



Exploring Integrative Motivation in English Learning Among Indonesian EFL University Students: An Explanatory Sequential Mixed-Methods Study

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ABSTRACT

Despite the growing body of research on language learning motivation, limited studies have examined how integrative motivation develops through students' experiences in Indonesian EFL higher education using a mixed-methods design. This study aimed to investigate how EFL university students demonstrate integrative motivation in English learning and to identify the factors shaping their motivational orientations. An explanatory sequential mixed-methods design was employed, involving 21 sixth-semester students of the English Education Study Program at Dayanu Ikhsanuddin University. Quantitative data were collected through a five-point Likert-scale questionnaire and analyzed using descriptive statistics, while qualitative data were obtained through semi-structured interviews and analyzed using thematic analysis to explain the quantitative findings. The quantitative results indicated that most participants demonstrated high (52.6%) and very high (38.2%) levels of integrative motivation toward English learning.

The qualitative findings revealed three interconnected dimensions underlying students' motivational development: intrinsic enjoyment as the foundation of integrative motivation, self-initiated learning engagement, and intercultural curiosity toward English-speaking communities. The integration of both data sources suggests that integrative motivation is not a fixed psychological attribute but a dynamic developmental process in which affective, behavioral, and intercultural dimensions continuously interact to sustain English learning. These findings provide empirical insights into the development of integrative motivation among Indonesian EFL university students and offer practical implications for designing English learning environments that promote meaningful engagement, student autonomy, and intercultural awareness.

Introduction

English has become a global language that plays an essential role in international communication, higher education, scientific research, and professional development. As English continues to function as the primary medium for accessing global knowledge and cross-cultural interaction, the ability to communicate effectively in English has become an increasingly important competence for university students. Nevertheless, achieving successful English learning requires more than linguistic knowledge alone. A growing body of research has consistently demonstrated that students' motivation substantially influences their engagement, persistence, and academic achievement in English language learning. Highly motivated students tend to participate more actively in learning activities, employ more effective learning strategies, and maintain stronger commitment despite encountering learning difficulties. Consequently, motivation has been widely recognized as one of the most influential affective factors contributing to successful English language learning across diverse educational contexts (Alanazi & Hammaad, 2025; Curle et al., 2024; Nguyen, 2025; Sun et al., 2022).

Among the various motivational perspectives in second language acquisition, integrative motivation remains one of the most influential frameworks for explaining students' engagement in foreign language learning. Integrative motivation refers to students' positive attitudes toward the target language, their willingness to communicate with members of the target language community, and their desire to understand the cultural values associated with the language (Gardner, 2010). Rather than being driven solely by external rewards or academic requirements, integratively motivated students are

encouraged by meaningful communication, personal interest, and intercultural understanding, which collectively promote sustained participation in language learning.

Although Gardner's theoretical framework continues to provide a strong foundation for understanding language learning motivation, recent studies suggest that integrative motivation should be viewed as a dynamic and context-dependent construct rather than a stable personal disposition. Khorsheed (2021) argues that students' exposure to English-language media, youth culture, and informal learning experiences strengthens their motivation by fostering closer psychological connections with English-speaking communities. Likewise, Alanazi (2025) reports that integrative motivation is closely associated with students' active participation and sustained engagement in English learning, indicating that motivation is continuously shaped through meaningful learning experiences rather than classroom instruction alone. Collectively, these perspectives extend Gardner original framework by demonstrating that integrative motivation develops through the interaction of students' affective experiences, learning behaviors, and intercultural engagement, particularly within contemporary EFL learning environments.

Recent empirical studies have approached integrative motivation from several complementary perspectives, demonstrating that students' motivation develops through the interaction of emotional, behavioral, and contextual factors. The first stream of research emphasizes the role of affective experiences in shaping motivation. Sun et al. (2022) reported that positive learning experiences and favorable emotional responses significantly strengthen students' motivation to learn English, while Ni and Xu (2025) further demonstrated that emotionally engaged students tend to achieve higher levels of English proficiency and sustain stronger motivation throughout the learning process. These findings suggest that students' emotional engagement represents an important foundation for the development of integrative motivation.

