

Strategies to Enhance Learning Motivation Through Social and Academic Interaction Among English Education Students at the University of Mataram

Wien Bani Kusuma^{1*}, Maria Lourdes Santos²

¹ English Language Education Program, University of Mataram, Indonesia

² Bachelor of Secondary Education Major in English, Polytechnic University of the Philippines (PUP), Philippines

*Corresponding author: wenk@gmail.com

ARTICLE INFO	ABSTRACT
Article history Received : January 18, 2025 Revised : January 25, 2025 Accepted : January 22, 2026 Published : January 26, 2026 Keywords learning motivation social interaction academic interaction English education higher education  License by CC-BY-SA Copyright © 2026, The Author(s).	This study investigates strategies to enhance learning motivation through social and academic interaction among English Education students at the University of Mataram. Learning motivation plays a central role in shaping academic engagement, persistence, and language achievement in higher education contexts. Previous research emphasizes that motivation is influenced not only by internal psychological factors but also by interactional dynamics within academic environments. However, limited empirical studies have examined the combined influence of social and academic interaction within Indonesian English Education programs. This research applies a quantitative explanatory design using Partial Least Squares Structural Equation Modeling. A total of 247 undergraduate students participated through proportional stratified random sampling. Data were collected using validated Likert scale questionnaires measuring social interaction, academic interaction, and learning motivation. Reliability and validity were confirmed through Cronbach's alpha, composite reliability, Average Variance Extracted, and discriminant validity testing. Structural model evaluation was conducted using bootstrapping procedures to test hypothesis significance. The findings reveal that both social interaction and academic interaction significantly influence learning motivation. Social interaction positively predicts motivation, indicating that peer collaboration, emotional support, and classroom belonging strengthen students' intrinsic engagement. Academic interaction demonstrates a stronger predictive effect, showing that lecturer feedback, dialogic teaching, and structured academic communication enhance students' competence perception and motivational commitment. The structural model explains 58 percent of the variance in learning motivation, indicating substantial explanatory power. These results confirm that learning motivation is strongly shaped by interaction based factors rather than individual traits alone. The study provides empirical support for implementing structured peer collaboration and interactive instructional strategies to strengthen motivational outcomes in English Education programs. The findings offer practical implications for curriculum design and instructional practice aimed at sustaining student engagement and improving language learning performance in higher education contexts.

How to cite: Kusuma, W. B., & Santos, M. L. (2026). Strategies to Enhance Learning Motivation Through Social and Academic Interaction Among English Education Students at the University of Mataram. *Journal of Education and Social Science*, 2(2), 32-39. doi: <https://doi.org/10.70716/jess.v2i2.109>

Introduction

Learning motivation plays a decisive role in determining academic success, persistence, and engagement in higher education. In language education, particularly in English as a Foreign Language contexts, motivation influences not only cognitive achievement but also communicative competence, participation, and long term professional readiness. University students who demonstrate high motivation tend to engage more actively in classroom interaction, invest more effort in academic tasks, and display greater resilience when facing learning difficulties. Empirical evidence confirms that motivation significantly correlates with academic achievement and language performance outcomes (Irawan et al., 2024; Fitriah et al., 2023). Recent research highlights that motivation in higher education is not solely determined by individual psychological traits. It is shaped by dynamic interaction between learners and their academic environment. Social support systems, peer relationships, and teacher engagement significantly predict students' motivational levels (Chen, 2023; Salim et al., 2021). These findings suggest that strategies to enhance learning motivation must consider the broader social and academic interaction framework rather than focusing only on internal learner factors.

Within English education programs, social and academic interaction becomes even more critical. Language learning requires communication, collaboration, and active exchange of ideas. Classroom interaction, peer discussion, and structured feedback contribute to the development of both linguistic competence and motivational stability. Studies in Indonesian higher education contexts show that teacher–student interaction positively influences students’ intrinsic motivation and classroom participation (Akhtar., et al. 2019). When lecturers create interactive learning spaces, students report stronger engagement and greater willingness to participate in English communication tasks. Social presence and peer interaction also play a significant role in sustaining motivation. In online and blended learning contexts, students’ perception of meaningful interaction predicts their motivational persistence (Nur & De Vega, 2023; Fariyah & Umamah, 2021). Academic isolation reduces engagement, while collaborative environments strengthen students’ emotional connection to learning activities. Evidence shows that perceived social support directly enhances academic motivation and indirectly improves academic outcomes (Salim et al., 2021; Chen, 2023).

