**THE ROLE OF ENGLISH LANGUAGE TEACHER’S INTERPERSONAL VARIABLES IN STUDENTS’ ACADEMIC ENGAGEMENT, SUCCESS, AND MOTIVATION**

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**Abstract**

The study's objective is to explain two leading variables (roles): English language teacher’s interpersonal variables and intrapersonal variables in three main activities: lecturing/tutorial, seminar/workshop, and innovative English instruction practices at teacher professional development (TPD) in Universitas Negeri Surabaya. Professional English teachers need two skills: interpersonal and intrapersonal to develop interactive communication with the learners. Interpersonal variables consist of pedagogical competence, professional, and social. Meanwhile, the intrapersonal variable consists of personal competence. Professional English teachers can integrate interpersonal variables and intrapersonal in innovative English instruction practices. This study implements the qualitative method to find out the development of the quality of innovative English instruction practices. The participants are English teachers in TPD, investigated using a survey with two techniques: observation, and interviews to explain the development of interpersonal variables and intrapersonal in students' academic engagement, success, and motivation at innovative English instruction practices. The results show that the role of interpersonal variables consisting of communication, collaboration, critical thinking, and creation can develop students’ academic engagement, success, and motivation to achieve innovative English instruction purposes. Intrapersonal variables consisting of morals character and performance can develop students’ academic engagement, success, and motivation to achieve innovative English instruction purposes. Therefore, developing English teachers' capacity, capability, and innovative instructional practices can significantly develop teachers to have appropriate and better knowledge, skills, and characters, so they become professional English teachers. Finally, the conclusion is that the role of interpersonal variables and intrapersonal variables simultaneously develop students’ academic engagement, success, and motivation to achieve innovative English instruction purposes.

**Keywords**: Teacher’s interpersonal variables, intrapersonal variables, students’ academic engagement, success and motivation, and innovative English instruction purposes.

**INTRODUCTION**

English teachers must integrate the role of interpersonal variables and intrapersonal variables to develop innovative English instruction practices in the digitization era (Figure 1). English teachers' interpersonal variables refer to one of three domains in innovative English instruction practices: knowledge, skills, and character (Bloom, 1956, revised by Anderson & Krathwohl, 2001);



**Figure 1**: The Role of Teacher’s Interpersonal Variables in Students’ Academic Engagement, Success, and Motivation

Pedagogical competence

Four levels of knowledge:

1. Factual
2. Abstract
3. Procedural
4. Meta-cognition

2 Educational characters:

1. Moral
2. Performance

4 C Skills:

1. Communication
2. Collaboration
3. Critical thinking
4. Creation

Four levels of the profession:

1. Operator
2. Programmer
3. Analyst
4. Expert

Students’ academic engagement, success, and motivation

English instruction practices and purposes

English lesson plan development

The Roles of Teacher’s Interpersonal Variables & Intrapersonal in Students’ Academic Engagement, Success, and Motivation

so, English teachers' interpersonal variables refer to the domain of skills. The skills domain consists of communication, collaboration, critical thinking, and creation (Griffin, 2012). The teacher's intrapersonal variable refers to the domain of characters. The domain of characters consists of morals and performance (Listyani, 2021). English professional teacher comprehensively requires knowledge, skills, and character. This study focuses on domains of skills and characters. Innovative English instruction practices require skills of teaching appropriately and having a good character as an English teacher. The interesting and challenging of the study is how to develop professional English teachers with the integration skills of teaching and good character proportionally, so they can develop students’ academic engagement, success, and motivation to achieve innovative English instruction practices.

The role of interpersonal variables in innovative English instruction practices has been extensively studied. The role of interpersonal variables was examined from a diverse perspective. Several studies examined teacher's interpersonal skills and communication: a reflection of teacher’s interpersonal skills (Hastowohadi, 2017), the successful teacher’s verbal cues given interpersonal communication (Hatifah, 2017), the effect of organizational culture and interpersonal communication (Kadir et al., 2016), the mediating effect of teacher efficacy on the relationship between childcare teacher’s interpersonal stress and turnover intention (Lee, 2020), the metacognitive evaluation of student teachers’ interpersonal relationship dimensions (Onen & Kocak, 2012). the effects of pre-service teachers’ interpersonal relationship dimensions on their attitudes towards the teaching profession (Onen & Ulusoy, 2012), teacher-student interactions and teacher interpersonal styles (Pennings & Stein, 2020), the relationship of interpersonal communication, working motivation, and transformational leadership to teachers’ job satisfaction, (Wahyuni et al., 2016), and improving job performance through strengthening the organizational culture and interpersonal communication (Widodo, 2020). The studies show that interpersonal variables play important roles in developing students’ academic engagement, success, and motivation to achieve innovative English instruction practices.

