

Volume 22, No. 1  June Issue 2025

JOURNAL OF

Islam in Asia

A Refereed International Biannual Arabic – English Journal

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

إِنَّمَا
يَنْشِئُ
اللَّهُ
مِنْ
عِبَادِهِ
الْعُلَمَاءَ



Journal of Islam in Asia

EDITOR-in-CHIEF

Abdul Salam @ Zulkifli bin Muhamad
Shukri

EDITOR

Noor Azlan bin Mohd Noor

ASSOCIATE EDITOR

Homam Altabaa

COPY EDITOR

Nur Mashitah Wahidah binti Anuar

EDITORIAL COMMITTEE

LOCAL MEMBERS

Abdel Aziz Berghout (IIUM)
Muhammed Mumtaz Ali (IIUM)
Nadzrah Ahmad (IIUM)
Rahmah Bt. A. H. Osman (IIUM)
Saidatolakma Mohd Yunus (IIUM)
Thameem Ushama (IIUM)

INTERNATIONAL MEMBERS

Abdullah Khalil Al-Juburi (UAE)
Abu Bakr Rafique (Bangladesh)
Anis Ahmad (Pakistan)
Muhammad Al-Zuhayli (UAE)

Articles submitted for publication in the *Journal of Islam in Asia* are subject to a process of peer review, in accordance with standard academic practice.

© 2025 by *International Islamic University Malaysia*

All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the publisher.



E-ISSN: 2289-8077

Student Motivation in Diverse Learning Environments: A Case Study of Pondok Pesantren Modern Al Ikhlah Students

Motivasi Pelajar dalam Persekitaran Pembelajaran yang Pelbagai: Kajian Kes Pelajar-pelajar Pondok Pesantren Modern Al Ikhlah

Homam Altabaa* and Nur Mashitah Wahidah binti Anuar**

Abstract

This research investigates the factors influencing student motivation in diverse language learning environments, specifically examining their motivation in both classroom and outdoor activities. This research considers the impact of varied settings on student motivation in learning the English language. This research adopts a qualitative approach. Data was collected through observations and focus group discussions. The data is analysed thematically to identify the key factors that influences students' motivation in learning and using the English language throughout a two-week English Language Immersive Programme. The findings suggest that diversified settings and interactive games positively impact student motivation. However, the study also highlights the importance of skilled teachers who can provide clear explanations in teaching various aspects of the English language such as grammar, vocabulary, and writing. Furthermore, the research acknowledges that mismatches between teaching styles and student proficiency levels can negatively affect motivation. The study finds that there is a need for a balanced approach that combines engaging activities with effective teaching to encourage student motivation and learning outcomes. Further research could explore specific strategies for

* Assistant Professor at the Department of English Language and Literature, Abdulhamid Abusulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia. Corresponding author's email: drhomam@iium.edu.my

** Research assistant, postgraduate student at Abdulhamid Abusulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia

©International Islamic University Malaysia (IIUM)

Article received: November 2024

Article accepted: January 2025

Publication date: June 2025

Journal of Islam in Asia
December Issue, Vol. 22, No. 1, 2025
E-ISSN: 2289-8077

DOI: <https://doi.org/10.31436/jia.v22i1.1289>

differentiating instruction and creating supportive learning environments that can be used in a diversified learning environment.

Keywords: English Language, Language Learning, Motivation, Diverse, Learning Environments.

Abstrak

Kajian ini meneliti faktor-faktor yang mempengaruhi motivasi pelajar di dalam persekitaran pembelajaran bahasa yang pelbagai, khususnya, mengkaji motivasi mereka di dalam kelas dan sewaktu aktiviti luar. Penyelidikan ini mengambil kira impak kepelbagaian persekitaran pembelajaran terhadap motivasi pelajar dalam proses pembelajaran Bahasa Inggeris. Penyelidikan ini menggunakan pendekatan kualitatif. Data dikumpul melalui pemerhatian dan sesi perbincangan kumpulan sasaran. Data dianalisis secara tematik untuk mengenal pasti faktor utama yang mempengaruhi motivasi pelajar dalam mempelajari dan menggunakan Bahasa Inggeris sepanjang Program Imersif Bahasa Inggeris yang berlangsung selama dua minggu. Hasil dapat kajian menunjukkan bahawa kepelbagaian persekitaran pembelajaran dan penggunaan permainan interaktif memberi impak yang positif kepada motivasi pelajar. Walau bagaimanapun, dapatan kajian ini juga menekankan kepentingan pemilihan guru yang mahir serta dapat memberikan penerangan yang jelas dalam pengajaran aspek-aspek Bahasa Inggeris seperti tatabahasa, kosa kata dan penulisan. Selain itu, penyelidikan ini turut mendapati bahawa ketidakpadanan antara gaya pengajaran dan tahap penguasaan bahasa pelajar boleh memberi impak negatif kepada motivasi pelajar. Kajian ini mendapati terdapat keperluan untuk mencari pendekatan seimbang yang menggabungkan aktiviti-aktiviti yang dapat menarik minat pelajar dengan sesi pengajaran yang berkesan untuk menggalakkan motivasi pelajar dan mencapai hasil pembelajaran yang baik. Penyelidikan lanjut boleh meneroka strategi khusus untuk mewujudkan persekitaran pembelajaran yang menyokong pembelajaran dalam persekitaran pembelajaran yang pelbagai.

Kata Kunci: Bahasa Inggeris, Pembelajaran Bahasa, Motivasi, Kepelbagaian Persekitaran.

