


MOTIVATIONAL DYNAMICS IN STUDENT EXECUTIVE ORGANIZATIONS: EVIDENCE FROM A VOCATIONAL SCHOOL CONTEXT

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ABSTRACT

Student executive organizations play an important role in developing students' leadership and professional competencies, yet maintaining motivation within these organizations remains a challenge. This study aims to investigate the motivational dynamics of students in a student executive organization within a vocational school context. This research employs a qualitative descriptive approach with purposive sampling, data were collected through interview and observation, and analyzed using the Miles and Huberman interactive model. The findings indicate that self-consistency is the primary intrinsic motivator sustaining students' engagement, while social support from family and peers serves as a significant external source of motivation; furthermore, motivational stability is maintained through a positive mindset and effective time management. These findings highlight that motivation is shaped by the interaction of internal commitment, social environment, and self-regulation strategies. This study contributes by providing contextual insights into motivational dynamics in vocational student organizations and offering practical implications for enhancing student engagement and organizational performance.

Keywords: Motivation, Student organizations, Vocational education, Self-consistency, Social support

ABSTRAK

Organisasi eksekutif mahasiswa memiliki peran penting dalam mengembangkan kepemimpinan dan kompetensi profesional mahasiswa, namun menjaga motivasi dalam organisasi tersebut masih menjadi tantangan. Penelitian ini bertujuan untuk menganalisis dinamika motivasi mahasiswa dalam organisasi eksekutif mahasiswa pada konteks sekolah vokasi. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik purposive sampling, serta pengumpulan data melalui wawancara dan observasi yang dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa konsistensi diri menjadi motivasi intrinsik utama yang menjaga keterlibatan mahasiswa, sementara dukungan sosial dari keluarga dan teman menjadi sumber motivasi eksternal yang signifikan; selain itu, kestabilan motivasi dijaga melalui pola pikir positif dan manajemen

waktu yang efektif. Temuan ini menunjukkan bahwa motivasi dibentuk oleh interaksi antara komitmen internal, lingkungan sosial, dan strategi pengelolaan diri. Penelitian ini berkontribusi dengan memberikan pemahaman kontekstual mengenai dinamika motivasi dalam organisasi mahasiswa vokasi kaitannya dengan peningkatan keterlibatan dan kinerja organisasi.

Kata kunci: Motivasi, Organisasi mahasiswa, Pendidikan vokasi, Konsistensi diri, Dukungan sosial

INTRODUCTION

Student executive organizations, particularly within vocational higher education institutions, play a pivotal role in shaping students' leadership capacities, professional readiness, and socio-emotional development (Liu et al., 2023). These organizations provide experiential learning environments where students engage in decision-making processes, teamwork, and problem-solving activities that extend beyond formal classroom instruction. In the context of vocational education, where the primary focus is on preparing students for specific career paths, involvement in student organizations becomes increasingly important as it bridges the gap between theoretical knowledge and practical competencies.

Despite the recognized importance of Student executive organizations, maintaining student motivation within these organizations remains a critical challenge. Students often encounter various internal and external pressures, including academic workload, personal commitments, and organizational responsibilities (Rahiman et al., 2023). These competing demands may lead to decreased engagement, burnout, or even withdrawal from organizational activities. Therefore, understanding the motivational dynamics that sustain students' participation and performance in Student executive organizations is essential, particularly in vocational school contexts where students are expected to balance both academic and professional skill development.

