

THE IMPACT OF TEACHER-STUDENTS RELATIONSHIP ON ENGLISH STUDENTS' MOTIVATION: A SURVEY ON THE FIRST YEAR ENGLISH DEPARTMENT STUDENTS

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ABSTRACT

The quality of teacher-student relationships in English as a Foreign Language (EFL) settings significantly impacts student motivation and success. This study examines the relationship between teacher-student relationships and motivation of English language learners (ELLs) at Mataram University. The research used a survey design. The sample of the study was 52 students. Structured interviews were done with 10 participants to gather qualitative data. The findings show that lecturers at FKIP University of Mataram exhibit positive attitudes that positively influence student motivation, such as optimism, patience, fairness, honesty, strong expertise, praising, appreciative and responsibility. However, high expectations and material support from lecturers do not directly translate into increased motivation. The study revealed the importance of lecturers' supports to student motivation and success. Future research should explore additional factors and contexts that influence these relationships, leading to more tailored approaches and a supportive atmosphere for language acquisition and student success.

Keywords: Teacher Student Relationship, Student' Motivation, Survey.

ABSTRAK

Kualitas hubungan guru-siswa dalam lingkungan Bahasa Inggris sebagai Bahasa Asing (EFL) berdampak signifikan terhadap motivasi dan keberhasilan siswa. Penelitian ini mengkaji hubungan antara hubungan guru-siswa dan motivasi pembelajar bahasa Inggris (ELLs) di Universitas Mataram. Penelitian ini menggunakan desain survei. Sampel penelitian ini adalah 52 siswa. Wawancara terstruktur dilakukan terhadap 10 partisipan untuk mengumpulkan data kualitatif. Temuan penelitian menunjukkan bahwa dosen FKIP Universitas Mataram menunjukkan sikap positif yang mempengaruhi motivasi mahasiswa secara positif, seperti optimisme, kesabaran, adil, jujur, keahlian yang kuat, memuji, menghargai dan tanggung jawab. Namun harapan yang tinggi dan dukungan materi dari dosen tidak serta merta meningkatkan motivasi. Hasil penelitian mengungkapkan pentingnya dukungan dosen terhadap motivasi dan keberhasilan mahasiswa. Penelitian di masa depan harus mengeksplorasi faktor-faktor dan konteks tambahan yang mempengaruhi hubungan ini, sehingga menghasilkan pendekatan yang lebih disesuaikan dan suasana yang mendukung penguasaan bahasa dan keberhasilan siswa.

Kata kunci: Hubungan Guru dengan Siswa, Motivasi Siswa, Survei.

A. Introduction

In an English as a foreign language (EFL) setting, the quality of the relationships between teachers and students is a key factor that has a significant impact on their motivation and success. Previous research has shown that positive teacher-student relationships can lead to increased engagement, better academic performance, and higher levels of motivation among ELLs. Additionally, understanding the specific challenges faced by ELLs in the language learning process can help educators tailor their teaching methods to support these students better.

A recent study showed that there is a strong link between how well a teacher and students communicate and how motivated the student is to learn. For example, An et al. (2021) examined the relationship between friendship between a teacher and a student and the motivation of the student. They found a strong link between the two. This suggests that fostering positive relationships between teachers and ELLs can have a significant impact on

academic success and motivation. By recognizing and addressing the unique challenges faced by ELLs, educators can create a supportive learning environment that promotes both language acquisition and overall student well-being. Additionally, research has shown that when ELLs feel a sense of belonging and connection with their teachers, they are more likely to engage in the learning process and persist in their academic pursuit. This highlights the importance of building trust and rapport among ELL students to enhance their motivation and success in the classroom.

Similarly, Hughes et al. (2023) examined how relationships between teachers and students affected the motivation of middle school students over time. They found that a good relationship with teachers increased students' intrinsic motivation, as well as their persistence and interest in academic tasks. Yang et al.'s systematic reviews of different studies on teacher-student relationships and student motivation in a meta-analysis in 2022 confirmed a strong and consistent link between

rapport and more student motivation across different educational levels and cultural settings. Recent studies show that building a good relationship between a teacher and a student is an important way to motivate students and increase their interest in learning. Additionally, research has shown that positive teacher-student relationships can lead to improved academic performance and overall well-being of students. These findings highlight the crucial role of fostering strong connections between educators and learners in enhancing student motivation and engagement in the classroom.

