

## Correlation of Levels Indonesian Language Skill In Using Indonesian Sentence Structure With Achievement Motivation On Student Learning Outcomes SMP 2 Satap Pangkatan Labuhan Batu

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### ABSTRACT

*The research problem in this study is: What is the correlation between the level of proficiency in using Indonesian sentence structures and achievement motivation on the learning outcomes of Grade VIII students at SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency, in the academic year 2025-2026? The purpose of this study was to determine the correlation between the level of proficiency in using Indonesian sentence structures and achievement motivation on the learning outcomes of Grade VIII students at SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency, in the academic year 2025-2026. This study employed a descriptive method using correlation analysis. The population of this research included all Grade VIII students of SMP Negeri 2 Satap Pangkatan in the academic year 2025-2026, totaling 60 students. The sample was considered as the total sample (population study). The research instruments used were tests and questionnaires. Tests were employed to measure proficiency in using Indonesian sentence structures and writing expository texts, whereas questionnaires were used to collect data on students' achievement motivation. The results of the study showed a significant relationship between proficiency in using Indonesian sentence structures and achievement motivation on students' learning outcomes. At a 5% significance level, the *t*-test value exceeds the *t*<sub>tt-table</sub> value, thus accepting the hypothesis *HaH<sub>a</sub>*. Therefore, proficiency in using Indonesian sentence structures has a positive correlation with expository writing skills, as does achievement motivation, which contributes to the learning outcomes of expository writing for Grade VIII students at SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency in the academic year 2025-2026*

*Keywords: Correlation, Sentence structure, Motivation, Learning outcomes, Expository writing*

### I. INTRODUCTION

Human need education to improve their quality of life, realize themselves according to the stages of development tasks optimally to reach a certain level of maturity, and have the ability in science and piety. According to Article 3 of the National Education System Law No. 20 of 2003, National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens (Joseph, 2025).

Education is a vital part of life that distinguishes humans from other creatures. Education plays a crucial role in the development and advancement of nations and states. Learning is the most important educational activity. Learning can be defined as a process that creates cognitive and motor changes through interactions. Learning can also be defined as a process of behavioral change. From a psychological perspective, individual differences arise from various aspects, both directly and indirectly, from students. These aspects are cognitive (knowledge), affective (abilities), and psychomotor (skills) as well as intelligence, interests, talent, and socioeconomic circumstances (Mulyadana, 2024).

Learning plays a crucial role in education because it determines the outcomes students will achieve. According to Tappan, et al., (2025), the term learning achievement is more appropriate for learning outcomes that achieve excellent or very high scores (Tappan et al., 2025). According to Iswanti (in Yulistian, 2013:12), learning outcomes are the results achieved by someone after going through a learning process, in which case the student's learning outcomes are limited to expository writing materials (Suparto et al., 2024). Students' learning outcomes will be optimally achieved, if accompanied by hard work. The hard work in question is the

effort to learn to achieve good results and those desired by the students themselves. Hard work is a part of achievement motivation and one of the factors that influences student learning outcomes.

Achievement motivation is the driving force behind achieving the highest possible level of academic achievement for the sake of one's own hope (Nafitianto & Edy Purwanto, 2025). Someone who has achievement motivation tends to always strive to achieve what they want, even if they encounter obstacles and difficulties in achieving it. The drive to achieve within students is essential to inspire enthusiasm in achieving desired performance targets or standards. This drive for achievement is known as achievement motivation. Students need motivation to achieve according to the existing demands. Achievement motivation influences individual learning outcomes.

According to McClelland and Atkinson (in Nikolenko; 2025), achievement motivation is a person's struggle to achieve success or choose an activity oriented towards the goal of success or failure (Nikolenko, 2025). This achievement motivation is necessary for students to achieve their desired academic standards. Stimulating learning motivation encourages optimal learning achievements. Even if students have high talent and interest, if they are not accompanied by learning motivation, learning achievement will not be optimal and vice versa. Students with high intelligence may also fail because of lack of motivation. Therefore, motivation plays a crucial role in learning activities because it is the force that drives and directs a person.

Based on this, it is clear that achievement motivation is a key factor in achieving good results as the drive to achieve results in more satisfying learning outcomes. In addition to achievement motivation, another equally important factor influencing students' expository writing outcomes is their ability to use Indonesian sentence structures (Maridji et al., 2025).

