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Understanding Individual Differences in English Learning Motivation

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Abstract

Motivation in English learning plays a crucial role in determining students' achievement and long-term engagement with the language. Students who are highly motivated tend to participate actively in learning activities, practice language skills more frequently, and demonstrate greater persistence when facing challenges. This study aims to explore the factors that influence motivation in English learning through a conceptual approach based on the synthesis of relevant literature. The study integrates major motivational frameworks, particularly Self-Determination Theory and Social Cognitive Theory, to explain how motivation develops and is maintained in educational settings. Findings from the reviewed literature indicate that motivation is influenced by multiple interconnected factors, including individual learning styles, self-efficacy, personal goals, emotional conditions, social support, teacher-student relationships, and cultural perceptions toward English. In addition, the learning environment plays a significant role in fostering or hindering students' willingness to learn. Supportive classroom practices, meaningful learning activities, constructive feedback, and opportunities for autonomy are consistently associated with higher levels of motivation. Based on these findings, a theoretical model is proposed to illustrate the dynamic interaction between personal, social, and environmental factors in shaping students' motivation. The model highlights the importance of designing adaptive and learner-centered educational experiences that accommodate diverse student needs, interests, and backgrounds. By understanding the complex nature of motivation, educators can implement more effective instructional strategies that encourage sustained engagement and language development.

Keywords: English Language Learning Motivation, Social Cognitive Theory, Self-Determination Theory, Adaptive Learning, Motivation Factors (Psychological, Social, Cultural)

1. Introduction

Education is an important thing to get to a good future. Motivation is one of the factors of student success in education. In learning English, several things can be various factors, such as student learning style, level of understanding of the material, and individual motivation. Students can learn more effectively and store the information in their long-term memory if they know their personal learning styles (Rosanti & Astuti, 2023). Some researchers have revealed that students have different motivations. There are students who are motivated by showing activeness in class and are enthusiastic in improving their creativity. However, social and economic conditions, especially in rural areas, contribute to the low motivation of students to learn English. It was found that the use of uninteresting learning media is one of the causes of low student motivation to learn English. Students also experience difficulty communicating confidently due to a lack of opportunities for practice Muhammad et al., 2021. Anggraeni et al., 2024 explain that motivation plays an important role in the learning process of English. Without motivation, students will have difficulty achieving their learning goals. Motivation encourages persistence, improves concentration, and the quality of student learning. Meanwhile, according to Zhang and Wang, 2023 investigates the relationship between English learning motivation and academic performance among English majors in China, demonstrating that higher motivation correlates positively with better academic outcomes.

The findings suggest motivation is a key determinant of success in language learning. Sudhyatmika et al., 2022 states that motivation to learn has a significant impact on student achievement at different levels of education. This research confirms that highly motivated students tend to achieve better learning outcomes. Here, it is also normal to find students with different learning inclinations. For example, a student might struggle with writing but understand the subject by performing physical exercises; another student might respond quickly and understand English well; while there are also receptive students who are less likely to learn on a continuous basis. This requires adaptive and personalized learning approaches for each learner so that the learning process becomes effective and engaging. Although adaptive learning systems empower learners to progress at their own pace, honing in on areas

that require improvement while bypassing mastered concepts. This personalized approach enhances learning efficiency and fosters motivation by aligning with learners' interests and goals (Qin & Zhong, 2024). The current study brings in new knowledge regarding how learning motivation can be developed through an individualized learning style-based differentiation approach.

Main concerns of this study are how the personal traits of the students influence their learning motivation and how learning environment can help. The aim of this study is to find out the most effective instructional method to enhance students learning motivation with various learning styles. Based on this background, this study aims to determine the differences in individual learning styles in English learning, especially in motivation to learn. In addition, this study analyzes the challenges faced by students with different learning functions and how they can overcome them through appropriate teaching methods. The concept of differentiated learning is a good and ideal concept, but it is a challenge for teachers to be creative. With this learning, students potential is developed according to their needs, characteristics and levels of achievement. By assessing the effectiveness of this strategy, this study is expected to provide more adaptive recommendations in English lessons.