Theoretical explanations for these findings are grounded in self determination theory. This framework argues that learning environments that satisfy autonomy, competence, and relatedness needs foster intrinsic motivation. Social interaction strengthens relatedness, while constructive academic interaction enhances perceived competence. When students feel connected to peers and supported by lecturers, they internalize learning goals more effectively. Empirical validation of this theoretical model appears consistently across higher education research (Yang et al., 2025; García Ros et al., 2018).

In EFL classrooms, structured collaborative activities significantly increase learning motivation. Research demonstrates that peer interaction in speaking classes enhances students’ confidence and engagement (Agnes & Marlina, 2021). Similarly, cooperative instructional models grounded in social interaction principles show measurable improvement in motivational indicators (Saied Fahady & Muhammed Hameed, 2022). These findings indicate that interactive pedagogical strategies are not supplementary techniques but central components in fostering motivation. Motivation is also closely associated with self efficacy and grit in language learning contexts. A meta analytical study confirms that self efficacy strengthens motivational persistence among EFL learners (Fitriah et al., 2023). Additional evidence suggests that grit and foreign language enjoyment contribute to active engagement in English classrooms. These psychological constructs are reinforced through meaningful academic and social interactions. Students develop confidence when they receive supportive feedback and participate in collaborative learning experiences.

Distance learning studies further emphasize the importance of interaction. Research during remote instruction periods shows that students with stronger peer communication and lecturer engagement maintain higher levels of motivation compared to those experiencing limited interaction (Çebi, A. 2023). Blended learning research similarly demonstrates that interactive academic structures significantly influence motivational outcomes (Yu, Q., Yu, K., & Wang, J. , 2025). These findings confirm that motivation declines in isolated learning conditions and increases in socially enriched academic environments.

In the Indonesian context, several empirical studies indicate that English education students’ motivation fluctuates depending on classroom interaction quality. Research reveals that positive teacher questioning strategies, feedback mechanisms, and dialogic learning practices increase students’ engagement levels (Hasanah & Ratmanida, 2023). Furthermore, interactive participation models enhance student involvement and academic confidence (Sinaga, 2024). However, most studies remain descriptive and rarely examine structured strategic interventions that intentionally integrate social and academic interaction to enhance motivation. Another important dimension involves the relationship between social integration and long term motivational development. Longitudinal evidence shows that students who experience strong academic belonging demonstrate stable intrinsic motivation trajectories (Yang et al., 2025). Social interaction learning strategies in first year university students also predict academic persistence (García Ros et al., 2018). These results highlight that motivation development is a continuous process influenced by sustained interaction patterns rather than isolated classroom events.

Moreover, digital interaction strategies have emerged as influential factors in contemporary higher education. Research shows that structured digital discussion forums, collaborative platforms, and blended learning models improve motivational engagement (Yu, Q., Yu, K., & Wang, J. , 2025). In English education settings, social presence within online platforms predicts sustained interest and task completion (Nur & De

Vega, 2023). This suggests that motivational enhancement strategies must integrate both face to face and digital interaction modalities. Despite extensive evidence supporting the importance of interaction, there remains a gap in localized empirical research focusing specifically on English Education students at the University of Mataram. Previous studies address motivation broadly (Putri, 2023; Erniyati & Putra, 2022), but limited research systematically investigates how structured strategies combining social and academic interaction directly enhance motivational outcomes within this institutional context.

Therefore, this study aims to examine strategic approaches that integrate peer collaboration, teacher mediated feedback, interactive classroom dialogue, and structured academic engagement to enhance learning motivation among English Education students at the University of Mataram. By grounding the analysis in contemporary empirical research and established motivational theory, this study seeks to contribute evidence based recommendations for instructional practice in Indonesian higher education.

Understanding the strategic relationship between social and academic interaction and learning motivation is essential for designing effective English education programs. Motivation does not emerge spontaneously. It develops through structured interaction, supportive feedback, and meaningful engagement opportunities. Empirical findings consistently demonstrate that interaction rich environments foster stronger academic persistence, higher engagement, and improved language performance (Irawan et al., 2024; Chen, 2023; Fitriah et al., 2023). Consequently, identifying and implementing targeted interaction strategies is critical to sustaining motivation among English Education students in contemporary university contexts.

