

Research Article

# Motivation of Students Learning Indonesian as a Foreign Language in BIPAS: An In-Country Learning Program at Udayana University in Bali

Anak Agung Sagung Shanti Sari Dewi<sup>1\*</sup>, Ni Luh Ketut Mas Indrawati<sup>2</sup>, Ketut Artawa<sup>3</sup>, Ni Luh Nyoman Seri Malini<sup>4</sup>

1-4 Universitas Udayana, Street Raya Kampus UNUD, Bukit Jimbaran, Kuta Selatan, Badung, Bali 80361

\* Corresponding Author: [sari\\_dewi@Unud.ac.id](mailto:sari_dewi@Unud.ac.id)

**Abstract:** Student motivation is crucial to success in learning a foreign language. This study focuses on analyzing the motivation of students studying Indonesian as a foreign language in the BIPAS in-country learning program at Udayana University in Bali. Specifically, the study is aimed at investigating the motivations of foreign students learning Indonesian in the program, and whether students' learning motivation shifts by the end of the course. The study involved 38 foreign students and five Indonesian lecturers during the Spring 2024 semester as respondents, and applied an explanatory sequential mixed methods design which consists of two phases, namely a quantitative phase and a qualitative phase to collect data. The results show that, despite strong support from the Balinese community for using the Indonesian language, students' motivation shifted from instrumental to integrative at the end of the course. Integrative motivation, which is prevalent, is defined as a desire to connect with the culture and community. Instrumental motivation, on the other hand, such as the expectation that learning Indonesian will open up career opportunities or improve social status, remains relatively low. To increase overall motivation, the learning programme should combine the two types of motivation, strengthening the sense of social connection and emphasising the practical value and tangible benefits of learning Indonesian.

**Keywords:** Bali; In-Country Learning; Language; Motivation; Student.

## 1. INTRODUCTION

In recent years, Indonesia has become known as a country with a relatively high number of international students. According to data from the Directorate of Institutional Affairs, Directorate General of Higher Education, 3,896 international students were pursuing their studies at various universities across the Indonesian archipelago recently. (<https://edukasi.kompas.com/read/2023/02/08/141445771/presuniv-pertahankan-capaian-jumlah-mahasiswa-asing-terbanyak?page=all>). One of the most popular destinations for international students is Bali island, one of the world's most famous tourist destinations.

Udayana University is one of the largest and most renowned universities on the island, offering several international study programmes. One of these is the Bali International Program on Asian Studies (BIPAS) programme, where this research was conducted. BIPAS is an interdisciplinary programme offering 13 courses across various disciplines each semester, including economics, business, communication, tourism, the environment, engineering, cross-cultural studies and Indonesian language. The Indonesian language course is mandatory for all students. The majority of its students come from Europe and the Americas.

Received: July 22, 2025

Revised: August 05, 2025

Accepted: August 19, 2025

Published: September 09, 2025

Curr. Ver.: September 09, 2025



Copyright: © 2025 by the authors.

Submitted for possible open

access publication under the

terms and conditions of the

Creative Commons Attribution

(CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

BIPAS has deliberately designed its international programme to balance study time with leisure time for its students, recognising that international students come to the island not only for academic purposes, and that the island is renowned as a global tourist destination. Students have the opportunity to enjoy the natural beauty and explore the island on the days when campus-based learning is not taking place (Monday to Wednesday). These days, learning happens only three days a week. Preliminary observations suggest that the programme's design has had two key impacts, they are 1) it has been successful in attracting more international students to the programme; 2) it has created a unique challenge for administrators, especially those teaching Indonesian language classes. This challenge is about increasing students' motivation to learn the language while they are on holiday in Bali.