Motivation in learning English has been widely discussed in educational research because it directly influences students' engagement, persistence, and achievement. Motivation is generally defined as the internal and external forces that initiate, direct, and sustain learning behavior. In the context of English language learning, motivation encourages students to actively participate in classroom activities, complete learning tasks, and seek opportunities to improve their language skills beyond formal instruction. Students with strong motivation are more likely to overcome learning difficulties and maintain consistent efforts in achieving their language learning goals.

One of the most influential theories explaining learning motivation is Self-Determination Theory (SDT) proposed by Ryan and Deci. This theory emphasizes that motivation develops when three basic psychological needs are fulfilled: autonomy, competence, and relatedness. Autonomy refers to students' ability to make choices in their learning process. Competence relates to their perception of being capable of accomplishing learning tasks successfully. Relatedness involves meaningful connections with teachers, classmates, and the learning community. When these needs are met, students tend to experience intrinsic motivation, which encourages them to learn because they enjoy the process and value the learning experience itself. In English language classrooms, teachers can foster intrinsic motivation by providing opportunities for student choice, encouraging collaborative activities, and creating supportive learning environments.

Another important framework is Social Cognitive Theory developed by Bandura, which highlights the role of self-efficacy in learning. Self-efficacy refers to an individual's belief in their ability to perform specific tasks successfully. Students who believe they can master English skills are more willing to participate in discussions, complete assignments, and practice speaking. Conversely, students with low self-efficacy often avoid challenging tasks and become discouraged when encountering difficulties. Teachers can strengthen students' self-efficacy by providing positive feedback, setting achievable goals, and exposing learners to successful role models who demonstrate effective language learning strategies.

Learning styles also play an important role in shaping students' motivation. Although there is ongoing debate regarding the categorization of learning styles, individual preferences for receiving and processing information remain relevant in educational practice. Some students learn more effectively through visual materials such as videos, diagrams, and presentations. Others prefer auditory methods, including lectures, discussions, and listening exercises. Kinesthetic learners tend to benefit from hands-on activities and interactive tasks that involve movement and physical engagement. When instructional methods align with students' preferred learning approaches, they are more likely to remain engaged and motivated throughout the learning process.

Differentiated instruction provides a practical solution for addressing learner diversity. Differentiated learning is an educational approach that adapts content, process, products, and learning environments according to students' readiness levels, interests, and learning profiles. Rather than applying a single teaching method to all students, differentiated instruction recognizes that learners possess unique strengths and challenges. In English language learning, differentiation may include providing multiple learning resources, offering varied assessment methods, and designing flexible classroom activities. Such practices enable students to learn in ways that correspond to their individual needs while maintaining high academic expectations.

Research has shown that differentiated instruction can positively influence students' motivation. When learners perceive that instructional activities are relevant to their abilities and interests, they are more likely to engage actively in learning tasks. Personalized learning experiences help reduce frustration among struggling students while simultaneously providing sufficient challenges for advanced learners. This balance contributes to increased confidence, higher participation rates, and improved academic performance. Furthermore, differentiated

instruction promotes learner autonomy by allowing students to make choices regarding how they learn and demonstrate their understanding.

The learning environment is another significant factor influencing motivation. A supportive classroom atmosphere encourages students to express ideas, ask questions, and take risks without fear of criticism. Positive teacher-student relationships contribute substantially to students' willingness to participate in English learning activities. Teachers who demonstrate empathy, encouragement, and responsiveness create conditions that enhance students' sense of belonging and confidence. Similarly, peer support plays an essential role in maintaining motivation. Collaborative learning activities, group discussions, and peer feedback provide opportunities for social interaction that can strengthen students' commitment to learning.

Technological developments have also transformed English language learning and motivation. Digital learning platforms, educational applications, online games, and multimedia resources provide diverse opportunities for language practice. Technology can support differentiated learning by offering personalized learning pathways and immediate feedback. Students can access learning materials at their own pace, revisit difficult concepts, and engage with interactive content that aligns with their interests. As a result, technology-enhanced learning environments have the potential to increase motivation and promote independent learning habits.