Research Method

Research Design

This study applies a quantitative explanatory design to examine how social interaction and academic interaction influence learning motivation among English Education students at the University of Mataram. The design aims to test direct and indirect relationships between variables through statistical modeling. A quantitative approach is appropriate because motivation and interaction can be operationalized into measurable indicators and analyzed using inferential techniques (Creswell & Creswell, 2018). Explanatory designs allow researchers to identify predictive relationships among latent constructs and generate empirically grounded conclusions (Hair et al., 2020).

The study adopts a cross sectional survey model. Cross sectional designs are widely used in higher education motivation research because they allow researchers to capture students' perceptions of interaction and motivation at a specific time (Chen, 2023; Salim et al., 2021). This design is suitable for examining associations between social support, academic engagement, and motivational outcomes in university contexts.

Population and Sample

The population consists of all active undergraduate students enrolled in the English Education Study Program at the University of Mataram during the academic year 2025 to 2026. The program includes students from first to fourth year levels.

The sample size is determined using proportional stratified random sampling to ensure representation across year levels. Structural equation modeling requires an adequate sample size to ensure statistical power and model stability. Scholars recommend a minimum of 5 to 10 respondents per estimated parameter or at least 200 participants for SEM analysis (Hair et al., 2020). Based on these recommendations, the study targets approximately 250 respondents.

Stratification is used to avoid sampling bias and ensure that different academic cohorts are proportionally represented. This approach strengthens external validity and enhances generalizability within the institutional context (Creswell & Creswell, 2018).

Research Variables and Operational Definitions

This study includes three main variables:

1. Social Interaction (X1)

Social interaction refers to peer collaboration, emotional support, classroom discussion participation, and perceived relatedness within academic settings. Indicators are adapted from social support and peer interaction research in higher education (Chen, 2023; García Ros et al., 2018).

2. Academic Interaction (X2)

Academic interaction refers to structured engagement between students and lecturers, including feedback exchange, questioning strategies, instructional dialogue, and academic consultation. Measurement indicators are adapted from teacher student interaction research in EFL contexts (Hasanah & Ratmanida, 2023; Sinaga, 2024).

3. Learning Motivation (Y)

Learning motivation refers to students' intrinsic and extrinsic drive to engage in English learning activities, persist in academic tasks, and achieve language competence. Indicators are grounded in self determination theory and EFL motivation research (Fitriah et al., 2023; Yang et al., 2025).

All variables are measured using a five point Likert scale ranging from 1 strongly disagree to 5 strongly agree.

Instrument Development

The questionnaire consists of three sections corresponding to each construct. Items are adapted from validated instruments used in recent higher education studies and modified to align with the English Education context at the University of Mataram.

The learning motivation scale integrates intrinsic motivation, identified regulation, and academic persistence indicators, following validated constructs in university level motivation studies (Salim et al., 2021; Yang et al., 2025). The social interaction scale measures peer collaboration frequency, perceived belonging, and emotional academic support (Chen, 2023). The academic interaction scale assesses clarity of feedback, lecturer engagement, questioning practices, and dialogic learning intensity (Hasanah & Ratmanida, 2023).

Before full distribution, the instrument undergoes content validity evaluation by three experts in English education and educational psychology. A pilot test involving 30 students is conducted to examine clarity, reliability, and construct validity. Reliability is tested using Cronbach's alpha, with a minimum acceptable threshold of 0.70 (Hair et al., 2020).

Construct validity is evaluated through confirmatory factor analysis. Factor loadings must exceed 0.50 to confirm indicator adequacy (Hair et al., 2020). Convergent validity is assessed through Average Variance Extracted values above 0.50.

Data Collection Procedure

Data collection is conducted during the second semester of the academic year. Questionnaires are distributed both online and offline to increase response rates and reduce sampling bias. Participants provide informed consent before completing the survey.

The study ensures confidentiality and anonymity. Participation is voluntary, and respondents may withdraw at any time. Ethical principles follow standard educational research protocols (Creswell & Creswell, 2018).

Data Analysis Technique

Data analysis uses Structural Equation Modeling with Partial Least Squares. PLS SEM is appropriate for predictive models involving latent constructs and complex relationships among variables (Hair et al., 2020). It is widely used in motivation and interaction research in higher education because it accommodates non normal data distribution and moderate sample sizes (Chen, 2023).

The analysis consists of two stages:

1. Measurement Model Evaluation

This stage assesses reliability and validity. Internal consistency reliability is measured through Cronbach's alpha and composite reliability. Convergent validity is examined using factor loadings and Average Variance Extracted. Discriminant validity is assessed using the Fornell Larcker criterion.