This study consists of three main elements: the role of interpersonal and intrapersonal variables, students’ academic engagement, success and motivation, and innovative English instruction practices. In innovative English instruction practices, teachers and learners can communicate, collaborate, criticize, and create materials based on their roles to develop the improvement of innovative English instruction practices. Teachers and learners play essential roles in getting innovative English instruction practices in class. The teacher can share knowledge, skills, and characters with the learners appropriately, so the teacher has the ability and capability to develop interesting and challenging innovative English instruction practices. On the other hand, as one of the subjects in class, learners should have proficiency and capacity to participate and contribute to innovative English instruction practices to achieve English instruction purposes.

Three research questions are how do the participants of TPD develop interpersonal variables in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices? How do the participants of TPD develop intrapersonal variables in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices? Moreover, how do the participants of TPD simultaneously develop interpersonal variables and intrapersonal in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices?

Based on the research questions, three study purposes are to explain how the participants of TPD develop interpersonal variables in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices, how the participants of TPD develop intrapersonal variables in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices, moreover, how the participants of TPD simultaneously develop interpersonal variables and intrapersonal in students' academic engagement, success, and motivation through lecturing/tutorial, seminar/workshop, and innovative English instruction practices. So, this study explains how the roles of interpersonal variables consist of communication, collaboration, critical thinking, and creation (Griffin, 2012); the role of intrapersonal variables consist of moral and performance (Listyani, 2021) simultaneously develop innovative English instruction practices in students' academic engagement, success, and motivation to achieve English instruction purposes through three main activities: lecturing/tutorial, seminar/workshop, and innovative English instruction development and practices.

**The Improvement of Students’ Academic Engagement**

Improving students’ academic engagement in innovative English instruction practices has been extensively studied. Students’ academic engagement was examined from a diverse perspective. Several studies examined several reasons for student academic engagement: a new emotion-based effective model to detect student engagement (Altuwairqi et al., 2018), an exploration of technology used to mediate student engagement with mathematics (Attard & Holmes, 2019), student engagement and Math teacher's support (Alrajeh & Shindel, 2020), evaluation of students’ engagement in integrated learning model in a blended environment (Baranova et al., 2019), enhancing student’s engagement in large management accounting lectures (Frick, Birt & Waters, 2020), academic self-concept, teacher’s supports and student’s engagement in the school (Galugu & Samsinar, 2019), flip & Pair – a strategy to augment a blended course with active-learning components: effects on engagement and learning (Kannan et al., 2020), understanding student's engagement in online learning environments: the role of reflexivity (Khan et al., 2017), exploring factors, and indicators for measuring students’ sustainable engagement in e-Learning (Lee, Song & Hong, 2019), computer-based technology and student engagement: a critical review of the literature (Schindler et al., 2017), and the scale of student engagement in statistics: development and initial validation (Whitney et al., 2018). The studies show that students' academic engagement plays important role in participating in innovative English instruction practices to achieve English instruction purposes. So, students’ academic engagement supports and develops innovative English instruction practices in class.

**The Improvement of Students’ Academic Success**

Improving students’ success in innovative English instruction practices has been extensively studied. Students’ academic success was examined from a diverse perspective. Several studies examined several factors in student’s academic success: predicting academic’s success in higher education: literature review and best practices (Alyahyan & Dustegor, 2020), strategies to increase online student’s success for students with disabilities (Betts, et al., 2010), exploring differences in psychological well-being and self-regulated learning in university student’s success (Davis & Hadwin, 2021), facilitating student’s success: the role of open educational resources in introductory psychology courses (Engler & Shoemaker, 2019), exploring faculty mentoring in the shaping of African American Doctoral student's success (Felder, 2010), online teaching, student's success, and retention in political science courses (Hamann, et al., 2020), the effect of cognitive factors in determining student’s success in computer programming (Mutangga, 2020), how stakeholders’ data literacy contributes to student’s success in higher education: a goal-oriented analysis (Nan & Li, 2020), measuring, manipulating, and predicting student’s success: a 10-year assessment of Carnegie R1 doctoral universities between 2004 and 2013 (Wade, 2019), a call to re-examine how student’s success is defined in higher education (Weatherton, Maryrose & Schussler, 2021), factors affecting PhD student’s success (Young, et al., 2019). The studies show that students’ academic success is one of the outcomes of innovative English instruction practices in class. So, students’ academic success is in line with the development of innovative English instruction practices in class.

