

Focused classroom meeting model of teaching for enhancing students' achievement motivation

by Edy Purwanto

Submission date: 04-Nov-2022 06:17AM (UTC+0700)

Submission ID: 1943873605

File name: 1.pdf (275.65K)

Word count: 7240

Character count: 42221



Focused classroom meeting model of teaching for enhancing students' achievement motivation

Edy Purwanto*, Sunawan

Faculty of Education, Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: edy.purwanto@mail.unnes.ac.id

ABSTRACT

There have been different models of achievement motivation models proposed in the literature. This article aims to examine the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in English as a foreign language setting. The effectiveness of FCMMT was examined through experimental research with randomized pre-test post-test control group design. The subjects consisted of 40 students of 11th Grade who were randomly selected from a senior high school. They were, then, randomly assigned into two different groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group was given classroom management intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control groups received teaching intervention for 12 sessions (90 minutes per session; twice per week). The achievement motivation scale used was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ). The result of the experiment showed that FCMMT was effective in enhancing students' achievement motivation. This study provides an alternative new model empirically found effective for increasing student achievement motivation, namely task value, self-efficacy, and goal orientation.

Keywords: achievement motivation, English class, Focused Classroom Meeting Model of Teaching

Article history

Received: 15 July 2022 Revised: 14 August 2022 Accepted: 5 September 2022 Published: 1 October 2022

Citation (APA Style): Purwanto, E., & Sunawan, S. (2022). Focused classroom meeting model of teaching for enhancing students' achievement motivation. *Jurnal Cakrawala Pendidikan*, 41(3). doi:<https://doi.org/10.21831/cp.v41i3.49238>

INTRODUCTION

The study, that this article is based on, aims to provide a more practical teaching model for increasing an integrated student achievement motivation based on the Trisula Model of Motivation (Purwanto, 2014). This investigation is important because previous experiments used interventions that merely focused on specific aspects of motivation and thus had limited implications for learning practice (i.e., Mizumoto, 2013; Reinhard et al., 2015). Therefore, this study seeks to explore the application of learning models that can improve the three constructs of motivation in an integrated manner, namely self-efficacy, task values, and goal orientation.

The three motivational constructs integrated in the Trisula Motivation Model proposed by Purwanto (2014), have been proven in previous studies as interrelated motivational constructs (Bong, 2001; Mete, 2021; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014). The Trisula Motivational Model was not directed at creating new constructs of motivation but was intended to integrate those three motivational constructs to guide teachers in developing students' motivation and engagement (Purwanto, 2014). Self-efficacy, task value, and goal orientation have a significant contribution to the development of adaptive learning behaviour and improvement of academic achievement. Self-efficacy can predict increased task engagement (Nuutila et al, 2021), the use of deep learning strategies, and academic achievement (Azar, Lavasani, Malahmadi, Samani, 2010). Mastery goal orientation is believed to foresee the use of deep learning strategies and indirectly academic achievement (Sins et al, 2008) while performance goal orientation predicts the use of surface learning strategies (Neuville, Frenay, & Bourgeois, 2007). Meanwhile,

task value can be used to examine choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and goal orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Since each theory generally focuses on a single motivational factor, teachers usually have difficulties in implementing those motivation theories to increase students' achievement motivation. They hold meta-theory assumptions of their own and use different terms for the same psychological construct. Pintrich and de Groot (1990), for example, list various terms to define "expectancy construct," namely perceived control, self-efficacy, attribution style, and control belief. However, each of these terms generally refers to a similar psychological attribute that shows individual belief in their ability to successfully fulfil a task. The tendency to focus on a single motivational factor potentially leads to a less comprehensive understanding of motivation and a partial motivation improvement intervention. Similarly, the use of multiple terms referring to a similar aspect of motivation is potentially confusing. This confusion might prevent teachers from applying motivation theories to their pedagogy. In other words, the existing partial and multi-terminological model of motivation is less than optimal for teachers. Hence, there is a need for a relatively comprehensive yet practical model for the teacher to improve students' motivation. To meet these needs, Purwanto (2014) proposes the Trisula Motivation Model so that it becomes the focus of teachers in attempts to improve student learning performance.

Moreover, organizing learning and motivating students to learn are two different activities requiring different pedagogical skills. Each activity requires specific knowledge and skills on the part of teachers' competencies. There has been a tendency among teachers, however, to prioritize teaching and learning over motivating their students (e.g., Spicer-Escalante & de Jonge-Kannan, 2014; Thamalingam, 2014; Picón, 2015; Kardijan et al., 2017; Pukevičiūtė & Antanėlienė, 2017). In response to this situation, an alternative learning model is required to integrate students' motivation improvement activities into the existing classroom practice of teaching and learning.