Other studies have pointed out how important it is for teachers and students to communicate well for learning to go well. Researchers such as Roorda et al. (2011) have found that when teachers and students communicate well, they are more likely to be interested in school and do well in their classes. Additionally, students who communicate well with their teachers tend to have a better sense of self-worth and self-esteem and feel more at home in the classroom. Wentzel (2010) These create a safe and inclusive learning

setting where students feel free to share their ideas and opinions. This encourages active participation and constructive discussions. Baker et al. (2008) found that when teachers and students communicate well, they are less likely to act out and more likely to ask for help and support from their teachers. Overall, the study shows how important it is for teachers and students to communicate to create a good learning environment that helps students stay motivated and do well in school. When students feel that they know and can trust their teachers, they are more likely to participate in class discussions. They may ask for help when they need it or see academic difficulties as opportunities to grow instead of problems. A strong relationship between a teacher and student can also make the classroom a place where everyone feels valued and honored.

However, when teachers and students do not communicate, they have a number of negative effects on student motivation. First, students may think that the classroom is not a friendly place, which can make them feel unfriendly and isolated. Second,

if a teacher and student do not have a good relationship, the students might be afraid to ask questions or ask for help. They were afraid that their teachers would judge them or give them bad marks. Because of this, students might stop interested in learning. This can slow their growth in schools. In addition, if they do not communicate well with your teachers, you might not be as interested in the subject matter. Students are more likely to be interested in learning when they feel that they know the teacher and are interested in what they are teaching. A teacher's lack of enthusiasm can spread to all their students, making them less interested in the topic and less likely to study it on their own. Therefore, it is important for teachers to show passion and enthusiasm for their subjects to keep students engaged and motivated. Building strong relationships with students can also help create a positive learning environment in which students feel comfortable asking questions and participating in class discussion. This can ultimately lead to better academic performance and more enjoyable learning experiences for everyone involved.

Another important point is that the relationship between teachers and students has become an important part of the learning process. This has a significant effect on the motivation and interest of a student in learning. A good relationship between teachers and students can make the classroom a good place to learn, which can boost student motivation and help them do well in school. On the other hand, a lack of rapport can lead to less drive, engagement, and success in school. By understanding how the relationship between a teacher and a student affects a student's motivation, teachers and policymakers can take steps to improve the quality of interactions between teachers and students, which will lead to a more positive and enriching learning atmosphere. These problems with adaptation may make students feel less sure about their coursework and affect their general learning. To help students move into new learning environments and fit in well, lecturers and institutions need to give them the right support and tools tailored to their needs. These problems can make students less motivated, which can make them less interested and

engaged, and make it harder for them to learn a language. By providing personalized support and resources, students can feel more confident and motivated to succeed on their language learning journey. Additionally, creating a welcoming and inclusive environment can help students feel more comfortable and encourage them to participate actively in language classes.

The impact of teacher-student relationships on the motivation of English language learners is a crucial topic in the field of language education, particularly in a multilingual and culturally diverse country such as Indonesia. In recent years, researchers have recognized the significance of understanding how the quality of interactions between teachers and students affects learner motivation and language proficiency. This literature review aims to provide an overview of previous studies that have investigated the link between teacher and student relationships and the motivation of English language learners in Indonesia. By examining the findings of these studies, we can gain insights into effective strategies for fostering positive teacher-student

relationships that enhance motivation and language learning outcomes. Additionally, exploring the cultural nuances and unique challenges faced by English language learners in Indonesia can offer valuable perspectives for educators seeking to create inclusive, supportive learning environments.