**The Improvement of Students’ Academic Motivation**

Improving students' academic motivation in English instruction practices has been extensively studied. Students’ academic motivation was examined from a diverse perspective. Several studies examined several factors in student’s academic motivation: the effects of flipped classroom instructions on student’s motivation in Algebraic component (Abdullah & Mamat, 2018), accounting stereotypes: business and accounting student’s motivations and perceptions of accounting (Arquero & Carmen, 2018), room escape at class: escape games activities to facilitate the motivation and learning in computer science (Borrego, et al., 2017), student’s motivation towards career choice in a comparative investigation of dental students and medical (Crossley& Mubarik, 2002), Indonesian postgraduate student’s motivation as an autonomous learner in overseas university (Dzikrina, Anam & Setiawan, 2020), enhancing student’s motivation in learning reading comprehension (Hasriati, 2018), blended learning: improving student’s motivation in English teaching-learning process (Sari, et al., 2018), and traditional games in elementary school: relationships of student’s personality traits, motivation and experience with learning outcomes (Trajkovik, et al., 2018). EFL student’s motivation in learning English in Langsa, Aceh (Ulfa & Bania, 2019), increasing student’s motivation and Geography learning outcome using active debate method (Wijayanto et al., 2017), and analysis of student’s achievement motivation in learning chemistry (Wulan, 2017). The studies show that students' academic motivation is one of the factors in achieving English instruction purposes in class. So, students’ academic motivation plays an important role to achieve English instruction purposes in class.

**METHODS**

This study implemented two research instruments: interview guidelines and observation sheets in explanatory research design to explain the development of interpersonal variables and intrapersonal variables in students’ academic engagement, success, and motivation in TPD. The qualitative method tried to explain three main activities in teacher professional development: lecturing/tutorial, seminars/workshops, and innovative English instruction practices. The purposes of the three main activities are to explain the development of the capacity and capability of English teachers who join teacher professional development. The outcome of teacher professional development is to explain the development of the role of interpersonal and intrapersonal variables in academic engagement, success, and motivation; therefore, they are professional English teachers.

**Participants**

The participants are English teachers who joined teacher professional development in one of the State Universities at Surabaya 2021. English teachers come from junior school, senior, and vocational. Among fifty participants, this study selected fifteen (15) participants consisting of five (5) English teachers representing each school to give equal opportunity for them to demonstrate their skills and characteristics of English teaching practices. So, fifteen (15) English teachers were selected using two main reasons: representativeness and equal opportunity for fifteen (15) selected English teachers to demonstrate their skills in English instruction practices. In innovative English instruction practices, the role of the teacher's interpersonal variables is social competence consisting of four (4) C Skills: communication, collaboration, critical thinking, and creation in English instruction practices. The role of the teacher's intrapersonal variable is personal competence consisting of two (2) characteristics: morality and performance. Demonstration of skills and characters is valid if fifteen (15) English teachers can improve students' academic engagement, success, and motivation to achieve English instruction.

**Procedure**

Seven activities are on the research procedure of data collecting (see Figure 2). It starts with the field of study. The field of study activities is to conduct surveys, observations, and interviews. Through two techniques, this study finds three results of data collecting:

**Figure 2**: Research Procedure of Data Collecting.

clarification, confirmation, and validation relating to data are valid, so teacher professional development is conducted at State Universities in Surabaya. Activity 2 is library study. This activity is to read books and articles supporting teacher professional development. Based on appropriate books and articles, this study develops research instruments. The next activity is to determine the validation of research instruments from reviewers to ensure research instrument development is valid. Through the results of the research instruments revision, activity five is collecting data. Collecting data is from 2 August – to 30 August 2021; the participants in teacher professional development have English instruction practices in schools (the schedule of TPD 2021). Activity six is classifying data. This study uses two main criteria: the role of the teacher's interpersonal variables and the role of the teacher's intrapersonal variables. The role of the teacher's interpersonal variables is four (4) C Skills consisting of four (4) items: communication, collaboration, critical thinking, and creation. The role of the teacher's intrapersonal variables is two (2) educational characters consisting of two (2) items: morality and performance. Activity seven (7) is analyzing data. This study uses two (2) main criteria: the role of the teacher's interpersonal variable and the role of the teacher's intrapersonal variable; consisting of six (6) items: communication, collaboration, critical thinking, creation, moral, and performance can improve students' academic engagement, success, and motivation. The focus of activity 7 is the guidance of questions relating to the data: Does the data answer three research questions or not? The answer is data answer three research questions comprehensively.

This part explains the role of interpersonal variables and intrapersonal in students’ academic engagement, success, and motivation to develop innovative English instruction practices in class. The variables of interpersonal and intrapersonal are delivered in chronology.

**The Role of English Teacher’s Interpersonal Variables**

This study uses social competence to explain the role of interpersonal variables in the criteria of teaching skills consisting of communication, collaboration, critical thinking, and creation in innovative English instruction practices (Griffin, 2012). Through a survey with observation and interview, this study selected an item of communication that relates to how the role of an interpersonal variable can develop students' academic engagement, success, and motivation. Item of communication is explored by elaborating on more specific activities in innovative English instruction practices:

* Do the participants of TPD implement two-way or one-way communication?
* Do the participants of TPD guide students to implement communication between teacher and students or among them: between teacher and students; also, students with students (the participants implement the method of discussion in innovative English instruction practices)?
* Do the participants of TPD implement verbal communication or variously implement verbal and non-verbal communication?
* Are the participants communicative teachers in innovative English instruction practices?

