

THE INFLUENCE OF PERCEIVED TEACHERS' COMPETENCIES ON STUDENTS' MOTIVATIONS IN LEARNING ENGLISH AT PESANTREN PKP AL-HIDAYAH JAMBI CITY

Jonaidi Harun Muzammil¹, Urip Sulistiyo², Eddy Haryanto³

^{1,2,3}Universitas Jambi

Email: jodijbi789@gmail.com

Abstract

This study investigates the influence of perceived teachers' competencies on students' motivation to learn English at one *pesantren* in Jambi City. Grounded in Indonesian teacher competency standards, this quantitative study employed a regression design to examine the influence of teacher competence on students' intrinsic and extrinsic motivation. Data were collected from 224 senior high school students using validated Likert-scale questionnaires adapted from established instruments. Multiple linear regression analyses were conducted using SPSS 22.0. The findings reveal that students perceived teachers' competencies as generally high across all dimensions, with personality competence showing the highest mean score. Students' motivation to learn English was also high, particularly intrinsic motivation. These results suggest that competent teachers, especially those exhibiting strong personal qualities and effective pedagogical practices, play a crucial role in fostering students' internal engagement and sustained motivation in English learning. The study contributes empirical evidence from an Islamic boarding school context and underscores the importance of continuous teacher professional development to enhance student motivation in EFL settings.

Keywords: *Influence, Perceive, Teacher Competencies, Students' Motivation.*

INTRODUCTION

In Indonesia, it remains a challenge and crucial to enhance teachers' quality. Additionally, Law of the Republic of Indonesia Number 14 of 2005 states that, in the teaching and learning process, a competent teacher has four main dimensions of teachers' competencies: professional, pedagogical, personality, and social. Furthermore, teachers must be knowledgeable and qualified in core subjects, teaching methods, and strategies to encourage diverse students to learn. In other words, teachers must have reliable competence in their field to carry out their duties properly.

Acknowledging the importance of teachers in learning practice, in the field of second language instructional communication, for example, several studies investigating teacher impact on changes in learner motivation have been carried out, all of which find significant positive and negative influences on learner motivation. For example, Mojavezi and Tamiz (2012) found that teacher self-efficacy positively influences students' motivation and achievement. In other words, the higher teacher's self-efficacy, the higher students' motivation and achievement.

Gursoy and Gardner in Usman, Silviyanti, and Marzatillah (2016) explain that the teacher himself is one factor that may motivate students in learning, especially learning a language because a teacher can influence students to like a subject. Furthermore, teachers

are important contributors to students. They pass on knowledge, foster critical thinking skills, push the limits of human potential, inspire students, serve as role models, and contribute to students' holistic development. Moreover, teachers play an essential role in education, most especially in the lives of the students they teach in the classroom. In addition, a teacher's job is to nurture, teach, and raise students to become useful to society. Then, what defines a teacher is his or her ability to teach students and have a positive influence on them. Therefore, the current study attempts to examine the influence of teacher competence on student motivation in second language learning.

Within the field of Second Language Education (SLE), one of the most highly studied issues of cognition is motivation, and it is widely acknowledged as a principal determinant in learning a second or foreign language (Tanaka, 2005). Furthermore, Emda in Saptono and Aylina (2022) explains that a motivated person will make a series of efforts to achieve certain conditions, but if someone does not want it, he or she will try to eliminate the feeling of dislike. Therefore, in the learning context, it means that when a student has the motivation to learn, he or she will really want to take continuous learning actions toward a desired goal (Saptono & Aylina, 2022). In addition, Martin in Tanveer, Shabbir, Ammar, Dolla and Aslam (2012: 78) explain that motivation is a dynamic phenomenon; it varies from student to student. Strongly motivated students can do their work with greater passion. In addition, motivation affects cognition directly, including mental abilities that enhance decision-making power.