The ability to use sentence structures in Indonesian is a crucial skill for students, especially those in junior high school. This ability is key to enabling effective communication (Hariyanti et al., 2025). As a result of formal education, junior high school students need to be equipped with the ability to master good and correct Indonesian sentence structure. This is essential for continuing education at a higher level and social life. Regarding language teaching in secondary schools, the 2006 KTSP (School Based Curriculum) strives to disseminate a curriculum that focuses on developing students' language skills. This is achieved through the internalization of language knowledge and mastery. Language structure at all levels is closely linked to the development of communication skills both orally and in writing. Communication forms and structures must conform to the grammatical rules of the language system in question and every language user must master these principles.

## II. METHODS

### A. Research Design

Research design refers to all processes required in planning and implementing research. In other words, research design concerns data collection and analysis (Sugiyono, 2019). This study used a descriptive correlational research design. Descriptive research aimed to solve current and actual problems.

### B. Population & Sample

The population is the whole thing that is equipped with the characteristics of the problem that must be researched, so that a study must have a clear research population (Arikunto, 2017). Based on this description, the population in this study was all students in class VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026 totaling 75 students.

The sample is a representation of the population. The selected sample was representative of the entire population. Because the purpose of the investigation is to find generally applicable generalizations, a portion of the existing population can be included. This is in accordance with the opinion Arikunto (2017:107) said, 'Just to give you an idea, if the number of subjects is less than 100, it is better to take all of them, and the research will be a population study. Furthermore, if the number of subjects is large, it can take 10-15 or 20-25% or more. (Arikunto, 2017)'

Based on the opinion above, the sample in this study was class students VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026 totaling 75 people taken as a whole, so this research is a population study

### C. Research Instrument

Validity is a measure that shows the level of validity or authenticity of an instrument (Arikunto, 2006: 144). An instrument is considered valid if it can measure what is desired and can accurately reveal data from the

variables being studied. The level of instrument validity indicated the extent to which the collected data did not deviate from the intended validity description.

The method used to test the level of validity is with internal variables, namely, testing whether there is a match between the parts and the instrument as a whole. An item analysis was used to measure this.

Reliability is something that an instrument can be trusted enough to be used as a data collection tool, because the instrument has been good (Arikunto, 2006: 154). In this study, to determine the reliability of the instrument, the alpha formula was used because the instruments in the research are in the form of a questionnaire or list of questions whose scores are in the range of 1-5 and the validity test uses total items, where to find the reliability of an instrument whose score is not 1 and 0; for example, a questionnaire or descriptive questions, the alpha formula is used.

Reliability is the extent to which the results of a measurement can be trusted, meaning that, if several measurements are carried out on the same group, relatively similar results are obtained (Azwar, 2000: 3). In this study, a reliability test was conducted using the Cronbach Alpha Formula technique and SPSS 18.0 for Windows program.

#### D. Data Collection Technique

Data collection is a crucial stage in any study. Mistakes in data collection can lead to inaccurate research data, leading to flawed conclusions. Therefore, data collection requires careful planning.

The steps taken by the author in collecting this data are:

1. The researcher asked the principal for permission to conduct research at the school.
2. After getting permission, the researcher entered the class.
3. The researcher explains to the students about the material to be researched.
4. After the researcher distributed the test questionnaire to be filled out by the students
5. After the students finished, the researcher collected the students' answer sheets to be analyzed and scored

### III. RESULTS AND DISCUSSION

#### A. Research Result

After the learning process was completed, the researcher distributed tests to all students in the study sample. After the students completed their answers, the researcher collected their answer sheets for analysis. In data processing, the second test result was as follows: for achievement motivation data, a questionnaire with 40 items was used; for the ability test using sentence structure, an objective test with 40 questions was used. After being tested on 40 students, there were 10 invalid achievement motivation questionnaire items, so only 30 questionnaire items were used in this study. Likewise, for the ability test using sentence structure, there were 15 invalid items; therefore, the test used in this study included only 25 questions.

Table 1. Frequency Distribution of Scores to use Sentence Structures

No	Class Interval	Frequency	Percentage
1	9 – 10	1	1.67%
2	11 – 12	2	3.33%
3	13 – 14	5	8.33%
4	15 – 16	6	10.00%
5	17 – 18	23	38.34%
6	19 – 20	15	25.00%
7	21 – 22	8	13.33%
Amount		60	100.00%

Based on the data in the frequency distribution table of scores for the ability to use sentence structures, it can be concluded that the highest scores obtained by students were in the 17-18 interval class, namely 23 students (38.34%), and in the 19-20 interval class, namely 15 students (25.00%), in the 21-22 interval class, there were 8 students (13.33%), in the 15-16 interval class, there were 6 students (10.00%), in the 13-14 interval class, there were 5 students (8.33%), in the 11-12 interval class, there were 2 students (3.33%), while the smallest score was in the 9-10 interval class, there was one student (1.67%).