The item of collaboration relates to the role of an interpersonal variable that can develop students' academic engagement, success, and motivation in innovative English instruction practices:

* Do the participants of TPD explain to the students that either the teacher or the students are supposed to be more active in collaboration in innovative English instruction practices?
* Do the participants of TPD implements English instruction practices in the group discussion method? to collaborate among the students actively.
* Are the participants collaborative teachers in innovative English instruction practices?

The item of critical thinking relates to the scientific approach (The Implementation of 2013 Curriculum – Teaching Method), five stages are observing, questioning, experimenting, associating, and communicating. The participants implement a scientific approach to innovative English instruction practices. This study focuses on stage 2: questioning. In English instruction, questioning is not equal to the teacher or the students delivering a question in instruction, but questioning is delivering the question critically.

* Do the participants of TPD guide the students to implement the scientific approach appropriately?
* Do the participants of TPD give an example of how to deliver questions critically or criticize innovative English instruction materials?
* Do the participants of TPD join with the students' activity and then deliver questions critically to the topic discussion?
* Are the participants of TPD role models in critical thinking?

The item of creation relates to innovative English instruction practices, the teacher plays an important role in creating teaching-learning materials by themselves.

* Do the participants of TPD have the ability to modify innovative English instruction materials?
* Do the participants of TPD have a creative strategy for innovative English instruction practices?
* Do the participants of TPD creatively develop innovative English assessments?
* Are the participants of TPD creative teachers in innovative English instruction practices?

**The Role of English Language Teacher’s Intrapersonal Variables**

This study uses personal competence to explore the role of the teacher's intrapersonal variable in two (2) educational character items: morals and performance in English instruction practices (Listyani, 2021). This study uses surveys with an observation strategy to find out data to answer research question 2. Through observation strategy, this study implements three activities: clarification, confirmation, and validation for the participants of TPD to ensure that the intrapersonal variables can develop innovative English instruction practices in class. The teacher's intrapersonal variable is two educational characters: morality and performance. This study elaborates on more detailed questions to find out comprehensive data on moral character.

* Do the participants of TPD start English instruction practices by praying together with the students?
* Do the participants of TPD use polite verbal in English instruction practices?
* Do the participants of TPD use polite nonverbal in English instruction practices?
* Do the participants of TPD take care of students in English instruction practices?
* Do the participants of TPD appreciate time allotment (on time) in English instruction practices?
* Do the participants of TPD implement a good moral character in English instruction practices?

This study also elaborates on more detailed questions exploring performance character to find comprehensive data.

* Do the participants of TPD have high instruction spirit in pre-activity of English instruction practices?
* Do the participants of TPD have appropriate verbal instruction in English instruction practices?
* Do the participants of TPD have appropriate non-verbal instruction in English instruction practices?
* Do the participants of TPD still have a high instruction spirit in the main activity of English instruction?
* Do the participants of TPD have high instruction spirit in explaining the main learning materials of English instruction practices?
* Do the participants of TPD still have the high spirit to elaborate, explore, and confirm English instruction materials?
* Do the participants of TPD still have a high spirit at the end of innovative English instruction practices?
* Do the participants of TPD implement a good performance character in innovative English instruction practices?

**The Students’ Academic Engagement**

Students' academic engagement, success, and motivation are three predictors relating to how the roles of interpersonal variables and intrapersonal can develop innovative English instruction practices in class. Predictor one (1) is students' academic engagement. Innovative English instruction practices have two kinds of activities: online learning and offline.

* Does the students' academic engagement have a high level in offline learning and online?
* Does the students' academic engagement have a high level in innovative English instruction assignments?
* Does the students’ academic engagement have a high level of innovative English independent learning?
* Does the students' academic engagement have a high level of innovative English instruction practices in class?

**The Students’ Academic Success**

Predictor two (2) is the student's academic success. The student's academic success equals learning achievement for English instruction purposes. This study focuses on three considerations: instruction input, process, and output, to determine the objective of learning achievement. Assessments consist of processes and products that play important roles in finding comprehensive information relating to the student's academic success or learning achievement. This study focuses on consideration one (1): innovative English instruction and students' input in the student's academic success.

* Does the students’ academic success have a high achievement level in innovative English instruction and students' input?
* Does the students' academic success have a high-intensity level in innovative English instruction practices?
* Does the students' academic success have a high achievement level in innovative English instruction output?

**The Students’ Academic Motivation**

Predictor three (3) is the student's academic motivation. The student's academic motivation consists of internal and external factors. To explore the students' academic motivation, which is more dominant: internal motivation or external, this study examines three activities face-to-face/virtual meetings, either offline learning or online/virtual learning, assignment instruction, and independent learning in innovative English instruction practices. Activity one (1) is a face-to-face/virtual meeting, either offline learning or online/virtual learning.