Introduction

Motivation plays a crucial role in the process of language learning. Students' motivation can be influenced by their learning environment, and this in turn has an impact on how well they acquire language. This study aims to investigate the impact of learning environments on students' motivation in an immersive language learning programme for Indonesian high school students. This study suggests that the students would demonstrate higher levels of motivation during outdoor activities compared to formal classroom learning. This may lead to improved language acquisition and greater confidence in using the English language. This hypothesis is made on the assumption that experiential learning environments can provide a more engaging learning environment for the students and, in turn, enhance their motivation and boost the learning outcomes

By comparing different learning environments, this research attempts to provide light on the factors that boost and hinder motivation. This research also aims to suggest the most effective methods that can enhance language learning outcomes among young learners. Before diving deeper into the topic, it is essential to know the connection between language learning, learning environments and motivation

Motivation and Language Learning

Recent literature establishes that motivation and engagement is vital in the learning process. Researchers such as Anyichie and Butler explore the impact of culturally responsive teaching (CRT) and self-regulated learning (SRL) on the enhancement of motivation and engagement among culturally diverse learners.¹ This study has found that engagement and motivation are shaped by the dynamic interaction between the learner and the learning context, especially by designing the learning sessions based on what the learners perceive to be interesting and personally relevant. As this study suggests, designing the learning environment based on students' interests, site visits to selected places

¹ Aloysius C. Anyichie and Deborah L. Butler, "Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task," *Frontiers in Education* 8 (February 24, 2023), <https://doi.org/10.3389/feduc.2023.1041946>.

may contribute to the increase in motivation and engagement among students. Margareta M. Thomson compiles interdisciplinary research on student motivation and engagement across different fields of study.² The book explores the roles of learners, parents, and teachers in promoting motivation and engagement. The book also provides innovative examples of educational programs and inquiry-based learning that contributes to the design of this research. In addition to this, a gamified learning environment can foster students' motivation to succeed in their studies.³ As gamifying students' learning environment is a way for the students to experience their learning practically, site visits or outdoor activities may function as a practical and immersive way for students to learn language acquisition, thus contributing to the increase in students' motivation and engagement in language learning.

Learning Environments and Language Learning

The learning environment profoundly impacts language acquisition, shaping student motivation, engagement, and, ultimately, learning outcomes.⁴ For Indonesian high school students participating in a two-week English immersive program at the International Islamic University Malaysia, the learning environment's influence is even more pronounced. This section explores key considerations for crafting effective language learning environments tailored to this specific context, setting the stage for a later discussion on the learners' motivation.

Immersion programs present unique opportunities for language acquisition, providing intensive exposure to the target language and

² Margareta M. Thomson, *Motivation and Engagement in Various Learning Environments: Interdisciplinary Perspectives* (Charlotte, NC: Information Age Publishing, Incorporated, 2024).

³ Carlos J. Hellín et al., "Enhancing Student Motivation and Engagement through a Gamified Learning Environment," *Sustainability* 15, no. 19 (September 24, 2023), <https://doi.org/10.3390/su151914119>.

⁴ Li-Rong Lilly Cheng, "Creating an Optimal Language Learning Environment," *Communication Disorders Quarterly* 30, no. 2 (2008): 69–76, <https://doi.org/10.1177/1525740108325432>.

culture.⁵ Such concentrated exposure has the potential to accelerate language development and foster a deeper understanding of English,⁶ and can equip students with sufficient language skills to compete internationally.⁷ However, the success of an immersive program rests on carefully designing the learning environment to address the learners' specific needs and challenges. The environment should cultivate autonomy and self-regulation,⁸ while also providing a supportive and encouraging atmosphere.⁹ This includes fostering a sense of community and belonging, addressing potential culture shock, and providing opportunities for meaningful interaction with both native English speakers and fellow participants.

Therefore, a holistic approach is essential, considering the interplay between linguistic input, interactive activities, and learner autonomy. By creating a stimulating and supportive environment that caters to the unique needs of Indonesian high school students in the IIUM immersive program, educators can maximize the program's impact and prepare students for continued language learning success.¹⁰

Motivation among EFL Learners

⁵ Widya Rizky Pratiwi, "Indonesian Students' Growth Perception of an English Immersion Program," *ENGLISH FRANCA : Academic Journal of English Language and Education* 7, no. 1 (2023), <https://doi.org/10.29240/ef.v7i1.6594>.

⁶ Widya Rizky Pratiwi, "Indonesian Students' Growth Perception of an English Immersion Program," *ENGLISH FRANCA : Academic Journal of English Language and Education* 7, no. 1 (2023), <https://doi.org/10.29240/ef.v7i1.6594>.

⁷ Sahiruddin, Esti Junining, and Sigit Prawoto, "The Implementation of English as a Medium of Instruction in an Indonesian EFL Setting," *Proceedings of the Brawijaya International Conference on Multidisciplinary Sciences and Technology (BICMST 2020)*, 2020, <https://doi.org/10.2991/assehr.k.201021.048>.

⁸ Michael Levy, *Computer-Assisted Language Learning*, Oxford University Press eBooks, 1997, <https://doi.org/10.1093/oso/9780198236320.001.0001>.

⁹ Li-Rong Lilly Cheng, "Creating an Optimal Language Learning Environment," *Communication Disorders Quarterly* 30, no. 2 (2008): 69–76, <https://doi.org/10.1177/1525740108325432>.