However, implementing differentiated learning strategies presents several challenges. Teachers often face constraints related to time, resources, and classroom management. Designing multiple instructional activities for students with different needs requires careful planning and considerable effort. Additionally, teachers must possess sufficient knowledge of students' characteristics to make appropriate instructional decisions. In some educational contexts, large class sizes and limited access to learning resources further complicate the implementation of differentiated instruction. Therefore, professional development programs are essential to equip teachers with the skills and knowledge required to apply differentiation effectively.

Cultural and socioeconomic factors also influence students' motivation to learn English. In many rural areas, students may have limited exposure to English outside the classroom. Economic constraints can restrict access to educational resources, technological tools, and extracurricular learning opportunities. Furthermore, cultural perceptions regarding the usefulness of English may affect students' willingness to invest effort in language learning. Students who recognize English as a valuable skill for academic and career advancement tend to demonstrate stronger motivation compared to those who perceive limited relevance of the language in their daily lives.

Based on the literature reviewed, motivation in English learning appears to result from a complex interaction among personal, social, instructional, and environmental factors. Individual learning styles, self-efficacy beliefs, classroom experiences, teacher support, peer relationships, and access to learning resources collectively contribute to students' motivation. Differentiated instruction serves as a promising approach because it addresses learner diversity while promoting engagement, autonomy, and confidence. By aligning instructional practices with students' characteristics and preferences, educators can create learning experiences that are more meaningful and effective.

Therefore, this study proposes that differentiated learning based on individual learning styles can significantly contribute to enhancing students' motivation in English language learning. Understanding the relationship between learning styles and motivation may help educators design instructional strategies that accommodate diverse learner needs. The findings of this study are expected to provide theoretical and practical contributions to English language education by offering insights into how adaptive teaching approaches can improve student motivation, participation, and overall learning outcomes in diverse educational settings.

2. Research Methods

Throughout this study, we used a conceptual strategy in understanding individual differences in English learning motivation. This was utilized as the primary interest of the research is to build theoretical frameworks and conduct critical review of existing literature, rather than accumulating empirical data. The research was carried out by way of a review of current academic literature. There was no time constraint, but the research took into account publications recent enough to be regarded as relevant. The research is aimed at educators, researchers, and practitioners in education who are interested in finding out the why of English learning motivation and motivational theory development. Materials studied in this study are a number of scholarly materials including journal articles, theory books, and research reports related to the topic of English learning motivation. Most important references include Self-Determine

Theory (Fernández-Espínola et al., 2020) and Social Cognitive Theory (Sumianto et al., 2024) that offer general ideas about theories of motivation. The research procedure consisted of a sequence of steps. Initially, English learning motivation literature was sought and collected. Then, broadly accepted motivational theories were examined for their applicability and relevance. Then, motivational factors were classified as intrinsic motivation, extrinsic motivation, and social factors affecting students' learning experiences. Lastly, a new conceptual framework was established by synthesizing these theories to have an overall picture of individual differences in English learning motivation. The tools utilized in this research are research articles reviewed using a content analysis method. This entails the identification of major themes in the literature, classification of theories into motivational types, and synthesis of findings into an integrated theoretical model. Data analysis was conducted using content analysis procedures.

This entailed the discovery of dominant themes from the examined literature, classifying motivational theory under labels such as intrinsic and extrinsic motivation, and blending different theoretical perspectives to form a comprehensive conceptual framework. The purpose of this approach is to create a theoretical synthesis that will not only add to academic knowledge but also serve as the foundation for subsequent empirical study. The results are also hoped to serve as a practical guideline for teachers to help improve students' motivation for learning English.

To ensure the credibility and relevance of the conceptual framework, the literature selected for analysis was evaluated based on several criteria. First, the sources had to be directly related to English language learning, student motivation, educational psychology, or learning theories. Second, preference was given to peer-reviewed journal articles and academic publications that provided theoretical or empirical evidence regarding motivational factors in language learning. Third, studies representing different educational contexts were included to obtain a broader understanding of how motivation functions across diverse learning environments. Through these selection criteria, the study aimed to establish a strong theoretical foundation for the proposed framework.