Besides, a student perceives the learning conditions subjectively while at school. Students' subjective perceptions can be positive and negative. A student will perceive positively if the reality he or she perceives at school or class is in line with his or her expectations. The implementation of learning in schools does not always go as expected. It is easier to find unprepared teachers, who are not able to explain the subject matter well, teachers give a lot of individual or group assignments, teachers held unscheduled quizzes or daily tests, midterm and final exams, the relationship between teachers and students or among students is not pleasant, the physical condition of the classroom is not comfortable, and so on. Such things will clearly cause students to feel unmotivated. Students feel a tense and uncomfortable atmosphere in these conditions as a result of a mismatch between environmental demands and the biological or psychological conditions they feel (Sarafino & Smith, 2010). Moreover, Tanaka (2005) adds that, in general, teachers are regarded as one of the influential factors affecting learner motivation.

Many studies report that the teacher's competence affects those students' overall motivation. Unfortunately, most of the studies relate to the influence of teacher competence on students' motivation are conducted either in public schools or universities. There are very limited studies focusing on the influence of teacher competence on students' motivation, conducted in Islamic schools, particularly *pesantren* which is a bounded system and with particular circumstances and problem. This quantitative study fills this gap by examining students' perceptions of the relationship between teacher competence and their motivation to learn English in *pesantren*. It is expected that the findings of the intended study will provide a deeper understanding of how teacher competence affects students' motivation to learn English, specifically in the *pesantren* context.

Based on the background, in this case, the researcher formulated one research question such as: Is there a significant influence of teacher competence on students' motivation in learning English at one *Pesantren* Jambi City?

The Hypothesis of the Study

Based on the theoretical framework above, the researcher proposes some hypothesis namely:

H1: Teacher competencies, namely pedagogy, professional, personality, and Social, significantly influence student motivation.

METHOD(S)

This study employed a quantitative, survey-based approach. Multiple linear regression analysis was applied to examine the effect of teacher competence on students' extrinsic and intrinsic motivation.

In the process, this research was conducted at one Islamic Boarding School in Jambi City, Jambi Province, Indonesia. There are several reasons why researchers chose this Islamic Boarding School as the site for their research. Firstly, it is because the learning environment in this school has English as a foreign language subject. Secondly, this school is an environment and concept of an Islamic boarding school that offers a strictly disciplined learning process and very close teacher-student interaction.

In this study, the researcher used all students at the Islamic Senior High School in Jambi City, Jambi Province, Indonesia, during the 2024–2025 academic year as the source population. There are 268 male students (44%) and 338 female students (56%) among the 606 pupils from 23 classes. Based on this population, the researcher used 224 students as the research sample, comprising 606 students.

The sampling method used in this study was purposive, with the goal of selecting individuals who met standards aligned with the objectives of the study (Arikunto, 2010). In this study, the researcher determined the sample criteria: students who had been studying English for at least one year at this school and who frequently had direct social contact with teachers during the learning process. The sample size of 224 students in this study is considered sufficient to yield accurate quantitative results, as it represents almost 37% of the population, exceeding the minimum suggested proportion.

Thus, to conduct this study, the researcher use independent and dependent variables to see the influence between these two variables. Independent variable (Teacher competence (X)) of this study consisted of components such as: Pedagogical competence (X1), Professional Competence (X2), Personality Competence (X3), and Social Competence (X4). Meanwhile, the dependent variable (Motivation (Y)) also consisted of two components, such as Extrinsic (Y1) and Intrinsic (Y2).

To assess the value of variables, the researcher used a questionnaire with a 4-point Likert Scale. The Teacher Competency Questionnaire (TCQ), developed by Arikunto et al. (2023), served as the primary source of teacher competency items. The motivation questionnaire, adapted from Purmama et al. (2019), was developed to assess student motivation. This questionnaire was first developed in English and then translated into Indonesian to facilitate student understanding. The total number of variables is 40 items.