¹⁰ Chengjun Wang, "On Linguistic Environment for Foreign Language Acquisition," *Asian Culture and History* 1, no. 1 (2009), <https://doi.org/10.5539/ach.v1n1p58>.

Motivation is a cornerstone of successful English as a Foreign Language learning, providing the initial impetus for learners and sustaining the effort required for proficiency.¹¹ Building upon the understanding of the learning environment's influence, this section delves into the specific motivational factors at play for Indonesian high school students participating in the English immersive program at IIUM.

Scholars have shown particular interest in motivation as a key component of individual differences in learners. Motivation can be defined as learners' desire or inner strength which pushes them to learn the language and to experience satisfaction in this process.¹² As the prerequisite for successful English as a second or foreign language learning, motivation provides learners with the stimuli to start learning English and a flow of energy to sustain efforts.¹³ The immersive nature of the program may present both unique opportunities and challenges to their motivational levels. The novelty of studying abroad, exposure to a different cultural environment, and the intensive focus on English language development can initially boost motivation.

Many students who are not majoring in English may lack the motivation to learn English.¹⁴ They tend to look for strategies to pass exams and tend to opt out of English courses as soon as possible.¹⁵

¹¹ Imam Khasbani, and Didin Nuruddin Hidayat, "Motivating English Language Learners and Teachers in Indonesia," *Linguists Journal of Linguistics and Language Teaching* 6, no. 2 (2020): 30, <https://doi.org/10.29300/ling.v6i2.3684>; Yuan Kong, "A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning," *International Education Studies* 2, no. 2 (2009), <https://doi.org/10.5539/ies.v2n2p145>; Chang Liu, "Motivators for Demotivators Affecting EFL Learners in Chinese Secondary Vocational School," *English Language Teaching* 13, no. 4 (2020): 41, <https://doi.org/10.5539/elt.v13n4p41>.

¹² Chang Liu, "Motivators for Demotivators Affecting EFL Learners in Chinese Secondary Vocational School," *English Language Teaching* 13, no. 4 (2020): 41, <https://doi.org/10.5539/elt.v13n4p41>.

¹³ Chang Liu, "Motivators for Demotivators Affecting EFL Learners in Chinese Secondary Vocational School," *English Language Teaching* 13, no. 4 (2020): 41, <https://doi.org/10.5539/elt.v13n4p41>.

¹⁴ Ngoc Lynh Dan Nguyen, Tran Trung Nghia, Pham Hong Thy, and Ha Thi Yen Nhi, "The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (May 28, 2022): 102–12, <https://doi.org/10.32996/jeltal.2022.4.2.10>.

¹⁵ Ngoc Lynh Dan Nguyen, Tran Trung Nghia, Pham Hong Thy, and Ha Thi Yen Nhi, "The Relationship between Students' Self-Efficacy Beliefs and Their English Language

Research has shown that motivation has a great potential to enhance students' language competence.¹⁶ However, the intensity and unfamiliarity of the program might also lead to feelings of anxiety, cultural adjustment stress, or a perceived gap between their current proficiency and the program's demands. It's crucial to consider how these factors interact with their pre-existing motivations for learning English.

Therefore, further investigation into the specific motivational dynamics at play for these Indonesian high school students is essential. This includes examining their initial motivations for participating in the program, their perceptions of the learning environment at IIUM, and the impact of the immersive experience on their overall motivation to continue learning English. By understanding these dynamics, educators can better tailor their support and instruction to maximize the benefits of the immersive program and foster long-term engagement with the English language.¹⁷

Theoretical Framework

Motivation is used as the main theoretical framework guiding this research. This research looks into how motivation impacts students' experience in language learning. In the context of learning English as a second or foreign language, motivation provides the students with a drive or inner strength that guides them in the process of language learning. Understanding the dynamics of motivation is therefore important for educators in creating an effective and engaging learning environment for the students.

Achievement," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (May 28, 2022): 102–12, <https://doi.org/10.32996/jeltal.2022.4.2.10>.

¹⁶ Ngoc Lynh Dan Nguyen, Tran Trung Nghia, Pham Hong Thy, and Ha Thi Yen Nhi, "The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement," *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (May 28, 2022): 102–12, <https://doi.org/10.32996/jeltal.2022.4.2.10>.

¹⁷ Chunmei, Zhu Ming Long, and Liping Chen, "The Study of Student Motivation on English Learning in Junior Middle School -- a Case Study of No.5 Middle School in Gejiu," *English Language Teaching* 6, no. 9 (2013), <https://doi.org/10.5539/elt.v6n9p136>.

Within the broader framework of motivation, several key theories offer valuable insights to examine the motivational factors that are studied in this research. Among the theories that were established in the discussion of motivation are Expectancy-Value theory, Social Cognitive theory, Self-Determination theory, Interest theory, Achievement Goal theory and Attribution theory. All of the theories work together in a basic motivational model that is based on Heckhausen and Heckhausen's general model of motivation.¹⁸

By adopting this framework and its related constructs, this research seeks to provide a better understanding of the factors influencing the Indonesian high school students' motivation and engagement in the English Language Immersive Programme. The findings of this research can be used to develop pedagogical strategies aimed at fostering motivation and interest as well as optimising language learning outcomes in similar diverse learning environments.

Methodology

This study adopts a qualitative approach, specifically using observation and Focus Group Discussion as data collection methods. The qualitative approach is chosen for this research as this method is the most suitable to record the wide range of experiences of each student throughout the programme. As for the Focus Group Discussion, the students were divided into smaller groups to discuss their experience throughout the programme.