Motivation has long been acknowledged as a key determinant of human behavior and performance (Handoyo, 2018). Motivation functions as a driving force that initiates, directs, and sustains goal-oriented behavior. In organizational settings, motivation is not only associated with productivity but also with resilience and adaptability in facing challenges. In the context of student organizations, motivation influences students' commitment, consistency, and ability to maintain performance despite obstacles. However, motivational processes are complex and multifaceted, involving both intrinsic and extrinsic factors. Previous studies have highlighted various sources of motivation in educational and organizational contexts (Leenknecht et al., 2023; Nugroho et al., 2018). Intrinsic motivation, such as personal goals, self-consistency, and internal satisfaction, has been shown to play a crucial role in sustaining long-term engagement. Meanwhile, extrinsic factors, including social support, recognition, and expectations from significant others, also contribute significantly to individuals' motivation. For instance, social environments such as family and peers can act as powerful motivators by providing emotional support and reinforcing individuals' sense of purpose.

In addition to identifying sources of motivation, the sustainability of motivation is another important issue. Vroom's expectancy theory suggests that motivation stability is influenced by expectancy, instrumentality, and valence, indicating that individuals are more likely to remain motivated when they believe their efforts will lead to desirable outcomes (Mohd, 2021). This perspective underscores the importance of aligning individuals' expectations with achievable goals and meaningful rewards. However, maintaining stable motivation over time is often challenging, particularly in dynamic organizational environments where demands and pressures continuously evolve.

Empirical studies on student organizations have generally focused on leadership development, organizational effectiveness, or student engagement, but relatively few have explored the underlying motivational dynamics in depth, especially within vocational

education settings (Nugroho et al., 2018). Moreover, existing research tends to adopt quantitative approaches, which may overlook the nuanced and contextual nature of students' motivational experiences. There is a need for qualitative insights that capture the lived experiences of students and provide a deeper understanding of how motivation is formed, sustained, and transformed within organizational contexts.

This study addresses these gaps by examining motivational dynamics in student executive organizations within a vocational school context using a qualitative descriptive approach. The research focuses on students involved in the Student Executive Board (BEM) of a vocational institution located in Bogor. By exploring these dimensions, this study contributes to the literature on student motivation and organizational behavior in several ways. First, it provides a contextualized understanding of motivational dynamics within vocational education, an area that has received limited attention in previous research. Second, it highlights the importance of qualitative approaches in uncovering the complexity of motivational processes. Third, it offers practical insights for educators and organizational leaders in designing interventions that support students' motivation and engagement. This study aims to examine how motivational dynamics are formed, sustained, and manifested among students in executive organizations within a vocational school context.

LITERATURE REVIEW

Motivation is a fundamental concept in understanding human behavior, particularly in organizational and educational contexts. It refers to the internal drive that initiates, directs, and sustains an individual's actions toward achieving specific goals. Stoner, as cited in (Notoatmojo, 2011), defines motivation as an internal desire within an individual that encourages them to act or behave in certain ways. This definition highlights the intrinsic nature of motivation as a psychological force that underlies human action. Similarly, Hasibuan (2016) conceptualizes motivation as a driving force that stimulates an individual's enthusiasm for work, fosters cooperation, and enhances effectiveness in achieving desired outcomes. In this sense, motivation is not only related to individual effort but also to collective performance, making it a critical factor in organizational success. The alignment of individual desires with organizational goals becomes essential in ensuring optimal performance.

From a functional perspective, motivation serves several important roles in human behavior. Werner et al. (2012), emphasizes that motivation acts as an internal energy that drives individuals, regulates their choices among competing activities, and determines the direction of their actions. This implies that motivation not only initiates behavior but also guides decision-making processes and prioritization of activities. In line with this, Eryanto et al. (2024) explains that the primary purpose of motivation is to stimulate individuals to act in order to achieve specific goals. The application of this concept varies across contexts; for instance, managers use motivation to enhance employee performance and organizational achievement, while educators utilize motivation to encourage students to improve their academic outcomes.

Motivation can also be classified into different types based on how it is applied. Hasibuan (2016) distinguishes between positive and negative motivation. Positive motivation involves encouraging individuals through rewards, recognition, or incentives, which can enhance morale and foster long-term engagement. For example, providing rewards to individuals with high performance can strengthen their commitment and productivity. On the other hand, negative motivation relies on punishment or sanctions to influence behavior. While this approach may produce immediate improvements due to fear of consequences, it often leads to adverse effects in the long term, such as decreased job satisfaction and reduced intrinsic motivation. Therefore, the effectiveness of motivational strategies depends on how they are implemented and sustained over time.