Among the practices of classroom management potentially relevant for the integration of teaching and motivating purpose is Glasser's (1969) "classroom meeting" (Joyce & Weil, 1980; Sorsdahl & Sanche, 1990). Although there is a little research that shows the effectiveness of the classroom meeting learning model (Edwards & Mullis, 2003), existing studies have proven that students who are involved in classroom meetings are more active in problem solving activities and have higher achievement than the control group (Browning, Davis, & Resta 2000; Davis, 2018). Hence, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, it is necessary to explore and update the effectiveness of classroom meeting and provide a comprehensive practical model to help teachers increase students' academic motivation. One model that offers a practical and comprehensive approach to motivation is the Trisula (the "Trident," in English) Motivation Model (Purwanto, 2014). This Model was developed based on three major theories of motivation, namely the task-value (Wigfield & Eccles, 2002), self-efficacy (Bandura, 1997; Geitz et al., 2016), and goal orientation and setting (Elliot et al., 2005; Locke & Latham, 1990; Meece et al., 2006).

The model of motivation proposed by Purwanto (2008) explained that students will tend to have higher achievement motivation if they have high task-values (i.e., students believe that the lessons and learning activities undertaken are valuable things that are important to them), high self-efficacy (i.e., students believe that they have the academic ability and can regulate their behaviour to achieve success in learning), and clear goal orientation (i.e., students have clear goals to achieve in their studies). Furthermore, students' task-value had three aspects: (1) utility value or extrinsic value, which is characterized by rewards or benefits that individuals will obtain through a series of activities carried out by individuals in a task—in other words, a series of actions taken by an individual is an instrument or tool to obtain valuable return; (2) intrinsic value, which is characterized by curiosity to find out the answer to the task they are doing, the feeling of enjoyment obtained through a series of activities carried out, and certain competencies to master through the series of activities carried out; and (3) spiritual value, which is marked by the belief that the activities carried out will earn them spiritual benefits (blessings or love from God).

There are two kinds of self-efficacy, namely academic self-efficacy, and self-efficacy for self-regulation. The former is a self-assessment of one's ability to succeed in achieving educational goals, and the latter is an individual's self-assessment of their ability to regulate cognition, affection, and action to achieve academic success. The element of goal orientation consists of two aspects: mastery goals (i.e., individuals have clear goals and a high commitment

to mastering or improving certain competencies and to developing new skills or abilities through academic tasks that are carried out), and performance goals (i.e., individuals have clear goals and a high commitment to outperform others and to gain public recognition for the achievement).

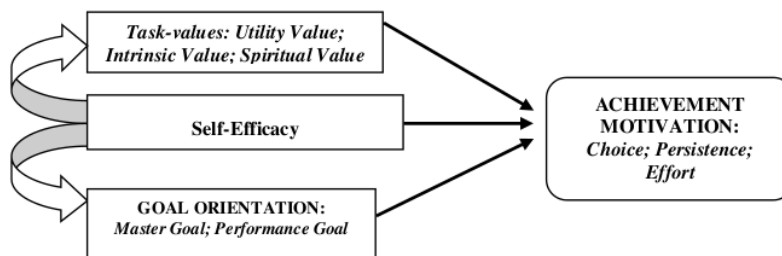


Figure 1. Trisula Model of Achievement Motivation (Purwanto, 2014)

These three aspects (i.e., task-values, self-efficacy, and goal orientation) are believed to affect motivation, which is indicated by an increase in the value of three indicators, namely choice, persistence, and effort. Schunk et al. (2008) and Wigfield and Eccles (2002) suggest that the indicator of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic ones (e.g., choosing to complete a school task instead of watching TV); (2) persistence (i.e., when facing obstacles such as difficulties, boredom, or fatigue; and (3) Effort (i.e., exerting effort in the form of physical effort as well as cognitive efforts, such as implementing cognitive strategies or metacognitive strategies. Behaviours that reflect this effort include asking good questions when in class, discussing subject matter with classmates or other friends outside of school hours, thinking deeply about the subject matter, using adequate time to prepare for exams, planning learning activities, and applying mnemonics in learning.

The Focused Classroom Meeting (FCMMT) is a learning model that was developed based on Joyce & Weil's (1980) classroom meeting-learning model combined with a focused group discussion. It involves an intervention to increase the three essential elements of achievement motivation based on the Trisula Model (Purwanto, 2008). Operationally, FCMMT is a process of increasing task-value, academic self-efficacy, and self-regulated learning as well as goal orientation through intervention during 12 meetings, based on the FCMMT treatment guidelines.

The FCMMT learning model is designed to embody the guiding principles of learning (scaffolding instruction). The arguments are as follows: First, FCMMT is designed to foster students' self-efficacy through the provision of successful experiences (i.e., enactive mastery experiences). The success of solving academic tasks, in addition to producing competency mastery of the learning outcomes, may generate increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to more complex levels. In such a way, the teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should lower the level of difficulty so that the students can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and to involve them in activities accordingly. This action makes students see and believe that the lessons will provide them short-term and long-term utility values that connect with their life goals. FCMMT also requires the teacher to help students make goal setting a habit within the learning process so that students' learning activities are more focused and to enable them to control their own learning activities. Meanwhile, in terms of linking the subject matter and learning activities with the learning environment, FCMMT has common features with the contextual learning model.

