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## #49238 Summary

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**ORIGINAL FILE**

# Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. The effectiveness of FCMMT was examined through experimental research with randomized pre-test post-test control group design. The subjects consisted of 40 Eleventh Grade students who were randomly picked from a senior high school. The subjects were divided into experimental and control groups. The experimental group received FCMMT, while the control group received an ordinary model of teaching usually used at schools. The experimental treatment was given twice a week and lasted for six weeks. The achievement motivation scale used was adapted from the Motivated Strategies for Learning Questionnaire Manual (MSLQM). This measuring instrument was piloted before use and was found to be valid and reliable. The result of the experiment showed that FCMMT was effective in enhancing students' achievement motivation. Using the Trisula model, which is manifested in the FCMMT, this study provides an alternative new model that has been shown to be effective for increasing student achievement motivation. Students who receive FCMMT learning that focuses on three aspects of students, namely task value, self-efficacy, and goal orientation, have been demonstrated to escalate student achievement motivation, particularly in the areas of persistence and effort. After the treatment, students' English test scores increased, indicating an increase in persistence and effort.

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

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas Focused Classroom Meeting Model of Teaching (FCMMT) yang disusun berdasarkan Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan randomized pre-test post-test control group design. Subyek terdiri dari 40 siswa Kelas XI yang dipilih secara acak dari sebuah sekolah menengah atas. Subyek dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen menerima FCMMT, sedangkan kelompok kontrol menerima model pengajaran yang biasa digunakan di sekolah. Perlakuan eksperimental diberikan dua kali seminggu dan berlangsung selama enam minggu. Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire Manual (MSLQM). Alat ukur ini diujicobakan sebelum digunakan dan ternyata valid dan reliabel. Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternative model baru yang terbukti efektif bagi peningkatan

motivasi berprestasi siswa dengan menggunakan model Trisula yang dimanifestasikan dalam FCMMT. Siswa yang diberikan pembelajaran FCMMT yang focus pada tiga aspek siswa yaitu *task value*, *self-efficacy*, dan *goal orientation* terbukti mampu meningkatkan motivasi berprestasi siswa terutama pada aspek persistensi dan *effort*. Peningkatan persistence dan effort ini juga ditandai dengan meningkatnya nilai test bahasa Inggris siswa setelah pemberian treatment.

***Kata kunci: motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching***

## **INTRODUCTION**

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," aims to provide a more practical model for increasing student achievement motivation. This research was carried out because most of previous studies used an approach that concentrated on a single motivator (i.e., Mizumoto, 2013; Reinhard et al., 2015). As a result, an approach that can combine various motivating factors is required to improve learning effectiveness, which in turn can improve student achievement motivation.

Various studies have reported multiple factors leading to high or low student achievement motivation and how achievement motivation can be improved. But recent investigations into motivation have been dominated by five major theories: reinforcement theory, intrinsic and extrinsic motivation theory, attribution theory, self-efficacy theory, and goal theory (Adelman & Taylor, 1983; Bouchard, 1990; Hidi, 2000; Lunenburg, 2011; Reinhard et al., 2015; Lane & Lane, 2001; Mizumoto, 2013). However, these five approaches to motivation are often challenging for teachers to implement to improve students' achievement motivation.

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show individual belief in their ability to successfully fulfill 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 and academic achievement.

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. 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; Tharmalingam, 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). This strategy is a mechanism for developing a caring social group, self-discipline, and behavioural commitment. The meeting involves both students and teachers, preferably daily, and in an open-ended, non-judgemental discussion of behavioral problems, personal problems, and academic or curriculum issues (Joyce & Weil, 1980, p. 210). Although the Glaser classroom meeting model is not explicitly designed to increase achievement motivation, some principles from the classroom meeting learning model (i.e., some reaction and social system principles) are deemed relevant to be used for intervention to improve achievement motivation. The classroom meeting model shapes students to experience intensive personal involvement, face reality, reject irresponsible behaviour, and act in better ways (Hale & Robey, 2019). Potter (1999) reports that classroom meetings effectively improve students' ability to interact positively at school and home. Classroom meetings can improve students' skills to listen attentively, the ability to appreciate and respect others, and build community (Hale & Robey, 2019). Furthermore, a classroom meeting is helpful, as it allows one to approach the problem in a social setting where problems occur (Sorsdahl & Sanche, 1990), which, in this case, is the students' lack achievement motivation.

Furthermore, to answer the lack of a comprehensive and practical model to help teachers increase students' academic motivation, a more functional and thorough approach is needed.

One model that offers a practical and comprehensive approach to motivation is the Trisula (the “trident” in English) Motivation Model (Purwanto, 2014). The Trisula Motivation Model was developed based on three major theories of motivation, namely the value-assignment (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 present paper demonstrates the usage of classroom meeting modification, namely the Focused Classroom Meeting Teaching Model (FCMMT), to improve students' achievement motivation. FCMMT was created based on the Trisula Model of Motivation (see Figure 1; Purwanto, 2014). Glasser's model was modified by emphasizing students' academic issues and concentrating on developing students' intellectual independence by helping them identify the values and benefits of the subjects they are enrolled in and engage in goal setting activities in their learning course. To determine the effectiveness of FCMMT in improving students' achievement motivation, an experiment was conducted. FCMMT was integrated with English learning in school (using the local curriculum) with schoolteachers as facilitators.

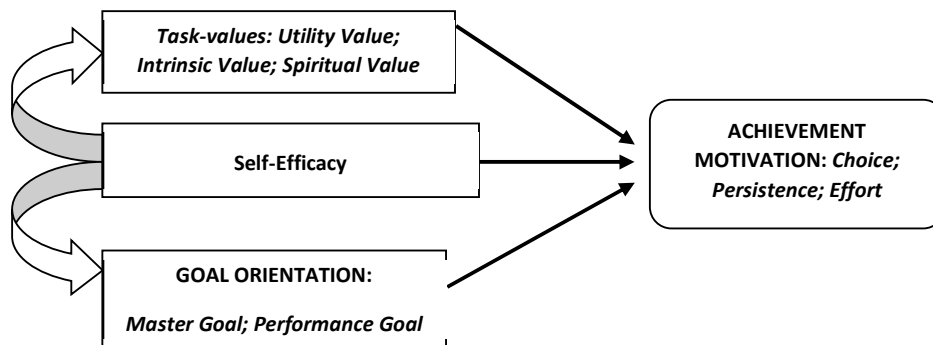
### **The Trisula Model of Motivation and FCMMT**

The Trisula Model of Motivation (Purwanto, 2008) explains that students will have high 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).

The Trisula Model of Motivation divides task-value into 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 something valuable; (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). Meanwhile, there are two kinds of self-efficacy: academic self-efficacy and self-efficacy for self-regulation. Academic self-efficacy is a self-assessment of

one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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.



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

Meanwhile, the Focused Classroom Meeting (FCMMT) learning model is a learning model that was developed based on the classroom meeting-learning model from Joye & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research in order to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Research participants volunteered to become research participants through 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 (mean age 15.6 years (standard deviation [ $SD$ ] = 0.12), male = 20) were selected and randomly divided into experimental and control groups ( $n = 20$ ).

## **Measurement**

**Achievement motivation.** Achievement motivation data was collected using a 20-item achievement motivation scale, which was compiled based on three indicators of achievement motivation behaviour proposed by Schunk, Pintrich, & Meece (2008), namely choice, persistence, and effort. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index of 0.799. To provide a construct validity evidence of the achievement motivation scale, a confirmatory factor analysis (CFA) was done. The Kaiser-Meyer-Olkin measure verified sampling adequacy for the analysis, KMO = .849. Bartlett's test of Sphericity was  $\chi^2 (190 N = 393) = 1728.784, p < .0001$ . The lowest anti-image correlation was .475 and the highest was .692.

**Intelligence.** SPM test (Standard Progressive Matrices) was used to reveal the intelligence level of research subjects. The validity of the SPM test was tested by correlation with the Terman-Merrill scale and showed a correlation of 0.86, while the reliability tested by the test-retest method showed an index ranging from 0.83 to 0.93 (Raven, 1960).

## **Research procedure**

### **Pre-Intervention**

At this stage, treatment guidelines for FCMMT were developed. First, problem identification was carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was structured, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student subjects in the psychology department of Universitas Negeri Semarang, and the author acted as a 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 exude 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.

## **Intervention**

The experimental treatment in the form of learning with FCMMT was carried out for 12 meetings, and each session lasted 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.

Every time the teacher gave the experimental treatment, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was done to ensure that the teacher carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

The steps of treatment activities given to research subjects in the field were as follows:

a. Giving pre-tests and collecting student test score data (before treatment).

b. Meeting I:

Building groups; developing intrinsic values and academic self-efficacy through games; identifying the material/subject that the participants want to master.

c. Meeting II:

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.

d. Meeting III:

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.

e. Meeting IV:

Developing intrinsic value through singing their own created English song; developing academic self-efficacy through games and narrative writing activities.

f. Meeting V:

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.

g. Meeting VI:

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).

h. Meeting VII:

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.

i. Meeting VIII:

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.

j. Meeting IX:

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).

k. Meeting X:

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.

l. Meeting XI:

Developing academic self-efficacy by acting upon the short film script the participants made two meetings ago.

m. Meeting XII:

Developing academic self-efficacy through a debate on the topic of "Abolition of the National Examination" followed by a goal-setting activity.

n. Giving post-test:

### **Post-Intervention Assessment**

To find out 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.

## RESULT AND DISCUSSION

Table 2 includes descriptive statistics of each variable. We performed a general linear model, a two-way mixed anova to analyse the data. The result shows that choice,  $F(1, 38) = 23.614, p < .001, r = .383$ , persistence,  $F(1, 38) = 32.165, p < .001, r = .458$ , effort,  $F(1, 38) = 52.609, p < .001, r = .581$ , and total achievement motivation,  $F(1, 38) = 994.272, p < .001, r = .963$ , at the end of the experiment were significantly higher than they were at the beginning of the treatment. The main effect of group (experiment group vs. control group) on choice,  $F(1, 38) = .897, p = .35, r = .23$ , and persistence,  $F(1, 38) = 0.20, p = .889, r = .001$ , was non-significant. The main effect of group on effort,  $F(1, 38) = 9.22, p < .01, r = .195$ , and total achievement motivation,  $F(1, 38) = 5.505, p < .05, r = .127$ , was significant; the result indicated that the experiment group was significantly higher than the control group for those aspects. The interaction between time (before treatment vs. after treatment) and group (experiment vs. control group) indicated that choice,  $F(1, 38) = 3.027, p = .09, r = .074$ , was not significant. Meanwhile, interaction between time and group on persistence,  $F(1, 38) = .10562, p < .01, r = .217$ , effort,  $F(1, 38) = 9.458, p < .01, r = .199$ , and overall achievement motivation,  $F(1, 38) = 202.099, p < .001, r = .842$ , were significant.

Moreover, there was no significant result of intelligence as covariate variable in the interaction of time and group on all variables. The effect of intelligence on choice, persistence, effort, and overall achievement motivation respectively was:  $F(1, 37) = 1.041, p = .314, r = .027$ ;  $F(1, 37) = 1.623, p = .211, r = .042$ ;  $F(1, 37) = 2.174, p = .149, r = .055$ ; and  $F(1, 37) = 1.617, p = .212, r = .042$ .

The comparison of English scores before and after treatment has also been analyzed using Independent T-Test. The result showed significant differences on English scores between time on experiment group,  $t(19) = -4.859, p < .001$ , and no significant result for control group,  $t(19) = -1.924, p = .069$ .

**Table 1.**

*Descriptive statistics of the variables by experiment and control Group membership, N = 40*

	Mean (SD) Experiment Group	Mean (SD) Control Group
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	Before Treatment ( <i>n</i> = 20)	After Treatment ( <i>n</i> = 20)	Before Treatment ( <i>n</i> = 20)	After Treatment ( <i>n</i> = 20)
1. Choice	10.45(1.90)	13.20(1.47)	10.80(2.09)	12.10(1.74)
2. Persistence	18.00(2.25)	21.50(2.06)	19.20(2.21)	20.15(1.53)
3. Effort	31.45(2.39)	35.90(1.74)	31.10(2.51)	32.90(2.21)
4. Achievement Motivation	59.90(2.57)	61.10(2.95)	70.60(3.36)	65.15(2.89)
5. Intelligence	50.50(3.03)	-	50.95(3.56)	-
6. English Score	79.70(3.72)	84.90(5.27)	79.75(4.82)	82.00(4.82)

The results show that there are significant differences between the experimental group and the control group in achievement motivation (i.e., persistence and effort). Increased achievement motivation scores of experimental group subjects are significantly higher than those of the control group subjects. Moreover, result also indicated that English scores increase during treatment for those in experiment group. The results in this research suggest that the implementation of FCMMT is effective to improve student achievement motivation in English subject.