A second stream of research highlights the relationship between motivation and learning behavior. Rather than viewing motivation as a psychological construct alone, recent studies indicate that motivated students actively regulate their own learning, employ diverse learning strategies, and seek meaningful opportunities to practice English beyond classroom instruction. Trautner and Pinquart (2025) showed that motivational self-regulation contributes to students' academic engagement and persistence, while Zhu et al. (2024) demonstrated that autonomous motivation encourages students to assume greater responsibility for their learning. Similarly, Wang et al. (2025) found that learning environments promoting active participation positively influence both students' motivation and academic achievement, and Curle et al. (2024) reported that sustained engagement is closely associated with successful learning outcomes in higher education.

A third stream of research views motivation as a dynamic developmental process that evolves across different learning contexts. Liu and Dong (2023) argued that students' motivational orientations are multidimensional and influenced by various learning goals rather than by a single motivational source. Likewise, Kim (2023)

proposed that motivation in second language acquisition changes dynamically over time as students interact with different learning experiences and contextual conditions, suggesting that its relationship with language development is neither static nor linear. Taken together, these three streams of research demonstrate that integrative motivation should be understood as a dynamic construct shaped by students' emotions, learning behaviors, and contextual experiences rather than as a fixed psychological characteristic.

Despite these valuable contributions, several important issues remain insufficiently addressed in the existing literature. First, previous studies have generally examined motivation from isolated perspectives, such as emotional engagement, autonomous learning, academic achievement, or intercultural orientation, without explaining how these dimensions interact to shape students' integrative motivation as a whole (Ni & Xu, 2025; Trautner & Pinquart, 2025; Zhu et al., 2024). Second, although quantitative studies have successfully identified significant relationships between motivation and various learning outcomes, they provide limited explanation of how students develop and sustain integrative motivation throughout their English learning experiences. As a result, the processes underlying students' motivational development remain relatively underexplored (Kim, 2023; Liu & Dong, 2023).

Finally, while research on integrative motivation has expanded across diverse international contexts, empirical evidence from Indonesian EFL higher education remains comparatively limited, particularly studies employing an explanatory sequential mixed-methods design that combines quantitative patterns with qualitative explanations. These gaps indicate the need for research capable of providing a more comprehensive understanding of how integrative motivation develops through students' affective experiences, learning behaviors, and intercultural engagement within the Indonesian university context.

To address these gaps, the present study employs an explanatory sequential mixed-methods design to investigate integrative motivation among Indonesian EFL university students. Unlike previous studies that have primarily focused on measuring motivational levels or examining statistical relationships between motivation and learning outcomes, this study integrates quantitative and qualitative evidence to provide a more comprehensive understanding of how integrative motivation develops through students' experiences. Specifically, the study seeks to explain not only the level of students' integrative motivation but also the underlying factors that shape their motivational development in English learning. By combining descriptive quantitative findings with thematic qualitative analysis, this study contributes to the existing literature by offering a more holistic perspective on integrative motivation as a dynamic process involving affective experiences, self-initiated learning engagement, and intercultural curiosity within the context of Indonesian EFL higher education.

Accordingly, this study addresses the following research questions:

1. How do Indonesian EFL university students demonstrate integrative motivation in English learning?

2. What factors shape Indonesian EFL university students' integrative motivation in English learning?

Method

The present study employed an explanatory sequential mixed-methods design, in which quantitative data collection and analysis were conducted during the first phase, followed by qualitative inquiry to explain and enrich the quantitative findings. This design was considered appropriate because explanatory sequential mixed-methods research enables quantitative findings to be elaborated through qualitative inquiry, thereby providing a more comprehensive understanding of complex educational phenomena than either quantitative or qualitative approaches alone (Creswell, J. W., & Plano Clark, 2018).

In the present study, the quantitative phase explored university students' levels of integrative motivation toward English learning through a structured questionnaire. The subsequent qualitative phase consisted of semi-structured interviews that were designed to explain the motivational experiences underlying the questionnaire results. By integrating findings from both phases, the study provides a richer understanding of how integrative motivation is manifested among EFL university students and the factors that shape their motivation in learning English.

This study was conducted at the English Education Study Program of Dayanu Ikhsanuddin University, Baubau, Indonesia. The participants were sixth-semester undergraduate students enrolled in the English Education Study Program. The participants represented an appropriate population because they had completed core English language courses, including speaking, reading, writing, linguistics, and language teaching subjects, enabling them to provide informed reflections on their English learning experiences.