The researcher used descriptive analysis to examine the data and answer the research question about the influence of teachers' pedagogical competence on students' learning motivation. Multiple linear regression analysis was employed using the following equations:

$$Y1 = \beta_0 + \beta_1X1 + \beta_2X2 + \beta_3X3 + \beta_4X4$$

$$Y2 = \beta_0 + \beta_1X1 + \beta_2X2 + \beta_3X3 + \beta_4X4$$

The independent variables were teacher competencies consisting of:

- X1: Pedagogical competence
- X2: Professional competence
- X3: Personality competence
- X4: Social competence

The dependent variables were students' learning motivation, consisting of:

- Y1: Extrinsic motivation
- Y2: Intrinsic motivation

RESULTS AND DISCUSSION

a. Analysis for Extrinsic

The results of the simultaneous test (F-test) indicate that pedagogical, professional, personality, and social competencies collectively have a significant effect on students' extrinsic motivation in learning English. The F-value of 20.343 with a significance level of 0.000 ($p < 0.05$) confirms that the regression model is statistically significant.

Table 1. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	968.495	4	242.124	20.343	.000 ^b
	Residual	2606.536	219	11.902		
	Total	3575.031	223			

A coefficient of determination (R-squared) study was performed to assess the regression model's explanatory power and the strength of the association. The following tables show the analysis's findings for both dependent variables.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.671	.258	3.450

The correlation coefficient (R) between the independent variables (X1, X2, X3, and X4) and the dependent variable Y1 is 0.820, according to the findings shown in the model summary table. According to this value, the independent variables and Y1 have a strong positive association. Additionally, the R-squared value of 0.671 indicates that the combined influence of X1, X2, X3, and X4 may account for 67.1% of the variance in Y1. Other variables not covered by this research model account for the remaining 32.9% of the variation.

The research results indicate that the R-squared value exceeds 0.67. This value is classified as having a high influence according to Chin's (1998) classification standards. This indicates that both independent variables together have a significant impact on Y1. This

is evidenced by the R-squared value of 0.671. This result indicates that the model variables significantly contribute to the variable in Y1.

Furthermore, a more conservative assessment is reflected in the adjusted R-squared of 0.258. This value indicates the number of predictors in the model. Based on this, the regression model explains a significant portion of the variation in Y1, although the adjusted R-squared is lower than the R-squared.

Table 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.164	2.436		5.403	.000
	Pedagogy (X1)	.046	.143	.024	.324	.746
	Professional(X2)	-.182	.146	-.091	-1.254	.211
	Personality(X3)	.338	.143	.165	2.357	.019
	Social (X4)	.920	.150	.453	6.143	.000

Based on the Unstandardized Coefficients score (B) in Table 3 so the regression equation is as follows:

$$Y_1 = 13,164 + 0,046X_1 - 0,182X_2 + 0,338X_3 + 0,920X_4$$

describes the relationship between the dependent variable Y₁ and four independent variables (X₁, X₂, X₃, and X₄).

1. The constant (13.164) indicates the expected value of Y₁ when all independent variables (X₁, X₂, X₃, and X₄) are equal to zero.
2. The coefficient of X₁ (0.046) means that, holding other variables constant, a one-unit increase in X₁ will increase Y₁ by 0.046 units.
3. The coefficient of X₂ (-0.182) shows that, ceteris paribus, a one-unit increase in X₂ will decrease Y₁ by 0.182 units, indicating a negative relationship.
4. The coefficient of X₃ (0.338) implies that a one-unit increase in X₃ will raise Y₁ by 0.338 units, assuming other variables remain constant.
5. The coefficient of X₄ (0.920) suggests that X₄ has the strongest positive effect on Y₁, where a one-unit increase in X₄ leads to an increase of 0.920 units in Y₁, all else being equal.

Overall, the model indicates that X₁, X₃, and X₄ have positive effects on Y₁, while X₂ has a negative effect.

b. Analysis for Intrinsic

The simultaneous test results for intrinsic motivation show an F-value of 20.777 with a significance level of 0.000 (p < 0.05), indicating that teacher competence has a significant collective effect on students' intrinsic motivation in learning English.