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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 due to the fact that they realize that the utility value of the activity they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 as a means to an end or reward). Meanwhile, by incorporating spiritual values during learning process, belief that God bless the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 by the use of a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' achievement motivation to learn English. The study's findings show that FCMMT has been successful in increasing motivation in the form of persistence and effort, which is reflected in increased achievement in learning English.

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# REVIEW PROCESS

## #49238 Review

[SUMMARY](#)[REVIEW](#)[EDITING](#)

### Submission

Authors	Edy Purwanto, Sunawan Sunawan 
Title	Focused classroom meeting model of teaching for enhancing students' achievement motivation
Section	Articles
Editor	Soni Nopembri, Ph.D. 

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### Peer Review

#### Round 1

Review Version	<a href="#">49238-137548-1-RV.DOCX</a> 2022-04-23
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Last modified	2022-06-05
Uploaded file	Reviewer B <a href="#">49238-140850-1-RV.DOCX</a> 2022-06-05 Reviewer A <a href="#">49238-140230-1-RV.DOCX</a> 2022-05-30
Editor Version	None
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# PEER REVIEW ROUND 1

## #49238 Review

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Authors	Edy Purwanto, Sunawan Sunawan 
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**REVIEW VERSION**



# Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. The effectiveness of FCMMT was examined through experimental research with randomized pre-test post-test control group design. The subjects consisted of 40 Eleventh Grade students who were randomly picked from a senior high school. The subjects were divided into experimental and control groups. The experimental group received FCMMT, while the control group received an ordinary model of teaching usually used at schools. The experimental treatment was given twice a week and lasted for six weeks. The achievement motivation scale used was adapted from the Motivated Strategies for Learning Questionnaire Manual (MSLQM). This measuring instrument was piloted before use and was found to be valid and reliable. The result of the experiment showed that FCMMT was effective in enhancing students' achievement motivation. Using the Trisula model, which is manifested in the FCMMT, this study provides an alternative new model that has been shown to be effective for increasing student achievement motivation. Students who receive FCMMT learning that focuses on three aspects of students, namely task value, self-efficacy, and goal orientation, have been demonstrated to escalate student achievement motivation, particularly in the areas of persistence and effort. After the treatment, students' English test scores increased, indicating an increase in persistence and effort.

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

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas Focused Classroom Meeting Model of Teaching (FCMMT) yang disusun berdasarkan Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan randomized pre-test post-test control group design. Subyek terdiri dari 40 siswa Kelas XI yang dipilih secara acak dari sebuah sekolah menengah atas. Subyek dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen menerima FCMMT, sedangkan kelompok kontrol menerima model pengajaran yang biasa digunakan di sekolah. Perlakuan eksperimental diberikan dua kali seminggu dan berlangsung selama enam minggu. Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire Manual (MSLQM). Alat ukur ini diujicobakan sebelum digunakan dan ternyata valid dan reliabel. Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternative model baru yang terbukti efektif bagi peningkatan

motivasi berprestasi siswa dengan menggunakan model Trisula yang dimanifestasikan dalam FCMMT. Siswa yang diberikan pembelajaran FCMMT yang focus pada tiga aspek siswa yaitu *task value*, *self-efficacy*, dan *goal orientation* terbukti mampu meningkatkan motivasi berprestasi siswa terutama pada aspek persistensi dan *effort*. Peningkatan persistence dan effort ini juga ditandai dengan meningkatnya nilai test bahasa Inggris siswa setelah pemberian treatment.

***Kata kunci: motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching***

## **INTRODUCTION**

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," aims to provide a more practical model for increasing student achievement motivation. This research was carried out because most of previous studies used an approach that concentrated on a single motivator (i.e., Mizumoto, 2013; Reinhard et al., 2015). As a result, an approach that can combine various motivating factors is required to improve learning effectiveness, which in turn can improve student achievement motivation.

Various studies have reported multiple factors leading to high or low student achievement motivation and how achievement motivation can be improved. But recent investigations into motivation have been dominated by five major theories: reinforcement theory, intrinsic and extrinsic motivation theory, attribution theory, self-efficacy theory, and goal theory (Adelman & Taylor, 1983; Bouchard, 1990; Hidi, 2000; Lunenburg, 2011; Reinhard et al., 2015; Lane & Lane, 2001; Mizumoto, 2013). However, these five approaches to motivation are often challenging for teachers to implement to improve students' achievement motivation.

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show individual belief in their ability to successfully fulfill 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 and academic achievement.

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. 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; Tharmalingam, 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). This strategy is a mechanism for developing a caring social group, self-discipline, and behavioural commitment. The meeting involves both students and teachers, preferably daily, and in an open-ended, non-judgemental discussion of behavioral problems, personal problems, and academic or curriculum issues (Joyce & Weil, 1980, p. 210). Although the Glaser classroom meeting model is not explicitly designed to increase achievement motivation, some principles from the classroom meeting learning model (i.e., some reaction and social system principles) are deemed relevant to be used for intervention to improve achievement motivation. The classroom meeting model shapes students to experience intensive personal involvement, face reality, reject irresponsible behaviour, and act in better ways (Hale & Robey, 2019). Potter (1999) reports that classroom meetings effectively improve students' ability to interact positively at school and home. Classroom meetings can improve students' skills to listen attentively, the ability to appreciate and respect others, and build community (Hale & Robey, 2019). Furthermore, a classroom meeting is helpful, as it allows one to approach the problem in a social setting where problems occur (Sorsdahl & Sanche, 1990), which, in this case, is the students' lack achievement motivation.

Furthermore, to answer the lack of a comprehensive and practical model to help teachers increase students' academic motivation, a more functional and thorough approach is needed.

One model that offers a practical and comprehensive approach to motivation is the Trisula (the “trident” in English) Motivation Model (Purwanto, 2014). The Trisula Motivation Model was developed based on three major theories of motivation, namely the value-assignment (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 present paper demonstrates the usage of classroom meeting modification, namely the Focused Classroom Meeting Teaching Model (FCMMT), to improve students' achievement motivation. FCMMT was created based on the Trisula Model of Motivation (see Figure 1; Purwanto, 2014). Glasser's model was modified by emphasizing students' academic issues and concentrating on developing students' intellectual independence by helping them identify the values and benefits of the subjects they are enrolled in and engage in goal setting activities in their learning course. To determine the effectiveness of FCMMT in improving students' achievement motivation, an experiment was conducted. FCMMT was integrated with English learning in school (using the local curriculum) with schoolteachers as facilitators.

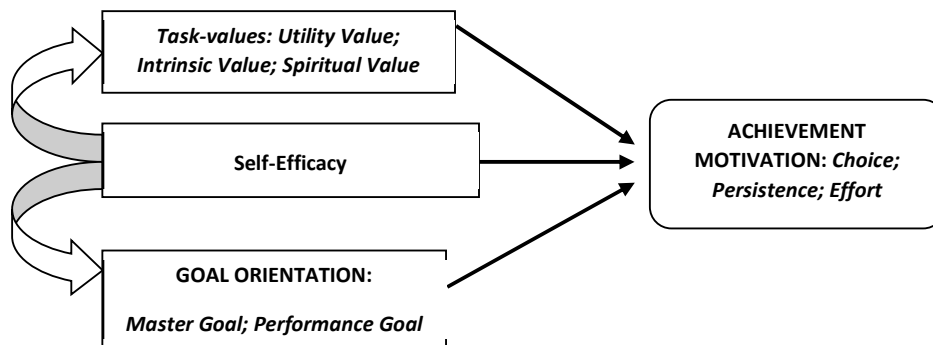
### **The Trisula Model of Motivation and FCMMT**

The Trisula Model of Motivation (Purwanto, 2008) explains that students will have high 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).

The Trisula Model of Motivation divides task-value into 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 something valuable; (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). Meanwhile, there are two kinds of self-efficacy: academic self-efficacy and self-efficacy for self-regulation. Academic self-efficacy is a self-assessment of

one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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.



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

Meanwhile, the Focused Classroom Meeting (FCMMT) learning model is a learning model that was developed based on the classroom meeting-learning model from Joye & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research in order to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Research participants volunteered to become research participants through 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 (mean age 15.6 years (standard deviation [ $SD$ ] = 0.12), male = 20) were selected and randomly divided into experimental and control groups ( $n = 20$ ).

## **Measurement**

**Achievement motivation.** Achievement motivation data was collected using a 20-item achievement motivation scale, which was compiled based on three indicators of achievement motivation behaviour proposed by Schunk, Pintrich, & Meece (2008), namely choice, persistence, and effort. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index of 0.799. To provide a construct validity evidence of the achievement motivation scale, a confirmatory factor analysis (CFA) was done. The Kaiser-Meyer-Olkin measure verified sampling adequacy for the analysis, KMO = .849. Bartlett's test of Sphericity was  $\chi^2 (190 N = 393) = 1728.784, p < .0001$ . The lowest anti-image correlation was .475 and the highest was .692.

**Intelligence.** SPM test (Standard Progressive Matrices) was used to reveal the intelligence level of research subjects. The validity of the SPM test was tested by correlation with the Terman-Merrill scale and showed a correlation of 0.86, while the reliability tested by the test-retest method showed an index ranging from 0.83 to 0.93 (Raven, 1960).

## **Research procedure**

### **Pre-Intervention**

At this stage, treatment guidelines for FCMMT were developed. First, problem identification was carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was structured, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student subjects in the psychology department of Universitas Negeri Semarang, and the author acted as a 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 exude 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.

## **Intervention**



The experimental treatment in the form of learning with FCMMT was carried out for 12 meetings, and each session lasted 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.

Every time the teacher gave the experimental treatment, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was done to ensure that the teacher carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

The steps of treatment activities given to research subjects in the field were as follows:

a. Giving pre-tests and collecting student test score data (before treatment).

b. Meeting I:

Building groups; developing intrinsic values and academic self-efficacy through games; identifying the material/subject that the participants want to master.

c. Meeting II:

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.

d. Meeting III:

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.

e. Meeting IV:

Developing intrinsic value through singing their own created English song; developing academic self-efficacy through games and narrative writing activities.

f. Meeting V:

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.

g. Meeting VI:

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).

h. Meeting VII:

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.

i. Meeting VIII:

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.

j. Meeting IX:

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).

k. Meeting X:

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.

l. Meeting XI:

Developing academic self-efficacy by acting upon the short film script the participants made two meetings ago.

m. Meeting XII:

Developing academic self-efficacy through a debate on the topic of "Abolition of the National Examination" followed by a goal-setting activity.

n. Giving post-test:

### **Post-Intervention Assessment**

To find out 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.

## RESULT AND DISCUSSION

Table 2 includes descriptive statistics of each variable. We performed a general linear model, a two-way mixed anova to analyse the data. The result shows that choice,  $F(1, 38) = 23.614, p < .001, r = .383$ , persistence,  $F(1, 38) = 32.165, p < .001, r = .458$ , effort,  $F(1, 38) = 52.609, p < .001, r = .581$ , and total achievement motivation,  $F(1, 38) = 994.272, p < .001, r = .963$ , at the end of the experiment were significantly higher than they were at the beginning of the treatment. The main effect of group (experiment group vs. control group) on choice,  $F(1, 38) = .897, p = .35, r = .23$ , and persistence,  $F(1, 38) = 0.20, p = .889, r = .001$ , was non-significant. The main effect of group on effort,  $F(1, 38) = 9.22, p < .01, r = .195$ , and total achievement motivation,  $F(1, 38) = 5.505, p < .05, r = .127$ , was significant; the result indicated that the experiment group was significantly higher than the control group for those aspects. The interaction between time (before treatment vs. after treatment) and group (experiment vs. control group) indicated that choice,  $F(1, 38) = 3.027, p = .09, r = .074$ , was not significant. Meanwhile, interaction between time and group on persistence,  $F(1, 38) = .10562, p < .01, r = .217$ , effort,  $F(1, 38) = 9.458, p < .01, r = .199$ , and overall achievement motivation,  $F(1, 38) = 202.099, p < .001, r = .842$ , were significant.