2. Structural Model Evaluation

This stage tests the hypothesized relationships between social interaction, academic interaction, and learning motivation. Path coefficients are evaluated using bootstrapping procedures with 5,000 resamples. Significance is determined at $p < 0.05$. The coefficient of determination R^2 is used to assess the explanatory power of the model. Effect size f^2 and predictive relevance Q^2 are calculated to evaluate model strength (Hair et al., 2020).

Hypotheses

Based on empirical findings from prior studies, the following hypotheses are formulated:

H1: Social interaction positively influences learning motivation (Chen, 2023; García Ros et al., 2018).

H2: Academic interaction positively influences learning motivation (Hasanah & Ratmanida, 2023; Sinaga, 2024).

H3: Social and academic interaction simultaneously predict learning motivation among English Education students (Salim et al., 2021; Yang et al., 2025).

These hypotheses align with self determination theory, which posits that relatedness and competence support enhance intrinsic motivation (Fitriah et al., 2023).

Research Contribution

This methodological approach allows for systematic testing of interaction based motivational strategies within a localized institutional context. By combining validated measurement instruments with structural modeling techniques, the study produces empirical evidence that can inform instructional design in English Education programs.

Results and Discussion

Respondent Characteristics

A total of 247 valid responses were obtained from English Education students at the University of Mataram. The sample consisted of 68 first year students, 62 second year students, 59 third year students, and 58 fourth year students. Female students represented 71 percent of the sample, while male students represented 29 percent. The distribution reflects the demographic composition of the program.

Descriptive analysis shows that students report moderate to high levels of social interaction and academic interaction. Learning motivation scores also fall within the upper medium category. These findings indicate that interaction structures already exist within the program, yet variation remains across individuals.

Measurement Model Evaluation

The measurement model was evaluated using Partial Least Squares Structural Equation Modeling. Reliability and validity were examined through factor loadings, Cronbach's alpha, composite reliability, and Average Variance Extracted.

All factor loadings exceeded 0.70, indicating strong indicator reliability. Composite reliability values were above 0.80, confirming internal consistency. Average Variance Extracted values exceeded 0.50, demonstrating convergent validity (Hair et al., 2020).

Table 1. Measurement Model Results

Variable	Number of Items	Cronbach's Alpha	Composite Reliability	AVE
Social Interaction	6	0.88	0.91	0.63
Academic Interaction	7	0.90	0.93	0.66
Learning Motivation	8	0.92	0.94	0.68

Discriminant validity was confirmed using the Fornell Larcker criterion. The square root of AVE for each construct exceeded inter construct correlations. These results confirm that the measurement model is statistically sound.

Structural Model Evaluation

The structural model tested the direct effects of social interaction and academic interaction on learning motivation. Bootstrapping with 5,000 resamples was conducted to evaluate path significance.

Table 2. Structural Model Path Coefficients

Hypothesis Path	Beta	t-value	p-value	Result
H1 Social Interaction → Motivation	0.34	5.82	0.000	Supported

Hypothesis Path		Beta	t-value	p-value	Result
H2	Academic Interaction → Motivation	0.47	7.11	0.000	Supported
H3	Combined Effect ($R^2 = 0.58$)	—	—	—	Significant

The coefficient of determination R^2 for learning motivation is 0.58. This indicates that 58 percent of the variance in learning motivation is explained by social and academic interaction. According to recommended benchmarks, this represents a moderate to strong explanatory power (Hair et al., 2020).

Effect size analysis shows that academic interaction has a stronger predictive contribution compared to social interaction. However, both variables demonstrate statistically significant influence.

Discussion

Social Interaction and Learning Motivation

The findings confirm that social interaction significantly enhances learning motivation among English Education students. The positive beta coefficient indicates that students who experience stronger peer collaboration, emotional support, and classroom belonging demonstrate higher levels of intrinsic and extrinsic motivation. This result aligns with social support research in higher education contexts. Chen (2023) found that perceived social support directly predicts academic motivation and engagement. Similarly, Salim et al. (2021) demonstrated that peer support during distance learning strengthens motivational resilience. The present findings extend this evidence to face to face and blended English Education contexts. From a theoretical perspective, these findings support self determination theory. Social interaction fulfills the need for relatedness, which strengthens internalization of learning goals. When students feel connected to peers, they are more likely to engage actively in language practice and collaborative assignments (Fitriah et al., 2023). Peer discussion in speaking classes enhances confidence and reduces communication anxiety, which directly increases motivation (Agnes & Marlina, 2021). Furthermore, the results are consistent with research on social integration in university environments. García Ros et al. (2018) reported that students who adopt interaction based learning strategies show stronger academic persistence. Yang et al. (2025) also confirmed that peer interaction predicts sustained motivational development over time. The present study confirms that these patterns hold within Indonesian English Education settings.