Table 2. Frequency Distribution of Achievement Motivation Scores

No	Class Interval	Frequency	Percentage
1	89 – 93	6	10.00%
2	85 – 88	6	10.00%
3	81 – 84	22	36.67%

No	Class Interval	Frequency	Percentage
4	77 – 80	8	13.33%
5	73 – 76	10	16.67%
6	69 – 72	5	8.33%
7	65 – 68	1	1.67%
8	61 – 64	2	3.33%
Amount		60	100.00%

Based on the data in the frequency distribution table of students' achievement motivation scores, it can be concluded that the highest scores obtained by students were in the 81-84 interval class, namely 22 students (36.67%), and in the 73-76 interval class, namely 10 students (16.67%), in the 77-80 interval class, namely 8 students (13.33%), in the 89 interval class-93 and 85-88, namely 6 students each (10.00%), in the 69-72 interval class, namely 5 students (8.33%), in the 61-64 interval class, namely 2 students (3.33%), while the smallest score was in the 65-68 interval class, namely 1 student (1.67%).

Table 3. Frequency Distribution of Expository Writing Scores

No	Class Interval	Frequency	Percentage
1	60 – 65	18	30.00%
2	70 – 75	26	43.33%
3	80 – 85	10	16.67%
4	90 – 95	6	10.00%
Amount		60	100.00%

Based on the data in the frequency distribution table of students' exposition writing scores, it can be concluded that the highest scores obtained by students were in the 70-75 interval class, namely 26 students (43.33%), and in the 60-65 interval class, namely 18 students (30.00%), in the 80-85 interval class, namely 10 students (16.67%), while the smallest score was in the 90-95 interval class, namely 6 students (10.00%).

One of the analytical requirements that must be met for regression analysis is that the data distribution and each variable are normal. The results of the data normality test are presented in the table (see the Appendix). The normality test was performed using the chi-square formula. Data from each variable were considered normal if the L value was greater than the Ltable value, at a significance level of 5%. The following is a summary of the normality test for each research variable: Further calculations are provided in the appendix.

Table 4. Analysis Data Normalities

Research Variables	Df	Count	Table
Ability to use sentence structure	60	0.1364	0.140
Achievement motivation			
Writing exposition	60	0.1168	0.140
	60	0.1288	0.140

The normality test of the student achievement motivation data obtained an L value of 0.1168, and the table value with df = 60 was 0.140 at a significance level of 5%. Therefore, from these results, the calculated L value is greater than the Ltable value, namely,  $0.1168 > 0.140$  at a significance level of 5%. Thus, it can be concluded that the data on student achievement motivation variables were normally distributed at a significance level of 5%. Then, the data on the ability variable to use sentence structures were obtained with an Lcount value of 0.1364, while the Ltable value with df = 60 was obtained with an Lcount value of 0.140 at a significance level of 5%. Thus, the results of the analysis show that the calculated L value is greater than the Ltable value, namely,  $0.1364 > 0.140$  at a significance level of 5%. Thus, it can be concluded that the data on the ability variable to use sentence structure are normally distributed. The data on the exposition writing variable were obtained with an Lcount value of 0.1288, and the table value with df = 60 was obtained with an Lcount value of 0.140 at a significance level of 5%. Thus, the calculated L value is greater than the L table value, that is,  $0.1288 > 0.140$  at a significance level of 5%. Thus, it can be concluded that the data on the expository writing variable were also normally distributed.

To test linearity, a regression equation was used between the independent and dependent variables in the regression equation. In this study, the variable is the ability to use sentence structure, the variable is writing exposition, and the achievement motivation variable is the expository writing variable. The results of the analysis are as follows.

Calculation results for the variables the ability to use sentence structure (X1) with the exposition writing variable (Y) obtained Fcount = 3.72. The Fcount value was consulted with Ftable, obtained Ftable (16:58) at a significance level of 95% ( $\alpha = 0.05$ ) is 1.83. This result shows that  $3.72 > 1.83$  or Fcount > Ftable. Thus it can be concluded that the regression equation  $\hat{Y} = 77.84 - 0.27 X1$  is linear at a significance level of 95% ( $\alpha = 0.05$ ).