Moreover, there was no significant result of intelligence as covariate variable in the interaction of time and group on all variables. The effect of intelligence on choice, persistence, effort, and overall achievement motivation respectively was:  $F(1, 37) = 1.041, p = .314, r = .027$ ;  $F(1, 37) = 1.623, p = .211, r = .042$ ;  $F(1, 37) = 2.174, p = .149, r = .055$ ; and  $F(1, 37) = 1.617, p = .212, r = .042$ .

The comparison of English scores before and after treatment has also been analyzed using Independent T-Test. The result showed significant differences on English scores between time on experiment group,  $t(19) = -4.859, p < .001$ , and no significant result for control group,  $t(19) = -1.924, p = .069$ .

**Table 1.**

*Descriptive statistics of the variables by experiment and control Group membership, N = 40*

	Mean (SD) Experiment Group	Mean (SD) Control Group
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	Before Treatment ( <i>n</i> = 20)	After Treatment ( <i>n</i> = 20)	Before Treatment ( <i>n</i> = 20)	After Treatment ( <i>n</i> = 20)
1. Choice	10.45(1.90)	13.20(1.47)	10.80(2.09)	12.10(1.74)
2. Persistence	18.00(2.25)	21.50(2.06)	19.20(2.21)	20.15(1.53)
3. Effort	31.45(2.39)	35.90(1.74)	31.10(2.51)	32.90(2.21)
4. Achievement Motivation	59.90(2.57)	61.10(2.95)	70.60(3.36)	65.15(2.89)
5. Intelligence	50.50(3.03)	-	50.95(3.56)	-
6. English Score	79.70(3.72)	84.90(5.27)	79.75(4.82)	82.00(4.82)

The results show that there are significant differences between the experimental group and the control group in achievement motivation (i.e., persistence and effort). Increased achievement motivation scores of experimental group subjects are significantly higher than those of the control group subjects. Moreover, result also indicated that English scores increase during treatment for those in experiment group. The results in this research suggest that the implementation of FCMMT is effective to improve student achievement motivation in English subject.

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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 due to the fact that they realize that the utility value of the activity they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 as a means to an end or reward). Meanwhile, by incorporating spiritual values during learning process, belief that God bless the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 by the use of a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' achievement motivation to learn English. The study's findings show that FCMMT has been successful in increasing motivation in the form of persistence and effort, which is reflected in increased achievement in learning English.

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**REVIEWER A**

## **Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement**

### **Motivation**

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. The effectiveness of FCMMT was examined through experimental research with randomized pre-test post-test control group design. The subjects consisted of 40 Eleventh Grade students who were randomly picked from a senior high school. The subjects were divided into experimental and control groups. The experimental group received FCMMT, while the control group received an ordinary model of teaching usually used at schools. The experimental treatment was given twice a week and lasted for six weeks. The achievement motivation scale used was adapted from the Motivated Strategies for Learning Questionnaire Manual (MSLQM). This measuring instrument was piloted before use and was found to be valid and reliable. The result of the experiment showed that FCMMT was effective in enhancing students' achievement motivation. Using the Trisula model, which is manifested in the FCMMT, this study provides an alternative new model that has been shown to be effective for increasing student achievement motivation. Students who receive FCMMT learning that focuses on three aspects of students, namely task value, self-efficacy, and goal orientation, have been demonstrated to escalate student achievement motivation, particularly in the areas of persistence and effort. After the treatment, students' English test scores increased, indicating an increase in persistence and effort.

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

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas Focused Classroom Meeting Model of Teaching (FCMMT) yang disusun berdasarkan Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan randomized pre-test post-test control group design. Subyek terdiri dari 40 siswa Kelas XI yang dipilih secara acak dari sebuah sekolah menengah atas. Subyek dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen menerima FCMMT, sedangkan kelompok kontrol menerima model pengajaran yang biasa digunakan di sekolah. Perlakuan eksperimental diberikan dua kali seminggu dan berlangsung selama enam minggu. Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire Manual (MSLQM). Alat ukur ini diujicobakan sebelum digunakan dan ternyata valid dan reliabel. Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternative model baru yang terbukti efektif bagi peningkatan

motivasi berprestasi siswa dengan menggunakan model Trisula yang dimanifestasikan dalam FCMMT. Siswa yang diberikan pembelajaran FCMMT yang focus pada tiga aspek siswa yaitu *task value*, *self-efficacy*, dan *goal orientation* terbukti mampu meningkatkan motivasi berprestasi siswa terutama pada aspek persistensi dan *effort*. Peningkatan persistence dan effort ini juga ditandai dengan meningkatnya nilai test bahasa Inggris siswa setelah pemberian treatment.

***Kata kunci: motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching***

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," aims to provide a more practical model for increasing student achievement motivation. This research was carried out because most of previous studies used an approach that concentrated on a single motivator (i.e., Mizumoto, 2013; Reinhard et al., 2015). As a result, an approach that can combine various motivating factors is required to improve learning effectiveness, which in turn can improve student achievement motivation.

Various studies have reported multiple factors leading to high or low student achievement motivation and how achievement motivation can be improved. But recent investigations into motivation have been dominated by five major theories: reinforcement theory, intrinsic and extrinsic motivation theory, attribution theory, self-efficacy theory, and goal theory (Adelman & Taylor, 1983; Bouchard, 1990; Hidi, 2000; Lunerburg, 2011; Reinhard et al., 2015; Lane & Lane, 2001; Mizumoto, 2013). However, these five approaches to motivation are often challenging for teachers to implement to improve students' achievement motivation.

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show individual belief in their ability to successfully fulfill a task. The tendency to focus on a

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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 and academic achievement.

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. 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; Tharmalingam, 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). This strategy is a mechanism for developing a caring social group, self-discipline, and behavioural commitment. The meeting involves both students and teachers, preferably daily, and in an open-ended, non-judgemental discussion of behavioral problems, personal problems, and academic or curriculum issues (Joyce & Weil, 1980, p. 210). Although the Glaser classroom meeting model is not explicitly designed to increase achievement motivation, some principles from the classroom meeting learning model (i.e., some reaction and social system principles) are deemed relevant to be used for intervention to improve achievement motivation. The classroom meeting model shapes students to experience intensive personal involvement, face reality, reject irresponsible behaviour, and act in better ways (Hale & Robey, 2019). Potter (1999) reports that classroom meetings effectively improve students' ability to interact positively at school and home. Classroom meetings can improve students' skills to listen attentively, the ability to appreciate and respect others, and build community (Hale & Robey, 2019). Furthermore, a classroom meeting is helpful, as it allows one to approach the problem in a social setting where problems occur (Sorsdahl & Sanche, 1990), which, in this case, is the students' lack achievement motivation.

Furthermore, to answer the lack of a comprehensive and practical model to help teachers increase students' academic motivation, a more functional and thorough approach is needed.

One model that offers a practical and comprehensive approach to motivation is the Trisula (the “trident” in English) Motivation Model (Purwanto, 2014). The Trisula Motivation Model was developed based on three major theories of motivation, namely the value-assignment (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 present paper demonstrates the usage of classroom meeting modification, namely the Focused Classroom Meeting Teaching Model (FCMMT), to improve students' achievement motivation. FCMMT was created based on the Trisula Model of Motivation (see Figure 1; Purwanto, 2014). Glasser's model was modified by emphasizing students' academic issues and concentrating on developing students' intellectual independence by helping them identify the values and benefits of the subjects they are enrolled in and engage in goal setting activities in their learning course. To determine the effectiveness of FCMMT in improving students' achievement motivation, an experiment was conducted. FCMMT was integrated with English learning in school (using the local curriculum) with schoolteachers as facilitators.

### **The Trisula Model of Motivation and FCMMT**

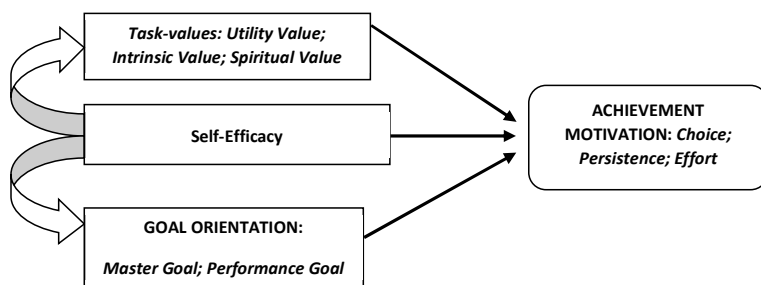
The Trisula Model of Motivation (Purwanto, 2008) explains that students will have high achievement motivation if they have high task-values (i.e., students believe that the lessons and learning activities undertaken are valuable things that are important to them), high self-efficacy (i.e., students believe 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).

The Trisula Model of Motivation divides task-value into 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 something valuable; (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). Meanwhile, there are two kinds of self-efficacy: academic self-efficacy and self-efficacy for self-regulation. Academic self-efficacy is a self-assessment of

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one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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.



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

Meanwhile, the Focused Classroom Meeting (FCMMT) learning model is a learning model that was developed based on the classroom meeting-learning model from Joye & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research in order to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Research participants volunteered to become research participants through announcements posted at schools to be part of the "English Language Acceleration Guidance

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Group" activity. The volunteers were selected based on their level of achievement motivation, which was measured using an achievement motivation questionnaire compiled by the researcher. 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 (mean age 15.6 years (standard deviation [ $SD$ ] = 0.12), male = 20) were selected and randomly divided into experimental and control groups ( $n = 20$ ).

### **Measurement**

**Achievement motivation.** Achievement motivation data was collected using a 20-item achievement motivation scale, which was compiled based on three indicators of achievement motivation behaviour proposed by Schunk, Pintrich, & Meece (2008), namely choice, persistence, and effort. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index of 0.799. To provide a construct validity evidence of the achievement motivation scale, a confirmatory factor analysis (CFA) was done. The Kaiser-Meyer-Olkin measure verified sampling adequacy for the analysis,  $KMO = .849$ . Bartlett's test of Sphericity was  $\chi^2 (190 N = 393) = 1728.784, p < .0001$ . The lowest anti-image correlation was .475 and the highest was .692.

**Intelligence.** SPM test (Standard Progressive Matrices) was used to reveal the intelligence level of research subjects. The validity of the SPM test was tested by correlation with the Terman-Merrill scale and showed a correlation of 0.86, while the reliability tested by the test-retest method showed an index ranging from 0.83 to 0.93 (Raven, 1960).

### **Research procedure**

#### **Pre-Intervention**

At this stage, treatment guidelines for FCMMT were developed. First, problem identification was carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was structured, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student subjects in the psychology department of Universitas Negeri Semarang, and the author acted as a 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 exude 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.

## **Intervention**

The experimental treatment in the form of learning with FCMMT was carried out for 12 meetings, and each session lasted 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.

Every time the teacher gave the experimental treatment, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was done to ensure that the teacher carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

The steps of treatment activities given to research subjects in the field were as follows:

a. Giving pre-tests and collecting student test score data (before treatment).

b. Meeting I:

Building groups; developing intrinsic values and academic self-efficacy through games; identifying the material/subject that the participants want to master.

c. Meeting II:

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.

d. Meeting III:

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.

e. Meeting IV:

Developing intrinsic value through singing their own created English song; developing academic self-efficacy through games and narrative writing activities.

f. Meeting V:

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.

g. Meeting VI:

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).

h. Meeting VII:

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.

i. Meeting VIII:

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.

j. Meeting IX:

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).

k. Meeting X:

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.

l. Meeting XI:

Developing academic self-efficacy by acting upon the short film script the participants made two meetings ago.

m. Meeting XII:

Developing academic self-efficacy through a debate on the topic of "Abolition of the National Examination" followed by a goal-setting activity.

n. Giving post-test:

### **Post-Intervention Assessment**

To find out 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.