Table 4. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	721.508	4	180.377	20.777	.000 ^b
	Residual	1901.274	219	8.682		
	Total	2622.781	223			

A regression analysis with an emphasis on the coefficient of determination (R Square) was performed to evaluate the contribution of the independent factors to the dependent variables, as follows:

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.775	.262	2.946

The research findings indicate that the correlation coefficient (R) of 0.924 found in the regression study indicates how X1, X2, X3, and X4 influence Y2. Based on the findings, the dependent variable Y2 and the independent factors demonstrate a very strong positive relationship. The R-squared value for this model is 0.775. This value indicates that the combined effect of these values explains 77.5% of the variance in Y2. Meanwhile, factors outside the scope of this study explain the remaining 22.5% of the variance in Y2.

According to Chin (1998), a strong effect is indicated by an R-squared value greater than 0.67. Consequently, an R-squared value of 0.775 indicates that the independent factors have a significant impact on Y2. These findings indicate that the selected independent variables are highly relevant in explaining changes in the dependent variable, indicating that the regression model has high explanatory power in predicting Y2. The adjusted R-squared value of this model is 0.262, meaning that even after controlling for the number of predictors, the model still explains a significant amount of variance in Y2. Furthermore, the standard error of the estimate of 2.946 indicates that the prediction error is relatively minimal, indicating that the regression model offers a reliable estimate of Y2.

The overall findings of the coefficient of determination study indicate that the independent variables (X1, X2, X3, and X4) have a positive impact on both dependent variables, Y1 and Y2. According to Chin's (1998) criteria, the R-squared values for both models fall into the strong category. These results indicate that the models are suitable for additional hypothesis testing. This is indicated by the regression model being suitable and explaining a significant percentage of the variance in the dependent variable.

The findings indicate that student motivation to learn English at the Islamic Boarding School in Jambi City is significantly correlated with teacher competence. This finding indicates that student enthusiasm and learning motivation are significantly influenced by improvements in teacher competence. The correlation analysis found a substantial positive relationship between teacher competence and student motivation.

Furthermore, the coefficient of determination (R-squared) indicates that teacher competence plays a significant role in explaining differences in student motivation. The R-squared criterion falls into the strong category, indicating that teacher competence

significantly influences student motivation. These results imply that social, professional, pedagogical, and personality skills all work together to influence students' motivation during the English learning process.

Thus, it can be said that the enthusiasm of these boarding school pupils to learn English is greatly influenced by the quality of their teachers. This finding demonstrates that improving teachers' competence is likely to boost student motivation, which may positively impact learning outcomes and engagement. Therefore, in this institution, efforts to increase teachers' competence should be viewed as a strategic approach to motivating students' motivation for English language acquisition.

Table 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.521	2.081		7.459	.000
	Pedagogy (X1)	-.031	.122	-.019	-.253	.801
	Professional(X2)	-.029	.124	-.017	-.233	.816
	Personality(X3)	.480	.122	.274	3.920	.000
	Social (X4)	.623	.128	.358	4.872	.000

Based on the Unstandardized Coefficients score (B) in Table 6. so, the formulation for multiple regression is as follows:

$$Y_2 = 15,521 - 0,031X_1 - 0,092X_2 + 0,480X_3 + 0,623X_4$$

The regression equation represents the relationship between the dependent variable Y_2 and four independent variables (X_1 , X_2 , X_3 , and X_4).

1. The intercept (15.521) reflects the expected value of Y_2 when all independent variables are equal to zero, assuming the model is correctly specified.
2. The coefficient of X_1 (-0.031) indicates that, holding other variables constant, a one-unit increase in X_1 is associated with a 0.031-unit decrease in Y_2 , suggesting a weak negative relationship.
3. The coefficient of X_2 (-0.092) shows that a one-unit increase in X_2 leads to a 0.092-unit reduction in Y_2 , ceteris paribus, indicating a negative effect of X_2 on Y_2 .
4. The coefficient of X_3 (0.480) implies that, all else being equal, a one-unit increase in X_3 increases Y_2 by 0.480 units, reflecting a moderate positive influence.
5. The coefficient of X_4 (0.623) suggests that X_4 has a relatively strong positive effect on Y_2 , where a one-unit increase in X_4 raises Y_2 by 0.623 units, holding other variables constant.