Rahman et al. (2017) conducted a mixed-methods study in several Indonesian schools to investigate the correlation between teacher-student relationships and the extrinsic motivation of English language learners. They collected the data through surveys and classroom observations. The findings revealed a strong positive correlation between supportive teacher-student relationships and learners' extrinsic motivation, indicating that a nurturing classroom environment can enhance learners' desire to attain external rewards, such as grades and recognition. Furthermore, the study found that students who felt connected to their teachers were more likely to actively participate in class activities and engage in the material. This highlights the importance of fostering positive

teacher-student relationships to promote student motivation and engagement in learning.

Tan and Lim (2018) conducted a longitudinal study focusing on the impact of teacher-student relationships on the motivation and language proficiency of English language learners in Indonesia. Over a two-year period, they collected data from diverse groups of learners. The results indicated that sustained positive teacher-student relationships positively influenced learners' intrinsic motivation, leading to better language proficiency outcomes over time. This study highlighted the importance of consistent teacher support in sustaining learners' motivation throughout their language learning journey. This study provides valuable insights for educators and policymakers seeking to enhance English language learning outcomes for students in Indonesia. Future studies could explore additional factors that contribute to successful teacher-student relationships and their impact on language proficiency.

Previous studies on the impact of teacher-student relationships on the

motivation of English language learners in Indonesia have consistently emphasized the positive effects of supportive and nurturing teacher-student interactions. These studies highlight the crucial role that teachers play in fostering a motivating classroom environment and enhancing learners' language proficiency. Understanding the significance of teacher-student relationships can inform language educators and policymakers in designing effective language education programs to meet the diverse needs of Indonesian learners. Further research is encouraged to explore additional factors and contexts that may influence the relationship between teacher and student interactions and language learner motivation. This could lead to more tailored approaches that address the specific challenges faced by students in different learning environments. By continually evaluating and adapting teaching strategies, educators can create a supportive atmosphere that promotes language acquisition and student success.

Thus far, the literature reviewed here consistently supports the notion that teacher-student rapport significantly influences student motivation. Positive relationships between teachers and students enhance intrinsic motivation, academic self-efficacy, and persistence in learning. Moreover, the findings emphasize the enduring impact of rapport on students' long-term motivation and academic achievement. These insights underscore the importance of cultivating strong teacher-student relationships and adapting rapport-building strategies to meet the challenges of diverse educational contexts, including online learning environments. By fostering positive connections with students, educators can effectively promote student motivation and create more engaging and rewarding learning experiences. This can ultimately lead to improved academic outcomes and overall success. Therefore, investing time and effort into building rapport with students can have significant benefits for both educators and learners. This review provides valuable insights for educators seeking to create a supportive and engaging learning

environment for their students. Research has consistently shown that positive teacher-student relationships are associated with numerous benefits for learners, including increased engagement, enhanced academic performance, and greater motivation to learn (Pianta, 1999; Roorda et al., 2011). These relationships serve as critical support systems for ELLs, who may face unique challenges in the language-learning process due to linguistic and cultural differences (Gregersen & MacIntyre, 2014). Effective communication and rapport building are essential components of positive teacher-student relationships. Teachers who establish open and supportive channels of communication with ELLs create a conducive learning environment in which students feel valued, respected, and comfortable taking risks in language use (Wentzel, 2002). Such an environment fosters ELLs' motivation as they develop a sense of belonging and confidence in their language abilities. This positive teacher-student relationship can also lead to increased engagement and participation in online learning activities. Additionally, it can help

ELLs develop stronger language skills through meaningful interaction with their teachers.

This literature review highlights the crucial role that teacher-student relationships play in influencing the motivation of English language learners. Positive and supportive relationships with teachers contribute to increased engagement, persistence, and positive attitudes towards language learning. By focusing on effective communication, emotional support, high expectations, cultural sensitivity, and anxiety reduction, teachers can create an inclusive and motivating learning environment for ELLs, ultimately enhancing their language acquisition and overall success in language learning. Further research in this area is essential to gain a more comprehensive understanding of the mechanisms behind the impact of teacher-student relationships on ELLs' motivation and how it may vary across different cultural and linguistic contexts.

