

## REFERENCES

- Acquah, A. (2017). Implications of the Achievement Motivation Theory for School Management in Ghana: A Literature Review. *Research on Humanities and Social Sciences*, 7(5), 10–15.
- Andres, H. P. (2019). Active teaching to manage course difficulty and learning motivation. *Journal of Further and Higher Education*, 43(2), 220–235. <https://doi.org/10.1080/0309877X.2017.1357073>
- Ariani, D. W. (2013). Personality and Learning Motivation. *European Journal of Business and Management*, 5(10), 26–38. <https://doi.org/10.4324/9781315588391-5>
- Atkinson, J. W (1964). *An Introduction to Motivation*. Princeton, NJ: Van Nostrand
- Ariani, D. W. (2013). Personality and Learning Motivation. *European Journal of Business and Management*, 5(10), 26–38. <https://doi.org/10.4324/9781315588391-5>
- Bertolini, K., Stremmel, A., & Thorngren, J. (2012). Student Achievement Factors. *Online Submission*, (August 2016).
- Bhatta, T. P. (2018). Case Study Research, Philosophical Position and Theory Building: A Methodological Discussion. *Dhaulagiri Journal of Sociology and Anthropology*, 12, 72–79.
- Casanova, D., & Price, L. (2019). Moving Towards Sustainable Policy and Practice – A Five Level Framework for Online Learning Sustainability. *Canadian Journal of Learning and Technology*, 44(3). <https://doi.org/10.21432/cjlt27835>
- Cetin, B. (2015). Academic Motivation and Approaches to Learning in Predicting College Students' Academic Achievement: Findings from Turkish And US Samples. *Journal of College Teaching & Learning (TLC)*, 12(2), 141–150. <https://doi.org/10.19030/tlc.v12i2.9200>
- Chiew, K. S., & Braver, T. S. (2011). Positive affect versus reward: Emotional and

motivational influences on cognitive control. *Frontiers in Psychology*, 2(OCT), 1–10. <https://doi.org/10.3389/fpsyg.2011.00279>

Chin, K. Y., Hong, Z. W., Huang, Y. M., Shen, W. W., & Lin, J. M. (2016). Courseware development with animated pedagogical agents in learning system to improve learning motivation. *Interactive Learning Environments*, 24(3), 360–381. <https://doi.org/10.1080/10494820.2013.851089>

Christenson, S. L., Wylie, C., & Reschly, A. L. (2012). Parental Influences on Achievement Motivation and Student Engagement. *Handbook of Research on Student Engagement*, 1–840. <https://doi.org/10.1007/978-1-4614-2018-7>

Dahri, S., Yusof, Y., & Chinedu, C. (2018). TVET lecturer empathy and student achievement. *Journal of Physics: Conference Series*, 1049(1). <https://doi.org/10.1088/1742-6596/1049/1/012056>

Darja, P., & Grum, K. (2015). Competitiveness and motivation for education among university students. *International Journal on New Trends in Education and Their Implications*, 6(3), 125–136.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum

Deci, E. L., & Ryan, R. M. (2000). Intrinsic Motivation and Extrinsic Motivation: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25, 54–67. <https://doi.org/10.1006/ceps.1999.1020>

Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>

Deci, E. L., & Ryan, R. M. (2015). Self-Determination Theory. *International Encyclopedia of Social & Behavioral Sciences* (Second Edition, Vol. 11). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.26036-4>

Eisenhardt, Kathleen M. (1989). Building Theories from Case Study Research. *Academy of Management Review*, 14(4), 532–550.

Ekici, S. (2011). The effect of positive and negative mood on motivation to succeed of elite athletes. *International Journal of Human Sciences*, 8(2), 946–962.

- El-Omari, A. H. (2016). Factors Affecting Students' Achievement in English Language Learning. *Journal of Educational and Social Research*, 6(2), 9–18. <https://doi.org/10.5901/jesr.2016.v6n2p9>
- Elliot, Julian G., Hufton, Neil R., Willis, Wayne., Illushin, Leonid. (2005). *Motivation, Engagement, and Educational Performance*. New York: Palgrave Macmillan.
- Elliott, C. N., & Story, P. A. (2017). Motivational Effects of Goal Orientation. *The Kennesaw Journal of Undergraduate Research*, 5(1), Article 4. <https://doi.org/10.32727/25.2019.18>
- Enwelim, S. C. (2016). Teacher characteristics as correlates of students' achievement in social studies: a case study in Nigeria. *Journal of Education and Practice*, 7(28), 110–114. Retrieved from <http://libproxy.library.wmich.edu/login?url=https://search.proquest.com/docview/1871576996?accountid=15099>
- Fauziah, W., Yusoff, W., Kian, T. S., Talha, M., & Idris, M. (2014). Herzberg's Two-Factor Theory on Work Motivation: Does it Works for Today's Environment? *Global Journal of Commerce & Management Perspective*. G.J.C.M.P., Vol. 2(5):18-22
- Gonida, E. N., & Urdan, T. (2007). Parental influences on student motivation, affect and academic behaviour: Introduction to the Special Issue. *European Journal of Psychology of Education*, 22(1), 3–6. <https://doi.org/10.1007/BF03173685>
- Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A review of the motivation theories in learning. *AIP Conference Proceedings*, 1891(December). <https://doi.org/10.1063/1.5005376>
- Greenwald, R., & Blackmore, C. (2017). Passion Play: The Relationship between Passion and Motivation in On-Line Gaming. *SOJ Psychology*, 5(1), 1–4. <https://doi.org/10.15226/2374-6874/5/1/00142>
- Hu, W., Jia, X., Plucker, J. A., & Shan, X. (2016). Effects of a Critical Thinking Skills Program on the Learning Motivation of Primary School Students. *Roeper Review*, 38(2), 70–83. <https://doi.org/10.1080/02783193.2016.1150374>
- James, W. (1892/1962). *Psychology: Briefer course*. New York: Collier.