Many scholars have addressed the importance of motivation when learning a foreign language. Rost (2006) referred to motivation as the 'neglected heart' of language teaching, as teachers often fail to recognise that 'all learning activities are filtered through students' motivation' (in Anjomshua & Firooz, 2015: 126). Without student motivation, a class can seem lifeless and lose its pulse. In 1972, Robert Gardner and his colleagues conducted a study to investigate why some people can learn quickly and expertly, while others, despite being given the same opportunity, fail. They concluded that, apart from intellectual capacity and aptitude, motivation is another crucial factor in students' achievement. Similarly, Dörnyei (2008) repeatedly asserts that motivation is one of the determining factors in the success of learning a second or foreign language. Drawing on his thirty years of experience as a language teacher and trainer, he raised an issue: 'My personal experience is that 99 per cent of language learners who are really motivated to learn a foreign language will be able to master a reasonable working knowledge of it, regardless of their language aptitude' (Dörnyei, 2001: 2).

This article focuses specifically on research into the motivation of foreign students learning Indonesian in the Bipas programme at Udayana University. For the purposes of this study, the programme is referred to as an in-country learning programme, since foreign students learn Indonesian in Indonesia (specifically Bali), where the language is used by the local community for communication. Furthermore, to determine the extent of students' motivation learn Indonesian, a survey was conducted in 2018 of 76 foreign students studying on one of Udayana University's international programmes. The results revealed that their learning motivation tended to be low. Firstly, only 19% of students stated that they came to Bali merely to study. Secondly, all students commented that they only took Indonesian language courses because they were mandatory. Thirdly, only 35% of students said that Indonesian language skills would help them in their future careers. In fact, five students commented that they did not need to speak Indonesian in Bali because almost everyone they met seemed to understand and speak English. This illustrates that students' language motivation depends not only on the subject being studied, but also on who is learning the language and "where" it is learned.

In his theory of motivation, Dörnyei (1994, p. 275) emphasises that 'the exact nature of the social and pragmatic dimensions of second language motivation always depends on who is learning what language and "where that language is being learned'. The exact nature of these dimensions always depends on the language being learnt and where it is being learnt. Therefore, the location in which a second or foreign language is learnt is an important factor to consider, as it can influence students' motivation to learn.

The above background information led to the identification of two issues, namely: (1) What are the motivations of foreign students learning Indonesian on the BIPAS in-country learning programme at Udayana University? (2) Do students' learning motivation shift at the end of the programme?

## 2. LITERATURE REVIEW

### The Roles of Motivation in Foreign Language Learning

The word 'motivation' comes from the Latin 'movere', meaning 'to move'. In general, motivation is defined as the driving force that pushes a person to achieve their goals and complete their tasks. Motivation influences what, when and how a person does something. (Gardner, 1985, 1990, 2010; Masgoret & Gardner, 2003; Dörnyei, 2005; Dörnyei, Csizer & Nemeth, 2006; Bernaus & Gardner, 2008).

The role that motivation plays in the success of second/foreign language learning has been the focus of many studies. Robert Gardner and his colleagues were the first to examine this issue in their 1972 study. In their study, they investigated the causes of success and failure

in learning. Their observations concluded that, in addition to intellectual capacity and talent, motivation was another important factor in student achievement. Similar findings were reported by several experts (Woolfolk, 1987; Good & Brophy, 1996; Dörnyei, 2001), who stated that motivation is an important component of the teaching and learning process, explaining why some students are more efficient and attentive and submit high-quality homework and projects on time, while others do not.

### **Types of Learning Motivation**

Generally, experts agree that there are four internal factors that motivate people to learn languages. These are interest in the target language, based on the learner's attitudes, experiences and background knowledge; relevance, which involves a person's perceptions of what is needed when learning the target language, such as achievement, affiliation and strength; expectations of success or failure; and outcomes, in the form of extrinsic rewards perceived by the learner (Crookes and Schmidt, 1991).

From an external perspective, language learning motivation can manifest as learning behaviour characteristics, such as: (1) students choosing to engage with the target language, paying attention to it, and forming a connection with it; (2) persevering with learning over a period of time and resuming learning after a temporary interruption; and (3) students maintaining a high level of learning activity.

### **Integrative and Instrumental Motivation**

Gardner and Lambert (1985) proposed two main types of motivation for learning a language: integrative and instrumental motivation. Integrative motivation is defined as the desire to interact with and emulate speakers of the target language, while instrumental motivation refers to the desire to learn a language in order to achieve academic or professional success.