The present study uses Expectancy-Value theoretical framework as the basis for examining

the phenomena investigated. Expectancy refers to an individual's perception or belief regarding the likelihood or probability of a specific outcome occurring as a result of engaging in a particular behavior. It encompasses a person's subjective assessment of their own capabilities and the perceived difficulty of the task. In this context, the term value represents the subjective importance or desirability that an individual places on the anticipated outcome of a behavior. It includes various factors such as personal preferences, intrinsic interest, social approval, and potential rewards or consequences. For example, if a student highly values good grades and sees academic success as crucial for their future, they may be more motivated to study and excel in their studies. The interaction between expectancy and value is crucial for determining an individual's motivation and behavioral choices.

According to Expectancy-Value Theory, people's motivation to learn a language depends on their expectations for their chances of succeeding (expectancy) and the value they place on their personal

language learning outcomes (value). Learners who perceive language learning as feasible and valuable are more likely to be motivated and invest effort into the learning process. The theory posits that motivation can be understood by considering both the expectancy and value components. If someone believes that they have a high chance of success (high expectancy) and highly value the anticipated outcome, they are more likely to be motivated to engage in the behavior. The underlying tenet of Expectancy-Value Theory is that a person's expectation of achieving a desired outcome and the value they place on that outcome determines their behavior. Conversely, if an individual perceives a low chance of success or finds the expected outcome unappealing, their motivation to perform the behavior will be diminished. The theory assumes that people are rational decision makers who weigh the potential benefits and probabilities of success before deciding whether to act.

B. Research Method

This study uses survey research design. The purpose of this survey

research is to examine the relationship between teacher and student relationships and the motivation of English language learners (ELLs). This study investigated how the quality of teacher-student relationships influences the level of motivation among ELLs in an educational setting. By exploring this correlation, this study aims to provide valuable insights for educators and policymakers to enhance the learning experience and academic achievement of ELLs. A correlational research design investigates the relationships between variables without controlling or manipulating any of them. Data may be collected through a variety of methods, such as observation, interviews, online surveys, questionnaires, or measurements, suggesting relationships by gender, age, level of experience, and so on. If changes induced in a variable lead to changes in another variable, the researcher is in a position to say that there is a causal relationship between the two variables. According to Creswell (2012), quantitative research explains phenomena by collecting numerical data that are analyzed using

mathematically based methods (in particular, statistics). The respondents for this study were 52 ELL first-year English Department Students of Mataram University registered in the academic year 2022/2023. ELL for the first few years was chosen based on the consideration that these students were in the first semester, so they were motivated to choose English as their major of study. It was assumed that they were already basic in English. The subjects were categorized into population and sample groups.

This study adopted a quantitative approach to achieve the research objectives. The survey design was utilized to gather the necessary quantitative data. To enhance the findings of the quantitative data, the researcher also conducted a structured interview with 10 students to acquire more in-depth information from the survey results. This research therefore incorporates two forms of data, namely survey data and interviews. The combination of survey and interview was anticipated to provide a more comprehensive understanding and

explanation of the phenomena observed in this study. The rationale for this is that the issue of implementing online-based learning necessitates explanation not only in numerical form but also through narrative descriptions. The use of interview data was intended to uncover the underlying reasons, opinions, and motivations related to the issues observed. Through this research approach, it is hoped that the challenges associated with the phenomenon of student-teacher relationship can be revealed in greater detail.

By using a survey study design, the researcher collected, analyzed, and compared the data obtained for this study. This research design was chosen because it enables the researcher to investigate student-teacher relationship in the research site. Through this design, the researcher hopes to be able to explain the phenomenon under investigation. The researcher considered various factors when using the survey method for this study, including the feasibility of the method, the potential for obtaining reliable and valid data, and the ability

to generalize the findings to a larger population. Additionally, the researcher ensured that the survey questions were clear and unbiased to avoid any potential influence on the results. By providing fixed answers to questions, the questionnaire of survey was highly cost-effective and time saving. Prior to administering the survey, the researcher sought validation of his instrument to his supervisors in order that his instrument was academically accountable.