I. Participants

The participants of this programme are 16 Indonesian high school students (12 male, 4 female) from Pondok Pesantren Modern Al-Ikhlah, who participate in a two-week English Language Immersive Programme at International Islamic University Malaysia. The students' age ranges from 15 to 17 years old. According to the Common European Framework for Languages (CEFR), the average English level of the students is A2 or pre-intermediate. The students participated in

¹⁸ Detlef Urhahne and Lisette Wijnia, "Theories of Motivation in Education: An Integrative Framework," *Educational Psychology Review* 35, no. 45 (2023), <https://doi.org/10.1007/s10648-023-09767-9>.

intensive English courses and workshops as well as outdoor activities around International Islamic University Malaysia and Kuala Lumpur.

II. Data Collection

a. Observations:

Observation is conducted throughout the period of the programme in both classroom settings and outdoor activities. Three facilitators are assigned to observe the development of students throughout the two-week programme and how different environments affect their motivation. The level of student's participation will be recorded in terms of their contributions to discussions and participation in activities.

b. Focus Group Discussion

Semi-structured interview questions are prepared to facilitate the Focus Group Discussion. The students are divided into four groups. The discussion explores how student perceive their motivation in the classroom setting versus outdoor activities and the factors that enhances or hinder their motivation in language learning. The discussion is recorded and transcribed for analysis.

III. Data Analysis

The data collected from observation notes and Focus Group Interview recordings are coded and analysed thematically. The main factors that influence student's motivation in different learning environments are determined through a thematic analysis of the data collected.

Findings and Discussion

This section will discuss the findings related to student motivation in diverse learning environments, drawing upon both classroom and outdoor activities.

a. Factors Influencing Motivation

I- *The Role of Diversified Settings*

The data indicates a notable trend where students show heightened motivation to learn English within diversified settings that encourage interaction with individuals from various cultural backgrounds. This suggests that the program's design, which integrates diverse perspectives and facilitates cross-cultural exchanges, is effectively stimulating students' interest in language acquisition. By providing opportunities to engage with peers and instructors from different nationalities, the learning environment becomes more dynamic and appealing.

A significant number of students indicated that they enjoy utilizing English as a means of communication with foreign students and staff at the International Islamic University Malaysia. This underscores the importance of real-world application in language learning. When students perceive English not just as an academic subject, but as a tool for connecting with others and navigating a globalized world, their motivation to improve their language skills increases substantially.¹⁹

This observation aligns closely with the concept of integrative motivation,²⁰ where learners are driven by a genuine desire to connect with and integrate into a community that speaks the target language. In this context, students are not merely learning English for instrumental purposes, such as career advancement or academic achievement, but also to foster meaningful relationships and broaden their social

¹⁹ Iryna Lobachova, "SOME ASPECTS OF FORMING STUDENT POSITIVE MOTIVATION TO LEARN FOREIGN LANGUAGES," *Педагогічні Науки Теорія Історія Інноваційні Технології*, no. 5(89) (2019): 120–31, <https://doi.org/10.24139/2312-5993/2019.05/120-131>.

²⁰ Mohammad Reza Ahmadi, "The Impact of Motivation on Reading Comprehension," *International Journal of Research in English Education* 2, no. 1 (2017): 1–7, <https://doi.org/10.18869/acadpub.ijree.2.1.1>.

horizons. This type of motivation tends to be more sustainable and lead to deeper engagement with the learning process.²¹

The program's deliberate exposure to diverse settings and individuals appears to be a key factor in cultivating integrative motivation among students.²² By creating opportunities for intercultural communication and fostering a sense of belonging within a global community, the program effectively enhances students' desire to communicate proficiently and confidently with people from diverse backgrounds.²³

Additionally, the female students, who are only 4 students out of 16 students, view that the big gap in number of students from each gender contributed to a decrease in motivation to engage in classroom activities. The female students mentioned being more confident and motivated in outdoor activities where they do not need to be in the same room as the male students. This is probably due to the fact that the students are from a religious school that does not encourage mix-gender activities at school, leading them to feel disarranged in the classroom setting. However, the male students have no mention of this aspect to be affecting their motivation. From this observation, it can be said that the gap in the number of students in each gender is only affecting the minority group. It is important to note that this experience might be different to students who are comfortable and used to a mix-gender setting. Due to this, the background of the students should be taken into consideration into designing an effective learning experience without hindering them from exploring language learning in a diversified setting. Further research could explore the specific elements of these diverse

²¹ Zhu Quan, "Motivation for a Second or Foreign Language Learning," *SHS Web of Conferences* 6 (2014): 04004, <https://doi.org/10.1051/shsconf/20140604004>.

²² Tamara Berezina, Yelena Fedorova, Marina Moskalenko, Elionora Khapalazheva, and Yuliya Timokhina, "Intercultural Adaptation of Students in a Foreign Language and Multicultural Society of a Metropolis," *SHS Web of Conferences* 98 (2021): 02014, <https://doi.org/10.1051/shsconf/20219802014>.

²³ Maria Mushaathoni, "Exploring Intercultural Communication as a Means to Promote Inclusivity in Diverse Organisations: A Study in a South African University," *IAFOR Journal of Education* 11, no. 3 (2023): 161–84, <https://doi.org/10.22492/ije.11.3.08>.

settings that contribute most significantly to increased motivation in language learning.