* Does the students' academic motivation have a high level in class, either face-to-face/offline or virtual/online class?
* Does the students' academic motivation have a high level in English assignment instruction?
* Does the students' academic motivation have a high level in English independent learning?

**FINDINGS AND DISCUSSION**

The study results show that the interpersonal variables and intrapersonal play important roles to develop innovative English instruction practices in class. Griffin (2012) states that interpersonal variables have a close relationship with four (4) C Skills: communication, collaboration, critical thinking, and creation. Meanwhile, Listyani (2021) states that intrapersonal variables have a close relationship with two (2) educational characters: morale and performance. The findings and discussions of interpersonal and intrapersonal variables in students’ academic engagement, success, and motivation are going to be delivered in the following parts in chronology.

**The Development of Interpersonal Variables in Student’s Academic Engagement, Success, and Motivation**

Research question one states how the participants of TPD develop interpersonal variables in students’ academic engagement, success, and motivation through three activities: lecturing/tutorials, workshops/seminars, and innovative English instruction practices. Based on research question one, this study implements social competence to develop research instruments: observation sheet and interview guidelines. Griffin (2012) states four C skills: communication, collaboration, critical thinking, and creation. Four C Skills have a close relationship with interpersonal skills: communication, collaboration, critical thinking, and creation. In communication skills, one of the items in observation and interview is: are the participants of TPD communicative teachers in innovative English instruction practices? The findings show that the majority of the participants of TPD are communicative teachers in innovative English instruction practices. The participants implement two ways of communication in innovative English instruction practices. Two ways of communication occur in English class between teacher and learners; the learners in implementing problem-based learning and project-based learning. In managing two ways of communication, the participants simultaneously use verbal communication and non-verbal communication. So, the development of interpersonal variables in students' academic engagement, success, and motivation in communication skills shows that the participants of TPD have appropriate communicative knowledge. Anderson and Krathwohl (2001) state that four appropriate knowledge consists of factual knowledge, procedural, conceptual, and meta-cognition. The participants of TPD can appropriately implement communication skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In collaboration skills, one of the items of observation and interview is: are the participants of TPD collaborative teachers in innovative English instruction practices? The findings show that the majority of the participants of TPD are collaborative teachers in innovative English instruction practices. The participants implement collaborative skills in innovative English instruction practices. The participants collaborate with their partners in developing innovative English instruction materials at TPD. The guidance book of TPD (2021 & 2022) states that the participants can do collaborative work among themselves in Collaborative Room at the learning management system (LMS) (one of the synchronous learning programs). Besides collaborating in developing innovative English instruction materials, the participants can collaboratively do English instruction media. Mayer (2001) states that English instruction media consists of audio, visual, audio-visual, and multimedia. Among four kinds of English instruction media, the participants prefer to choose multimedia. They study and learn multimedia in innovative English instruction development and practices. The participants also collaboratively develop innovative English assessments. Brown (2003) states that two kinds of assessments consist of processes and results. The participants study and learn the development of assessment instruments, either process, and results among them. So, the development of interpersonal variables in students' academic engagement, success, and motivation in collaboration skills shows that the participants of TPD have appropriate collaborative knowledge. Anderson and Krathwohl (2001) state that four appropriate knowledge consists of factual knowledge, procedural, conceptual, and meta-cognition. The participants of TPD can appropriately implement collaborative skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In critical thinking skills, one of the items of observation and interview is: are the participants of TPD role models in critical thinking at innovative English instruction practices? The findings show that the majority of the participants of TPD are critical-thinking teachers in innovative English instruction practices. The participants implement critical thinking skills in innovative English instruction practices. The participants criticized the result of innovative English instruction development among their partners in TPD. Brookhart (2010) states that high-order thinking skills consist of three elements: transfer of knowledge, critical thinking, and problem-solving. After developing innovative English instruction, the participants of TPD discuss the results of innovative English instruction development among their partners. In discussion sessions, they criticize the results of innovative English instruction development among their partners. The purposes of the discussion are to develop their high-order thinking skills in TPD and to develop their innovative English instruction development. The discussion also occurs in peer teaching, after one of the participants delivers a peer teaching practice. In the discussion session, the participants of TPD criticize their performance peer teaching practices. The purposes of the discussion are the same as the previous discussion: to develop their high-order thinking skills and to develop their performance peer teaching practices. So, the development of interpersonal variables in students' academic engagement, success, and motivation in critical thinking skills shows that the participants of TPD have appropriate critical thinking knowledge. Brookhart (2010) states that three appropriate high-order thinking skills consist of the transfer of knowledge, critical thinking, and problem-solving. The participants of TPD can appropriately implement high-order thinking skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In creation skills, one of the items of observation and interview is: are the participants of TPD creative teachers in innovative English instruction practices? The findings show that the majority of the participants of TPD are creative teachers in innovative English instruction practices. The participants implement some creative skills in innovative English instruction practices. One of them is the participants of TPD can modify innovative English instruction materials specifically to modify innovative English instruction materials development. The next is the participants of TPD have a creative strategy for innovative English instruction practices specifically in selecting innovative English instruction models: problem-based learning and project-based learning. The last one is the participants of TPD creatively develop innovative English assessments. Brown (2003) states that two kinds of assessments: process and results. The participants of TPD develop instruments and rubrics for the assessment process and results. So, the development of interpersonal variables in students' academic engagement, success, and motivation in creation skills shows that the participants of TPD have appropriate creation knowledge. Anderson and Krathwohl (2001) state that six cognitions (C1 – C6) consist of remembering, understanding, applying, analyzing, evaluating, and creating. The participants of TPD can appropriately implement six cognitions (C1 – C6) in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