The purpose of this study is to improve three constructs of motivation simultaneously (namely, self-efficacy, goal orientation, and task value) as integrated in Trisula Motivational Model through classroom teaching interventions by implementing FCMMT. Previous research is only oriented to examine the interrelationship of goal orientation, self-efficacy, and task value (Bong, 2001; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014). There has been no research that focus on classroom interventions that may have an impact on increasing the three

motivational constructs simultaneously. The findings of this study are, therefore, expected to clarify the implementation of learning models that can increase self-efficacy, goal orientation, and task values concurrently in an experiment study on real learning process in the classroom. To achieve the goal, this study proposes the following hypothesis: The implementation of FCMMT can positively increase students' achievement motivation in learning English.

METHOD

Participants.

The participants in this study were 11th-grade students between the ages of 15 and 16 with different family backgrounds and gender. They voluntarily participate to the experiment program after receiving announcements posted at schools to be part of the "English Language Acceleration Guidance Group" activity. The volunteers were selected based on their level of achievement motivation, which was previously measured using an achievement motivation questionnaire compiled by the researchers. The minimum target sample size was 34 (17 for each experiment and control group), assuming a medium to large effect size (.5 to .8), $\alpha = .05$, and power = .95. Forty participants with the lowest achievement motivation value (Mage = 15.6, SD = 0.12; male = 20) were assigned randomly into experimental and control groups (n = 20 for each).

Measurement

Achievement motivation data were collected using three subscales of Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie (1991), namely self-efficacy (6 items), task value (6 items), and goal orientation (4 items for intrinsic goal orientation and 4 items for extrinsic goal orientation). Scores for each item ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency (α) showed a coefficient of 0.80. To provide construct validity evidence of the achievement motivation scale, a confirmatory factor analysis (CFA) was conducted, and the results showed that the Kaiser-Meyer-Olkin measure verified sampling adequacy for the analysis, KMO = .849. Bartlett's test of Sphericity was $\chi^2 (190 N = 393) = 1728.784, p < .001$. The loading factor of 20 items ranges from .48 to .69.

Procedures and Design

To examine the effect of FCMMT in increasing student achievement motivation, this experiment study employed a pre-test-multiple post-test control group design. The control group was classroom management intervention to be compared to the changes from FCMMT experiment group. The researchers also monitor changes in students' learning motivation, namely self-efficacy, goal orientation, and task values, by conducting follow-up assessments. The process of developing FCMMT intervention materials and guidelines before the intervention and the experimental stages can be described as follow.

Pre-Intervention

At this stage, treatment guidelines for FCMMT were developed based on classroom meeting model of teaching (Joyce & Weil, 1980). First, problem identification was sought through a literature study to identify and examine the concept of achievement motivation, its essential elements, the source of the development of achievement motivation elements, and the learning model that would become a source for implementing the achievement motivation improvement intervention. Next, the identification of goals was conducted including the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit involving the preparation of guidelines for intervention activities and supporting media. The supporting media was produced in the format of a goal-setting guide. After that, general guidelines, and scenarios in the form of a module for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The test was intended to assess the acceptability of the form and content of the FCMMT treatment materials for the current study. The expert test was given to an expert in educational psychology and group psychology at a university in Indonesia. Two aspects were emphasized in the assessment, namely feasibility (clarity and practicality of instructions to be

implemented) and accuracy (accuracy of treatment intervention design to achieve the target of increasing achievement motivation). Expert subjects were asked to assess the level of acceptability of the FCMMT implementation guide for its usefulness and feasibility, and for the accuracy of the treatment materials prepared by the author. The expert test was carried out by giving the FCMMT assessment questionnaire to the two experts, followed by a discussion with them. Qualitative data was obtained through comments and notes provided by expert examiners. The quantitative and qualitative data were used to revise the guidelines for the implementation of FCMMT.

After improving and considering revisions from experts, the next step was module testing. It was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and one of the researchers acted as the teacher. This activity was mainly aimed at exploring the accuracy of time allocation for activity sessions and knowing the participants' responses to the activities in the FCMMT design.

The next stage was the selection of prospective teachers to be assigned as treatment providers. The selection of English teachers in the class was carried out through interview procedures simultaneously in groups. The essential criteria used as a reference for selecting teachers were having the ability to empathize and convey warmth, the willingness to sincerely help students achieve learning success, and the willingness to cooperate in this research project—including willingness to follow the research treatment guidelines.

Finally, the author held a workshop to train teachers assigned to organize FCMMT as an experimental treatment. This workshop involved ten high school students as the target group. In this workshop, the author presented an educational psychology and learning expert from the State University of Malang to provide professional judgment feedbacks.