In addition to types of motivation, several models have been developed to explain how motivation operates within organizations. Bangun (2012) propose three main models: the traditional model, the human relations model, and the human resource model. The traditional model views motivation primarily in terms of fulfilling biological or economic needs, where financial incentives such as wages and bonuses are considered the main drivers of performance. This perspective assumes that individuals are motivated primarily by material rewards. In contrast, the human relations model emphasizes the importance of social interactions and emotional needs. It argues that individuals are not solely motivated by financial incentives but also by their need for belonging, recognition, and interpersonal relationships. This model highlights the role of social environments in shaping motivation and suggests that supportive relationships can enhance engagement and satisfaction.

The human resource model offers a more comprehensive perspective by viewing work not merely as an obligation but as an opportunity for personal growth and self-actualization. According to this model, individuals are inherently capable of self-direction and creativity, and motivation can be enhanced by providing meaningful work, opportunities for development, and a sense of responsibility. This approach aligns with modern organizational theories that emphasize empowerment, autonomy, and intrinsic motivation. Overall, the literature indicates that motivation is a multidimensional construct influenced by internal desires, external factors, and contextual conditions (Parker & Ohly, 2012). It plays a crucial role in shaping individual behavior, organizational performance, and learning outcomes. Understanding the different types, functions, and models of motivation provides a strong theoretical foundation for analyzing motivational dynamics in student executive organizations, particularly within vocational education settings where both academic and practical competencies are essential.

METHOD

This study employed a qualitative descriptive approach aimed at providing an in-depth and accurate understanding of the problems under investigation. Qualitative research does not rely on numerical data or statistical analysis; instead, it focuses on exploring and interpreting human behavior in its natural context (Creswell, 2014). This approach is particularly suitable for examining motivational dynamics, as it allows for a nuanced understanding of participants' experiences and perspectives. The research was conducted within the Student Executive Organization (BEM) of a vocational school located in Bogor, Indonesia. The subject of this study consisted of one key informant who was selected through purposive sampling, as this study adopts a case study approach in which an in-depth exploration of a single, information-rich participant is considered sufficient to capture the complexity of the phenomenon under investigation (Njie & Asimiran, 2014). The informant was chosen based on their direct involvement and responsibility in managing and overseeing organizational performance. This selection criterion ensured that the data obtained were relevant and rich in insights related to the research focus.

Data were collected primarily through interview and observation. The data analysis process followed the interactive model proposed by Miles et al. (2014), which consists of four main stages: data collection, data reduction, data display, and conclusion drawing/verification. These stages are interconnected and occur continuously throughout the research process. First, data collection involved gathering information from observations and relevant documentation. The collected data were categorized according to the research focus, allowing the researcher to identify patterns and themes for further analysis. Second, data reduction refers to the process of selecting, simplifying, and organizing raw data into meaningful units. This step involves filtering out irrelevant information while retaining essential data that contribute to the research objectives. Data reduction is an ongoing process that continues throughout the study, resulting in concise summaries derived from field notes and observations. Third, data display involves

organizing the reduced data into a structured format that facilitates interpretation and analysis. Data can be presented in the form of narrative descriptions, diagrams, or tables to reveal patterns and relationships. Finally, conclusion drawing and verification represent the process of interpreting the data and generating findings. Conclusions are developed gradually during the research process and are continuously verified to ensure their validity. This stage involves identifying patterns, relationships, and causal links, as well as refining interpretations based on ongoing analysis.