**The Development of Intrapersonal Variables in Student’s Academic Engagement, Success, and Motivation**

Research question two states how the participants of TPD develop intrapersonal variables in students' academic engagement, success, and motivation through three activities: lecturing/tutorials, workshops/seminars, and innovative English instruction practices. Based on research question two, this study implements personal competence to develop a research instrument: an observation sheet. Listyani (2021) states that two educational characters: morale and performance. Two educational characters have a close relationship with personal competence in TPD. In moral character, one of the items is: do the participants of TPD implement moral characters in innovative English instruction practices? The findings show that the majority of participants of TPD implement moral characters in innovative English instruction practices. The participants implement moral characters in innovative English instruction practices: to start and finish English class by praying to God, honestly relating with their knowledge, skills, and characters in English class, and responsibly relating with their knowledge, skills, and characters in English class. So, the development of intrapersonal variables in students' academic engagement, success, and motivation at morale characters shows that the participants of TPD have appropriate morale character knowledge. The guidance book of TPD (2022) states that *PPK (Peningkatan Pendidikan Karakter)* consists of morale and performance. The participants of TPD can appropriately implement two educational characters in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In performance characters, one of the items is: do the participants of TPD implement performance characters in innovative English instruction practices? The findings show that the majority of participants of TPD implement performance characters in innovative English instruction practices. The participants implement performance characters in innovative English instruction practices: to start and finish English class based on timetable/schedule and time allotment (on time and discipline), to develop appropriate innovative English instruction and diligent teachers in innovative English instruction practices. So, the development of intrapersonal variables in students' academic engagement, success, and motivation at performance characters show that the participants of TPD have appropriate performance characters knowledge. The guidance book of TPD (2022) states that *PPK (Peningkatan Pendidikan Karakter)* consists of morale and performance. The participants of TPD can appropriately implement two educational characters in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

**The Development of Interpersonal Variables and Intrapersonal in Student’s Academic Engagement, Success, and Motivation**

Research question three states how the participants of TPD simultaneously develop interpersonal variables and intrapersonal in students' academic engagement, success, and motivation through three activities: lecturing/tutorials, workshops/seminars, and innovative English instruction practices. Based on research question three, this study implements social competence and personal to develop research instruments: observation sheet and interview guidelines. In interpersonal variables, the items in observation and interview are: are the participants of TPD communicative teachers, collaborative, critical thinking, and creative in innovative English instruction practices? In intrapersonal variables, the items in observation are: do the participants implement moral characters and performance in innovative English instruction practices? The study explains the findings in the previous parts: the development of interpersonal variables and the development of intrapersonal variables.

In this part, the study discusses the interpersonal variables and intrapersonal in students' academic engagement, success, and motivation simultaneously play important roles in innovative English instruction practices in class. The participants as English teachers have some roles or functions in class; one of them is a role model for the students (Brown, 2000). Two subjects are teachers and learners in English instruction practices with different roles. Even though they have different roles in English instruction practices, they have the same purpose: achieving English instruction purposes. English teachers should implement the role of interpersonal variables, four (4) C Skills: communication, collaboration, critical thinking, and creation; the role of intrapersonal variable, and two (2) educational characters: morals and performance to the students appropriately and adequately. As a role model, an English teacher must appropriately understand and implement the role of the teacher's interpersonal and intrapersonal variables in English instruction practices.

English teachers need some requirements to have innovative English instruction practices well; one is having appropriate English proficiency (Richard & Rogers, 1986). Richards and Rogers (1986), supported by Zhang, Chen, Ho & Ketwan (2021) stated that English proficiency has three levels: basic, intermediate, and advanced. English proficiency is closely related to four (4) English skills and three (3) English components. Four (4) English language skills are listening, speaking, reading, and writing. Then, four (4) English language skills, can be classified: spoken forms and writing. Besides, they can also be classified: as receptive skills and productive. The teacher’s interpersonal and intrapersonal variables (roles) consist of spoken form and written. Both spoken forms and written (records) must be accurate and fluent in innovative English instruction practices.