Pre-Intervention Assessment

The pretest assessment stages were carried out by measuring the learning motivation of subjects from both the experimental group and the control group. A total of three subscales of the MSLQ were used to measure self-efficacy, goal orientation, and task value. This pretest data describes the baseline level of students' learning motivation.

Intervention

The experimental group received treatment of the FCMMT was carried out for 12 sessions, and each session lasted 90 minutes (see Table 1), whereas the control group received as usual learning model of teaching in 12 sessions (@ 90 minutes). According to the activity plan approved by the principal of the school, the activities were carried out during after-school hours, namely from 14:00 to 15:30 every Tuesday and Thursday. The establishment of the 90-minute time unit per meeting for 12 meetings was based on an objective estimate that the intervention would involve implementing an intensive group process with sufficient frequency to perform repetition of the intervention, thus, increasing task-value, self-efficacy, and goal orientation could be realized.

Table 1.The steps of FCMMT intervention

Sessions	Activities
1	Building groups; developing intrinsic values and academic self-efficacy through games; identifying the material/subject that the participants want to master.
2	Strengthening groups' chemistry through a teamwork-inducing game; developing utility value through a discussion on careers and higher education; developing academic self-efficacy through games; a goal-setting activity regarding the subject each participant wants to master.
3	Developing intrinsic value through composing English song lyrics based on familiar songs and singing them; developing academic self-efficacy through daily conversations made at the school canteen, recess, or after school; developing self-efficacy for self-regulated learning through a discussion focused on "self-responsibility"; and a goal-setting activity.

Sessions	Activities
4	Developing intrinsic value through singing their own created English song; developing academic self-efficacy through games and narrative writing activities.
5	Developing academic self-efficacy: each participant presented their narration from the previous meeting followed by a question-and-answer session in English; writing a narrative text on their plan for further academic pursuits; a goal-setting activity.
6	Developing intrinsic values and academic self-efficacy through a singing activity followed by a Q&A session; a procedural writing activity; a goal-setting activity; planning a debate activity for the next meeting (agreed topic: prohibition of using make-up in schools).
7	Developing task-value through watching a snippet of the film "The World It's Not Enough"; developing academic self-efficacy and self-regulated learning through presenting a model from a senior as a self-efficacy model, followed by a question-and-answer session.
8	Developing task-value through a singing activity; developing academic self-efficacy through a debate activity (planned in the previous meeting); monitoring the implementation of goal setting.
9	Developing task-value and academic self-efficacy through descriptive and film writing activities (participants were instructed to write a short film and enact them for future meetings).
10	Developing task-value through a singing activity; developing academic self-efficacy through games and presenting the descriptive texts the participants made in the previous meeting.
11	Developing academic self-efficacy by acting upon the short film script the participants made two meetings ago.
12	Developing academic self-efficacy through a debate on the topic of "Abolition of the National Examination" followed by a goal-setting activity.

To ensure that the teacher as an experimenter carried out the activities in accordance with the experiment guidelines for both groups, one of the researchers was always present in the respective classroom to observe the teacher and student performance and the overall learning process. If a decline in teacher performance was found, the researcher observer would notify the teacher after the session so that there would be no similar mistakes at the following meeting. Every after each session, the research team discussed relevant issues with the teacher to provide feedback.

The control group receive the intervention of classroom management, particularly classroom rules, reinforcement, classroom assignment, and friendly. At the first meeting of the experimental session, the control group and the teacher agreed on the class rules that would be enforced to encourage student engagement in the learning process. Then, at the meeting until the 12th session, the teacher implemented the enforcement of class rules, gave class assignments both individually and in groups, provided reinforcement and showed friendly attitudes and behaviour towards students.

Post-Intervention Assessment

To examine the progress of the research subjects after the treatment period, monitoring was carried out to find developments in academic achievement through the participants' semester final exam scores. For this purpose, the post-test and follow-up assessment were carried out. The follow-up assessment was conducted four weeks after the post-test.

Data Analysis

To analyse the effect of FCMMT on students' achievement motivation, the mixed analysis of variance data analysis technique was implemented. Thus, the investigators could measure the

group effects, the measurement-time effects, and the interaction effects of between groups and measurement-time. To prove the effect of FCMMT, changes in learning motivation were not only measured at the post-test, but also at four weeks post-intervention. The difference in the level of student learning motivation between the FCMMT group and the control group in the form of a learning group that is usually carried out in the school where the experiment is carried out. Finally, the interaction effects are analysed to prove the specifics of changes that occur between overtime effects and between groups effects.

FINDING AND DISCUSSION

Table 2 describes the mean and SD of achievement motivation at pre-test, post-test, and follow-up and the results of mixed ANOVA for experimental and control group. The assessment of achievement motivation includes self-efficacy, task values, and goal orientation. The level of achievement motivation at the time of the pre-test in the experimental and control groups tended to be at a moderate level and it still needed to be improved.