II- Preference for Interactive Games and Gamification

Students overwhelmingly demonstrate a preference for classroom activities that and appropriately and skillfully integrate interactive games, particularly those designed to foster and encourage robust communication among peers without distracting students from the learning objectives or leading to class disarray. Students should focus on the taught lesson and not be interested in playing games. Nonetheless, this positive inclination of students towards class activities strongly bolsters the pedagogical approach of gamification in education, which has been shown to be a powerful tool for significantly increasing both student motivation and their overall engagement in the learning process (Dichev & Dicheva, 2017; Dicheva et al., 2015).²⁴ The incorporation of games can transform the learning experience, making it considerably more enjoyable. Naturally, this cultivates a less intimidating and more supportive environment where students feel more comfortable practicing and thus improving their communication skills.

It has been observed that many students find traditional classroom learning environments to be rather passive, leading to feelings of being “sleepy” and perceiving the lessons as “boring.” However, when the educators introduce the alternative of interactive games into their teaching methodologies, a notable shift occurs. Students become markedly more involved and attentive during the learning sessions, and their intrinsic motivation to learn, specifically in subjects like the English language, experiences a considerable upswing. This suggests that the playful and engaging nature of games can effectively counteract the passivity often associated with conventional teaching methods, thereby unlocking a greater motivation for learning.

²⁴ Christo Dichev, Darina Dicheva, and Keith Irwin, “Gamifying Learning for Learners,” *International Journal of Educational Technology in Higher Education* 17, no. 1 (October 7, 2020), <https://doi.org/10.1186/s41239-020-00231-0>.

Based on classroom observations, students who typically find themselves below average or struggle with inattentiveness in traditional classroom settings benefit considerably from the integration of games in the class. These engaging activities provide a more accessible way to the materials taught, transforming certain boring or intimidating learning tasks into enjoyable challenges. This shift in approach can significantly enhance their involvement and focus during learning sessions, boosting intrinsic motivation, particularly when it comes to subjects like the English Language. With time, this can lead to improved achievements of lesson outcomes by students.

Additionally, proficient students find considerable benefit in a gamified learning environment. It is true that these students may already have a strong drive, interactive games can offer them a new way to refine their language skills. The competitive and collaborative aspects of games can further boot their motivation and push them to explore materials more effectively. Gamification specifically provides opportunities for leadership, peer-to-peer learning, and the application of their existing skills in new contexts. This can be invaluable for the long-term benefits gained from attending English classes.

III- The Importance of Skilled Teachers

While the students express enjoyment in interactive games and activities, the data reveals that they continue to place significant value on skilled teachers who can effectively explain fundamental aspects of language, such as grammar rules, vocabulary nuances, and writing techniques.²⁵ This highlights a crucial point where the students appreciate innovative teaching methods, but also recognize the importance of a solid foundation in language fundamentals, which is often best provided through direct instruction and expert guidance.

This finding underscores the need for educators to adopt a balanced approach in their teaching methodologies. Engaging activities,

²⁵ Afief Fakhrudin, and Eka Nurhidayat, "Students' Perception on Quizziz as Game Based Learning in Learning Grammar in Written Discourse," *Wiralodra English Journal* 4, no. 2 (2020): 28–38, <https://doi.org/10.31943/wej.v4i2.101>.

like interactive games,²⁶ can be highly effective in capturing students' attention and fostering a positive learning environment. However, these activities should not come at the expense of clear explanations, structured lessons, and personalized feedback from teachers. A blended approach that combines the best of both worlds is likely to be the most effective in promoting deep and lasting learning.²⁷

Therefore, the selection and training of teachers become paramount in creating an effective and motivating learning environment for students.²⁸ Educators need to be proficient in not only the subject matter but also in employing a variety of teaching strategies, including incorporating technology and gamified elements into their lessons.²⁹ Moreover, they should possess strong communication and interpersonal skills to build rapport with students and provide individualized support.³⁰

In essence, the key to fostering student motivation lies in establishing a harmonious balance between engaging learning experiences and expert instruction. Interactive games and activities can spark interest and enthusiasm, while skilled teachers can provide the knowledge, guidance, and support necessary for students to achieve their full potential. By prioritizing both innovation and expertise,

²⁶ Mery Silalahi, "Improving Students' Interest in Learning English by Using Games," *International Journal of Theory and Application in Elementary and Secondary School Education* 1, no. 1 (2019): 55–62, <https://doi.org/10.31098/ijtaese.v1i1.24>.

²⁷ Xiaohui Qin, "A Comparative Study of Activity Preferences of Learners and Teachers in College English Teaching and Its Implications for Curriculum Design," *International Journal of English Linguistics* 2, no. 6 (2012), <https://doi.org/10.5539/ijel.v2n6p40>.

²⁸ M. Spratt, "How Good Are We at Knowing What Learners Like?," *System* 27, no. 2 (1999): 141–55, [https://doi.org/10.1016/s0346-251x\(99\)00013-5](https://doi.org/10.1016/s0346-251x(99)00013-5).

²⁹ Mohamed Ali Khenissi, Fathi Essalmi, Mohamed Jemni, None Kinshuk, Sabine Graf, and Nian-Shing Chen. "Relationship between Learning Styles and Genres of Games," *Computers & Education* 101 (2016): 1–14, <https://doi.org/10.1016/j.compedu.2016.05.005>.