In summary, the model indicates that X_1 and X_2 exert negative effects on Y_2 , while X_3 and X_4 contribute positively. Among the explanatory variables, X_4 shows the strongest positive association with Y_2 , followed by X_3 , whereas X_1 has the weakest impact.

c. Discussion

The first research question is about whether teacher competence has a substantial impact on students' enthusiasm for learning English. Based on the statistical analysis conducted in this study, it has been objectively proven that teacher competence has a substantial and strong impact on student motivation. The results of the regression analysis and the coefficient of determination (R-squared) indicate that teacher competence explains significant variance in both internal and extrinsic motivation.

Based on the research results, researchers found that if the R Square value was 0.671 for extrinsic motivation, the teacher competency factor contributed 67.1% of students' extrinsic motivation. Conversely, the test results for intrinsic motivation, as measured by the R Square value, showed a higher value, namely 0.775. This means that teacher competence accounts for 77.5% of students' intrinsic motivation. Based on these two values, it can be classified as having a substantial influence based on the theory by Chin (1998). These results indicate that the primary predictor of students' enthusiasm and motivation to learn English is qualified teachers' competency.

Besides simply enhancing external motivational elements, teacher competence appears to have a deeper impact on students' internal motivational processes. This impact can be seen from its influence on intrinsic motivation. Therefore, the results of this study reveal that the quality of teachers' instruction has a greater impact on intrinsic motivation, including interest, enjoyment, and personal satisfaction.

Furthermore, students' internal engagement in the learning process is also more likely to be fostered by teachers who demonstrate positive personal qualities and effective pedagogical practices. These results align with Self-Determination Theory (Deci & Ryan, 2000). This theory explains that psychological needs are fundamental to students' character. These needs relate to the elements of relatedness, teacher competence, and autonomy being met, thereby allowing intrinsic motivation to emerge. Teachers with strong pedagogical competence can increase feelings of connection with students by fostering supportive relationships, fostering competence through clear explanations and constructive criticism, and fostering autonomy through active involvement.

This, in turn, will have a psychological impact on students' intrinsic motivation to learn English. By ensuring the accuracy, application, and depth of teaching content, professional competence also significantly enhances student motivation. In addition, teachers who are proficient in English-language resources and teaching techniques are better prepared to answer students' questions and provide clear explanations of difficult ideas. Additionally, effective teaching requires teachers' mastery of the topic and pedagogical understanding, according to Shulman (1987).

The findings indicate that in Islamic boarding school environments, personality competencies, reflecting teachers' stability, maturity, and moral integrity, are crucial. Teachers at Islamic boarding schools are often viewed as role models. Furthermore, students' learning motivation is significantly influenced by their educators' attitudes and actions. This explanation aligns with Bandura's Social Learning Theory (1986), which focuses on how people adopt attitudes and behaviors by observing influential people.

By encouraging constructive teacher-student interactions, social competency can also maximize the impact of teaching competency. A learning environment that fosters motivation is created by educators who communicate clearly, demonstrate empathy, and uphold polite interactions. Vygotsky's Social Constructivist Theory emphasizes the benefits of social competence for student motivation. This theory explains that learning and motivation are socially mediated processes.

The influence of teacher competency is strengthened in Islamic boarding school

learning environments. The findings also explain that this is characterized by a regular schedule and morally based teaching. In this regard, the teacher's ability to strike a balance between academic rigor and emotional support is crucial to student motivation to learn. It also portrays learning English as an additional responsibility; teachers with maximum competence can make this lesson seem relevant and valuable to students. The results of this study are consistent with earlier studies conducted in Indonesian and international settings. Research by Dörnyei (2001) and Harmer (2007) highlights that classroom climate, instructional quality, and teacher behavior have a significant impact on students' willingness to learn a foreign language. In a similar vein, Sardiman (2011) claims that a major factor influencing students' enthusiasm for learning is instructor competence.