Table 1. M and SD of achievement motivation at pre-test, post-test, and follow-up and the results of mixed Anova

Group	Pre-test		Post-test		Follow-up		F ₁
	M	SD	M	SD	M	SD	
Experiment	53.20	5.23	65.05	4.71	66.60	5.58	111.22
Control	53.60	4.47	54.50	3.99	55.15	3.69	
F ₂	29.17						
F ₃	74.30						

Notes: F₁ = effects of time, F₂ = effects of group, F₃ = interaction effects of time vs group
all *p* < .01

We performed a mixed analysis of variance to examine the effect of FCMMT on increasing achievement motivation. The results showed that there was a time effect on increasing achievement motivation, $F(1.56, 60.22) = 111.22, p < .01$, and experimental group had a higher level of achievement motivation than control group, $F(1, 38) = 29.17, p < .01$. Specifically, the level of achievement motivation of the experimental group at pre-test was lower than at post-test, $MD = -11.85, p < .01$, and follow-up, $MD = -13.40, p < .01$; there was no difference in the level of achievement motivation at post-test and follow-up, $MD = -1.55, p < .05$. However, there was no difference in the achievement motivation of the control group between pre-test and post-test, $MD = -0.90, p > .05$, pre-test and follow-up, $MD = -1.55, p < .05$, and post-test and follow-up, $MD = 0.65, p > .05$.

Table 3. Multiple comparison of time measurement

Sources of Comparison	Mean Differences	SE	<i>p</i>
<i>Group: Experiment</i>			
Pre-test – Post-test	-11.85	.82	< .01
Pre-test – Follow-up	-13.40	.89	< .01
Post-test – Follow-up	-1.55	.54	< .05
<i>Group: Control</i>			
Pre-test – Post-test	-0.90	.82	> .05
Pre-test – Follow-up	-1.55	.89	> .05
Post-test – Follow-up	0.65	.54	> .05

Additionally, the results of mixed ANOVA showed that there seems to be interaction effects of time and group on achievement motivation, $F(1.56, 60.22) = 74.30, p < .01$. As presented in Figure 1, the interaction effects between time and group indicates that the group that

received the FCMMT intervention at the time of follow-up had the highest level of achievement motivation compared to the pre-test and post-test of the experimental group and all other measurements in the control group. Hence, the effects of time and group, and their interaction effects from the mixed ANOVA results confirmed that the FCMMT intervention had a significant effect on increasing achievement motivation.

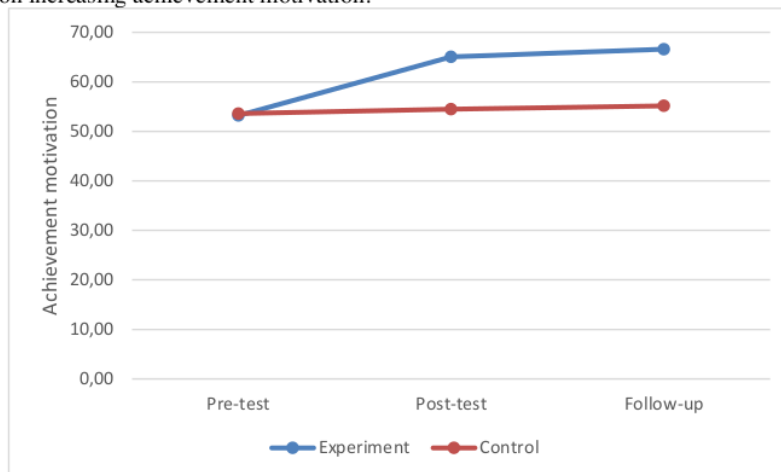


Figure 2. The interaction effect of time and group on achievement motivation

The current study aims to examine the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As hypothesised, the findings of this study confirm that FCMMT is a learning model that can significantly increase achievement motivation, particularly self-efficacy, task-value, and goal orientation. These findings confirm previous research from Browning, Davis, and Resta (2000) and Davis (2018). Additionally, the current study has also succeeded in updating the effectiveness of the classroom meeting learning model combined with focus discussions in increasing achievement motivation.

The high increase in achievement motivation of the experimental group subjects is possibly due to an increase of task-value related to intrinsic value and utility value aspects of their academic task. This suggestion is supported by a previous study (e.g., Sudirman, et al, 2020) which reveals that perceived values (i.e., task and utility values) positively related to academic self-efficacy and mastery of academic English paragraph writing skills. The increase in the intrinsic interest aspect shows that the subjects of the experimental group experienced an enjoyable learning process in the classroom because the teacher created an informal classroom atmosphere that involved engaging activities. The engagement that was incorporated into the English learning activities made them forget that they were learning. This situation can be explained by the concept of the flow proposed by Csikszentmihalyi as mentioned in Goleman (1996), that describes the state in which one cannot remember the circumstances surrounding them because they act with total engagement in the task. An individual who is in a state of flow does not feel that they are working hard. This flow condition causes the subject to keep on being occupied or persistent in achieving behaviour. Csikszentmihalyi, as mentioned in Lee (2000), was the first person to introduce the concept of flow in 1990, that he describes as the flow of fully motivated circumstances - that is, where a person is completely absorbed in the current job. While an increase in the aspect of utility value shows that the experimental group subjects realize or believe that in the future there will be results or benefits that will be obtained from the learning activities that they are doing now. Their confidence in this utility value also allows the subjects to choose to be involved in the behaviour of achievement and persistence in tasks accomplishment.