In the context of foreign language learning, integrative motivation has social and cultural goals. In other words, students learn a language because they want to learn about the culture and behaviour of its speakers and become part of the community that uses it. In contrast, instrumental motivation has practical goals, typically related to academic and business objectives. Students with an instrumental orientation expect to gain specific advantages, such as career opportunities. In other words, these students have little interest in the target language (Wen, 1997; Ho, 1998). Meanwhile, Ho (1998) defines an instrumental orientation as learning a language for a specific purpose, such as getting a better job, reading technical materials or passing exams. However, both instrumental and integrative motivations are important in language learning and cannot be separated.

### **Integrative and Instrumental Motivation in AMTB**

In relation to these two main types of motivation, Gardner (1972) designed a test to measure the non-linguistic factors influencing students' success in learning a second or foreign language. Through the Socioeducational/AMTB (Attitude/Motivation Test Battery) model, first introduced in 1972 and last modified in 2006, Gardner introduced five motivational variables: (1) motivation as behaviour directed towards a goal; (2) integrativeness, meaning openness to recognising other language identities; (3) attitude towards the learning situation, referring to how learners respond to something related to the immediate context of the language being taught; (4) integrative orientation, which refers to the combination of integrative coherence, attitude towards the learning situation and motivation (i.e. learners are integrally motivated to learn the target language, open to identifying with the target language community and have a positive attitude towards the learning situation); and (5) instrumental orientation, which is related to the motivation to learn the target language for some practical advantage (Gardner, 2010: 126–128).

This study refers to the two types of motivation introduced by Gardner and Lambert (1985): integrative and instrumental motivation. To measure these two motivational instruments, the AMTB will be adapted. The AMTB consists of 11 subtests, nine of which assess attitude and motivation variables related to second language learning. The other two subtests measure the purpose of learning another language: one is an instrumental orientation subtest, which assesses pragmatic goals for language study; the other is an integrative orientation subtest, which is one component of integrative motivation and assesses goals involving interaction with other communities. This study adapted these two subtests to investigate the motivations of foreign students learning Indonesian on the Bipas international programme at Udayana University.

### 3. RESEARCH METHODOLOGY

This study was conducted in BIPAS international programme at Udayana University. It employed an explanatory sequential mixed methods design (Creswell, 2014), comprising two phases: a quantitative phase and a qualitative phase. In the quantitative phase, 38 Indonesian language students from the Spring 2024 semester (February–May 2024) were recruited as respondents. These students completed two identical questionnaires at different points in the semester: one at the beginning and one at the end. This technique was used to identify relevant data by measuring students' learning motivation. Each subscale of the questionnaire consisted of statements that were rated on a 1–6 Likert scale (1 = Strongly Disagree to 6 = Strongly Agree). The results of the first and second questionnaire completions were analysed using SPSS 22 for Windows and compared to determine whether students' attitudes towards the language had changed during the semester. The interval score and category of the results are shown below:

Interval Score	Category
1,00-1,83	Very Low
1,84-2,67	Low
2,68-3,51	Moderate
3,52-4,35	High
4,36-5,69	Very High

In the qualitative phase, group interviews were conducted with students and five Indonesian language teachers. This technique was chosen to prevent repetitive information being collected from respondents. Moreover, grouping participants together enabled them to ask each other questions and explain their responses. The interview questions covered the students' learning motivation while studying in Bali, as well as their experiences and views on learning in the country. The survey results were supplemented by the data collected through the interviews.

### 4. RESULTS AND DISCUSSION

#### Students' Learning Motivation at the Beginning of the Semester

At the beginning of the course, respondents filled out a questionnaire to determine their motivation to learn Indonesian. The table below shows an overview of their average learning motivation:

**Table 1.** Average Learning Motivation Scores of Students at the Beginning of the Semester.

Indicator	Item	Mean
mt1	I will take Indonesian course eventhough it is not compulsory	2.03
mt2	I take Indonesian course because I want to learn the language for my life in Bali	2.32
mt3	Learning Indonesian is important because it allows me to understand the social life of Indonesian people	2.92