## RESULT AND DISCUSSION

Table 2 includes descriptive statistics of each variable. We performed a general linear model, a two-way mixed anova to analyse the data. The result shows that choice,  $F(1, 38) = 23.614, p < .001, r = .383$ , persistence,  $F(1, 38) = 32.165, p < .001, r = .458$ , effort,  $F(1, 38) = 52.609, p < .001, r = .581$ , and total achievement motivation,  $F(1, 38) = 994.272, p < .001, r = .963$ , at the end of the experiment were significantly higher than they were at the beginning of the treatment. The main effect of group (experiment group vs. control group) on choice,  $F(1, 38) = .897, p = .35, r = .23$ , and persistence,  $F(1, 38) = 0.20, p = .889, r = .001$ , was non-significant. The main effect of group on effort,  $F(1, 38) = 9.22, p < .01, r = .195$ , and total achievement motivation,  $F(1, 38) = 5.505, p < .05, r = .127$ , was significant; the result indicated that the experiment group was significantly higher than the control group for those aspects. The interaction between time (before treatment vs. after treatment) and group (experiment vs. control group) indicated that choice,  $F(1, 38) = 3.027, p = .09, r = .074$ , was not significant. Meanwhile, interaction between time and group on persistence,  $F(1, 38) = .10562, p < .01, r = .217$ , effort,  $F(1, 38) = 9.458, p < .01, r = .199$ , and overall achievement motivation,  $F(1, 38) = 202.099, p < .001, r = .842$ , were significant.

Moreover, there was no significant result of intelligence as covariate variable in the interaction of time and group on all variables. The effect of intelligence on choice, persistence, effort, and overall achievement motivation respectively was:  $F(1, 37) = 1.041, p = .314, r = .027$ ;  $F(1, 37) = 1.623, p = .211, r = .042$ ;  $F(1, 37) = 2.174, p = .149, r = .055$ ; and  $F(1, 37) = 1.617, p = .212, r = .042$ .

The comparison of English scores before and after treatment has also been analyzed using Independent T-Test. The result showed significant differences on English scores between time on experiment group,  $t(19) = -4.859, p < .001$ , and no significant result for control group,  $t(19) = -1.924, p = .069$ .

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### Table 1.

*Descriptive statistics of the variables by experiment and control Group membership, N = 40*

	<i>Mean (SD) Experiment Group</i>	<i>Mean (SD) Control Group</i>
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	Before Treatment (n = 20)	After Treatment (n = 20)	Before Treatment (n = 20)	After Treatment (n = 20)
1. Choice	10.45(1.90)	13.20(1.47)	10.80(2.09)	12.10(1.74)
2. Persistence	18.00(2.25)	21.50(2.06)	19.20(2.21)	20.15(1.53)
3. Effort	31.45(2.39)	35.90(1.74)	31.10(2.51)	32.90(2.21)
4. Achievement Motivation	59.90(2.57)	61.10(2.95)	70.60(3.36)	65.15(2.89)
5. Intelligence	50.50(3.03)	-	50.95(3.56)	-
6. English Score	79.70(3.72)	84.90(5.27)	79.75(4.82)	82.00(4.82)

The results show that there are significant differences between the experimental group and the control group in achievement motivation (i.e., persistence and effort). Increased achievement motivation scores of experimental group subjects are significantly higher than those of the control group subjects. Moreover, result also indicated that English scores increase during treatment for those in experiment group. The results in this research suggest that the implementation of FCMMT is effective to improve student achievement motivation in English subject.

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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 due to the fact that they realize that the utility value of the activity they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 as a means to an end or reward). Meanwhile, by incorporating spiritual values during learning process, belief that God bless the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 by the use of a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' achievement motivation to learn English. The study's findings show that FCMMT has been successful in increasing motivation in the form of persistence and effort, which is reflected in increased achievement in learning English.

## Where are the conclusions and recommendations?

## References

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**REVIEWER B**

## Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement

### Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. The effectiveness of FCMMT was examined through experimental research with randomized pre-test post-test control group design. The subjects consisted of 40 Eleventh Grade students who were randomly picked from a senior high school. The subjects were divided into experimental and control groups. The experimental group received FCMMT, while the control group received an ordinary model of teaching usually used at schools. The experimental treatment was given twice a week and lasted for six weeks. The achievement motivation scale used was adapted from the Motivated Strategies for Learning Questionnaire Manual (MSLQM). This measuring instrument was piloted before use and was found to be valid and reliable. The result of the experiment showed that FCMMT was effective in enhancing students' achievement motivation. Using the Trisula model, which is manifested in the FCMMT, this study provides an alternative new model that has been shown to be effective for increasing student achievement motivation. Students who receive FCMMT learning that focuses on three aspects of students, namely task value, self-efficacy, and goal orientation, have been demonstrated to escalate student achievement motivation, particularly in the areas of persistence and effort. After the treatment, students' English test scores increased, indicating an increase in persistence and effort.

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

**Abstrak:** Penelitian ini bertujuan untuk mengetahui efektivitas Focused Classroom Meeting Model of Teaching (FCMMT) yang disusun berdasarkan Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan randomized pre-test post-test control group design. Subyek terdiri dari 40 siswa Kelas XI yang dipilih secara acak dari sebuah sekolah menengah atas. Subyek dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen menerima FCMMT, sedangkan kelompok kontrol menerima model pengajaran yang biasa digunakan di sekolah. Perlakuan eksperimental diberikan dua kali seminggu dan berlangsung selama enam minggu. Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire Manual (MSLQM). Alat ukur ini diujicobakan sebelum digunakan dan ternyata valid dan reliabel. Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternative model baru yang terbukti efektif bagi peningkatan

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motivasi berprestasi siswa dengan menggunakan model Trisula yang dimanifestasikan dalam FCMMT. Siswa yang diberikan pembelajaran FCMMT yang focus pada tiga aspek siswa yaitu *task value*, *self-efficacy*, dan *goal orientation* terbukti mampu meningkatkan motivasi berprestasi siswa terutama pada aspek persistensi dan *effort*. Peningkatan persistence dan effort ini juga ditandai dengan meningkatnya nilai test bahasa Inggris siswa setelah pemberian treatment.

***Kata kunci: motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching***

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," aims to provide a more practical model for increasing student achievement motivation. This research was carried out because most of previous studies used an approach that concentrated on a single motivator (i.e., Mizumoto, 2013; Reinhard et al., 2015). As a result, an approach that can combine various motivating factors is required to improve learning effectiveness, which in turn can improve student achievement motivation.

Various studies have reported multiple factors leading to high or low student achievement motivation and how achievement motivation can be improved. But recent investigations into motivation have been dominated by five major theories: reinforcement theory, intrinsic and extrinsic motivation theory, attribution theory, self-efficacy theory, and goal theory (Adelman & Taylor, 1983; Bouchard, 1990; Hidi, 2000; Lunerburg, 2011; Reinhard et al., 2015; Lane & Lane, 2001; Mizumoto, 2013). However, these five approaches to motivation are often challenging for teachers to implement to improve students' achievement motivation.

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show individual belief in their ability to successfully fulfill 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 and academic achievement.

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. 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; Tharmalingam, 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). This strategy is a mechanism for developing a caring social group, self-discipline, and behavioural commitment. The meeting involves both students and teachers, preferably daily, and in an open-ended, non-judgemental discussion of behavioral problems, personal problems, and academic or curriculum issues (Joyce & Weil, 1980, p. 210). Although the Glaser classroom meeting model is not explicitly designed to increase achievement motivation, some principles from the classroom meeting learning model (i.e., some reaction and social system principles) are deemed relevant to be used for intervention to improve achievement motivation. The classroom meeting model shapes students to experience intensive personal involvement, face reality, reject irresponsible behaviour, and act in better ways (Hale & Robey, 2019). Potter (1999) reports that classroom meetings effectively improve students' ability to interact positively at school and home. Classroom meetings can improve students' skills to listen attentively, the ability to appreciate and respect others, and build community (Hale & Robey, 2019). Furthermore, a classroom meeting is helpful, as it allows one to approach the problem in a social setting where problems occur (Sorsdahl & Sanche, 1990), which, in this case, is the students' lack achievement motivation.

Furthermore, to answer the lack of a comprehensive and practical model to help teachers increase students' academic motivation, a more functional and thorough approach is needed.

One model that offers a practical and comprehensive approach to motivation is the Trisula (the “trident” in English) Motivation Model (Purwanto, 2014). The Trisula Motivation Model was developed based on three major theories of motivation, namely the value-assignment (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 present paper demonstrates the usage of classroom meeting modification, namely the Focused Classroom Meeting Teaching Model (FCMMT), to improve students' achievement motivation. FCMMT was created based on the Trisula Model of Motivation (see Figure 1; Purwanto, 2014). Glasser's model was modified by emphasizing students' academic issues and concentrating on developing students' intellectual independence by helping them identify the values and benefits of the subjects they are enrolled in and engage in goal setting activities in their learning course. To determine the effectiveness of FCMMT in improving students' achievement motivation, an experiment was conducted. FCMMT was integrated with English learning in school (using the local curriculum) with schoolteachers as facilitators.

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### The Trisula Model of Motivation and FCMMT

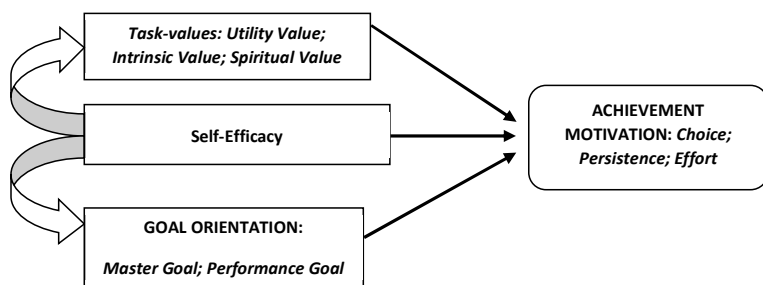
The Trisula Model of Motivation (Purwanto, 2008) explains that students will have high achievement motivation if they have high task-values (i.e., students believe that the lessons and learning activities undertaken are valuable things that are important to them), high self-efficacy (i.e., students believe 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).

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The Trisula Model of Motivation divides task-value into 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 something valuable; (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). Meanwhile, there are two kinds of self-efficacy: academic self-efficacy and self-efficacy for self-regulation. Academic self-efficacy is a self-assessment of

one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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.



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

Meanwhile, the Focused Classroom Meeting (FCMMT) learning model is a learning model that was developed based on the classroom meeting-learning model from Joye & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research in order to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Research participants volunteered to become research participants through announcements posted at schools to be part of the "English Language Acceleration Guidance

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Group" activity. The volunteers were selected based on their level of achievement motivation, which was measured using an achievement motivation questionnaire compiled by the researcher. 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 (mean age 15.6 years (standard deviation [ $SD$ ] = 0.12), male = 20) were selected and randomly divided into experimental and control groups ( $n = 20$ ).

### Measurement

Achievement motivation. Achievement motivation data was collected using a 20-item achievement motivation scale, which was compiled based on three indicators of achievement motivation behaviour proposed by Schunk, Pintrich, & Meece (2008), namely choice, persistence, and effort. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index of 0.799. To provide a construct validity evidence of the achievement motivation scale, a confirmatory factor analysis (CFA) was done. The Kaiser-Meyer-Olkin measure verified sampling adequacy for the analysis,  $KMO = .849$ . Bartlett's test of Sphericity was  $\chi^2 (190 N = 393) = 1728.784, p < .0001$ . The lowest anti-image correlation was .475 and the highest was .692.

Intelligence. SPM test (Standard Progressive Matrices) was used to reveal the intelligence level of research subjects. The validity of the SPM test was tested by correlation with the Terman-Merrill scale and showed a correlation of 0.86, while the reliability tested by the test-retest method showed an index ranging from 0.83 to 0.93 (Raven, 1960).

### Research procedure

#### Pre-Intervention

At this stage, treatment guidelines for FCMMT were developed. First, problem identification was carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included the preparation of guidelines for intervention activities and supporting media. The

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supporting media was produced in the format of a goal-setting guide. After that, general guidelines and scenarios for FCMMT treatment were prepared.

After the module was structured, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student subjects in the psychology department of Universitas Negeri Semarang, and the author acted as a 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 exude 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.

## **Intervention**

The experimental treatment in the form of learning with FCMMT was carried out for 12 meetings, and each session lasted 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.