The increase of subjects' involvement in achievement tasks and persistence in task accomplishment is because they realize that the utility value of the activity. What they do is in accordance with the explanation of operant learning theory, stating that the learning activity they currently do is an instrument to achieve an outcome that they want in the future. The concepts of intrinsic interest and utility value are referred to as intrinsic motivation (where the goal can be achieved in the presence of activity that is being done) and extrinsic motivation (engaging in a task to an end or reward). Meanwhile, by incorporating spiritual values during learning process, belief that God bless anyone who puts maximum effort by performing work tasks optimally (e.g., using time to complete the work tasks productively) will increase along with increase in achievement motivation (Purwanto & Sutoyo, 2019).

Second, the high increase of achievement-motivation in the experimental group was possible because the experimental group subjects increased their confidence to successfully cope with the academic tasks (i.e., increased self-efficacy). Numerous research supports the finding that an increase in self-efficacy significantly affects the persistence in doing academic tasks, especially in difficult times (Bandura, 1997). Students with high self-efficacy will not give up easily when facing difficulty but they tend to be persistent until they succeed. Conversely, students with low self-efficacy have the tendency to easily give up when facing challenges. Therefore, the ability of students high in self-efficacy not only come from their actual ability but because they have belief that they have power to overcome problems (Oviawe et al., 2021). This is in line with the view of Pajares and Schunk (2001), who contended that individuals with high self-efficacy when faced with a difficult task will see it as a challenge to be overcome rather than as a threat to be avoided. They quickly bounce back from failure and attribute that failure to a lack of effort. Research by Zimmerman and Martinez-Pons (1990) also reported that students who believe they can cope with the tasks they're faced with use cognitive and metacognitive strategies more frequently and have higher persistence on tasks than students with low-self efficacy.

The increase of research subjects' self-efficacy turns out to have an impact on increasing intrinsic interest, which, in turn, leads individuals to achieve flow conditions. Csikszentmihalyi's research results (see Schunk et al., 2008) concluded that there are three categories of affective response in students when faced with academic tasks: they experience boredom, anxiety, or they immerse themselves in the task (the flow state). Individuals will experience boredom in doing an academic task when they see that their skills are far above the challenges they face (i.e., the task is too easy for them). On the other hand, they will experience anxiety when they believe that the challenges are beyond their skills. These individuals will experience flow when there is a balance between the magnitudes of the challenges they face and their capability. The increase in experimental group subjects' achievement motivation is also made possible because of the increasing application of goal setting in their learning activities. Locke and Latham (1990) revealed that applying effective goal setting (formulated specifically to reach and monitor attainment) was correlated with a strong commitment to achieving it.

In addition, self-efficacy contributes to the intrinsic interest and goal setting. The influence of self-efficacy on intrinsic interest is expressed by Bandura (1997), who stated that people feel an interest in an activity or task when they feel that achieving a certain standard in that activity or task is possible. Experiencing success in achieving a certain level of task performance brings satisfaction, increasing intrinsic interest. Locke and Latham (1990) stated that people with high self-efficacy tend to set goals that are high enough for them to achieve, and high self-efficacy is also an important influence on the high commitment to achieve the goals they have set. Thus, there is a fascinating conclusion here that intervention to increase self-efficacy impacts not only the achievement motivation indicators improvement (i.e., choice, persistence, and effort) but also on increasing other elements of achievement motivation, such as task-value and goal setting. It could be said that interventions to increase the three elements of achievement motivation produce a synergetic effect, which, in turn, will produce an increased and stronger achievement motivation.

The successful implementation of FCMMT to improve the two elements of achievement motivation cannot be separated from the effectiveness of the group utilization. Yalom and Leszcz (2008) stated that the concentration on here and now, which is created through interpersonal

relationships in a group situation in which the group members learn to see themselves from other members' viewpoints and learn how other participants feel something as a result of their behaviours, maximizes the growth of research subjects' self-awareness, which, in turn, will facilitate the process of internalization of values (in this case, the value of the purpose and the value of the effort). Utilization of an effective group process in the FCMMT learning process is possible because of three things: the success in creating a conducive group situation through the embodiment of a teacher attitude that demonstrates respect and warmth in interactions with students; the success in establishing group norms (including the setting of collective objectives); and the appreciation of the support of other participants. As a result, group members are not afraid of failure and do not fear embarrassment.