The calculation results for the variable achievement motivation (X2) with the exposition writing variable (Y) obtained Fcount = 3.69. The Fcount value was consulted with Ftable, obtained Ftable (16:58) at a significance level of 95% ( $\alpha = 0.05$ ) is 1.83. This result shows that  $3.69 > 1.83$  or Fcount > Ftable. Thus it can be concluded that the regression equation  $\hat{Y} = 86.32 - 0.25 X2$  is linear at a significance level of 95% ( $\alpha = 0.05$ ).

The results of the linearity test between the independent and dependent variables are shown in the following table.

Table 5. Result Liniear Analysis of Regression Line

No	Correlation	F count	Difference	Regression Line
1	X1with Y	3.72	1.83	Linear
2	X2 with Y	3.69	1.83	Linear

The analysis requirements test showed that the scores for each research variable met the requirements of further statistical testing. Prior to hypothesis testing, a correlation analysis was performed between the single independent and dependent variables. Correlation analysis was calculated using the Product Moment Ramus, followed by a t-test to demonstrate the significance of the relationship between the independent and dependent variables in this study. The correlation coefficients between variables are listed in table below.

Table 6. Correlation Coefficient Between Variables

Variables	rhitung	rtable
X1 and Y	0.778	0.226
X2 and Y	0.562	0.266

From the above table, it can be seen that the correlation coefficient between the ability to use sentence structure and expository writing was 0.778. The correlation coefficient between achievement motivation and expository writing is 0.562. Further analysis of each hypothesis in this study is described below.

There was a correlation between the level of ability to use Indonesian sentence structures and the learning outcomes of class students SMP Negeri 2 Satap Pangkatan Academic Year 2025-2026

Based on the correlation calculation between the variable of the ability to use sentence structure and the variable of writing student exposition, a correlation coefficient of  $r = 0.778$  was obtained. Furthermore, a t-test was performed, and the calculated t-value was 9.26. Compared to the t-table based on  $db = 60$ , the obtained t-table was 1.671 at a significance level of 5%. Because the calculated t-value > t-table, namely  $9.26 > 1.671$ , the null hypothesis was rejected, or the alternative hypothesis was accepted. This means that the research hypothesis which reads "There is a correlation between the level of ability to use Indonesian sentence structure and the learning outcomes of class studentsVIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026"accepted at a significance level of 5%.

The coefficient of determination is the square of the correlation coefficient between independent and dependent variables. In this case, the coefficient of determination between the variable of ability to use sentence structure and the variable of expository writing was obtained at  $r = 0.6052$ . This means that 60.52% of the variable of students' expository writing can be explained by the variable of their ability to use sentence structure. The equation of the regression line between the variable of ability to use sentence structure and the variable of students' expository writing is obtained  $\hat{Y} = 77.84 - 0.27 X1$ .

There is a correlation between achievement motivation and student learning outcomes in class VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026

Based on the correlation calculation between the achievement motivation variable and student exposition writing variable, a correlation coefficient of  $r = 0.562$  was obtained. Furthermore, a t-test was conducted to obtain a t-value of count = 5.07. Then, by looking at the table based on  $db = 60$ , ttable is obtained as = 1.671 at a significance level of 5%. Because the calculated tvalue > ttable, namely  $5.07 > 1.671$ , the alternative hypothesis is accepted. This means that there is a correlation between achievement motivation and student learning outcomes in class VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026at a significance level of 5%.



The coefficient of determination is the square of the correlation coefficient between independent and dependent variables. In this case, the coefficient of determination between the achievement motivation variable and expository writing was  $r = 0.3158$ . This means that 31.58% of the students expository writing variables can be explained by their achievement motivation. The equation of the regression line between the achievement motivation variable and the student's expository writing variable is obtained as  $\hat{Y} = 86.32 - 0.25 X_2$ .

There is a correlation between the level of ability to use Indonesian sentence structures and achievement motivation together with the learning outcomes of class students. VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026.

Based on the correlation calculation between the achievement motivation variables and the ability to use sentence structure, together with the student's exposition writing variable, a correlation coefficient of  $r = 0.474$  was obtained. Furthermore, a t-test was conducted to obtain a t-value of 8. Then, by looking at the table based on  $df = 60$  and  $t_{table} = 3.17$  is obtained at a significance level of 5%. Because the calculated tvalue  $> t_{table}$ , namely,  $8 > 3.17$ , the null hypothesis is rejected or the alternative hypothesis is accepted. This means that the research hypothesis, which states that "there is a correlation between the level of ability to use Indonesian sentence structures and achievement motivation simultaneously on the learning outcomes of class students" VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026" is accepted at a significance level of 5%.