Every time the teacher gave the experimental treatment, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was done to ensure that the teacher carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

The steps of treatment activities given to research subjects in the field were as follows:

a. Giving pre-tests and collecting student test score data (before treatment).

b. Meeting I:

Building groups; developing intrinsic values and academic self-efficacy through games; identifying the material/subject that the participants want to master.

c. Meeting II:

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.

d. Meeting III:

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.

e. Meeting IV:

Developing intrinsic value through singing their own created English song; developing academic self-efficacy through games and narrative writing activities.

f. Meeting V:

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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.

g. Meeting VI:

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).

h. Meeting VII:

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.

i. Meeting VIII:

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.

j. Meeting IX:

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).

k. Meeting X:

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.

l. Meeting XI:

Developing academic self-efficacy by acting upon the short film script the participants made two meetings ago.

m. Meeting XII:

Developing academic self-efficacy through a debate on the topic of "Abolition of the National Examination" followed by a goal-setting activity.

n. Giving post-test:

### **Post-Intervention Assessment**

To find out 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.



## RESULT AND DISCUSSION

Table 2 includes descriptive statistics of each variable. We performed a general linear model, a two-way mixed anova to analyse the data. The result shows that choice,  $F(1, 38) = 23.614, p < .001, r = .383$ , persistence,  $F(1, 38) = 32.165, p < .001, r = .458$ , effort,  $F(1, 38) = 52.609, p < .001, r = .581$ , and total achievement motivation,  $F(1, 38) = 994.272, p < .001, r = .963$ , at the end of the experiment were significantly higher than they were at the beginning of the treatment. The main effect of group (experiment group vs. control group) on choice,  $F(1, 38) = .897, p = .35, r = .23$ , and persistence,  $F(1, 38) = 0.20, p = .889, r = .001$ , was non-significant. The main effect of group on effort,  $F(1, 38) = 9.22, p < .01, r = .195$ , and total achievement motivation,  $F(1, 38) = 5.505, p < .05, r = .127$ , was significant; the result indicated that the experiment group was significantly higher than the control group for those aspects. The interaction between time (before treatment vs. after treatment) and group (experiment vs. control group) indicated that choice,  $F(1, 38) = 3.027, p = .09, r = .074$ , was not significant. Meanwhile, interaction between time and group on persistence,  $F(1, 38) = .10562, p < .01, r = .217$ , effort,  $F(1, 38) = 9.458, p < .01, r = .199$ , and overall achievement motivation,  $F(1, 38) = 202.099, p < .001, r = .842$ , were significant.

Moreover, there was no significant result of intelligence as covariate variable in the interaction of time and group on all variables. The effect of intelligence on choice, persistence, effort, and overall achievement motivation respectively was:  $F(1, 37) = 1.041, p = .314, r = .027$ ;  $F(1, 37) = 1.623, p = .211, r = .042$ ;  $F(1, 37) = 2.174, p = .149, r = .055$ ; and  $F(1, 37) = 1.617, p = .212, r = .042$ .

The comparison of English scores before and after treatment has also been analyzed using Independent T-Test. The result showed significant differences on English scores between time on experiment group,  $t(19) = -4.859, p < .001$ , and no significant result for control group,  $t(19) = -1.924, p = .069$ .

**Table 1.**

*Descriptive statistics of the variables by experiment and control Group membership, N = 40*

	<i>Mean (SD) Experiment Group</i>	<i>Mean (SD) Control Group</i>
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	Before Treatment (n = 20)	After Treatment (n = 20)	Before Treatment (n = 20)	After Treatment (n = 20)
1. Choice	10.45(1.90)	13.20(1.47)	10.80(2.09)	12.10(1.74)
2. Persistence	18.00(2.25)	21.50(2.06)	19.20(2.21)	20.15(1.53)
3. Effort	31.45(2.39)	35.90(1.74)	31.10(2.51)	32.90(2.21)
4. Achievement Motivation	59.90(2.57)	61.10(2.95)	70.60(3.36)	65.15(2.89)
5. Intelligence	50.50(3.03)	-	50.95(3.56)	-
6. English Score	79.70(3.72)	84.90(5.27)	79.75(4.82)	82.00(4.82)

The results show that there are significant differences between the experimental group and the control group in achievement motivation (i.e., persistence and effort). Increased achievement motivation scores of experimental group subjects are significantly higher than those of the control group subjects. Moreover, result also indicated that English scores increase during treatment for those in experiment group. The results in this research suggest that the implementation of FCMMT is effective to improve student achievement motivation in English subject.

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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 due to the fact that they realize that the utility value of the activity they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 as a means to an end or reward). Meanwhile, by incorporating spiritual values during learning process, belief that God bless the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 by the use of a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' achievement motivation to learn English. The study's findings show that FCMMT has been successful in increasing motivation in the form of persistence and effort, which is reflected in increased achievement in learning English.

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**AUTHOR VERSION**

## **Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation**

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok control pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model, have been proven in previous studies as interrelated motivational constructs (Mete, 2021; Neuville, Frenay, & Bourgeois, 2007). Furthermore, 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 and academic achievement.

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. 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; Tharmalingam, 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.

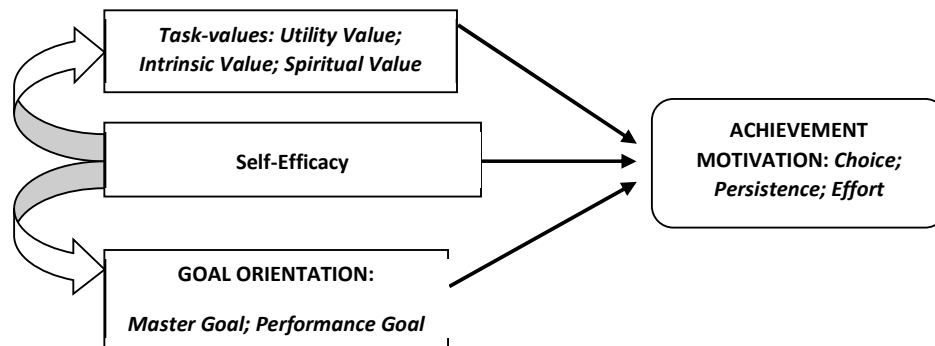
Among the practices of classroom management potentially relevant for the integration of teaching and motivating purpose is Glasser's (1969) "classroom meeting" (Joyce & Weil, 1980; Sorsdahl & Sanche, 1990). Although there is a little research that shows the effectiveness of the classroom meeting learning model (Edwards & Mullis, 2003), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which developed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various

learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was collected using a 20-item Motivated Strategies for Learning Questionnaire (MSLQ) compiled by Pintrich, Smith, Garcia, and McKeachie (1991), which was compiled based on three indicators, namely self-efficacy, task value, and goal orientation. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index 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 range from .48 to .69.

### **Research procedure**

#### **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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

**Table 1.**  
The steps of FCMMT intervention

<b>Sessions</b>	<b>Activities</b>
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.
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.

## **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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

## **Post-Intervention Assessment**

To find out 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 measurement were carried out

## **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>							29.17
F <sub>3</sub>							74.30

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

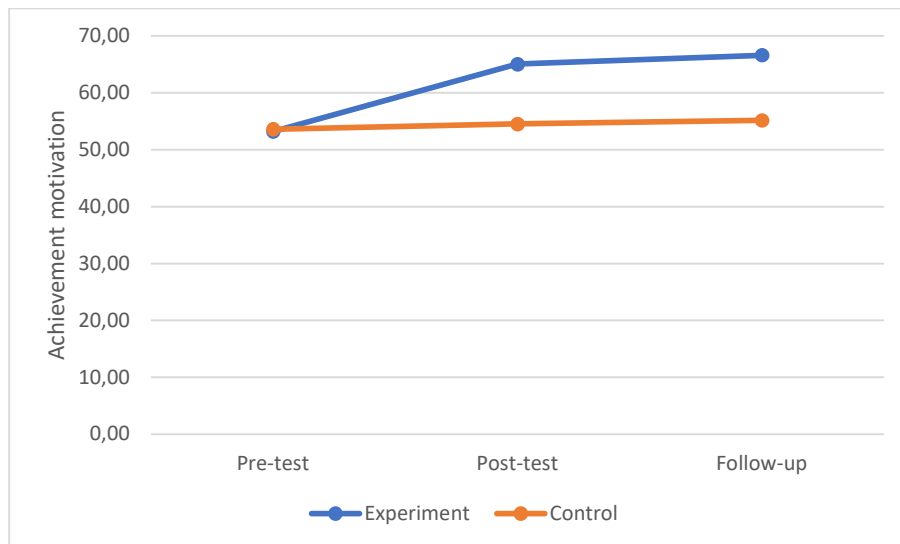
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' self-efficacy, task-value, and goal orientation to learn English. 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, the

present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research are recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment are recommended 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.

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# PEER REVIEW ROUND 2

## Round 2

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**REVIEW VERSION**

## **Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation**

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok control pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model, have been proven in previous studies as interrelated motivational constructs (Mete, 2021; Neuville, Frenay, & Bourgeois, 2007). Furthermore, 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 and academic achievement.

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. 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; Tharmalingam, 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), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

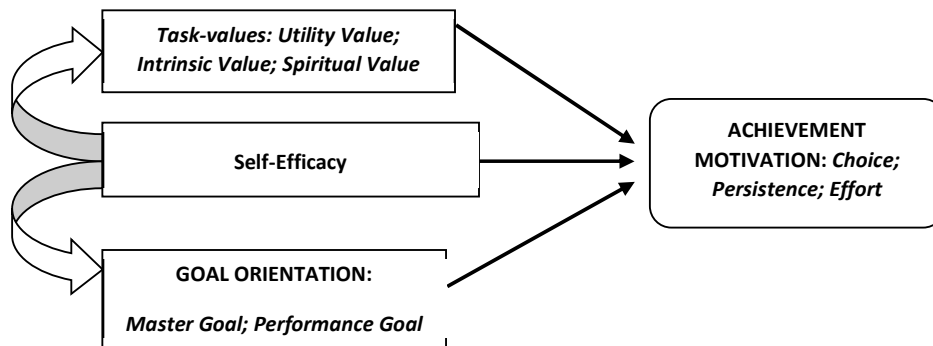
Therefore, present study was conducted to explore and update the effectiveness of classroom meeting and provide a comprehensive practical model to help teachers increase students' academic motivation. One model that offers a practical and comprehensive approach to motivation is the Trisula (the "trident" in English) Motivation Model (Purwanto, 2014). The Trisula Motivation 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 Trisula Model of Motivation which developed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various

learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was collected using a 20-item Motivated Strategies for Learning Questionnaire (MSLQ) compiled by Pintrich, Smith, Garcia, and McKeachie (1991), which was compiled based on three indicators, namely self-efficacy, task value, and goal orientation. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index 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 range from .48 to .69.

### **Research procedure**

#### **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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

**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.
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.

## **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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

## **Post-Intervention Assessment**

To find out 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 measurement were carried out

## **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>							29.17
F <sub>3</sub>							74.30

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

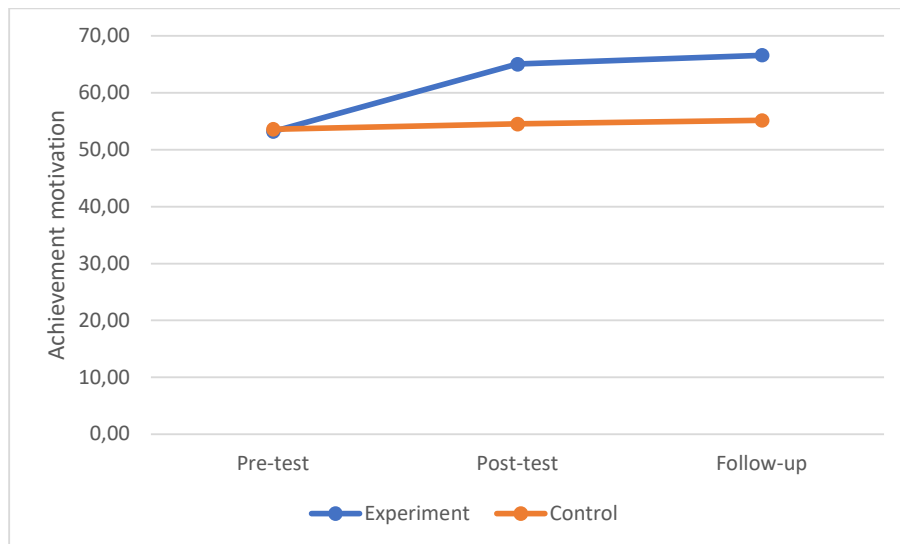
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' self-efficacy, task-value, and goal orientation to learn English. 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, the

present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research are recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment are recommended 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.