The group's success is also supported using several games that are "fun" for the students and the relatively small group size (only 20 students), which results in a strong intrinsic interest. Learning activities are designed to stimulate students' interest in the learning process. The activity of choosing a song and replacing the words and the theme of the song in English proved to bring fun for the participants. They also completed a short film activity, in which students created their own scenarios and cast their own players, which made the participants happy and proud. Another factor that may help strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several limitations that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model in the future. These include the absence of data on the current condition of self-efficacy and achievement motivation of research subjects before being given treatment. However, the selection of research subjects who have low motivation scores and the difference in achievement motivation outcomes between the control and experimental groups can become evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents to a certain extent.

CONCLUSION

This study concludes that the FCMMT could effectively increase students' achievement motivation which integrated in Trisula Motivation Model, namely students' self-efficacy, task-value, and goal orientation to learn English. The findings of this study confirm that students' achievement motivation can be increased through activities and group dynamics in the classroom. A cohesive classroom makes students feel comfortable and, in turn, allows them to build respect, learn norms, show or receive social support, and become engaged. Such situation is an important basis for them to express their needs, wants, and expectations about the future achievement. In this circumstance, they develop a goal orientation that is in line with their level of self-efficacy and task-value direction.

Although this study has succeeded in updating the impact of the focused discussion learning model combined with classroom meetings in FCMMT on increasing achievement motivation, some limitations must be acknowledged. First, the combination of focused discussions and classroom meetings is still being examined as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as elements of FCMMT. As the measurement of achievement motivation in this study is still assessed as a single construct, future studies may explore the impact of FCMMT on each motivational construct in a multivariate manner. Future research also needs to involve the impact of FCMMT on other learning performance, such as academic resilience and academic achievement. Next, this experiment is still limited to the context of learning English, opening a research space for different disciplines, such as mathematics, religious education, and civic education, for instance. Third, this research still involves high school students, sample-wise, hence it is necessary to involve students from different education levels in the future to address the issue of generalisability. Finally, this experiment still focuses on teaching model, whereas the evaluation strategy may also have an impact on students' motivation and learning performance. Therefore, it would be interesting to combine the impact of learning models and evaluation strategies, including website- and mobile application-based evaluation (Herwin, Nurhayati,

Dahalan, 2022; Saptono, Herwin, & Firmansyah, 2021), on students' motivation and learning performance.

REFERENCES

- Adelman, H. S., & Taylor, L. (1983). Enhancing motivation for overcoming learning and behavior problem. *Journal of Learning Disabilities*, 16(7), 384-392. <https://doi.org/10.1177/002221948301600702>
- 5 Azar, H.K., Lavasani, M.G., Malahmadi, E., & Amani, J. (2010). The role of self- efficacy, task value, and achievement goals in predicting learning approaches and mathematics achievement. *Procedia - Social and Behavior Science*. 5, 942-947. <https://doi.org/10.1016/j.sbspro.2010.07.214>
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY, US: W H Freeman/Times Books/Henry Holt & Co.
- Creswell, J. W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (2nd ed.). New Jersey: Pearson/Merrill Prentice Hall.
- Davis, S. (2018). *The Effect of Daily Classroom Meetings on 4 th Grade Students' Perceptions of Themselves and School*. Unpublished thesis. Goucher College
- Edwards, D., & Mullis, F. (2003). Classroom meetings: Encouraging a climate of cooperation. *Professional School Counseling*, 7(1), 20-28.
- 11 Elliot, A. J., Shell, M. M., Henry, K. B., & Maier, M. A. (2005). Achievement Goals, Performance Contingencies, and Performance Attainment: An Experimental Test. *Journal of Educational Psychology*, 97(4), 630-640. doi:10.1037/0022-0663.97.4.630
- 8 Geitz, G., Brinke, D. J.-t., & Kirschner, P. A. (2016). Changing learning behaviour: Self-efficacy and goal orientation in PBL groups in higher education. *International Journal of Educational Research*, 75, 146-158. doi:http://dx.doi.org/10.1016/j.ijer.2015.11.001
- Goleman, D. (1996). *Emotional Intelligence: Why It Can Matter More Than IQ*. London: Bloomsbury.
- Hale, J. V., & Robey, P. A. (2019). It all begins with relationships: The Glasser Quality School model. In *Creating Caring and Supportive Educational Environments for Meaningful Learning* (pp. 20-35). IGI Global.
- Hanson, S. L. (1994). Lost Talent: Unrealized Educational Aspirations and Expectations among U.S. Youths. *Sociology of Education*, 67(3), 159-183. doi:10.2307/2112789
- 10 Herwin, H., Nurhayati, R., & Dahalan, S.C. (2022). Mobile assessment to improve learning motivation of elementary school students in online learning. *International Journal of Information and Education Technology*. 12(5), 436-442. <http://doi.org/10.18178/ijiet.2022.12.5.1638>
- Joyce, B., & Weil, M. (1980). *Models of teaching*. Englewood Cliffs, NJ: Prentice-Hall.
- Liu, L., & Cheng, L. (2018). The relationship between self-efficacy and achievement motivation in adolescents: A moderated mediating model of self-identity and hope. *Psychology and Behavioural Sciences*, 7(3), 69-76.
- 4 Locke, E. A., & Latham, G. P. (1990). *A Theory of Goal Setting & Task Performance*. New York: Prentice Hall.
- McMillan, J. H., & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction* (5th ed.). New York: Longman.
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom Goal Structure, Student Motivation, and Academic Achievement. *Annual Review of Psychology*, 57(1), 487-503. doi:doi:10.1146/annurev.psych.56.091103.070258
- Metz, P. (2021). The mediating role of task value in relationship between self-efficacy and approach goals orientations in science. *International Journal of Contemporary Educational*