The research data were obtained through a number of activities in the field, such as (1) distributing questionnaires and (2) doing in-depth interviews. The questionnaires were distributed to all respondents with the aim of collecting their perceptions regarding their relationship with their teachers. Out of the total respondents, 10 students were targeted as the informants for the interviews. To comply with the Government's regulation, the interviews were conducted using tight health protocols.

In the survey, the researcher utilized closed-ended questions to

limit the responses from the respondents. The self-administered survey instrument was provided to the respondents so they could answer the questions independently. To ensure understanding, the researcher provided written directions and information about how to respond to the survey form. The survey was designed to be completed quickly, taking no longer than 15 minutes. The survey was administered after receiving approval from the research supervisors. Following the collection of data from the questionnaire, the researcher conducted structured interviews with first year English students to gather additional data. The structured interviews took approximately 15 to 20 minutes to complete, and the researcher obtained permission from the participants before conducting the interviews. An interview guide was provided to the participants prior to the interviews.

The data analysis employed two primary sources of data: questionnaires and interviews. The data were collected from various teachers and schools. The researcher conducted a descriptive analysis of

the questionnaire data by calculating the percentage of occurrence. This involved a straightforward calculation of the percentage of responses received from the survey. The results of the questionnaire survey were subsequently analyzed to determine if the teachers' adaptation to online learning practices aligned with the theory presented in Chapter I. To ensure a systematic approach to data calculation, the researcher utilized the formula recommended by Arikunto (2014) to calculate the survey results per item as follows:

n = the number of respondents who answer the questionnaires

N = the total number of the respondents.

100% = the Constanta

Notes: P = the score result.

The data obtained from interviews were utilized to supplement the outcomes of the survey. This analysis enabled the researcher to gain a precise and in-depth understanding of the subject or phenomenon being studied. The collected data was transcribed,

categorized, and arranged to address the research questions. This process encompassed an extensive evaluation of the narrative information gathered from the interviews. The researcher's objective was to employ this method of data analysis to reinforce the survey's findings.

C. Findings And Discussion

Demographic information of the respondents

The research surveyed a total of 52. Based on the demographic information shown above, the respondents based on age are consists of 10 participants were 18 years old, 14 were 19 years old, and 19 were 20 years old. Additionally, 9 participants were older than 20. The data also revealed the gender distribution, with 20 males and 32 females participating in the study. Summary of the demographic information can be found in the following table:

Gender		
Male	20	38,46%
Female	32	61,54%
Total	52	100%
Age		
18	10	19.23%

19	14	26.92%
20	19	36.54%
>20	9	17.31%
Total	52	100%

Table 1: Demographic information of the respondents

The results of the survey highlight how important instructors' attitudes are in influencing students' motivation. The most impactful quality is clearly effective communication, as seen by the remarkable 76.92% of students who agree or strongly agree on its positive impacts. This suggests that students strongly prefer lecturers to communicate in a clear and interesting way, and that lecturers play a critical role in encouraging student engagement and learning. Further, responsibility receives strong approval (71.15% of students recognizing its positive impact). This emphasizes how important it is for lecturers to act responsibly, as it suggests that students respect consistency and responsibility from their teachers, which raises their motivation to learn, which also supported by the statement from one of the student the authors interviewed before. The statement goes "Teaching and ensuring that students

can receive lessons well is one of the responsibilities of the lecturer, right? So if the lecturer is responsible, it must have covered all the other aspects." This means that if a lecturer is truly responsible, their sense of duty inherently encompasses all other important aspects of effective teaching. This implies that responsibility is not just about fulfilling basic teaching duties but also involves ensuring that students understand the material, fostering a positive learning environment, and displaying qualities like patience, appreciation, and strong subject expertise.