- Jenkins, L. N., & Demaray, M. K. (2015). An investigation of relations among academic enablers and reading outcomes. *Psychology in the Schools*, 52(4), 379-389.
- Jha, S. (2016). Need for Growth, Achievement, Power and Affiliation Determinants of Psychological Empowerment. *Global Business Review*. <https://doi.org/10.1177/097215091001100305>
- Joomis, D. M. and K. (2007). Maslow ' s Hierarchy of Needs. *European Journal of Social Science*, 16(13), 2001. <https://doi.org/10.1016/B978-0-88415-752-6.50250-2>
- Kaufmann, N., Schulze, T., & Veit, D. (2011). More than fun and money. Worker Motivation in Crowdsourcing – A Study on Mechanical Turk. *Proceedings of the Seventeenth Americas Conference on Information Systems*, 4(2009), 1–11. <https://doi.org/10.1145/1979742.1979593>
- Karm, M. (2010). *International Journal for Academic Reflection tasks in pedagogical training courses*, 37–41. <https://doi.org/10.1080/1360144X.2010.497681>
- Keçeci, G., & Zengin, F. K. (2017). Observing the Technological Pedagogical and Content Knowledge Levels of Science Teacher Candidates. *Educational Research and Reviews*, 12(24), 1178–1187. Retrieved from <http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1164648&site=ehost-live>
- Lam, S., Yim, P., Law, J. S. F., & Cheung, R. W. Y. (2004). The effects of competition on achievement motivation in Chinese classrooms. *British Journal of Educational Psychology*, (74), 281–296.
- Lambricht, K. (2015). An Update of a Classic : Applying Expectancy Theory to Understand Contracted Provider Motivation. *Administration & Society*, SAGE, 42(4), 375–403. <https://doi.org/10.1177/0095399710362714>
- Li, P., & Pan, G. (2009). The Relationship between Motivation and Achievement—A Survey of the Study Motivation of English Majors in Qingdao Agricultural University. *English Language Teaching*, 2(1), 123–128. <https://doi.org/10.5539/elt.v2n1p123>

- Lin, M. H., Chen, H. C., & Liu, K. S. (2017). A study of the effects of digital learning on learning motivation and learning outcome. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3553–3564. <https://doi.org/10.12973/eurasia.2017.00744a>
- Løvoll, H. S., Røysamb, E., & Vittersø, J. (2017). Experiences matter: Positive emotions facilitate intrinsic motivation. *Cogent Psychology*, 4(1). <https://doi.org/10.1080/23311908.2017.1340083>
- Lunenburg, F. C. (2011). Expectancy Theory of Motivation : Motivating by Altering Expectations. *International Journal of Management, Business, and Administration*, 15(1), 1–6.
- Mathes, E. (1981, Fall). Maslow's hierarchy of needs as a guide for living. *Journal of Humanistic Psychology*, 21, 69-72.
- Mc. Donald, Frederick. (1959). *Educational Psychology*. Tokyo: Wadsworth Publishing Company.
- Medcalf, N. A., Hoffman, T. J., & Boatwright, C. (2013). Children's dreams viewed through the prism of Maslow's hierarchy of needs. *Early Child Development and Care*, 183(9), 1324–1338. <https://doi.org/10.1080/03004430.2012.728211>
- Miles, Matthew B. & Huberman, A. Michael. (1994). *Qualitative Data Analysis*. United States of America: Sage Publication.
- Moleong, L.J. (2007). *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Ödalen, J., Brommesson, D., Erlingsson, G. Ó., Karlsson, J., Fogelgren, M., Ödalen, Karlsson, J. (2018). Teaching university teachers to become better teachers : the effects of pedagogical training courses at six Swedish universities. *Higher Education Research & Development*, 0(0), 1–15. <https://doi.org/10.1080/07294360.2018.1512955>
- Parijat, P. (2014). Victor Vroom ' s Expectancy Theory of Motivation – An Evaluation. *International Research Journal of Business and Management*, 1–8.
- Parylo, O. (2015). Connecting Attitudes Toward Teaching and Pedagogical Formation Courses : A Study of Turkish Pre-Service Teachers. *Australian Journal of Teacher Education*. 2015 40(5).