³⁰ Natalia Spiridonova, Natalia Fersman, and Viktoria Akupova, "Current Trends in the Development of Interactive Methods in Teaching Foreign Languages," *IOP Conference Series Materials Science and Engineering* 940, no. 1 (2020): 012137, <https://doi.org/10.1088/1757-899x/940/1/012137>.

educational institutions can create learning environments that are both stimulating and effective.³¹

IV- Impact of Teaching Style and Level Mismatch

Some students may experience boredom or feelings of intimidation due to a mismatch between the teaching style and their English proficiency level. A mismatch between the teaching level and the students' actual level can lead to decreased motivation and anxiety during the learning process.

Expanding the idea of a mismatch between teaching style and student proficiency, we can see how this dynamic significantly impacts the learning environment. When students perceive the teaching approach as either too advanced or too simplistic for their current understanding, it can trigger a range of negative responses, affecting their overall engagement and progress. This misalignment can manifest in various ways, influencing not only their academic performance but also their emotional well-being within the classroom.

The experience of boredom can arise when the material presented is far below a student's proficiency level. This can lead to disengagement, as students may feel that their time is not being used effectively or that the content lacks intellectual stimulation. On the other hand, if the teaching level consistently exceeds a student's grasp, it can lead to feelings of intimidation and inadequacy. These feelings can stem from a lack of confidence in their ability to keep up with the material or a fear of being perceived as struggling by their peers and instructors.

A direct consequence of this mismatch is decreased motivation.³² Students who are either bored or intimidated are less likely to actively participate in class, complete assignments diligently, or pursue further

³¹ Yasmin Shabaneh, and Mohammed Farrah, "The Effect of Games on Vocabulary Retention," *Indonesian Journal of Learning and Instruction* 2, no. 01 (2019), <https://doi.org/10.25134/ijli.v2i01.1687>.

³² Jie Peng, "English Language Teaching Methods: Exploring the Impact of Various Approaches on Students' Language Learning Outcomes," *SHS Web of Conferences* 187 (2024): 01008, <https://doi.org/10.1051/shsconf/202418701008>.

learning opportunities outside of the classroom. This decline in motivation can create a negative feedback loop, where students become increasingly disengaged, leading to further academic difficulties and a diminished sense of self-efficacy.³³

Moreover, the anxiety experienced during the learning process can be particularly detrimental to students' overall well-being. The pressure to keep up with material that is too advanced can create a constant state of stress, while the frustration of being held back by material that is too basic can lead to feelings of resentment and disinterest.

Additionally, specifically to the case of the English Language Immersive Programme with Pondok Pesantren Modern Al Ikhlah, the students are of different grades and English levels, which causes an issue in determining the best syllabus. The students who participated in this programme are between 15 to 17 years old, whereby each age group may possess different levels of English proficiency. In overcoming this issue, addressing this mismatch through differentiated instruction³⁴ and personalized learning approaches is therefore crucial for fostering a positive and motivating learning environment.

Conclusion

In conclusion, this paper has explored the multifaceted nature of student motivation within diverse learning environments. By examining both theoretical frameworks and empirical data, we have gained a deeper understanding of the factors that influence students' intrinsic and extrinsic drives to learn. The findings highlight the importance of creating inclusive and engaging educational settings that cater to the unique needs and backgrounds of all learners.³⁵

³³ Aloysius C. Anyichie and Deborah L. Butler, "Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task," *Frontiers in Education* 8 (2023), <https://doi.org/10.3389/feduc.2023.1041946>.

³⁴ Suleyman Celik, "Can Differentiated Instruction Create an Inclusive Classroom with Diverse Learners in an Elementary School Setting?" *Journal of Education and Practice*, February 1, 2019, <https://doi.org/10.7176/jep/10-6-05>.

³⁵ Aloysius C. Anyichie and Deborah L. Butler, "Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task," *Frontiers in Education* 8 (2023), <https://doi.org/10.3389/feduc.2023.1041946>.

The research underscores the significance of fostering a sense of belonging and connection among students, particularly in diverse classrooms. When students feel valued, respected, and understood, they are more likely to be motivated to participate actively in the learning process. This can be achieved through culturally responsive teaching practices, which acknowledge and celebrate the diverse experiences and perspectives that students bring to the classroom.³⁶

Furthermore, the study emphasizes the need for educators to adopt flexible and adaptable teaching strategies that accommodate different learning styles and proficiency levels.³⁷ By differentiating instruction³⁸ and providing personalized support, teachers can ensure that all students have the opportunity to succeed and reach their full potential. Addressing the mismatch between teaching style and student proficiency is crucial for preventing boredom, intimidation, and decreased motivation.

Overall, students demonstrate a strong desire to communicate using the English language, particularly when placed in diversified settings that allow them to interact with individuals from various backgrounds. The program's exposure to these settings appears to increase their motivation to learn English for improved communication. Even within formal classroom settings, interactive games that foster communication are favored. However, the importance of skilled teachers capable of effectively explaining grammar, vocabulary, and writing should not be underestimated.

Some students may experience boredom or feelings of intimidation due to a mismatch between the teaching style and their English proficiency level. This suggests that teachers need to be mindful

³⁶ Aloysius C. Anyichie and Deborah L. Butler, "Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task," *Frontiers in Education* 8 (2023), <https://doi.org/10.3389/educ.2023.1041946>.