Indicator	Item	Mean
mt4	Learning Indonesian is important because it allows me to understand the character of Indonesian people	2.63
mt5	Learning Indonesian is essential because it allows me to interact with Indonesians	2.76
mt6	Learning Indonesian is important because it makes it easy to communicate with Indonesian society	2.76
mt7	I wish I could speak Indonesian like a native speaker	2.58
mt8	I learn Indonesian because I want to improve my knowledge and language skills of Indonesian	3.87
mt9	studying Indonesian can be important for me only because I will need it for my future career	2.37
mt10	studying Indonesian can be important to me because I think it will someday be useful in getting a good job	2.29
mt11	Studying Indonesian can be important for me because other people will respect me more if I have knowledge of a Indonesian language	3.05
mt12	I learn Indonesian to get a high score	3.16
mt13	I'm learning Indonesian so I don't fail the exam	3.11
Mean Total		2.76

At the beginning of the course, it was found that student motivation was moderate, with an average total score of 2.76. The indicators with the lowest average motivation scores were mt1, 'I will take the Indonesian course even though it is not compulsory', with an average of 2.03; mt10, 'Studying Indonesian can be important to me because I think it will someday be useful in getting a good job', with an average of 2.29; and mt2, 'I take Indonesian courses because I want to learn the language for my life in Bali', with an average of 2.32. These results suggest that students are less likely to take Indonesian language classes if the course is not compulsory, disagree that the Indonesian language they are learning will be useful for them in future job searches, and lack sufficient motivation to learn Indonesian despite living in Bali. Meanwhile, indicator mt8, 'I learn Indonesian because I want to improve my Indonesian language knowledge and skills,' had the highest average score of 3.87, indicating that some respondents agreed with the statement that they wanted to improve their Indonesian language knowledge and skills.

#### Learning Motivation of the Students at the End of the Semester

To discuss student motivation at the end of the semester, the collected questionnaires were calculated. The results of the calculation of their average learning motivation scores are as follows:

**Table 2.** Average Learning Motivation Scores of Students at the End of the Semester

Indicator	Item	Mean
mt1	I will take Indonesian course eventhough it is not compulsory	4.11
mt2	I take Indonesian course because I want to learn the language for my life in Bali	5.22
mt3	Learning Indonesian is important because it allows me to understand the social life of Indonesian people	5.17
mt4	Learning Indonesian is important because it allows me to understand the character of Indonesian people	4.78
mt5	Learning Indonesian is essential because it allows me to interact with Indonesians	5.11

Indicator	Item	Mean
mt6	Learning Indonesian is important because it makes it easy to communicate with Indonesian society	5.22
mt7	I wish I could speak Indonesian like a native speaker	4.72
mt8	I learn Indonesian because I want to improve my knowledge and language skills of Indonesian	4.72
mt9	studying Indonesian can be important for me only because I will need it for my future career	2.56
mt10	studying Indonesian can be important to me because I think it will someday be useful in getting a good job	2.72
mt11	Studying Indonesian can be important for me because other people will respect me more if I have knowledge of a Indonesian language	3.67
mt12	I learn Indonesian to get a high score	3.61
mt13	I'm learning Indonesian so I don't fail the exam	4.00
Mean Total		4.28

As illustrated in Table 2 above, the total average value of student learning motivation was in the high category at the end of the course, at 4.28. The indicators mt2 ('I take Indonesian courses because I want to learn the language for my life in Bali'), mt6 ('Learning Indonesian is important because it makes it easy to communicate with Indonesian society') and mt3 ('Learning Indonesian is important because it allows me to understand the social life of Indonesian people') had the highest scores, at 5.22 and 5.17 respectively. These figures suggest that, after one semester of Bipas programme courses, students recognise the importance of learning Indonesian in order to communicate with and understand the local community.

However, the indicators 'Studying Indonesian can be important to me only because I will need it for my future career' (mt9) and 'Studying Indonesian can be important to me because I think it will someday be useful in getting a good job' (mt10) still have low and moderate scores of 2.56 and 2.72, respectively. This suggests that, by the end of the course, students still do not agree that Indonesian will be necessary for their future careers.