Furthermore, honesty and optimism are highly valued as well; almost 67.31% of students agree or strongly agree that they have a motivating effect. This indicates that students perceive professors with honesty and optimism to be very valuable, as these qualities help them learn. Based on the data, it can be seen that students place a high value on good communication, responsibility, honesty, and optimism, all of which have a favorable impact on their motivation. These qualities improve the possibility that lecturers will create more conducive and interesting

learning environments, which will boost student motivation and academic performance. The data shown in Table 2 below the influence of lecturer attitudes on students' learning motivation across eight specific traits. Each row represents a different attitude exhibited by lecturers, while each column represents a level of agreement, ranging from strongly disagree to strongly agree.

Influence of Lecturers' Attitude

Attitudes shown by Lecturers		SDA	D	N	A	SA
1	Optimistic	3.85%	9.62%	19.23%	38.46%	28.85%
2	Patient	5.77%	9.62%	19.23%	48.08%	17.31%
3	Appreciative	7.69%	13.46%	19.23%	38.46%	21.15%
4	Fair	5.77%	11.54%	19.23%	38.46%	25.00%
5	Honest	3.85%	9.62%	19.23%	48.08%	19.23%

6	Strong subject expertise.	7.69%	11.54%	19.23%	42.31%	19.23%
7	Communicate effectively	3.85%	7.69%	11.54%	26.92%	50.00%
8	Responsible	5.77%	9.62%	13.46%	26.92%	44.23%

Table 2 Perceived influence of Lecturers' Attitude

Based on the survey data regarding students' preferences for lecturer attitudes, three traits stand out as most influential in the classroom setting, each reflecting a key aspect of effective teaching. Patient is the attitude most valued by students, with a significant 67.31% either agreeing (48.08%) or strongly agreeing (19.23%) that this trait enhances their learning experience. This indicates that students greatly appreciate when lecturers are patient, allowing them the time needed to understand course material and ask questions, thereby creating a more inclusive and supportive learning environment. Appreciative follows closely, garnering similar levels of approval, with 65.39% of students either agreeing (48.08%) or strongly

agreeing (17.31%). This reflects the importance students place on recognition and positive reinforcement from their lecturers, suggesting that when students feel valued and appreciated, their engagement and motivation in class increase, which also supported by the statement from one of the student the authors interviewed before. The statement goes, "Student appreciation and moral support. because I get down easily, so I think if I'm not properly supported, especially if my efforts are not appreciated, I can't really be motivated to learn." This reflects a personal sentiment from a student regarding the importance of receiving appreciation and moral support in an educational setting. The student acknowledges a tendency to feel discouraged easily and highlights how critical it is for them to be recognized and supported by their educators. They emphasize that without such recognition and support—especially in terms of their efforts being appreciated—they struggle to find motivation to learn. Essentially, this underscores the role of positive reinforcement and emotional support in fostering a

student's motivation and overall ability to engage and succeed in their studies.

Strong subject expertise also scores highly, with an identical approval rate of 67.31% (48.08% agree, 19.23% strongly agree), demonstrating that students place a high value on lecturers who are knowledgeable and skilled in their subject areas. This expertise not only builds trust and credibility but also enhances the learning process by providing clear, authoritative insights into the subject matter.

Lecturers Attitude

Attitudes shown by Lecturers

		SDA	D	N	A	SA
1	Optimistic	9.62%	13.46%			
		19.23%		38.46%		
		19.23%				
2	Patient	3.85%	9.62%			
		19.23%		48.08%		
		19.23%				
3	Appreciative	3.85%	11.54%			
		19.23%		48.08%		
		17.31%				
4	Fair	7.69%	15.38%			
		23.08%		38.46%		
		15.38%				

5	Honest	5.77% 11.54%
		19.23% 44.23%
		19.23%
6	Strong subject expertise.	
		3.85% 9.62% 19.23%
		48.08% 19.23%
7	Communicate effectively	
		5.77% 11.54% 19.23%
		48.08% 15.38%
8	Responsible	7.69% 11.54%
		19.23% 34.62%
		26.92%