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**REVIEWER A**



## Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement

### Motivation

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**Commented [H1]:** This is the second revision. I recommend being accepted. After I checked very carefully. All suggestions that I gave in Round 1 have been completed by the author.

**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok kontrol pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model, have been proven in previous studies as interrelated motivational constructs (Mete, 2021; Neuville, Frenay, & Bourgeois, 2007). Furthermore, 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 and academic achievement.

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. 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; Tharmalingam, 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.

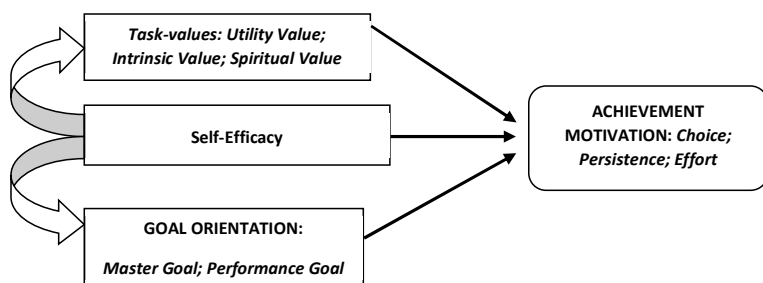
Among the practices of classroom management potentially relevant for the integration of teaching and motivating purpose is Glasser's (1969) "classroom meeting" (Joyce & Weil, 1980; Sorsdahl & Sanche, 1990). Although there is a little research that shows the effectiveness of the classroom meeting learning model (Edwards & Mullis, 2003), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which developed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various

learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was collected using a 20-item **Motivated Strategies for Learning Questionnaire (MSLQ)** compiled by Pintrich, Smith, Garcia, and McKeachie (1991), which was compiled based on three indicators, namely self-efficacy, task value, and goal orientation. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index 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 range from .48 to .69.

### **Research procedure**

#### **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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

**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.
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.



### **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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

### **Post-Intervention Assessment**

To find out 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 measurement were carried out

## **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>	29.17						
F <sub>3</sub>	74.30						

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

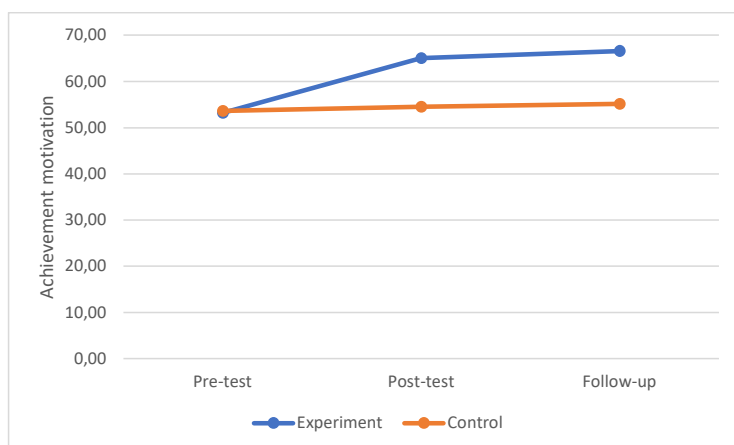
**Table 3**

*Multiple comparison of time measurement*

Sources of Comparison	Mean Differences	SE	p
<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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' self-efficacy, task-value, and goal orientation to learn English. 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, the

present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research are recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment are recommended 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.

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**REVIEWER B**

## Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement

### Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok kontrol pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

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## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model, have been proven in previous studies as interrelated motivational constructs (Mete, 2021; Neuville, Frenay, & Bourgeois, 2007). Furthermore, 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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

**Commented [A3]:** Mimi Bong (2010) has long written about these three variables (self-efficacy, task value, and goal orientation) in The Journal of Educational Research.

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 and academic achievement.

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. 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; Tharmalingam, 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.

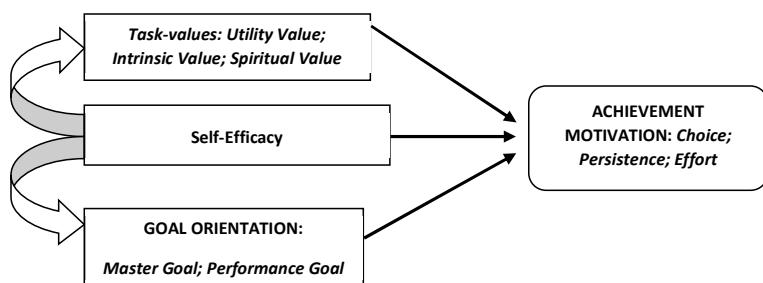
Among the practices of classroom management potentially relevant for the integration of teaching and motivating purpose is Glasser's (1969) "classroom meeting" (Joyce & Weil, 1980; Sorsdahl & Sanche, 1990). Although there is a little research that shows the effectiveness of the classroom meeting learning model (Edwards & Mullis, 2003), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which developed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, the purpose of this study is to present a new model that differs from previous research to increase students' achievement motivation. This study employs FCMMT, which is based on the Trisula Model that combines three motivation factors at once: task value, self-efficacy, and goal orientation. These three aspects are incorporated into learning using various

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learning models (e.g., reflective thinking, games, group work, singing, simulation, etc.) to improve three aspects of achievement motivation: choice, persistence, and effort.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was collected using a 20-item Motivated Strategies for Learning Questionnaire (MSLQ) compiled by Pintrich, Smith, Garcia, and McKeachie (1991), which was compiled based on three indicators, namely self-efficacy, task value, and goal orientation. Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an index 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 range from .48 to .69.

### **Research procedure**

#### **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 carried out 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

**Commented [A5]:** This section contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques.

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learning model that would become a forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

**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.
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.

### **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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

### **Post-Intervention Assessment**

To find out 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 measurement were carried out

## **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>	29.17						
F <sub>3</sub>	74.30						

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

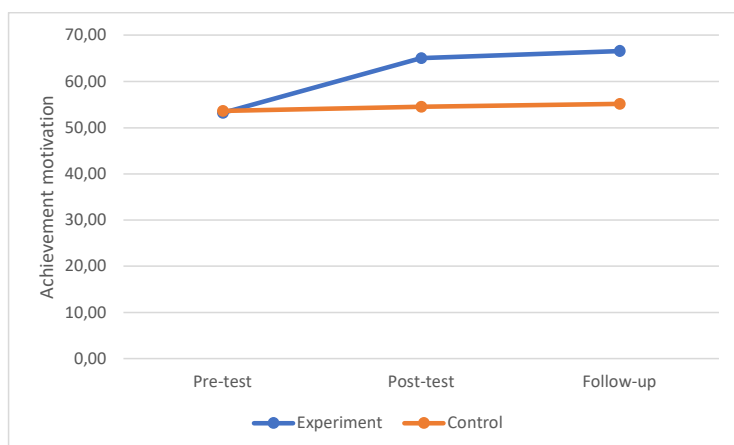
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 behaviors, 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT, which was developed using the Trisula model of achievement motivation, is effective in increasing students' achievement motivation, specifically students' self-efficacy, task-value, and goal orientation to learn English. 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, the

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The conclusion contains substantialization of meaning

present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research are recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment are recommended 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.

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**Commented [A8]:** Reference entries that are referred to in the text must be listed in the reference list, and all written in the reference list must be referred to in the text. It is advisable to use current journal articles from Web of Science/Scopus indexed journals as reference sources, rather than books or proceedings.

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**AUTHOR VERSION**

## Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement

### Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok kontrol pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

**Commented [A1]:** What learning model is this? Can't be compared if it's not comparable

**Commented [A2R1]:** FCMMT in this experiment was not compared with the control group. The existence of a control group is our attempt to increase the intrinsic validity of the experiment. One type of control group in the experiment is Treatment as Usual (TAU; Freedland, Mohr, Davidson, & Schwartz, 2011).

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## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model which 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 an effort to improve student learning performance.

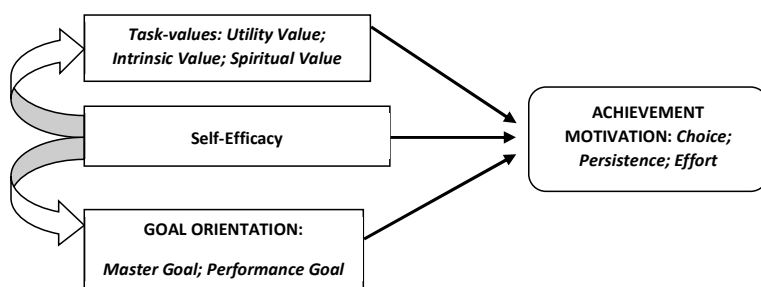
Moreover, organizing learning and motivating students to learn are two different activities requiring different pedagogical skills. Each activity requires specific knowledge and skills on the part of teachers' competencies. There has been a tendency among teachers, however, to prioritize teaching and learning over motivating their students (e.g., Spicer-Escalante & de Jonge-Kannan, 2014; Tharmalingam, 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), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which proposed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, 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 oriented to examine the interrelationship of goal orientation, self-efficacy, and task value (Bong, 2001; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014), but there are no studies that focus on classroom interventions that have an impact on increasing the three motivational constructs. The findings of this study are expected to clarify the implementation of learning models that can increase self-efficacy, goal orientation, and task values simultaneously in an experiment study on real learning process in the classroom.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was 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 form extrinsic goal orientation). Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an coefficients 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 range from .48 to .69.

### **Procedures and Design**

To prove the effect of FCMMT in increasing student achievement motivation, this experiment study applied the pre-test-multiple post-test control group design. We involved the control group, which is the group from the classroom with as usual learning, to check the changes from FCMMT group. We 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 are 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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

#### *Post-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.
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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

#### *Post-Intervention Assessment*

To find out 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 analyze the effect of FCMMT on students' achievement motivation, the mixed analysis of variance data analysis technique was implemented. Thus, we were able to analyse 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.

#### **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>	29.17						
F <sub>3</sub>	74.30						

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

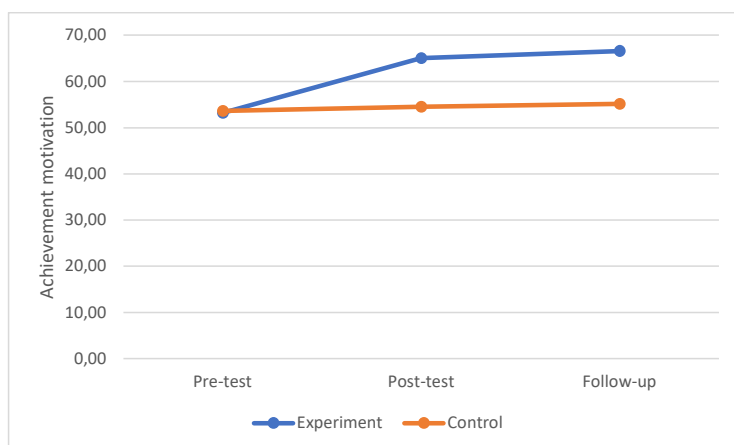
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT was 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, norms, social support and fun. The situation is an important basis for them to express their needs, wants, and expectations about the future. 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, the present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research was recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment was recommended 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.

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# PEER REVIEW

# ROUND 3

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## Round 3

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**REVIEW VERSION**

## Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement

### Motivation

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as usual model of teaching intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok kontrol pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

**Commented [A1]:** What learning model is this? Can't be compared if it's not comparable

**Commented [A2R1]:** FCMMT in this experiment was not compared with the control group. The existence of a control group is our attempt to increase the intrinsic validity of the experiment. One type of control group in the experiment is Treatment as Usual (TAU; Freedland, Mohr, Davidson, & Schwartz, 2011).

Freedland, K. E., Mohr, D. C., Davidson, K. W., & Schwartz, J. E. (2011). Usual and unusual care: existing practice control groups in randomized controlled trials of behavioral interventions. *Psychosomatic medicine*, 73(4), 323-335. <https://doi.org/10.1097/PSY.0b013e318218e1fb>

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model which 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 an effort to improve student learning performance.