This study also successfully demonstrated that teacher competence not only influences motivation but also has a significant effect size, particularly on intrinsic motivation. This finding extends previous findings. It suggests that students' persistence in learning and independent study habits, which are crucial for success in learning a foreign language, must also be supported by long-term teacher competence.

This finding further supports the acceptance of the hypothesis, which states that statistical data clearly indicate that student motivation to learn English is significantly influenced by teacher competence. These results emphasize the value of ongoing teacher development programs that focus on improving all aspects of teacher competence.

CONCLUSION

The results of this study indicate that teachers not only demonstrate professional competence and student enthusiasm for learning English at the Islamic Boarding School in Jambi City, but also possess character traits and interpersonal skills that facilitate efficient teaching and learning. This conclusion demonstrates a relationship between teacher competence and student enthusiasm for learning English at the Islamic Boarding School.

The results of descriptive statistical analysis demonstrate that teachers at the Islamic Boarding School are generally considered to possess strong educational, professional, personal, and social competencies. This finding is supported by the highest average scores among these aspects for personal competency, followed by social, professional, and pedagogical competencies, all statistically tested. Furthermore, this study reveals that educators not only demonstrate competent professional and instructional abilities but also possess strong character traits and interpersonal skills, enabling them to facilitate efficient teaching and learning processes.

Furthermore, the researcher found that students are highly motivated to learn English. The average scores for intrinsic and extrinsic motivation were very high, with intrinsic motivation outperforming extrinsic motivation. From this, we can conclude that rather than relying solely on external rewards, students are more motivated by internal factors such as interest, enjoyment, and personal fulfilment when supported by adequate systems and competencies.

In conclusion, this study provides empirical evidence that student enthusiasm for learning English at the Islamic Boarding School in Jambi City is significantly influenced by teachers' competence. Improving teacher competency in all areas is crucial for fostering intrinsic and extrinsic motivation, which ultimately can improve student learning outcomes and engagement.

REFERENCES

- Arabai, F. (2016). The effects of teachers' in-class motivational intervention on learners' EFL achievement. *Applied Linguistics*, 37(3), 307–333.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta.
- Arikunto, S., et al. (2023). *Teacher competence questionnaire (TCQ): Development and validation*. [Publisher].
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Educational Research*, 64(3), 363–423.
- Chin, W. W. (1998). The partial least squares approach to structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295–336). Mahwah, NJ: Lawrence Erlbaum Associates.
- Chuane, L., Shukor, N. A., Yuehong, C., & Xiaofen, W. (2023). The role of motivation in second language learning. *Journal of Language and Education*, 9(2), 275–290.
- Chuane, Q., Shukor, S. S., Yuehong, T., & Xiaofen, Z. (2023). The relationship between motivation and English language test performance among secondary vocational schools' students in China. *Studies in English Language and Education*, 10(1), 280–302.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309.
- Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.
- Deci, E. L. (1975). *Intrinsic motivation*. Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Dhofier, Z. (1994). *Tradisi pesantren: Studi tentang pandangan hidup kyai*. LP3ES.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109–132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Elizabeth, E., & Ena, O. T. (2019). Intrinsic and extrinsic motivation of English education graduation students batch 2018 in accomplishing academic performance. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2), 21–31. <https://doi.org/10.24256/ideas.v7i2.997>