Tabel 3 Students Preferences of Lecturers' Attitude

These findings suggest that traits which foster a supportive, engaging, and knowledgeable classroom atmosphere are most likely to enhance student learning and motivation. The importance of patience, appreciation, and subject expertise highlights what students value most in their interactions with lecturers, pointing to these as key areas for educators to focus on to improve their teaching effectiveness. Based on the interview result, one of the respondents stated that "Appreciation for students, moral support, because I easily feel down, so if not supported, especially if efforts are not appreciated, I can't really be motivated to study." Based

on this result, it means that they need recognition and encouragement from others, like their teachers or family, because they tend to feel discouraged easily. Without this support, especially if their efforts are not recognized, they find it hard to stay motivated to study. One of the interviewees stated that "Moral support, you know. Because, in my opinion, moral support should include supporting students' success in learning. It's logical that if their morale isn't good, it's almost impossible for their academics to be pursued." From this response, one of the students highlighted the importance of moral support, stating that it should encompass helping students succeed in their studies. They argue that if students' morale is low, it is highly unlikely they'll be able to focus on their academic pursuits effectively. Another interviewee stated "In my opinion, academic support from professors is crucial because it helps me understand the material better. Besides, it's their main duty as educators, so my primary expectation is for professors to assist me academically." This means that the student believes it's really important to get help from their lecturers with

their studies because it makes it easier for them to understand the subjects they're learning. They think it is the main job of lecturers to teach and support students academically, so they expect them to do it. Another important quote was expressed by one of the informants, "Responsible, in my opinion, teaching and ensuring that students can understand the lessons well is one of the responsibilities of a lecturer, right? So, if the lecturer is responsible, it definitely covers all other aspects, you know." The student expressed their belief that it was part of a lecturer's duty to teach effectively and make sure students grasp the material. They said that if the lecturer fulfilled this responsibility well, it automatically covered taking care of other aspects related to teaching and supporting students. In essence, they emphasized the importance of effective teaching as a fundamental aspect of a lecturer's responsibility. Another interviewee also shared a similar perspective by stating "Responsibility is important because a good lecturer should surely responsible for their students". The student stated that responsibility is important, especially for a good

lecturer. They believe that a responsible lecturer takes care of their students and their needs. This implies that they expect lecturers to be accountable for guiding and supporting their students effectively.

Discussion

Based on the findings of this research, it is evident that students perceive their lecturers as exhibiting optimistic attitudes and helps them to be optimistic. This perception is reflected in the responses of the surveyed students, where a considerable number indicated agreement or strong agreement with statements related to their lecturers' optimism. The students also agreed that Optimistic attitudes help and motivates them in learning. Optimistic attitudes from lecturers can create a conducive learning environment characterized by encouragement, positivity, and support. Students may feel more inspired and motivated to engage in learning activities when they perceive their lecturers as optimistic about their potential for success. Optimism, a key aspect of positive psychology, has been shown to significantly influence one's overall well-being. It correlates with desired

outcomes such as maintaining high moral standards, good physical health, and achieving success (Muslim, 2021). These findings go in line with the result of Ramli's (2023) research which found that Optimism plays a crucial role in determining success across various domains including work, health, social interactions, and education (Ramli, 2023).

This research also found that the lecturers in the study are perceived to be patient towards their students. Students who perceive their lecturers as patient are more likely to feel supported and understood in their learning journey. Patience from lecturers is needed when students failed to do tasks, this allows and give students the time and space they need to comprehend complex concepts, ask questions, and seek clarification without feeling rushed or pressured (Zhang, 2022). This conducive learning environment fosters a sense of comfort and safety, encouraging students to engage actively in their studies and take intellectual risks. Moreover, patient lecturers are more likely to provide thorough explanations, offer additional assistance, and adapt their

teaching strategies to meet the diverse needs of students, thus promoting a positive learning experience overall (Zhang, 2022). This finding goes in line with the findings of Meric's (2023) research result which found that lecturers' patience serves as a predictor of a success in teaching, because it significantly related to classroom management skills (Meric, 2023).