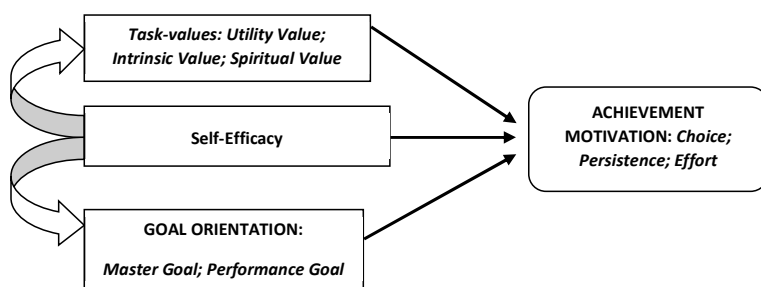
Moreover, organizing learning and motivating students to learn are two different activities requiring different pedagogical skills. Each activity requires specific knowledge and skills on the part of teachers' competencies. There has been a tendency among teachers, however, to prioritize teaching and learning over motivating their students (e.g., Spicer-Escalante & de Jonge-Kannan, 2014; Tharmalingam, 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), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which proposed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, 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 oriented to examine the interrelationship of goal orientation, self-efficacy, and task value (Bong, 2001; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014), but there are no studies that focus on classroom interventions that have an impact on increasing the three motivational constructs. The findings of this study are expected to clarify the implementation of learning models that can increase self-efficacy, goal orientation, and task values simultaneously in an experiment study on real learning process in the classroom.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants voluntarily participate to the experiment program after receive 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{age} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was 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 form extrinsic goal orientation). Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an coefficients 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 range from .48 to .69.

### **Procedures and Design**

To prove the effect of FCMMT in increasing student achievement motivation, this experiment study applied the pre-test-multiple post-test control group design. We involved the control group, which is the group from the classroom with as usual learning, to check the changes from FCMMT group. We 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 are 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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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.

#### *Post-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.
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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue with the teacher to provide feedback.

#### *Post-Intervention Assessment*

To find out 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 analyze the effect of FCMMT on students' achievement motivation, the mixed analysis of variance data analysis technique was implemented. Thus, we were able to analyse 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.

#### **RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>	29.17						
F <sub>3</sub>	74.30						

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

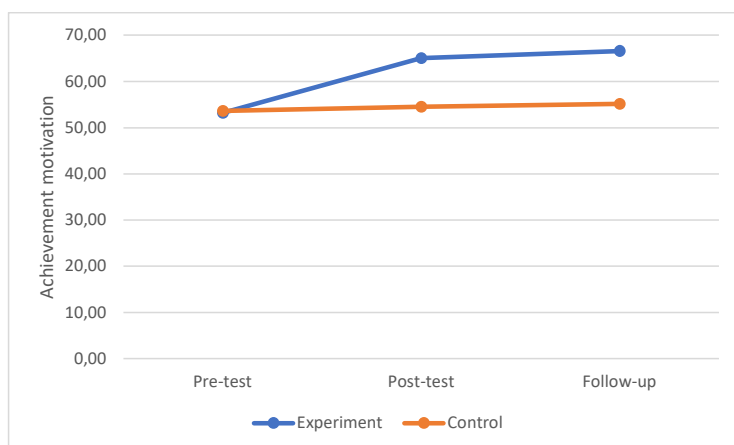
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group

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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT was 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, norms, social support and fun. The situation is an important basis for them to express their needs, wants, and expectations about the future. 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, the present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research was recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment was recommended 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.

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# EDITOR DECISION

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## Editor Decision

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Notify Editor	 Editor/Author Email Record  2022-09-23
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**AUTHOR VERSION**



# **Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation**

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as classroom management intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan Focused Classroom Meeting Model of Teaching (FCMMT) berbasis Model Trisula Motivasi Berprestasi dalam meningkatkan motivasi berprestasi siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing. Keefektifan FCMMT diuji melalui penelitian eksperimental dengan rancangan acak kelompok kontrol pre-test post-test. Subyek terdiri dari 40 siswa kelas 11 yang dipilih secara acak dari sebuah Sekolah Menengah Atas. Subyek secara acak dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kontrol. Kelompok eksperimen menerima intervensi model pengajaran FCMMT, sedangkan kelompok kontrol menerima intervensi model pengajaran seperti biasa dengan menerapkan desain eksperimen kelompok control pre-test multiple post-test. Baik kelompok eksperimen dan kontrol menerima intervensi pengajaran selama 12 sesi (90 menit per sesi; dua kali per minggu). Skala motivasi berprestasi yang digunakan diadaptasi dari Motivated Strategies for Learning Questionnaire (MSLQ). Hasil penelitian menunjukkan bahwa FCMMT efektif dalam meningkatkan motivasi berprestasi siswa. Penelitian ini memberikan alternatif model baru yang terbukti efektif untuk meningkatkan motivasi berprestasi siswa, yaitu nilai tugas, efikasi diri, dan orientasi tujuan.

**Kata kunci:** *motivasi berprestasi, kelas Bahasa Inggris, Focused Classroom Meeting Model of Teaching*

## INTRODUCTION

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model which 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 an effort to improve student learning performance.

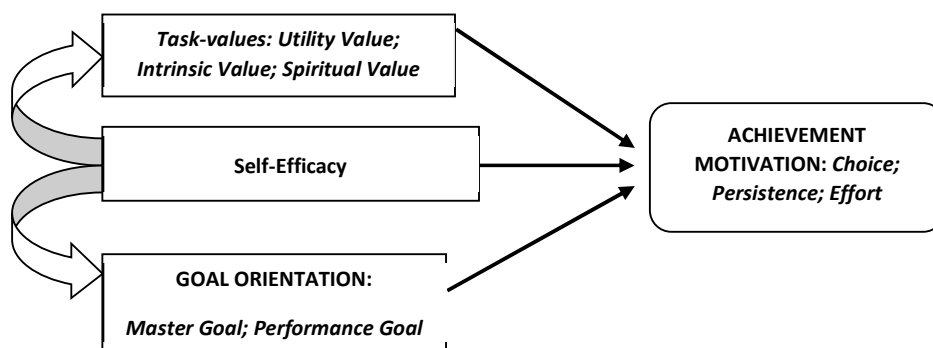
Moreover, organizing learning and motivating students to learn are two different activities requiring different pedagogical skills. Each activity requires specific knowledge and skills on the part of teachers' competencies. There has been a tendency among teachers, however, to prioritize teaching and learning over motivating their students (e.g., Spicer-Escalante & de Jonge-Kannan, 2014; Tharmalingam, 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), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which proposed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, 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 oriented to examine the interrelationship of goal orientation, self-efficacy, and task value (Bong, 2001; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014), but there are no studies that focus on classroom interventions that have an impact on increasing the three motivational constructs. The findings of this study are expected to clarify the implementation of learning models that can increase self-efficacy, goal orientation, and task values simultaneously in an experiment study on real learning process in the classroom.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{\text{age}} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was 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 form extrinsic goal orientation). Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an coefficients 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 range from .48 to .69.

### **Procedures and Design**

To prove the effect of FCMMT in increasing student achievement motivation, this experiment study applied the pre-test-multiple post-test control group design. We involved the control group, which is the group from the classroom with classroom management intervention, to check the changes from FCMMT group. We 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 are 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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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

<b>Sessions</b>	<b>Activities</b>
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.
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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue 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 find out 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 analyze the effect of FCMMT on students' achievement motivation, the mixed analysis of variance data analysis technique was implemented. Thus, we were able to analyse 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.

#### **RESULT 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.

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 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 <sub>1</sub>
	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 <sub>2</sub>							29.17
F <sub>3</sub>							74.30

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group all  $p < .01$

We performed a mixed analysis of variance to test 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 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 of achievement motivation of 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,  $MD = 0.65, p > .05$ .

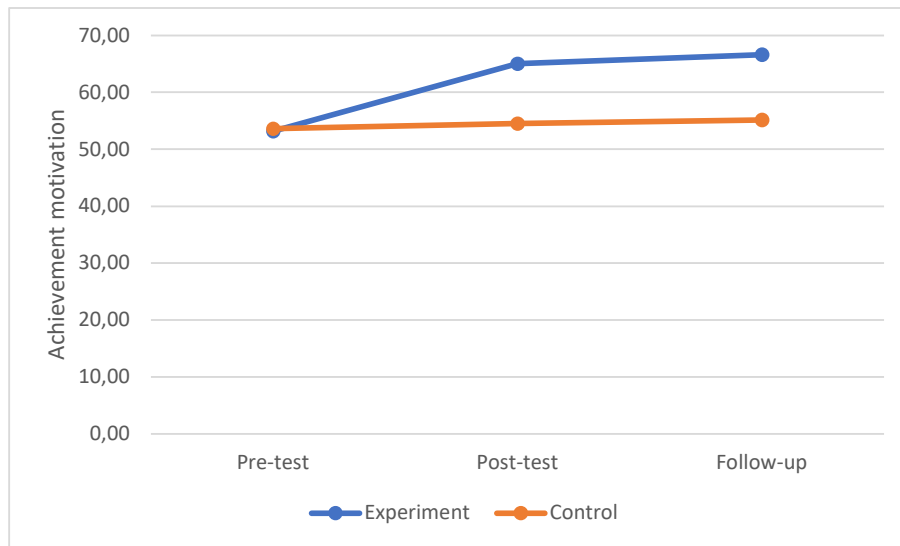
**Table 3**

*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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure

1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group 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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## CONCLUSION AND RECOMMENDATIONS

This study concludes that the FCMMT was 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, norms, social support and fun. The situation is an important basis for them to express their needs, wants, and expectations about the future. 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, the present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research was recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment was recommended 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.

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**EDITOR VERSION**

# **Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement**

## **Motivation**

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**Abstract:** This research aims to discover the effectiveness of the Focused Classroom Meeting Model of Teaching (FCMMT) which is based on the Trisula Model of Achievement Motivation in enhancing students' achievement motivation in learning English as a foreign language. 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 11<sup>th</sup> Grade who were randomly selected from a senior high school. The subjects were randomly assigned into two groups, namely experimental and control groups. The experimental group received FCMMT of teaching model intervention, while the control group received as classroom management intervention by applying the experimental design of the control group pre-test multiple post-tests. Both experimental and control group 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 that has been shown to be 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*

## **INTRODUCTION**

The study, titled "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," 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 study is important because previous experiments used interventions that 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, namely self-efficacy, task value, and goal orientation, as integrated in the Trisula Motivation Model which 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 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 predicts 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); task value predicts choice making during learning (Neuville, Frenay, & Bourgeois, 2007). Considering the significant contribution of self-efficacy, task value, and orientation to academic achievement, an experiment aimed at increasing those constructs of motivation is urgently needed (Geitz, Dinke, & Kirschner, 2016).

Due to how each theory generally focuses on a single motivational factor, teachers' difficulties in implementing those motivation theories to increase students' achievement motivation 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 similar psychological attributes that show 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 an effort 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-

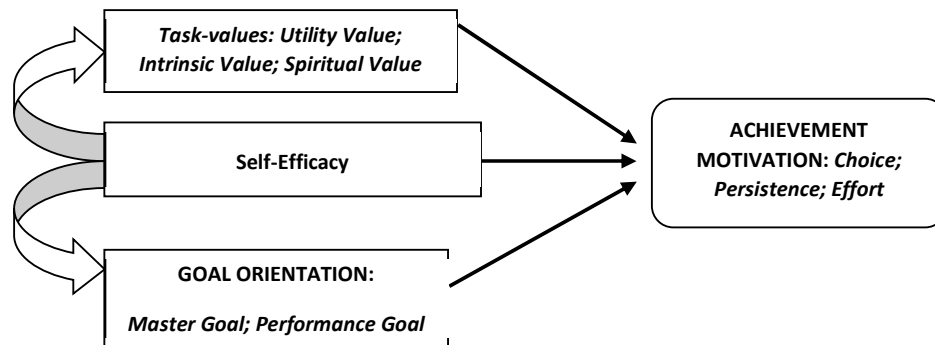
Escalante & de Jonge-Kannan, 2014; Tharmalingam, 2014; Picón, 2015; Kardijan et al., 2017; Pukevičiūtė & Antanėlienė, 2017). In response to this situation, an alternative learning model is required to integrate students' motivation improvement activities into the existing classroom practice of teaching 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), but 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). Moreover, Joyce and Weil (1980) asserted that classroom meetings are effective for developing students' self-regulation, goal setting, and evaluation.