The content analysis process was conducted systematically. Each selected source was carefully reviewed to identify concepts, arguments, and findings related to learning motivation. Relevant information was then coded according to recurring themes. Similar concepts were grouped together into broader categories, allowing patterns to emerge across different studies. For example, concepts such as self-confidence, interest, self-efficacy, and personal goals were categorized under psychological factors. Concepts related to teacher support, peer interaction, family encouragement, and classroom environment were classified as social factors. Meanwhile, themes concerning globalization, cultural values, language attitudes, and perceptions of English were categorized as cultural factors. This classification process facilitated the development of an integrated understanding of motivational influences.

Following the thematic classification, the identified factors were compared and interpreted using the theoretical perspectives of Self-Determination Theory and Social Cognitive Theory. The comparison allowed the researcher to examine how different theories explain similar motivational phenomena. While Self-Determination Theory emphasizes autonomy, competence, and relatedness as essential psychological needs, Social Cognitive Theory focuses on self-efficacy, observational learning, and reciprocal interactions between individuals and their environments. By integrating these perspectives, the study generated a more comprehensive explanation of English learning motivation than could be achieved through a single theoretical approach.

The conceptual framework developed in this study illustrates the interconnected relationships among psychological, social, and cultural factors. Rather than functioning independently, these factors influence one another and collectively shape students' motivation. For instance, a student's self-confidence may be strengthened through positive teacher feedback and peer support, while cultural perceptions regarding the importance of English may influence personal learning goals. This interaction demonstrates that motivation is a dynamic process influenced by multiple dimensions of students' experiences.

As a conceptual study, this research does not attempt to test causal relationships or measure the statistical significance of motivational variables. Instead, its primary contribution lies in synthesizing existing knowledge into a coherent framework that can guide future investigations. The framework provides a theoretical basis for researchers who wish to conduct empirical studies examining the relationships among motivation, learning styles, and English language achievement. In addition, it offers practical insights for educators seeking to design instructional strategies that address the diverse motivational needs of students.

Ultimately, the methodology adopted in this study supports the development of a comprehensive and theoretically grounded understanding of English learning motivation. By combining literature review, thematic content analysis, and theoretical synthesis, the research provides a structured approach to exploring individual differences in motivation. The resulting framework is expected to contribute both to academic discourse and to educational practice by offering a clearer perspective on the factors that encourage students to engage actively and successfully in English language learning.

3. Results and Discussions

This study develops a conceptual model that gives a comprehensive explanation of the motivation to learn English, particularly from an individual differences perspective. The model proposes three broad categories of factors influencing learning motivation, and these include psychological, social, and cultural factors. It is the interaction of these three sets of factors that brings about motivational differences in people.

The desire to learn English is greatly influenced by the individual interest of the learner in the language. Learners with strong English interest have strong intrinsic motivation. The interest is most commonly triggered by past positive experience, such as achievement in grasping the content or enjoyment in applying English to everyday life (Amelia et al., n.d.). The individual objectives also serve as the driving force for motivation. Those learners with clear objectives, for example, pursuing studies overseas or obtaining employment which demands proficiency in English, are the ones most likely to learn. Self-Determination Theory (Fernández-Espínola et al., 2020) holds the opinion that there is intrinsic motivation when learners feel that learning has a relationship with their personal objectives.

Support Social support has a significant contribution to enhancing students' learning motivation. A family that is supportive and provides positive encouragement and friendly friends can render the learning environment more conducive. A teacher needs to be proficient in choosing learning media that can motivate students and support effective communication in the classroom. The use of interactive learning tools as a means of learning makes a major contribution to educational innovation (Ahnaf Istiqlal Berutu et al., 2024). Social Cognitive Theory is a social interaction that can influence students' views of their own abilities. When students feel safe in their social world, they will be more confident, so they tend to learn more easily.