³⁷ Hassan A. El-Sabagh, Adaptive e-learning environment based on learning styles and its impact on development students' engagement, *International Journal of Education Technology in Higher Education* 18, no. 53 (2021), <https://doi.org/10.1186/s41239-021-00289-4>

³⁸ Geoff Woolcott, Andrew Marks, and Christos Markopoulos, "Differentiating Instruction: Development of a Practice Framework for and with Secondary Mathematics Classroom Teachers," *International Electronic Journal of Mathematics Education* 16, no. 3 (2021), <https://doi.org/10.29333/iejme/11198>.

of individual student levels and avoid creating an environment where students feel overwhelmed or inadequate. Balancing engaging activities with clear instruction and a supportive learning environment is crucial for maximizing student motivation and success.

Ultimately, cultivating student motivation in diverse learning environments requires a holistic and collaborative approach. By creating a supportive and inclusive classroom culture, implementing culturally responsive teaching practices, and differentiating instruction to meet individual needs, educators can empower students to become lifelong learners who are passionate about pursuing knowledge and achieving their goals (Yusof et al., 2023).³⁹

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Pondok Pesantren Modern Al-Ikhlash, Kuningan, Indonesia, for their generous funding and support of this research project. Their commitment to educational excellence and fostering student development made this study possible. We deeply appreciate their participation and cooperation in making this project a success.

BIBLIOGRAPHY

Ahmadi, Mohammad Reza. "The Impact of Motivation on Reading Comprehension." *International Journal of Research in English Education* 2, no. 1 (2017): 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>.

Alizadeh, Mitra. "The impact of motivation on English language learning." *International journal of research in English education* 1, no. 1 (2016): 11-15.

³⁹ Radduan Yusof, Nor Hafizah Mohamed Harith, Asmidar Lokman, Mohamed Fajil Abdul Batau, Zarina Mohd Zain, and Noor Hanim Rahmat, "A Study of Perception on Students' Motivation, Burnout and Reasons for Dropout," *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (2023), <https://doi.org/10.6007/ijarbs/v13-i7/17187>.

Anyichie, Aloysius C., and Deborah L. Butler. "Examining Culturally Diverse Learners' Motivation and Engagement Processes as Situated in the Context of a Complex Task." *Frontiers in Education* 8 (2023). <https://doi.org/10.3389/feduc.2023.1041946>.

Baeten, Marlies, Filip Dochy, and Katrien Struyven. "The Effects of Different Learning Environments on Students' Motivation for Learning and Their Achievement." *British Journal of Educational Psychology* 83, no. 3 (2012): 484–501. <https://doi.org/10.1111/j.2044-8279.2012.02076.x>.

Berezina, Tamara, Yelena Fedorova, Marina Moskalenko, Elionora Khapalazheva, and Yuliya Timokhina. "Intercultural Adaptation of Students in a Foreign Language and Multicultural Society of a Metropolis." *SHS Web of Conferences* 98 (2021): 02014. <https://doi.org/10.1051/shsconf/20219802014>.

Celik, Suleyman. "Can Differentiated Instruction Create an Inclusive Classroom with Diverse Learners in an Elementary School Setting?" *Journal of Education and Practice*, February 1, 2019. <https://doi.org/10.7176/jep/10-6-05>.

Cheng, Li-Rong Lilly. "Creating an Optimal Language Learning Environment." *Communication Disorders Quarterly* 30, no. 2 (2008): 69–76. <https://doi.org/10.1177/1525740108325432>.

Dichev, Christo, Darina Dicheva, and Keith Irwin. "Gamifying Learning for Learners." *International Journal of Educational Technology in Higher Education* 17, no. 1 (October 7, 2020). <https://doi.org/10.1186/s41239-020-00231-0>.

El-Sabagh, Hassan A. Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Education Technology in Higher Education* 18, no. 53 (2021). <https://doi.org/10.1186/s41239-021-00289-4>

Fakhruddin, Afief, and Eka Nurhidayat. "Students' Perception on Quizziz as Game Based Learning in Learning Grammar in Written Discourse." *Wiralodra English Journal* 4, no. 2 (2020): 28–38. <https://doi.org/10.31943/wej.v4i2.101>.

Hellín, Carlos J., Francisco Calles-Esteban, Adrián Valledor, Josefa Gómez, Salvador Otón-Tortosa, and Abdelhamid Tayebi. "Enhancing Student Motivation and Engagement through a Gamified Learning Environment." *Sustainability* 15, no. 19 (2023). <https://doi.org/10.3390/su151914119>.

Khasbani, Imam, and Didin Nuruddin Hidayat. "Motivating English Language Learners and Teachers in Indonesia." *Linguists Journal of Linguistics and Language Teaching* 6, no. 2 (2020): 30, <https://doi.org/10.29300/ling.v6i2.3684>.

Khenissi, Mohamed Ali, Fathi Essalmi, Mohamed Jemni, None Kinshuk, Sabine Graf, and Nian-Shing Chen. "Relationship between Learning Styles and Genres of Games." *Computers & Education* 101 (2016): 1–14. <https://doi.org/10.1016/j.compedu.2016.05.005>.

Kong, Yuan. "A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning." *International Education Studies* 2, no. 2 (2009). <https://doi.org/10.5539/ies.v2n2p145>.

Liu, Chang. "Motivators for Demotivators Affecting EFL Learners in Chinese Secondary Vocational School." *English Language Teaching* 13, no. 4 (2020): 41. <https://doi.org/10.5539/elt.v13n4p41>.

Levy, Michael. *Computer-Assisted Language Learning*. Oxford University Press eBooks, 1997. <https://doi.org/10.1093/oso/9780198236320.001.0001>.