The coefficient of determination is the square of the correlation coefficient between independent and dependent variables. In this case, the coefficient of determination between the achievement motivation variable and the ability to use sentence structure together in writing student expositions obtained  $r^2 = 0.2246$ . This means that 22.46% of the variables in writing student expositions can be explained by the variables of achievement motivation and ability to use student sentence structures together. The equation of the linear regression line between the variables of writing expositions with the variables of achievement motivation and the ability to use sentence structures together is obtained, namely  $\hat{Y} = 87.42 - 0.25 X_1 - 0.27 X_2$ .

Partial correlation aims to examine the pure relationship between independent and dependent variables when other variables are controlled.

Table 7. Partial Correlation			
Correlation	Partial Correlation Coefficient	Calculated price	Price table (5%)
X12Y	0.847	11.91	1,671
	0.713	7.59	1,671

The results above show a partial relationship between the variable of the ability to use sentence structures and writing student expositions; when the achievement motivation variable is controlled, a partial correlation coefficient of 0.847 is obtained. The calculated t-value is 11.91 and the t-table with  $df = 60$  is 1.671. Because the calculated t is greater than the t table, namely  $11.91 > 1.671$ , this means that the relationship between the ability to use sentence structures and writing student expositions is significant when the achievement motivation variable is controlled at a significance level of 5%.

Regarding the relationship between the achievement motivation variable and exposition writing, when the variable of ability to use sentence structure is controlled, a partial correlation coefficient of 0.713 is obtained. Furthermore, the significance of the partial relationship was tested using the t-test, and the calculated t was 7.59, whereas the t table with  $df = 60$  was 1.671 for a significance level of 5%. Because  $t_{count} > t_{table}$ , namely  $7.59 > 1.671$ , the relationship between achievement motivation and exposition writing is significant when the variable of ability to use sentence structure is controlled at a significance level of 5%.

### B. Discussions

The results show a relationship between achievement motivation and students' expository writing. These results prove that the ability to use sentence structure is good enough to improve students' expository writing, especially in grade students VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026. Furthermore, students' ability to use sentence structures has a significant relationship with their expository writing.

Based on the data description and level of data trends in this study, it was found that students' sentence structure skills were generally classified as quite good. These results suggest that students' sentence structure skills can be improved or at least maintained, so that their expository writing can be maintained and even improved. Furthermore, based on the analysis of the achievement motivation data, class students VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026 is still classified as sufficient. Based on this

data, students' achievement motivation still needs to be improved. Increasing achievement motivation will result in improved student expository writing (Hasibuan & Sutikno, 2024).

The research findings generally indicate a positive and meaningful relationship between independent and dependent variables. The independent variables in this study were achievement motivation and sentence structure skills, whereas the dependent variable was students' expository writing. These findings are presented in detail below:

The ability to use sentence structures had a significant relationship with students' expository writing. This conclusion was obtained from the calculation results, that is, the calculated  $r$  value = 0.778 at an alpha level of 5%.

Achievement motivation had a significant relationship with students' exposition writing. This conclusion was obtained from the calculation results, namely, the calculated  $r$  value of = 0.562 at an alpha level of 5% (Al-Nawasreh, 2025).

The ability to use sentence structure and achievement motivation together had a significant relationship with students' expository writing. This conclusion was obtained from the calculation results, that is, the calculated  $r$  value = 0.474 at an alpha level of 5%.

From the results of the analysis of the relationship between the variables of the ability to use sentence structure and achievement motivation with expository writing variables, it appears that the relationship between the ability to use sentence structure is greater than the achievement motivation in expository writing. This may be because the ability to use sentence structure plays a greater role in improving expository writing skills than students' achievement motivation. However, in principle, achievement motivation and the ability to use sentence structure are combined (together) in class students. VIII SMP Negeri 2 Satap Pangkatan Labuhan Batu Regency Academic Year 2025-2026 will result in writing a better exposition than just one of those variables.

#### IV. CONCLUSIONS

The correlation between the level of ability to use Indonesian sentence structures and the learning outcomes of class VIII students of SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency in the 2025-2026 academic year is 0.778 at the 5% alpha level. The correlation between achievement motivation and learning outcomes of class VIII students of SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency in the 2025-2026 academic year is 0.562 at the 5% alpha level. The correlation between the level of ability to use Indonesian sentence structures and achievement motivation, together with the learning outcomes of class VIII students of SMP Negeri 2 Satap Pangkatan, Labuhan Batu Regency in the 2025-2026 academic year is 0.474 at the 5% alpha level.

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"No external funding was received for this study."

#### Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

#### Data Access Statement

No datasets were generated or analyzed during the current study

#### Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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