RESULTS AND DISCUSSION

Motivation as a Driving Force for Organizational Engagement

The findings indicate that motivation functions as a key psychological mechanism that enables students to remain resilient and committed in their organizational roles. Students often experience fatigue, boredom, and pressure due to overlapping responsibilities between academic tasks and organizational duties. In such situations, motivation acts as an internal energy that restores enthusiasm, regulates emotions, and sustains engagement. This study reveals that the role of self-consistency as the primary source of motivation. Students emphasized that their ability to remain consistent with their personal goals, commitments, and values serves as a driving force that helps them persist in organizational activities. Self-consistency reflects a form of internal discipline and commitment, where individuals align their behavior with their long-term aspirations (Rahayu et al., 2024). This internal alignment not only strengthens their motivation but also enhances their sense of responsibility and accountability.

The importance of self-consistency can be understood within the broader framework of intrinsic motivation, where individuals engage in activities for personal satisfaction and self-fulfillment. Unlike extrinsic motivation, which relies on external rewards or pressures, intrinsic motivation is more sustainable because it is internally regulated (Holzer et al., 2021). Students who possess strong self-consistency are less likely to be affected by external challenges and are more capable of maintaining stable performance over time. This finding supports previous theoretical perspectives that highlight the importance of internal motivation in sustaining long-term engagement (Shabbir et al., 2021). Consistency in behavior is closely related to self-regulation and goal orientation, both of which are essential for achieving success in complex organizational environments. Furthermore, the presence of intrinsic motivation reduces the likelihood of performance decline, which is often associated with decreased enthusiasm and burnout. In addition, motivation serves as a preventive mechanism against declining performance. When students experience a lack of motivation, their productivity and commitment tend to decrease, which can negatively affect organizational outcomes. Therefore, maintaining motivation is crucial not only for individual performance but also for the overall effectiveness of the organization.

Social Environment as a Source of Motivation

In addition to intrinsic factors, the study highlights the significant role of social environments in shaping students' motivation. The findings reveal that parents, family members, and peers are key sources of motivation that influence students' engagement in organizational activities. These social actors provide emotional support, encouragement, and a sense of responsibility that motivates students to perform better both academically and organizationally (Permata et al., 2021). The influence of family, in particular, is evident in students' desire to make their parents proud. This type of motivation reflects a strong emotional connection and a sense of obligation that drives individuals to achieve their goals. While this form of motivation can be categorized as extrinsic, it often becomes internalized, meaning that

individuals adopt external expectations as part of their personal values. As a result, this type of motivation tends to be more stable and enduring.

Peers also play a crucial role in shaping motivation. Interaction within the organization creates a social environment that fosters collaboration, mutual support, and shared goals. Students often draw motivation from observing the achievements and efforts of their peers, which creates a positive cycle of encouragement and performance improvement. This aligns with the human relations model of motivation, which emphasizes the importance of social interaction and belongingness in influencing behavior (Febrina & Rahmat, 2024). Moreover, the findings suggest that motivation is not solely an individual construct but is deeply embedded within social contexts. The presence of supportive relationships enhances students' psychological well-being and strengthens their ability to cope with challenges. Conversely, a lack of social support may lead to decreased motivation and disengagement. These findings are consistent with existing literature that emphasizes the role of social support in enhancing motivation (Blaese et al., 2021; Mufanti et al., 2024). Social environments provide not only emotional reinforcement but also a sense of identity and belonging, which are critical for sustaining engagement in organizational activities. Therefore, fostering a supportive and collaborative organizational culture is essential for maintaining high levels of motivation among students.