The requirements of English teachers to have instruction well aligned with the study's findings state that English teachers can implement the roles of teacher interpersonal variables and intrapersonal in students' academic engagement, success, and motivation to achieve English instruction purposes. Still, they can implement four (4) C Skills: communication, collaboration, critical thinking, and creation with educational characteristics: morals and performance in English class. The implementation of interpersonal variables and intrapersonal in spoken form and written have their characteristics. Spoken forms consist of listening and speaking; written documents are reading and writing. The role of interpersonal variables: communication in listening class, English teacher is a role model (Richards & Rogers, 1986), and should become good listeners in whole English instruction practices. Jones (2020) stated that English teachers have positive psychology in listening classes, so they have individual strengths to achieve English listening purposes. English teachers should have good listening skills to attract and guide the students' academic engagement, success, and motivation to achieve English instruction purposes. In speaking class, two characteristics are accuracy and fluency. As a role model, an English teacher should have appropriate speaking skills consisting of at least pronunciation and intonation. In pronunciation, English teachers can differentiate between voiced and voiceless, the stress in first, second, and third syllables when English teachers' utterances have at least three or more syllables, and singular and plural forms in noun vocabularies. English teachers can differentiate between falling and rising in intonation when the teacher delivers examples in utterances: affirmative utterances, interrogative, and negative. Shirvan, Taherian, & Yazdanmehr (2020) state that English teachers should shift from negative psychology to positive psychology to improve their students' speaking ability. In speaking class, teachers think learners are person-in-context, not ergodic ensembles, so students need a particular learner-context to improve their speaking skills.

In speaking class, the interpersonal variables and intrapersonal play important roles to manage English instruction practices in good sequences. English instruction practices consist of the beginning of instruction, core, and end in the teacher's skills of communication. The teacher has to manage English instruction practices in every part of teaching-learning activities by implementing a pitch. English teachers can integrate English instruction practices, time allotment, and materials to achieve English instruction purposes. Wei, Gao, & Wang (2019) stated that English teachers had the authority to manage the classroom environment (CE) having a conducive atmosphere in English teaching-learning activities. So, the students think that they have foreign language enjoyment (FLE) to find out the optimum of foreign language performance (FLP).

In reading class, the teacher's interpersonal variable's role is the facilitator for the students. The English teacher should facilitate the students by delivering reading materials appropriately for reading instruction purposes. The teacher informed the students of the previous meeting's reading instruction purposes and materials. In reading class, the teacher facilitates the students to identify the social function of text, structure, and language features (Basic Competence, 2013 English Curriculum). By encouraging the students to facilitate reading materials and guiding them to understand the content of reading materials in class, the English teacher plays an important role as a facilitator in achieving English instruction purposes.

In writing class, the English teacher is a facilitator and role model for the students. First, the teacher should facilitate the writing materials appropriately with the writing instruction purposes. To ensure the students are ready to join writing courses, the English teacher should inform the students about the instruction purposes and materials in the previous meeting. Second, in writing class, the English teacher still facilitates the students to pay attention to two English texts and identify the texts’ elements. After finding out aspects of text consisting of social function/content, text structure, and language features (Basic Competence, 2013 English Curriculum), the English teacher plays the role model for the students to instruct writing examples. Writing consists of three stages, stage 1: prewriting, 2: planning (outlining), and 3: writing and revising drafts (Oshima & Ann Hogue, 2007).

Therefore, the role of the teacher's interpersonal variables can improve students' academic engagement, success, and motivation, resulting in three teacher role levels: low, middle, and high in this study. It causes some factors: various educational backgrounds, knowledge, skills, and characteristics of English teachers. English teacher's background knowledge is closely related to the teacher's understanding of English language knowledge of English linguistics. Four English skills or English proficiency (Zhang, Chen, Ho, & Ketwan, 2021) have three levels: basic, intermediate, and advanced. English teachers should have at least upper-intermediate. In the upper intermediate level, English teachers can make English instruction practices appropriate in class.

The teacher’s praise is the subsequent role of the teacher's intrapersonal variables. Zhang, Chen, Ho & Ketwan (2021) called it writing corrective feedback. In English class, the teacher’s corrective feedback consists of speaking, corrective feedback, and writing. Corrective feedback in speaking and writing plays a crucial role in the teacher's intrapersonal variables; one of them is the teacher’s praise. Teachers' praise has a significant influence on students to improve their English learning achievement. Therefore, teachers can implement corrective feedback in English instruction practices and assessments. English teachers can implement the role of teacher’s praise through two instruction strategies: educational rewards and punishments. Students actively participate in English class and deliver critical questions or respond to comprehensive answers in English instruction practices.

On the other hand, students get educational punishments when they do not actively participate in English instruction practices or answer the teacher’s questions. They cannot deliver critical questions or are passive students in class. Educational rewards and punishments are represented by the teacher's praise in the role of the teacher's intrapersonal variables.