### Comparison of Students' Learning Motivation at the Beginning and End of the Semester

To determine if students' motivation to learn Indonesian in the Bipas Program at Udayana University changed from the beginning to the end of the course, the average scores for each statement in the distributed questionnaire were compared. The results of the comparison are shown in Table 4.3 below:

**Table 3.** Comparison of Students' Learning Motivation at the Beginning and End of Semester

Indicator	Item	Mean at the Beginning of Course	Mean at the End of Course	Improvement
mt1	I will take Indonesian course eventhough it is not compulsory	2.03	4.11	1.80
mt2	I take Indonesian course because I want to learn the language for my life in Bali	2.32	5.22	2.90
mt3	Learning Indonesian is important because it allows me to understand the social	2.92		

Indicator	Item	Mean at the Beginning of Course	Mean at the End of Course	Improvement
	life of Indonesian people		5.17	2.25
mt4	Learning Indonesian is important because it allows me to understand the character of Indonesian people	2.63	4.78	2.15
mt5	Learning Indonesian is essential because it allows me to interact with Indonesians	2.76	5.11	2.35
mt6	Learning Indonesian is important because it makes it easy to communicate with Indonesian society	2.76	5.22	2.46
mt7	I wish I could speak Indonesian like a native speaker	2.58	4.72	2.14
mt8	I learn Indonesian because I want to improve my knowledge and language skills of Indonesian	3.87	4.72	0.85
mt9	studying Indonesian can be important for me only because I will need it for my future career	2.37	2.56	0.19
mt10	studying Indonesian can be important to me because I think it will someday be useful in getting a good job	2.29	2.72	0.43
mt11	Studying Indonesian can be important for me because other people will respect me more if I have knowledge of a Indonesian language	3.05	3.67	0.61
mt12	I learn Indonesian to get a high score	3.16	3.61	0.45
mt13	I'm learning Indonesian so I don't fail the exam	3.11	4.00	0.89

Indicator	Item	Mean at the Beginning of Course	Mean at the End of Course	Improvement
Mean Total		2.76	4.28	1.52

As shown in Table 3, there was an increase in the average score for each indicator statement, with a total increase of 1.52 points. The indicator statement mt2, "I take Indonesian courses because I want to learn the language for my life in Bali," experienced the highest increase, at 2.90. This was followed by mt6, "Learning Indonesian is important because it makes it easy to communicate with Indonesian society," at 2.46; mt5, "Learning Indonesian is essential because it allows me to interact with Indonesians," at 2.35; and mt3, "Learning Indonesian is important because it allows me to understand the social life of Indonesian people," at 2.25. These results suggest that, by the end of the course, students were more motivated to learn Indonesian because they considered it important for communicating with local residents and for interacting with them, which made it easier for them to understand the culture of the community.

However, indicators mt9 ("Learning Indonesian is important to me only because I will need it for my future career") and mt10 ("Learning Indonesian is important to me because I think it will be useful in getting a good job someday") did not experience a significant increase (only 0.19 and 0.43, respectively), and both are still in the low and moderate category. This suggests that, despite an increase in motivation, students still do not consider Indonesian important for their future employment and careers by the end of the course.

The diagram below illustrates the increase in student motivation from an instrumental perspective:

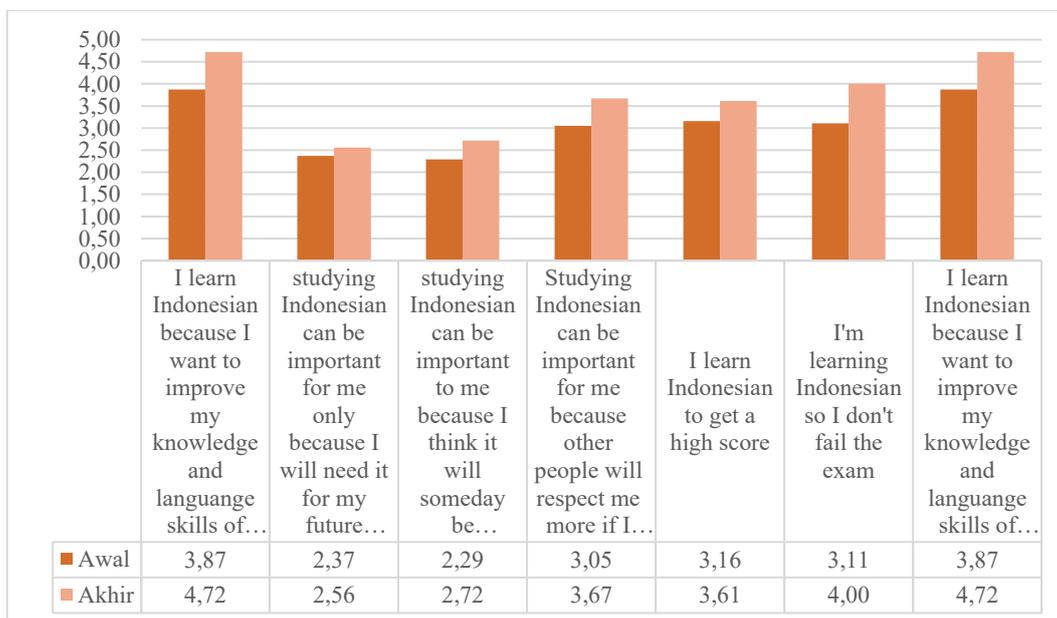
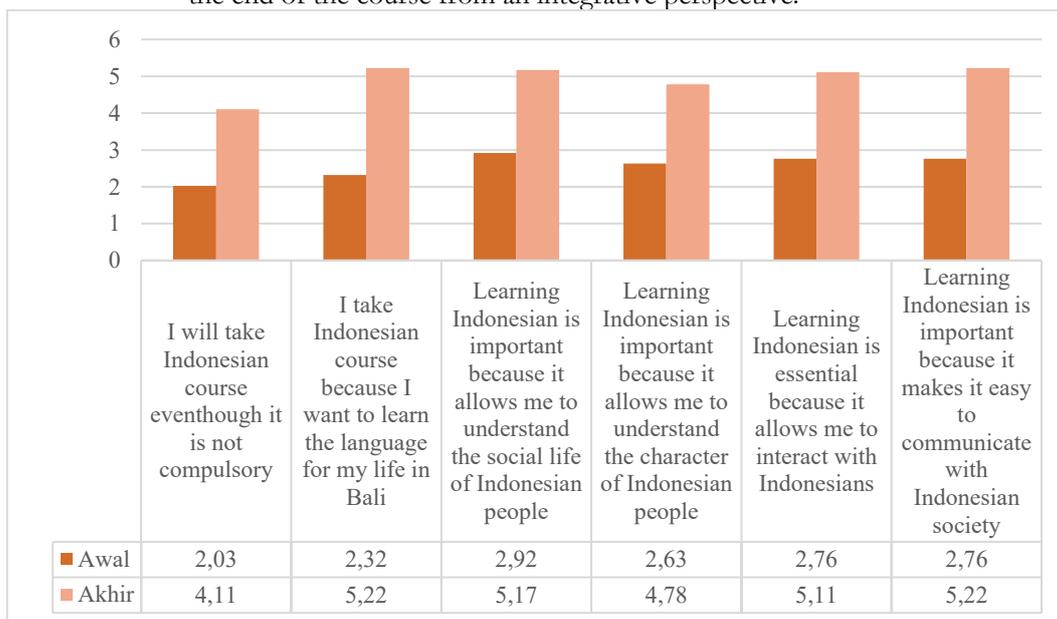


Figure 1. Comparison of Students' Instrumental Motivation at the Beginning and End of Semester

As shown in Figure 1, each indicator statement experienced a different increase by the end of the course. The highest increase was experienced by indicator mt13, "I'm learning Indonesian so I don't fail the exam," which rose from an average score of 3.11 at the beginning of the course to 4.00 by the end. This increase suggests that students were motivated to learn Indonesian to pass the course. However, their desire to achieve high grades did not increase significantly, remaining in the moderate category (3.61 at the end of the course). These two indicators suggest that students are learning Indonesian primarily to pass the course, rather than to receive high grades.