- Pekkarinen, V., & Hirsto, L. (2017). University Lecturers' Experiences of and Reflections on the Development of Their Pedagogical Competency. *Scandinavian Journal of Educational Research*, 0(0), 1–19. <https://doi.org/10.1080/00313831.2016.1188148>
- Porter, L. W., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Homewood, IL: Irwin.
- Ridder, H. (2017). The theory contribution of case study research designs. *Business Research*. <https://doi.org/10.1007/s40685-017-0045-z>
- Riswanto, A., & Aryani, S. (2017). Learning motivation and student achievement : description analysis and relationships both. *COUNS-EDU: The International Journal of Counseling and Education*, 2(1), 42. <https://doi.org/10.23916/002017026010>
- Royle, M. T., & Hall, A. T. (2012). The Relationship Between McClelland's Theory of Needs, Feeling Individually Accountable, And Informal Accountability for Others. *Internatioal Journal of Management and Marketing Research*, 5(1), 21–42.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions, 67, 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sadirman, A. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Sailer, M., Hense, J., Mandl, H., & Klevers, M. (2014). Psychological perspectives on motivation through gamification. *Interaction Design and Architecture(S)*, 19(1), 28–37.
- Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL Learners' Motivation in Reading. *English Language Teaching*, 10(5), 81. <https://doi.org/10.5539/elt.v10n5p81>
- Schunk, Dale H; Pintrich, Paul R; & Meece, Judith L. (2010). *Motivation in Education*. New Jersey: Pearson Education, Inc.
- Shimoyama, T. (1974). A validity Study of A Scale to Measure Achievement

- Motivation. *Japanese Psychological Research*, 16(4), 197–204.
- Singh, K. (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Educational Planning & Administration*, 1(2), 161–171.
- Soper, B., Milford, G., & Rosenthal, G. (1995). Belief when evidence does not support theory. *Psychology & Marketing*, 12(5), 415-422.
- Stoeber, J., Childs, J. H., Hayward, J. A., & Feast, A. R. (2011). Passion and motivation for studying: Predicting academic engagement and burnout in university students. *Educational Psychology*, 31(4), 513–528. <https://doi.org/10.1080/01443410.2011.570251>
- Széli, K. (2013). Factors Determining Student Achievement. *Hungarian Educational Research Journal*, 3(3), 55–66. <https://doi.org/10.14413/herj2013.03.06>
- Tsai, C. H., Cheng, C. H., Yeh, D. Y., & Lin, S. Y. (2017). Can learning motivation predict learning achievement? A case study of a mobile game-based English learning approach. *Education and Information Technologies*, 22(5), 2159–2173. <https://doi.org/10.1007/s10639-016-9542-5>
- Tengku Shahdan, T. N., A. Ghani, M. F., & Elham, F. (2012). Lecturers' Commitment And Students' Academic Achievement: Case Study From Existing Teaching Evaluation Result (TER). *Journal of Education and Learning (EduLearn)*, 6(4), 207. <https://doi.org/10.11591/edulearn.v6i4.164>
- Uno, H. B. (2006). *Teori Motivasi & Pengukurannya*. Gorontalo: Bumi Aksara.
- Veniger, K. A. (2016). University Teachers' Opinions about Higher Education Pedagogical Training Courses in Slovenia. *C E P S Journal*. 6, 141–161.
- Veniger, K. A. & Kočar, S. (2017). Teaching and the Pedagogical Training of University Teaching Staff – Practice and Opinions under Slovenian Higher Education Legislation. *Education Inquiry*. ISSN:4508(February). <https://doi.org/10.3402/edui.v6.25591>
- Vroom, V. H. (1964). *Work and motivation*. New York, NY: John Wiley.
- Wahba, A., & Bridgwell, L. (1976). Maslow reconsidered: A review of research on

the need hierarchy theory. *Organizational Behavior and Human Performance*, 15, 212-240.

Xu, X., Mellor, D., & Read, S. J. (2017). Taxonomy of Psychogenic Needs (Murray). *Encyclopedia of Personality and Individual Differences*, 1–9. doi:10.1007/978-3-319-28099-8\_557-1

Yulika, R., Rahman, U., & Sewang, A. M. (2019). The Effect of Emotional Intelligence and Learning Motivation on Student Achievement, 39(1), 1–8. <https://doi.org/10.2991/icamr-18.2019.94>

Zarzycka-Piskorz, E. (2016). Kahoot it or not?: Can games be motivating in learning grammar? *Teaching English with Technology*, 16(3), 17–36.