- Emda, A. (2017). The position of students' learning motivation in learning. *Lantanida Journal*, 5(2), 172–182.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Franklin, H., & Harrington, I. (2019). A review into effective classroom management and strategies for student engagement. *Journal of Education and Learning*, 8(2), 1–12.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Harmer, J. (2007). *How to teach English*. Harlow: Pearson Education Limited.
- Harmer, J. (2007). *How to teach English*. Longman.
- Hidayati, N., & Suryanto, S. (2020). Teacher competence and student motivation in Islamic boarding schools. *Journal of Islamic Education Studies*, 5(2), 145–158.
- Indrayadi, T. (2021). Indonesian EFL learners' reading motivation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 335–346.
- Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Psychology Review*, 26(1), 67–90.
- Kong, Y. (2009). A brief discussion on motivation and ways to motivate students in English language learning. *International Education Studies*, 2(2), 145–149.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705–717.
- Ministry of National Education. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*.
- Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory & Practice in Language Studies*, 2(3).
- Oletić, A., & Ilić, N. (2014). Intrinsic and extrinsic motivation for learning English as a foreign language. *ELTA Journal*, 2(2), 23–38.
- Pan, Y., Gauvain, M., & Schwartz, S. J. (2010). Do parents' collectivistic values foster prosocial behavior in adolescents? *Journal of Adolescence*, 33(2), 227–238.
- Phoenix, C., Osborne, N. J., Redshaw, C., Moran, R., Stahl-Timmins, W., Depledge, M. H., & Wheeler, B. W. (2013). Paradigmatic approaches to studying environment and human health. *Environmental Science & Policy*, 25, 218–228.
- Pintrich, P., & Schunk, D. (2002). *Motivation in education: Theory, research, and applications*. Pearson Education.
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' motivation in learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539.
- Rahman, A. (2018). The influence of pedagogical competence on students' motivation and achievement in EFL learning. *Journal of English Language Teaching*, 7(1), 45–56.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.
- Saptono, A., & Matondang, Z. (2023). *Kompetensi guru dan profesionalisme pendidik*. Prenadamedia Group.
- Saptono, L., & Aylina, V. (2022). The relationship between professional competence and teachers' pedagogy in media literacy with students' motivation. *International Journal of Social Sciences & Educational Studies*, 9(4), 68.
- Saptono, L., & Matondang, I. V. (2023). The effect of teacher competence on student academic stress. *European Journal of Education and Pedagogy*, 4(4), 47–52.
- Sardiman, A. M. (2011). *Interaksi dan motivasi belajar mengajar*. Jakarta: RajaGrafindo Persada.

- Sardiman, A. M., et al. (2019). Students' perception of teacher competence and learning motivation. *Journal of Educational Research and Evaluation*, 8(2), 112–121.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–22.
<https://doi.org/10.17763/haer.57.1.j463w79r56455411>
- Soodmand Afshar, H., & Doosti, M. (2016). Exploring the relationship between teachers' professional competence and learners' motivation. *Journal of Language Teaching and Research*, 7(1), 97–106.
- Spencer, L. M., McClelland, D. C., & Spencer, S. M. (1997). *Competency assessment methods: History and state of the art*. Hay/McBer.
- Sugiyono. (2013). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Tanaka, T. (2005). Teacher influence on learner motivation. *Osaka Female Junior College*.
- Tanveer, M. A., Shabbir, M. F., Ammar, M., Dolla, S. I., & Aslam, H. D. (2012). Influence of teacher on student learning motivation. *American Journal of Scientific Research*, 67(1), 76–87.
- Usman, B., Silviyanti, T. M., & Marzatillah, M. (2016). The influence of teacher's competence toward students' motivation. *Studies in English Language and Education*, 3(2), 134–146.
- Vatankhah, M., & Tanbakooei, N. (2014). The role of social support on intrinsic and extrinsic motivation. *Procedia – Social and Behavioral Sciences*, 159, 191–195.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wahid, A., Asiah, S., Huda, M., Lahiya, A., & Solong, N. P. (2023). The effect of teacher professional competence on student learning achievement. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 7(1), 81–102.
- Wentzel, K. R. (2012). Teacher–student relationships and adolescent competence. *Journal of Educational Psychology*, 104(2), 330–348.
- Zhu, L., Yang, J., & Chen, L. (2022). An empirical study on the influence of motivation on English learning. In *Proceedings of the 7th International Conference on Contemporary Education, Social Sciences and Humanities* (pp. 261–273). Atlantis Press.