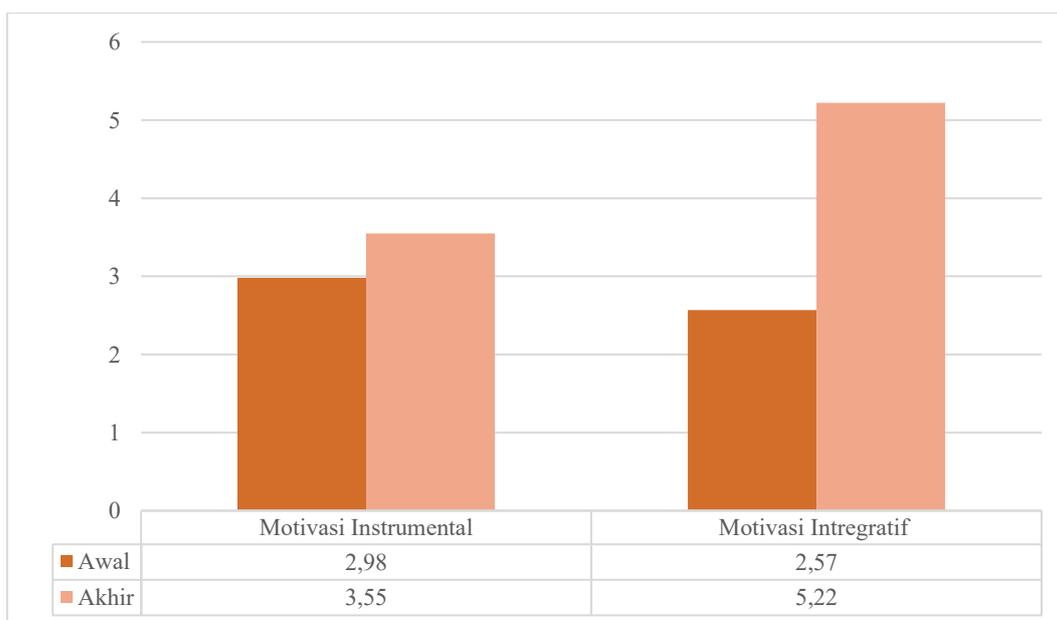
Meanwhile, the diagram below illustrates the increase in students' learning motivation at the end of the course from an integrative perspective:



**Figure 2.** Comparison of Students’ Integrative Motivation at the Beginning and End of Semester

Integratively, student motivation increased, with the highest increases were seen in indicators related to interaction with the local community, such as mt2, which increased from an average score of 2.32 to 5.22; mt6, which increased from 2.76 to 5.22; mt5, "Learning Indonesian is essential because it allows me to interact with Indonesians," from 2.76 to 5.11; and mt3, "Learning Indonesian is important because it allows me to understand the social life of Indonesian people," from 2.92 to 5.11.

A quantitative comparison of students' motivation to learn Indonesian as a foreign language in the Bipas program at Udayana University, from the beginning to the end of the course, shows an increase in both instrumental and integrative motivation. See the diagram below for details:



**Figure 3.** Comparison of Students’ Integrative and Instrumental Motivations at the Beginning and End of Semester

As shown in Figure 3, both instrumental and integrative motivation increased. The average instrumental motivation score, which was in the moderate category at the beginning of the lecture period (2.98), increased to 3.55 which is still in the moderate category. In terms of integrative motivation, there was a significant increase in students' motivation to learn, rising from the low category with an average score of 2.57 to the high category with an average score of 4.9. These results suggest that students were initially more motivated instrumentally to learn Indonesian, but after studying in the Bipas program for one semester, their motivation shifted toward integrative goals. Students who initially learned Indonesian for academic purposes became more motivated in their daily lives while in Bali.

Qualitative data from student interviews reinforce this finding. Students revealed that they were more motivated by practical needs and social interactions in their daily lives in Indonesia than by academic or career motivations. One student stated:

"It's more about being able to communicate with people around, rather than just passing the exam or thinking about jobs" (Student 12)

Similarly, Lecturers observed that students' motivation increased when they gained real-life experience using the language.

"Once they experience the direct benefits, such as chatting with local residents, their motivation increases and learning becomes more meaningful" (Lecturer 03).