A teacher’s credibility is one of the teacher’s intrapersonal variables in English instruction practices. English teachers should have a sense of belonging with the teaching profession as one of the appropriate professions in society. A sense of belonging is an internal factor of English teachers and starts from the self-acceptance of English teaching as their proper profession. English teachers' sense of belonging and self-acceptance plays a crucial role in improving teachers' credibility in English instruction practices day by day. Cai Etc. (2021) stated that English teachers should have the ability to mediate the role of self-acceptance and self-esteem proportionally. So, they are not superior; on the other hand, they are not inferior in their profession. Mediating the role of self-acceptance and self-esteem has a crucial influence on students in English instruction practices. A teacher's credibility is represented by mediating the role of self-acceptance and self-esteem in the teacher's intrapersonal variables that play a significant role in achieving English instruction purposes.

Teachers' care, praise, and credibility have the same core of educational values, such as universal values: honesty, equality, freedom, and diversity. Openness, equality, freedom, and diversity can be implemented in education. For example, English teachers should be honest in teaching-learning to dedicate educational progress to the young generation. So, they deliver teachers’ care to their students honestly. In teachers’ praise, English teachers should praise students based on legality, respecting their students because of their learning achievement. Teachers' credibility comes from the freedom values to choose the teaching profession as one of the appropriate professions in society. Universal values such as honesty, equality, freedom, and diversity can be implemented in teaching-learning activities; peer learners, peer assessments, and peer feedback among the students. Nowadays, diverse professions have been developed day by day. So English teachers should encourage students to understand diverse professions for the future generation comprehensively.

The roles of teachers' interpersonal variables and intrapersonal simultaneously improve students' academic engagement, success, and motivation. Bloom's taxonomy (1956), Anderson & Krathwohl (2001) revised Bloom's taxonomy (1956); they called it Anderson and Krathwohl's taxonomy, consisting of three domains: cognition, affection, and psychomotor. "The cognitive domain has six levels: remembering, understanding, applying, analyzing, evaluating, and creating. It has a close relationship with English proficiency consisting of three levels: basic, intermediate, and advanced" (Zhang et al., 2021). Cognitive domain and English proficiency levels represent the teacher's English knowledge and skills. Therefore, cognitive domain and English proficiency can be implemented to determine the role of the teacher's interpersonal variables and intrapersonal in students' academic engagement, success, and motivation.

The psychomotor domain focuses on English instruction skills than contents. English instruction skills have a close relationship with English instruction practices. English instruction practices cover the role of the teacher's interpersonal variables: how to start English instruction activity, explain English learning materials, develop teaching-learning questions, lead group learning activities, make various instruction activities, and end English instruction practices. Lou & Noels (2020) stated that students’ growth mindsets and abilities could be improved. In teacher professional development (TPD), an English teacher is a participant in improving the skills of English instruction. So English teaching skills as stated by (Lou and Noels, 2020) can be improved time by time. The cognitive domain refers to the teacher's English knowledge, and the psychomotor prefers English teaching skills. So, both the cognitive domain and psychomotor can be improved from time to time.

After the Cognitive domain and psychomotor, Anderson & Krathwohl's taxonomy (2001) still have the affective domain. The affective domain closely relates to two educational characters: morality and performance, such as care, praise, feedback, and credibility. The cognitive domain has six (6) levels, so the higher level represents the higher English knowledge and skills in English instruction practices. The affective domain plays a crucial role in teachers' intrapersonal variables. If the teacher implements more intention and frequency as the role of the teacher's intrapersonal variables in English instruction practices, the instruction can improve students' academic engagement, success, and motivation. Yang, Qin, & Ning (2021) stated that professional teacher engagement – self-efficacy, and positive relationships between teacher-students could decrease school violence. The role of the teacher's intrapersonal variables contributes to minimizing school violence. The cognitive domain, psychomotor, and affective domains are three in one for the English teacher profile. How to integrate three disciplines in the English teacher profile appropriately and adequately.

**CONCLUSION**

Based on the discussions, the conclusions are the participants of TPD can comprehensively explain innovative English instruction materials. Cognition two is understanding meaning that the participants of TPD can comprehensively elaborate, explore, and confirm innovative English instruction materials in chronology. The participants can comprehensively demonstrate innovative English instruction skills: communication, collaboration, critical thinking, and creation in innovative English instruction practices. They can appropriately implement theories of English instruction: approach, method, procedure, technique, and instruction of models.

Three main activities in TPD: lecturing/tutorial, seminar/workshop, and English instruction practices contribute to improving professional English teachers, so English teachers should simultaneously practice developing innovative English instruction and innovative English instruction practices to improve their professionalism in long life education. Step by step, English teachers initiate to join three main activities to improve their capacity and capability in innovative English instruction practices.

The next research can focus on the roles of learners' interpersonal variables in engaging academic success and motivation in achieving learning English. The learners have important roles in achieving learning English purposes. Among elements in teaching-learning practices, both teacher and learners play significant roles in reaching English instruction purposes. So, as is stated in the first sentence of this paragraph, the roles of learners should be studied, too.

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