The findings also indicate how students perceive the attitudes of their lecturers, specifically in terms of valuing students' input and efforts. Based on the data provided, it apparent that the lecturers of FKIP University of Mataram do demonstrate the attitude of valuing students' input and efforts. Valuing attitude towards student motivation emphasizes the importance of recognizing and respecting the individual worth and contributions of each student. When lecturers convey a genuine appreciation for their students' efforts, ideas, and perspectives, it cultivates a sense of belonging and significance within the academic community. Students who feel valued by their lecturers are more likely to develop confidence in their abilities, take ownership of their

learning, and strive for excellence. Additionally, a lecturer's demonstration of valuing attitude can inspire students to actively participate in class discussions, share their insights, and pursue academic goals with enthusiasm and determination. Valuing is closely tied to respects, according to Asseraji (2019) teacher as a role model should value the students opinion, and serves as a role model to benefit the learning process.

Based on the data of the findings it is evident that students perceive their lecturers as fair and unbiased in their approach. The high percentages of students who agree or strongly agree with statements indicating fairness and non-discrimination suggest a prevailing sentiment among students regarding the lecturer's behaviors. This perception of fairness contributes positively to the students' overall learning experience and motivation. When students feel that they are being treated fairly and without bias, they are more likely to feel valued, respected, and motivated to actively participate in their learning. Fairness in the classroom can foster an environment of trust and respect

between students and their lecturer, leading to increased engagement and academic success. Therefore, the lecturer's fair approach appears to have a significant impact on students' motivation to learn, as indicated by the high agreement percentages in the data. This findings goes in line with Caglar (2013) research result which found that there is a high correlation between fairness shown by lecturers will affects the students learning motivation. Fairness also needed to prevent the students feels alienated (Caglar, 2013)

Research findings also illustrates that students perceive material support provided by lecturers as having a low impact on their learning motivation. Despite this, they view the availability of learning materials used by the lecturer as having a medium impact on their motivation to learn. This suggests that while the direct provision of material support may not significantly influence their motivation, the availability and accessibility of learning materials contribute to their overall learning experience to some extent. Students prioritize factors other than material support when it comes to their motivation to learn.

Material support are more relevant when given by parents and the institution instead of lecturers, students are more motivated to learn if their parents support them in their studies. Parents' financial support and students' motivation has a significant relationship (Moneva, 2020).

Lastly, the data also shown the significance of trust and responsibility in shaping student motivation within the academic context. Trust between students and lecturers emerges as a crucial factor, with both parties placing value on mutual trust. When students trust their lecturers and vice versa, it fosters a positive and supportive learning environment where students feel valued, respected, and empowered to take ownership of their learning journey. This mutual trust contributes to heightened motivation levels among students, as they are more likely to engage actively in their studies, seek guidance when needed, and demonstrate a willingness to explore new ideas and concepts. Bostrom (2023) emphasises that successful learning takes place in educational encounters characterised by trust, therefore in order to achieve and

build students motivation, lecturers' need to gain the trust of their students (Bostrom, 2023). Overall, the preference for these three lecturers' attitudes highlights students' recognition of the role that lecturers play in students' academic and personal development. By prioritizing academic support, responsibility, and moral support, lecturers can create a positive and empowering learning environment that helps to build student motivation, engagement, and success.

D. Conclusion

The findings of this research show that lecturers at FKIP University of Mataram, as perceived by students, exhibit a wide range of positive attitudes that positively influence student motivation. These include optimism, patience, fairness, honesty, strong expertise, praising, appreciative, and responsibility. These attitudes are perceived by the students as attitudes that significantly affected and help them build their motivation. However, it is noteworthy that while high expectations from lecturers are appreciated, they do not necessarily translate directly into increased student motivation.

Additionally, the provision of material support by lecturers is not considered a significant factor in motivating students according to the students' perspective.

This research also found the significance of specific lecturer attitudes that resonate most with students at FKIP University of Mataram. Academic Support, Responsible, and Moral Support emerged as the most preferred attitudes among students. This indicates that students highly value lecturers who actively assist them academically, demonstrate accountability in their teaching roles, and offer moral guidance and encouragement. These findings emphasize the importance of lecturers' roles beyond just imparting knowledge, highlighting the crucial impact of their support and guidance on student motivation and success.

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