Regarding the support the students received, when asked about the dominant language used when communicating with the local community, students stated that Bali does not actually support the frequent use of the Indonesian language because it is a tourist area where some members of the community are able to communicate in English. Interviews revealed that the local community frequently uses English when communicating with foreign students, leading students to use English as well. This is reflected in the following statement from one student that was supported by other student respondents: "I actually use English, most of the time, when I communicate with the local community. Lecturers noted comparable circumstances, asserting that while the social atmosphere is amiable and encouraging, Indonesian is not consistently employed in day-to-day interactions. This makes it challenging for students to keep practicing Indonesian outside of the classroom. Despite this, students commented that it is more effective to learn the language in Bali than in their home countries or other places, where the language is not used in the community daily communication.

However, lecturers noted that motivation focused on long-term benefits, such as international careers, was still suboptimal. A similar response emerged when students were asked about the importance of learning Indonesian for their future global careers. Most students felt that Indonesian was not yet a top priority for their future careers abroad.

These findings suggest that students' motivation to learn Indonesian is influenced by social context and practical experience using the language rather than by academic motivation or career prospects alone. Therefore, Indonesian language learning programs for foreign speakers should combine socio-cultural motivational aspects and strengthen understanding of the instrumental value of language by integrating relevant economic and geopolitical contexts. In other words, student motivation is influenced not only by formal classroom teaching, but also by active involvement in real-life activities that involve direct use of Indonesian. These experiences provide more meaningful, contextualized learning, enabling students to perceive Indonesian as a relevant communication tool in their daily lives, not merely as a subject. Thus, the success of the learning program depends heavily on the ability to provide authentic, contextual, and practice-oriented learning experiences.

## 5. CONCLUSION

The discussion above leads us to a conclusion that students' learning motivation is shifting from instrumental to integrative one at the end of the semester. In the context of learning the Indonesian language as a foreign language in an in-country learning program Bipas, Udayana University, despite the strong support from the Balinese community for students using the Indonesian language, integrative motivation is very prevalent, especially when students establish social and emotional connections with the local community through daily interactions. Students learn the language not only for academic purposes, but also to participate in and be accepted by the surrounding social environment. These findings are consistent with research showing that direct experience and social interaction can increase motivation to learn a language. However, instrumental motivation, such as the expectation that learning Indonesian will open up career opportunities or improve social status, remains

relatively low among students. To increase overall motivation, the learning program must combine both types of motivation by strengthening the sense of social attachment and highlighting the practical value and tangible benefits of mastering Indonesian.

## References

- Anjomshua, L., & Firooz, S. (2015). The importance of motivation in second language learning. *International Journal on Studies in English Language and Literature*, 3.
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387–401. <https://doi.org/10.1111/j.1540-4781.2008.00753.x>
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41(4), 469–512. <https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.2307/330107>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
- Dörnyei, Z. (2008). New ways of motivating foreign language learners: Generating visions. *Links*, 38, 3–4.
- Dörnyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, language attitudes, and globalization: A Hungarian perspective*. Clevedon, UK: Multilingual Matters. <https://doi.org/10.21832/9781853598876>
- Gardner, R. C. (1985). *Social psychology and second-language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (1985). *The Attitude/Motivation Test Battery* [Technical Report]. University of Western Ontario. <http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf>
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York: Peter Lang Publishing.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
- Good, T., & Brophy, J. (1996). *Psicología educativa contemporánea*. México: McGraw-Hill.
- Ho, D. Y. F. (1998). Indigenous psychologies: Asian perspectives. *Journal of Cross-Cultural Psychology*, 29(1), 88–103. <https://doi.org/10.1177/0022022198291005>
- Kompas.com. (2023, February 8). PresUniv pertahankan capaian jumlah mahasiswa asing terbanyak. *Kompas Edukasi*. <https://edukasi.kompas.com/read/2023/02/08/141445771/presuniv-pertahankan-capaian-jumlah-mahasiswa-asing-terbanyak?page=all>
- Masgoret, A., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. Retrieved November 26, 2017, from <http://users.telenet.be/cr32258/Attidus%20motivation%20L2.pdf>
- Wen, Z., Skehan, P., Biedroń, A., Li, S., & Sparks, R. (Eds.). (in press). *Rethinking language aptitude: Multiple perspectives and emerging trends*. New York: Routledge.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.