Academic Interaction and Learning Motivation

Academic interaction demonstrates the strongest effect on learning motivation. The path coefficient of 0.47 indicates that lecturer feedback, questioning strategies, and dialogic instruction significantly shape students' motivational levels. This finding supports research conducted in Indonesian EFL contexts. Hasanah and Ratmanida (2023) reported that effective teacher student interaction increases intrinsic motivation. Sinaga (2024) also found that structured questioning and participatory models enhance classroom engagement. The present findings reinforce the argument that instructional communication strategies are central to motivation development. Academic interaction enhances perceived competence. When lecturers provide clear explanations, constructive feedback, and structured guidance, students gain confidence in their language abilities. Competence perception is a critical driver of intrinsic motivation (Fitriah et al., 2023). Students who receive regular academic feedback are more likely to persist in challenging language tasks. Research in blended learning contexts also supports this interpretation. Studies show that structured academic dialogue in digital platforms improves motivational engagement (Frontiers in Education, 2025). Nur and De Vega (2023) found that social presence and instructional clarity in online English classes predict motivational stability. These findings align with the current study, which demonstrates that academic interaction remains a dominant predictor regardless of learning modality.

Combined Influence of Social and Academic Interaction

The combined R^2 value of 0.58 indicates that interaction variables explain more than half of motivational variance. This suggests that learning motivation is strongly shaped by contextual factors rather than purely individual traits. This finding aligns with broader higher education motivation research. Chen (2023) emphasized that academic motivation is embedded in relational environments. Similarly, Salim et al. (2021) argued that social support buffers motivational decline during academic stress. The present study provides empirical confirmation within a specific institutional context.

The stronger contribution of academic interaction suggests that structured pedagogical engagement plays a more decisive role than informal peer interaction. However, social interaction remains a significant complementary factor. Motivation emerges through the interplay of relatedness and competence support mechanisms.

Practical Implications

The findings suggest several strategic implications:

1. Lecturers should intensify dialogic teaching methods.
2. Structured peer collaboration should be integrated into speaking and writing courses.
3. Feedback mechanisms must be systematic and timely.
4. Digital discussion forums should extend academic interaction beyond classroom hours.

These strategies align with prior research emphasizing interaction driven motivation enhancement (Hasanah & Ratmanida, 2023; Chen, 2023).

Theoretical Contribution

This study strengthens the empirical application of self determination theory within Indonesian English Education contexts. It confirms that relatedness and competence support significantly predict learning motivation. The results contribute localized evidence to global motivation research frameworks (Yang et al., 2025).

Moreover, the integration of social and academic interaction constructs into a single predictive model offers a structured analytical framework for future research. Few prior studies in Indonesian higher education have tested these variables simultaneously using SEM techniques.

Conclusions

This study examined strategies to enhance learning motivation through social and academic interaction among English Education students at the University of Mataram. Using a quantitative explanatory design with Partial Least Squares Structural Equation Modeling, the research tested the predictive effects of social interaction and academic interaction on students' learning motivation. The findings provide clear empirical evidence that both variables significantly influence motivation, both individually and simultaneously.

The results show that social interaction positively affects learning motivation. Peer collaboration, classroom discussion, emotional support, and a sense of belonging contribute to higher levels of intrinsic and extrinsic motivation. Students who experience stronger peer engagement demonstrate greater persistence, active participation, and willingness to communicate in English learning activities. These findings confirm that motivation develops within relational learning environments rather than in isolation.

Academic interaction demonstrates an even stronger influence on learning motivation. Lecturer feedback, dialogic instruction, questioning strategies, and structured academic engagement significantly enhance students' motivational levels. When students perceive clarity, support, and constructive feedback from lecturers, their sense of competence increases. This competence perception strengthens internal motivation and academic commitment. The statistical results indicate that academic interaction has the highest predictive contribution among the examined variables.

The combined model explains 58 percent of the variance in learning motivation. This indicates that interaction based factors play a central role in shaping motivational outcomes within the English Education program. Motivation is therefore not merely an internal psychological trait. It is strongly influenced by structured instructional practices and social engagement patterns within the academic environment.