Lobachova, Iryna. "Some Aspects of Forming Student Positive Motivation to Learn Foreign Languages." *Педагогічні Науки Теорія Історія Інноваційні Технології*, no. 5(89) (2019): 120–31. <https://doi.org/10.24139/2312-5993/2019.05/120-131>.

Long, Chunmei, Zhu Ming, and Liping Chen. "The Study of Student Motivation on English Learning in Junior Middle School -- a Case Study of No.5 Middle School in Gejiu." *English Language Teaching* 6, no. 9 (August 14, 2013). <https://doi.org/10.5539/elt.v6n9p136>.

Mushaathoni, Maria. "Exploring Intercultural Communication as a Means to Promote Inclusivity in Diverse Organisations: A Study in a South African University." *IAFOR Journal of Education* 11, no. 3 (2023): 161–84. <https://doi.org/10.22492/ije.11.3.08>.

Nguyen, Ngoc Lynh Dan, Tran Trung Nghia, Pham Hong Thy, and Ha Thi Yen Nhi. "The Relationship between Students' Self-Efficacy Beliefs and Their English Language Achievement." *Journal of English Language Teaching and Applied Linguistics* 4, no. 2 (2022): 102–12. <https://doi.org/10.32996/jeltal.2022.4.2.10>.

Peng, Jie. "English Language Teaching Methods: Exploring the Impact of Various Approaches on Students' Language Learning Outcomes." *SHS Web of Conferences* 187 (2024): 01008. <https://doi.org/10.1051/shsconf/202418701008>.

Pratiwi, Widya Rizky. "Indonesian Students' Growth Perception of an English Immersion Program." *ENGLISH FRANCA: Academic Journal of English Language and Education* 7, no. 1 (2023). <https://doi.org/10.29240/ef.v7i1.6594>.

Quan, Zhu. "Motivation for a Second or Foreign Language Learning." *SHS Web of Conferences* 6 (2014): 04004. <https://doi.org/10.1051/shsconf/20140604004>.

Qin, Xiaohui. "A Comparative Study of Activity Preferences of Learners and Teachers in College English Teaching and Its Implications for Curriculum Design." *International Journal of English Linguistics* 2, no. 6 (2012). <https://doi.org/10.5539/ijel.v2n6p40>.

Sahiruddin, Esti Junining, and Sigit Prawoto. "The Implementation of English as a Medium of Instruction in an Indonesian EFL Setting." *Proceedings of the Brawijaya International Conference on Multidisciplinary Sciences and Technology (BICMST 2020)*, 2020. <https://doi.org/10.2991/assehr.k.201021.048>.

Schweder, Sabine, and Diana Raufelder. "Does Changing Learning Environments Affect Student Motivation?" *Learning and Instruction* 89 (2024). <https://doi.org/10.1016/j.learninstruc.2023.101829>.

Shabaneh, Yasmin, and Mohammed Farrah. "The Effect of Games on Vocabulary Retention." *Indonesian Journal of Learning and Instruction* 2, no. 01 (2019). <https://doi.org/10.25134/ijli.v2i01.1687>.

Silalahi, Mery. "Improving Students' Interest in Learning English by Using Games." *International Journal of Theory and Application in*

Elementary and Secondary School Education 1, no. 1 (2019): 55–62.
<https://doi.org/10.31098/ijtaese.v1i1.24>.

Spiridonova, Natalia, Nataliia Fersman, and Viktoria Akupova. "Current Trends in the Development of Interactive Methods in Teaching Foreign Languages." *IOP Conference Series Materials Science and Engineering* 940, no. 1 (2020): 012137. <https://doi.org/10.1088/1757-899x/940/1/012137>.

Spratt, M. "How Good Are We at Knowing What Learners Like?" *System* 27, no. 2 (1999): 141–55. [https://doi.org/10.1016/s0346-251x\(99\)00013-5](https://doi.org/10.1016/s0346-251x(99)00013-5).

Thomson, Margareta M. *Motivation and engagement in various Learning Environments: Interdisciplinary perspectives*. Charlotte, NC: Information Age Publishing, Incorporated, 2024.

Urhahne, Detlef, and Lisette Wijnia. "Theories of Motivation in Education: An Integrative Framework." *Educational Psychology Review* 35, no. 45 (2023). <https://doi.org/10.1007/s10648-023-09767-9>.

Wang, Chengjun. "On Linguistic Environment for Foreign Language Acquisition." *Asian Culture and History* 1, no. 1 (2009). <https://doi.org/10.5539/ach.v1n1p58>.

Woolcott, Geoff, Andrew Marks, and Christos Markopoulos. "Differentiating Instruction: Development of a Practice Framework for and with Secondary Mathematics Classroom Teachers." *International Electronic Journal of Mathematics Education* 16, no. 3 (2021). <https://doi.org/10.29333/iejme/11198>.

Yusof, Radduan, Nor Hafizah Mohamed Harith, Asmidar Lokman, Mohamed Fajil Abdul Batau, Zarina Mohd Zain, and Noor Hanim Rahmat. "A Study of Perception on Students' Motivation, Burnout and Reasons for Dropout." *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (2023). <https://doi.org/10.6007/ijarbss/v13-i7/17187>.

Zhang, Jiani. "The Impact of the Learning Environment on English Language Learning." *Journal of Education, Humanities and Social Sciences* 23 (2023): 69–72. <https://doi.org/10.54097/ehss.v23i.12737>.