- 9 Research. 8(2), 57-67.
- Neuville, S., Frenay, M. and Bourgeois, E., 2007. Task value, self-efficacy and goal orientations: Impact on self-regulated learning, choice and performance among university students. *Psychologica Belgica*, 47(1-2), 95–117. <http://doi.org/10.5334/pb-47-1-95>
- Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91(3), 328-346. doi:10.1037/0033-295x.91.3.328
- Oviawe, J. I., Azman, M. N. A., Kiong, T. T., & Abilmazhinova, O. S. (2021). Attribution Styles as Correlates of Technical Drawing Task-Persistence and Technical College Student's Performance. *Jurnal Cakrawala Pendidikan*, 40(2), 544-553.
- Pintrich, P. R., & de Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40. doi:10.1037/0022-0663.82.1.33
- 2 Purwanto, E. (2014). Model motivasi trisula: Sintesis baru teori motivasi berprestasi. *Jurnal Psikologi*, 41(2), 218-228.
- Purwanto, E., & Sutoyo, A. (2019, December). Contributing Spirituality Account for Teacher Motivation at School. In 5th International Conference on Education and Technology (ICET 2019) (pp. 330-333). Atlantis Press.
- Raven, J. C. (1960). Guide to the Standard Progressive Matrices. Set A, B, C, D and E. London: H.K. Lewis.
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision and Achievement Motivation on Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4), 44-49.
- Saeid, N., & Eslamnejad, T. (2017). Relationship between Student's Self-Directed-Learning Readiness and Academic Self-Efficacy and Achievement Motivation in Students. *International Education Studies*, 10(1), 225-232.
- 12 Saptono, B., Herwin, H., & Firmansyah, F. (2021). Web-based evaluation for teacher professional program: Design and development studies. *World Journal on Educational Technology: Current Issues*, 13(4), 672–683. <https://doi.org/10.18844/wjet.v13i4.6253>
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in Education: Theory, Research, and Applications* (3rd ed.): Pearson/Merrill Prentice Hall.
- Slavin, R. E. (2006). *Educational Psychology: Theory and Practice*: Pearson/Allyn & Bacon.
- Sorsdahl, S. N., & Sanche, R. P. (1990). The effects of classroom meetings on self-concept and behavior. In J. Gerler, Edwin R., J. C. Ciechalski, & L. D. Parker (Eds.), *Elementary school counseling in a changing world* (pp. 352-360). Alexandria, VA: The American School Counselor Association, American Association for Counseling and Development.
- Sudirman, S. A., Nurmandi, A., & Bashori, K. (2020). English Writing Skills through Perception of Siri' Cultural Values: Optimism, Social Support, and Academic-Self-Efficacy. *Jurnal Cakrawala Pendidikan*, 39(2), 242-256.
- 4 Wigfield, A., & Eccles, J. S. (2002). *Development of Achievement Motivation*. San Diego: Academic Press.
- Yalom, I. D., & Leszcz, M. (2008). *The Theory and Practice of Group Psychotherapy: Basic Books*.
- 7 Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51-59. doi:10.1037/0022-0663.82.1.51

Focused classroom meeting model of teaching for enhancing students' achievement motivation

ORIGINALITY REPORT

10%

SIMILARITY INDEX

12%

INTERNET SOURCES

8%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Tidar Student Paper	3%
2	download.atlantis-press.com Internet Source	1%
3	eprints.uwp.ac.id Internet Source	1%
4	Submitted to Surabaya University Student Paper	1%
5	ppjp.ulm.ac.id Internet Source	1%
6	ejournal.undiksha.ac.id Internet Source	1%
7	mro.massey.ac.nz Internet Source	1%
8	Submitted to University of Durham Student Paper	1%
9	Submitted to University of the Sunshine Coast Student Paper	1%

10

un-pub.eu

Internet Source

1 %

11

www.tandfonline.com

Internet Source

1 %

12

files.eric.ed.gov

Internet Source

1 %

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off

Focused classroom meeting model of teaching for enhancing students' achievement motivation

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
