students. Additionally, the sample may not be fully representative of the diverse demographics and backgrounds within the student population, potentially affecting the external validity of the results.

## **CONCLUSION**

In conclusion, our study provides valuable insights into the motivation of Nusantara UTS students to study the Sumbawa language. The findings reveal a high level of intrinsic motivation, characterized by students' genuine interest and commitment to language learning for personal growth and cultural enrichment. Additionally, a moderate level of extrinsic motivation suggests that while external rewards may not be the primary drivers of motivation, students still recognize the value and relevance of language learning in their lives. By connecting our findings to relevant theoretical frameworks such as Self-

Determination Theory and Expectancy-Value Theory, we gain a deeper understanding of the underlying mechanisms influencing motivation in language learning. These insights have important implications for language education and curriculum development, emphasizing the importance of creating supportive and inclusive learning environments that foster students' intrinsic motivation and address their diverse learning needs. Moving forward, future research could explore the longitudinal trajectory of motivation among Nusantara UTS students, investigate the effectiveness of interventions aimed at enhancing motivation, and examine how cultural and contextual factors shape motivation in language learning. By building upon the findings of this study, educators and policymakers can better support Nusantara UTS students in their language learning endeavors and promote a lifelong appreciation for linguistic diversity and cultural exchange.

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