Maintaining Motivational Stability

Another key finding of this study is the importance of maintaining motivational stability over time. Motivation is inherently dynamic and can fluctuate depending on various internal and external factors. Therefore, understanding how students sustain their motivation is critical for ensuring long-term engagement and performance. The study identifies two main strategies for maintaining motivational stability: developing a positive mindset and practicing effective time management. First, a positive mindset enables students to approach organizational tasks with enthusiasm and resilience. Students who adopt a positive perspective are more likely to view challenges as opportunities for growth rather than obstacles. This mindset reduces stress and enhances their ability to manage complex responsibilities. Emotional regulation also plays a significant role in maintaining motivation. Mood fluctuations can influence behavior, decision-making, and overall performance. As noted by Kozubal et al. (2023), mood is a psychological state that can affect individuals' daily activities and cognitive processes. When students experience negative moods, they may feel overwhelmed and less motivated to perform their tasks. Therefore, maintaining a positive emotional state is essential for sustaining motivation.

Second, time management is identified as a critical factor in preventing stress and maintaining motivation. Poor time management often leads to procrastination, increased pressure, and decreased performance. Students who fail to manage their time effectively may experience burnout due to the accumulation of unfinished tasks. In contrast, effective time management allows students to organize their responsibilities, prioritize tasks, and maintain a balanced schedule. The relationship between time management and motivation can be explained through the concept of perceived control (Mah & Ifenthaler, 2018). When individuals feel that they have control over their time and tasks, they are more likely to experience a sense of competence and confidence. This, in turn, enhances their motivation and reduces stress.

These findings are consistent with Vroom's expectancy theory, which suggests that motivation is influenced by individuals' beliefs about the relationship between effort, performance, and outcomes (McLean & Acharya, 2025). When students believe that their efforts will lead to meaningful results, they are more likely to remain motivated. Positive mindset and effective time management strengthen this belief by increasing individuals'

confidence in their ability to achieve their goals. Maintaining motivational stability also contributes to the development of a sustainable work ethic. Students who are able to regulate their motivation demonstrate higher levels of discipline, consistency, and adaptability (Elisa et al., 2019). These qualities are essential for success in both academic and professional contexts.

CONCLUSION AND RECOMMENDATION

Motivation is a crucial psychological construct that functions as a driving force enabling individuals to overcome challenges and achieve their goals. In the context of student executive organizations, maintaining motivational stability is essential, as it directly influences individual performance and organizational effectiveness. This study demonstrates that motivation is not merely a temporary impulse but a dynamic and continuous process that must be actively managed. The findings reveal that self-consistency serves as the primary intrinsic motivator, allowing students to remain resilient and committed by aligning personal values, goals, and actions. In addition, social support from parents, family, and peers plays a significant role in strengthening motivation by providing emotional reinforcement and a sense of responsibility. These results indicate that motivation is shaped not only by internal commitment but also by interpersonal relationships and contextual influences.

Furthermore, sustaining motivation over time requires effective self-regulation strategies. This study highlights that motivational stability is influenced by expectancy, instrumentality, and valence, and can be maintained through a positive mindset and effective time management. A positive emotional state helps individuals cope with stress, while good time management enhances control over responsibilities and prevents burnout. Based on these findings, several practical implications can be proposed: student organizations should facilitate informal activities such as gatherings or team-building to reduce fatigue and strengthen cohesion; members should develop time management and self-regulation skills to balance academic and organizational demands; and organizations should create supportive environments through discussion forums and peer mentoring. These efforts are expected to sustain motivation, improve performance, and enhance the overall effectiveness of student organizations.

Despite its contributions, this study has several limitations that should be acknowledged. The use of a single informant and focus on one vocational institution may limit the generalizability and external validity of the findings, as the perspectives obtained may not fully represent all members or different organizational contexts. Additionally, the qualitative descriptive approach, while providing in-depth insights, may be subject to researcher interpretation and context-specific bias. Therefore, future research is recommended to involve a larger and more diverse sample, including multiple informants across different roles and institutions, to obtain a more comprehensive understanding of motivational dynamics. Employing mixed-methods approaches could further strengthen the findings by combining qualitative depth with quantitative measurement. Moreover, future studies should explore additional factors such as leadership style, organizational culture, and digital engagement, as well as utilize longitudinal designs to better understand how motivation evolves over time in student organizations.

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