Social Perception of the Importance of English Cultural elements also play an important role in the determination of motivation to learn English. Students will be more aware and open to cultural differences and will also understand different traditions, values and ways of life in different parts of the world (Meltareza et al., 2025) This perception encourages learners to learn English in order to meet the cultural demands. Aside from that, exposure to global culture through media like film, music, and the internet also plays a role in the rise of students interest in English. Students who are use of English in the era of globalization will automatically influence the cultural development of a country (Tauhid & Sari, 2024)

This theory posits that motivation to learn English is not accounted for by one variable, but by a multifaceted web of psychological, social, and cultural variables. For instance, a student with high personal interest in learning English would not be fully motivated if he or she has no support at all from his or her family and friends. Yet, social support may complement personal interests and personal objectives.

In addition, cultural perceptions can strengthen or weaken the influence of both psychological and social factors. For example, students who perceive English as a valuable tool for accessing global opportunities may develop stronger learning motivation even when they face learning difficulties. Conversely, students who do not recognize the relevance of English in their future lives may show lower motivation despite receiving adequate support from teachers and family members. Therefore, motivation should be viewed as a dynamic and multidimensional construct that evolves through continuous interaction between personal characteristics and environmental influences.

Within the psychological dimension, self-confidence and self-efficacy are important determinants of learning motivation. Self-efficacy refers to learners' beliefs about their ability to successfully perform learning tasks and achieve desired outcomes. Students with high self-efficacy generally approach challenging tasks with confidence and persistence. They tend to view difficulties as opportunities for growth rather than obstacles. In contrast, students with low self-efficacy often avoid challenging learning situations and may experience anxiety when required to use English in communicative contexts. Consequently, developing students' confidence through positive reinforcement and constructive feedback becomes an essential strategy for enhancing learning motivation.

Another important psychological factor is learner autonomy. Autonomous learners are capable of managing their own learning processes, setting goals, selecting learning strategies, and monitoring their progress. Research suggests that students who possess a greater sense of autonomy are more motivated because they feel ownership of their learning experiences. In English language learning, autonomy can be promoted through project-based learning, independent assignments, and opportunities for self-assessment. When students are given the freedom to make decisions regarding their learning activities, they become more engaged and responsible for achieving their goals.

Goal orientation also contributes significantly to students' motivation. Learners may pursue English proficiency for different reasons. Some students are mastery-oriented, meaning they focus on developing competence and improving their understanding of the language. Others are performance-oriented and seek recognition, grades, or external rewards. While both orientations can motivate learning behavior, mastery-oriented students often demonstrate greater persistence and long-term engagement because their motivation is internally driven. Understanding students' goal orientations can help teachers design instructional activities that support sustainable motivation.

From a social perspective, teacher behavior has a substantial influence on student motivation. Teachers serve not only as providers of knowledge but also as facilitators who shape the emotional climate of the classroom. Supportive teachers encourage participation, acknowledge student effort, and create opportunities for success. Such practices contribute to positive learning experiences that reinforce motivation. On the other hand, overly critical or unsupportive instructional approaches may reduce students' confidence and willingness to engage in learning activities. Therefore, establishing positive teacher-student relationships is fundamental for maintaining high levels of motivation.

Peer interaction is another social factor that affects English learning motivation. Students spend considerable time interacting with classmates, making peer influence particularly important during the learning process. Positive peer relationships can encourage cooperation, mutual support, and healthy competition. Group discussions, collaborative projects, and peer feedback activities allow students to learn from one another while developing communication skills. These interactions help learners feel socially connected and supported, which contributes to increased motivation and participation.

Family involvement also plays a crucial role in shaping students' attitudes toward English learning. Parents who demonstrate interest in their children's education, provide learning resources, and encourage academic achievement often contribute positively to learning motivation. Even simple forms of support, such as monitoring study habits or discussing educational goals, can strengthen students' commitment to learning. In contrast, limited parental involvement may reduce students' motivation, particularly when other sources of support are unavailable. Thus, effective collaboration between schools and families is important for promoting positive learning outcomes.