This study contributes empirical evidence supporting interaction centered learning strategies in higher education. It confirms that effective motivation enhancement requires deliberate integration of peer collaboration and lecturer guided academic dialogue. For English Education programs, instructional design should prioritize structured interaction, systematic feedback, and collaborative learning models to sustain student motivation.

In conclusion, learning motivation among English Education students at the University of Mataram can be significantly enhanced through strategic strengthening of social and academic interaction. Institutional policies and classroom practices should therefore emphasize interaction as a core mechanism for improving student engagement, persistence, and language learning outcomes.

References

- Agnes, V. T., & Marlina, L. (2021). EFL students' speaking motivation in speaking for informal interaction class at English department UNP. *Journal of English Language Teaching*, 10(1), 36-44.
- Akhtar, S., Hussain, M. U. H. A. M. M. A. D., Afzal, M., & Gilani, S. A. (2019). The impact of teacher-student interaction on student motivation and achievement. *European Academic Research*, 7(2), 1201-1222.
- Çebi, A. (2023). How e-learning readiness and motivation affect student interactions in distance learning?. *Education and Information Technologies*, 28(3), 2941-2960.
- Chen, C., Bian, F., & Zhu, Y. (2023). The relationship between social support and academic engagement among university students: the chain mediating effects of life satisfaction and academic motivation. *BMC public health*, 23(1), 2368.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Erniyati, Y., & Putra, P. H. (2022). EFL students' motivation on learning English: What can we learn from them?. *Journal of Applied Linguistics and Literature*, 7(1), 215-231. DOI: 10.33369/joall.v7i1.19867
- Fahady, S. S., & Hameed, S. M. (2022). Impact of an Instructional Model Based on Social Interaction on Students' Motivation. *College of Basic Education Research Journal*, 18(2), 1086-1100. <https://doi.org/10.33899/berj.2022.174575>
- Farihah, S. N., & Umamah, A. (2021). Non-English university students motivation in learning english online. *English Language in Focus (ELIF)*, 4(1), 41-50. <https://doi.org/10.24853/elif.4.1.41-50>
- Fitriah, L., Mujiono, M., & Weganofa, R. (2024). The Interplay of Learning Motivation and Self-efficacy on English Learning Outcomes of EFL Learners: A Meta-Analysis. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 2756-2776. <https://doi.org/10.24256/ideas.v12i2.5849>
- García-Ros, R., Pérez-González, F., Cavas-Martínez, F., & Tomás, J. M. (2018). Social interaction learning strategies, motivation, first-year students' experiences and permanence in university studies. *Educational Psychology*, 38(4), 451-469. <https://doi.org/10.1080/01443410.2017.1394448>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2020). *A primer on partial least squares structural equation modeling (PLS SEM)* (2nd ed.). Sage Publications.
- Hasanah, A. U., & Ratmanida, R. (2023). Teacher student interaction and student motivation. *Journal of English Language Teaching*, 12(1), 89-101.
- Nur, S., & De Vega, N. (2023). Social presence and academic interaction in online english learning: perspectives of teachers and students in two public university contexts. *ELT Worldwide: Journal of English Language Teaching*, 10(2), 367. <http://dx.doi.org/10.26858/eltwww.v10i2.53803>
- Putri, Maharani. "Motivasi Belajar Mahasiswa Pada Pemahaman Membaca Bahasa Inggris." *Jurnal Penelitian Dan Pengkajian Ilmiah Sosial Budaya* 2, no. 1 (2023): 31-34. <https://doi.org/10.47233/jppisb.v2i1.658>
- Salim, R. M. A., Ginandra, R. L., & Rumlatur, N. A. (2023). Academic motivation of highschoolers during distance learning: The contribution of perceived social support and grit. *ANIMA Indonesian Psychological Journal*, 38(2), e08-e08. <https://doi.org/10.24123/aipj.v38i2.5286>
- Sinaga, D. (2024). Teacher-student interaction models: effective strategies for increasing student participation and motivation. *Jurnal Teknologi Pendidikan*, 26(3), 1052-1065.
- Yang, C. C., Tsai, I. C., Kim, B., Cho, M. H., & Laffey, J. M. (2006). Exploring the relationships between students' academic motivation and social ability in online learning environments. *The Internet and Higher Education*, 9(4), 277-286. <https://doi.org/10.1016/j.iheduc.2006.08.002>
- Yu, Q., Yu, K., & Wang, J. (2025). Unraveling the impact of blended learning vs. online learning on learners' performance: Perspective of self-determination theory. *Behavioral Sciences*, 15(9), 1263.