Therefore, present study was conducted 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). The Trisula Motivation 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 Trisula Model of Motivation which proposed by Purwanto (2008) explained that students will have high 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 something valuable; (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. Academic self-efficacy is a self-assessment of one's ability to succeed in achieving educational goals, and self-efficacy for self-regulation 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 outperforming others and to gaining public recognition for the success achieved).



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

These three aspects (i.e., task-values, self-efficacy, and goal orientation) will 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 indicators of achievement-motivation in academic settings include (1) the voluntary decision to be involved in academic tasks rather than non-academic tasks (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) learning model is a learning model that was developed based on the classroom meeting-learning model from Joyce & Weil (1980) combined with a focused group discussion, which 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, also generates increased achievement motivation. For this purpose, the FCMMT administration requires the teacher to design academic tasks that are arranged gradually from simple tasks to tasks with the highest level of difficulty. Teacher will assist students who face challenges and need help. If the assisted student still cannot solve the problem, then the teacher should give a task with a lower difficulty level so that the student can do it successfully.

FCMMT requires teachers to design learning activities that are integrated with the students' preferred activity and involve them in activities. 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 students to control their own learning activities. Meanwhile, regarding emphasizing the importance of linking the subject matter and learning activities with the learning environment, FCMMT has something in common with the contextual learning model.

Hence, 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 oriented to examine the interrelationship of goal orientation, self-efficacy, and task value (Bong, 2001; Neuville, Frenay, & Bourgeois, 2007; Purwanto, 2014), but there are no studies that focus on classroom interventions that have an impact on increasing the three motivational constructs. The findings of this study are expected to clarify the implementation of learning models that can increase self-efficacy, goal orientation, and task values simultaneously in an experiment study on real learning process in the classroom.

**Hypothesis:** FCMMT is positively increase Students' achievement motivation.

## **METHOD**

### **Participants.**

The participants in this study were 11<sup>th</sup>-grade students between the ages of 15 and 16 years. Participants 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 measured using an achievement motivation questionnaire compiled by the researcher. 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 ( $M_{\text{age}} = 15.6$ ,  $SD = 0.12$ ; male = 20) were assigned randomly into experimental and control groups ( $n = 20$  for each group).

### **Measurement**

Achievement motivation data was 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 form extrinsic goal orientation). Scores ranged from 1 to 4, from very appropriate (score 4) to very dissimilar (1). The internal consistency ( $\alpha$ ) showed an coefficients 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 range from .48 to .69.

### **Procedures and Design**

To prove the effect of FCMMT in increasing student achievement motivation, this experiment study applied the pre-test-multiple post-test control group design. We involved the control group, which is the group from the classroom with classroom management intervention, to check the changes from FCMMT group. We 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 are 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 carried out 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 forum for implementing the achievement motivation improvement intervention. Next, the identification of goals was carried out. Identification of objectives included the formulation of objectives to be achieved in the implementation of FCMMT. The third step was compiling the treatment kit. This activity included 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 for FCMMT treatment were prepared.

After the module was formulated, the next step was the expert test of the FCMMT implementation guide. The expert test was intended to assess the acceptability of the form and content of the FCMMT treatment material as the treatment material for this 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. 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. For this purpose, it was started by piloting the FCMMT treatment design to the first-semester student in the Department of Psychology, Universitas Negeri Semarang, and the author acted as a 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 exude 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

<b>Sessions</b>	<b>Activities</b>
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.
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.

Every time the teacher gave intervention for the experimental and control group, the researcher was always in the classroom to observe the teacher and student performance and the overall learning process. This was conducted to ensure that the teacher as an experimenter carried out the activities in accordance with the guidelines. If a decline in teacher performance was found, the researcher would notify the teacher so that there would be no similar mistakes at the next meeting. The end of each session was then used for dialogue 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 find out 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 analyze the effect of FCMMT on students' achievement motivation, the mixed analysis of variance data analysis technique was implemented. Thus, we were able to analyse 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.

## RESULT 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. 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 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 <sub>1</sub>
	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 <sub>2</sub>	29.17						
F <sub>3</sub>	74.30						

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group  
all  $p < .01$

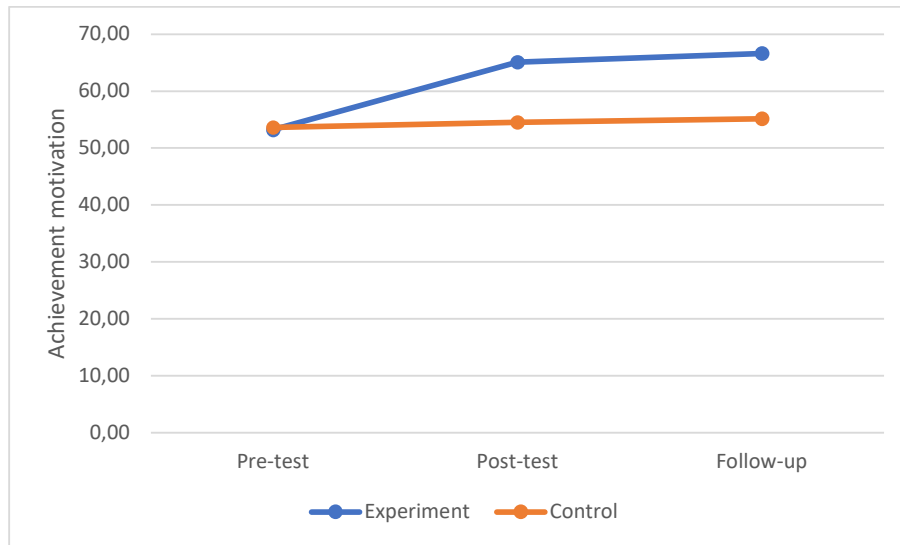
We performed a mixed analysis of variance to test the effect of FCMMT on increasing achievement motivation. The results showed that there was a time effect on increasing

achievement motivation,  $F(1.56, 60.22) = 111.22, p < .01$ , and experimental group had 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 of achievement motivation of 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

Moreover, the results of mixed anova showed that there was interaction effect of time and group on achievement motivation,  $F(1.56, 60.22) = 74.30, p < .01$ . As presented in Figure 1, the interaction effect 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 measurements in the control group. Hence, the effect of time, effect of group and interaction effect of time and group 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*

Present study aims to test the effectiveness of the FCMMT which is based on the classroom meeting concept of Glesser (1969) in increasing student achievement motivation. As predicted, 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. The findings of this study support the findings of previous research from Browning, Davis, and Resta (2000) and Davis (2018). Thus, the findings of this study have 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 a fun learning process in the classroom because the teacher created an informal classroom atmosphere that involved play activity. The fun 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), which 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, which 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 they are doing is in accordance with the explanation of operant learning theory, which states that the learning activity they are doing 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 the life of someone 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 do not give up easily when facing difficulty but will continue to be persistent until they succeed. Conversely, students with low self-efficacy will very 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. And the 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 a number of 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 pique 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 also cast their own players, which made the participants happy and proud. Another factor that may help to strengthen the effectiveness of FCMMT implementation is the selection and application of integrated games with the learning material.

This study has several weaknesses that can be complemented by other researchers who intend to examine the effectiveness of the FCMMT model. The research weaknesses include the absence of data on the 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 are evidence that FCMMT is effective in increasing student achievement motivation. Therefore, FCMMT can be applied to other subjects by adjusting the contents.

## **CONCLUSION AND RECOMMENDATIONS**

This study concludes that the FCMMT was 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, norms, social support and fun. The situation is an important basis for them to

express their needs, wants, and expectations about the future. 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, the present study still has some limitations. First, the combination of focused discussions and classroom meetings is still being tested as a unit. Therefore, further experiments are recommended to specifically compare the impact of focused discussions and classroom meetings as element of FCMMT. Likewise with the measurement of achievement motivation which in this study is still assessed as a single construct, then in next studies it is necessary to explore at 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 to academic achievement. Second, this experiment is still limited to the context of learning English, so that further research was recommended to be carried out in different learning contexts, such as mathematics, religious education, and Pancasila education. Third, this research still involves high school students, so in the next study it is necessary to involve students from different education levels. Finally, present experiment still focuses on teaching model, whereas the evaluation strategy also has an impact on students' motivation and learning performance. Therefore, the next experiment was recommended 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.

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**PUBLISH VERSION**





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

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### **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

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## **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; Tharmalingam, 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.

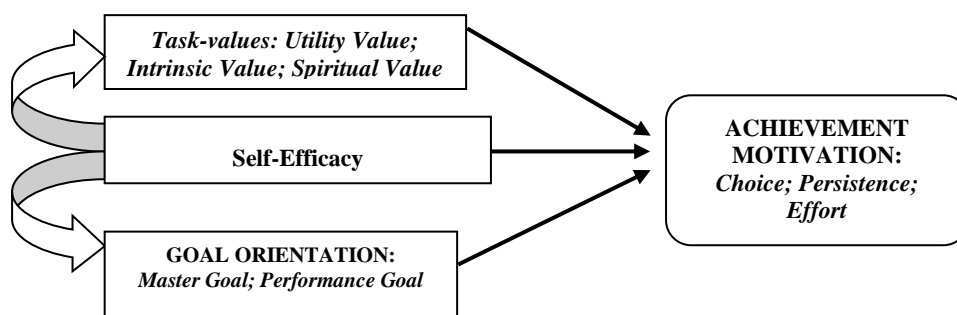
Among the practices of classroom management potentially relevant for the integration of teaching and motivating purpose is Glasser's (1969) "classroom meeting" (Joyce & Weil, 1980; Sorsdahl & Sanche, 1990). Although there is a little research that shows the effectiveness of the classroom meeting learning 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 ( $\alpha$ ) 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

<b>Sessions</b>	<b>Activities</b>
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.

<b>Sessions</b>	<b>Activities</b>
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 <sub>1</sub>
	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 <sub>2</sub>							29.17
F <sub>3</sub>							74.30

Notes: F<sub>1</sub> = effects of time, F<sub>2</sub> = effects of group, F<sub>3</sub> = interaction effects of time vs group all  $p < .01$

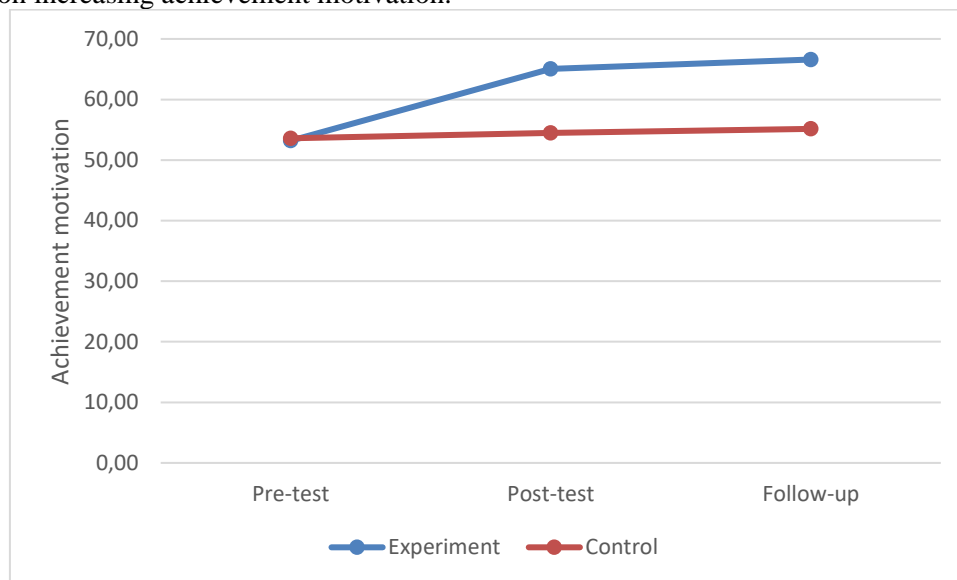
We performed a mixed analysis of variance to examine the effect of FCMMT on increasing achievement motivation. The results showed that there was a time effect on increasing achievement motivation,  $F(1.56, 60.22) = 111.22, p < .01$ , and experimental group had a higher level of achievement motivation 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	p
<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.

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