Technological advancement has introduced new dimensions to social and educational support systems. Digital learning environments provide students with opportunities to interact with educational content beyond traditional classrooms. Online platforms, language learning applications, virtual classrooms, and educational games offer flexible learning experiences that accommodate diverse learning preferences. Technology can also facilitate communication between students, teachers, and peers, creating broader learning communities that support motivation. Furthermore, interactive digital tools often provide immediate feedback, which helps learners monitor their progress and maintain engagement.

The cultural dimension of motivation encompasses learners' beliefs, values, and perceptions regarding English and its role in society. English is widely recognized as an international language that facilitates communication across countries and cultures. As a result, many students associate English proficiency with academic advancement, professional success, and access to global opportunities. These perceptions can generate strong instrumental motivation, where learners study English to achieve practical goals such as obtaining employment, pursuing higher education, or participating in international activities.

In addition to instrumental motivation, cultural exposure can foster integrative motivation. Integrative motivation occurs when learners develop an interest in the cultures associated with the target language and wish to interact with members of those cultures. Exposure to English-language films, music, literature, social media, and online communities often stimulates curiosity about different cultural perspectives. This cultural interest encourages students to improve their language skills as a means of participating more fully in global communication and cultural exchange.

The influence of globalization further strengthens the relationship between culture and motivation. Modern communication technologies have increased access to international information, entertainment, and educational resources. Consequently, English has become increasingly relevant in many aspects of daily life. Students frequently encounter English through social media platforms, online content, video games, and digital communication. These experiences contribute to the perception that English proficiency is both useful and necessary in contemporary society. As students recognize the practical value of English, their motivation to learn the language may increase.

Based on the integration of psychological, social, and cultural perspectives, the proposed conceptual model emphasizes the interconnected nature of motivational factors. Psychological factors such as interest, self-efficacy, autonomy, and goal orientation directly influence students' willingness to learn. Social factors, including teacher support, peer interaction, family involvement, and technological resources, create environmental conditions that either facilitate or hinder motivation. Meanwhile, cultural perceptions shape learners' beliefs regarding the significance and usefulness of English. Together, these dimensions interact continuously to influence learning behavior and achievement.

The model suggests that effective instructional practices should address all three dimensions simultaneously. Teachers should design learning experiences that nurture students' interests and confidence while also creating supportive social environments. Furthermore, instructional content should connect English learning with students' personal goals and cultural experiences. Such an integrated approach can maximize student engagement and promote sustainable motivation over time.

Ultimately, this conceptual framework provides a comprehensive understanding of the factors influencing English learning motivation. By recognizing the complex relationships among psychological, social, and cultural variables, educators can develop more adaptive teaching strategies that accommodate diverse learner characteristics. The framework also serves as a foundation for future research investigating how these factors interact in different educational contexts. Through a deeper understanding of motivational processes, educational institutions can better support students in achieving successful and meaningful English language learning outcomes.

4. Conclusion

This article puts forward the importance of motivation in the success of students' English learning, observing that motivation results from the interaction of a multitude of factors. The study highlights the reality that individual learning styles, psychological factors such as personal interests and ambitions, social factors such as support from family members, friends, and teachers, and cultural factors (attitudes toward the usefulness of English as a global language) all play a part. This study follows a conceptual approach, founded upon a synthesis of the literature to develop an encompassing theoretical model. The model integrates prevailing motivation theories, such as Self-Determination Theory and Social Cognitive Theory, to develop a more comprehensive picture of English language learning motivational processes. The results show that English language learning motivation is not a single construct, but a result of psychological, social, and cultural interactions. The conclusions of this study are the need for adaptive and tailored learning methods that take into account students' differences. Teachers need to be aware that students have diverse learning styles, interests, and goals and that learning has to be adjusted to meet their requirements. In addition, there is a need to create a socially and culturally supportive learning environment in which students feel valued and supported. Overall, the article offers an important contribution to motivation theory within English language learning. Having thus identified the motivators of motivation, and from having a nuanced conceptual model, the research sets forth important messages for educationalists, researchers, and policy-makers who wish to advance the outputs of English language learning through intervening in motivation. The model must be tested in subsequent research in an empirical mode, as well as interventions determined that will indeed intervene to develop motivation in English language learning effectively.

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