The quantitative phase involved 21 students, who completed the Integrative Motivation Questionnaire. Following the quantitative analysis, participants were purposively selected to participate in semi-structured interviews. Purposive sampling was employed to obtain richer explanations regarding students' motivational experiences and to identify the factors underlying their integrative motivation.

Two research instruments were employed in this study. The first instrument was a structured questionnaire adapted from Gardner's socio-educational framework of language learning motivation. The questionnaire consisted of statements measuring students' integrative motivation toward English learning using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire focused on students' attitudes toward English, interest in English-speaking communities, willingness to interact with English speakers, and appreciation of English-speaking cultures.

The second instrument was a semi-structured interview guide developed to explore participants' motivational experiences in greater depth. The interview questions encouraged students to describe their reasons for learning English, their learning

experiences, personal interests, classroom engagement, and other factors that influenced their motivation. The flexibility of semi-structured interviews allowed participants to elaborate on their responses while enabling the researcher to probe emerging issues relevant to the quantitative findings.

Data collection was conducted in two consecutive phases. During the first phase, the questionnaire was administered to all participants to obtain quantitative information regarding their levels of integrative motivation in English learning. After the questionnaire responses had been compiled and analyzed descriptively, the researcher identified issues requiring further explanation.

The second phase involved semi-structured interviews with selected participants. The interviews were conducted after the quantitative findings had been obtained, allowing participants to explain their motivational experiences and the factors influencing their motivation. The sequential implementation ensured methodological coherence by allowing the qualitative phase to directly build upon the quantitative results rather than operating independently.

The quantitative data were analyzed using descriptive statistics to describe the students' overall level of integrative motivation in English learning. Responses to each questionnaire item were scored using a five-point likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The responses were then summarized using frequencies and percentages to identify the distribution of students across the predetermined motivational categories. The percentage results were subsequently interpreted according to the established categories, ranging from very low to very high, to provide an overall description of students' integrative motivation. This descriptive analysis was used to identify the general motivational pattern before the qualitative phase was conducted to further explain the experiences and factors underlying the quantitative findings.

The qualitative interview data were analyzed using thematic analysis. Thematic analysis followed an iterative coding process consisting of familiarization with the data, initial coding, category development, theme generation, and theme refinement (Braun, V. and Clarke, 2021). Interview recordings were transcribed verbatim and read repeatedly to achieve familiarity with the data. Meaningful units were coded inductively before being organized into broader categories according to recurring patterns across participants' responses. Through an iterative process of coding, categorization, and theme refinement, the analysis sought to identify the major personal and contextual factors underlying students' integrative motivation in English learning. Finally, the qualitative themes were integrated with the quantitative findings to provide a comprehensive interpretation of students' motivational orientations and their English learning experiences.

The integration of quantitative and qualitative findings occurred during the interpretation stage, where both datasets were intentionally brought together to generate a more comprehensive understanding of the research phenomenon (Fetters et al., 2013). Quantitative results established the overall level of students' integrative motivation, whereas qualitative findings explained the experiences underlying those motivational patterns. The integration of both datasets enabled the researcher to develop a more comprehensive understanding of students' motivational orientations than could be

achieved through either quantitative or qualitative evidence alone. This integration also strengthened the credibility and interpretive depth of the findings by connecting numerical trends with participants' lived experiences.

Finding and Discussion

Students' Integrative Motivation in English Learning

The quantitative phase of this study was conducted to explore the level of integrative motivation among EFL university students in learning English. Students' responses to the Integrative Motivation Questionnaire were analyzed using descriptive statistics and categorized into five levels ranging from very low to very high. The overall results are presented in Table 1.

Table 1: Overall Level of Students' Integrative Motivation

Motivation Level	Frequency (n)	Percentage (%)
Very High	8	38.2
High	11	52.6
Moderate	2	9.5
Low	0	0
Very Low	0	0
Total	21	100

As shown in Table 1, the majority of participants demonstrated a high level of integrative motivation toward English learning. More than half of the respondents (52.6%) were categorized as having high integrative motivation, while 38.2% demonstrated very high levels. Only two participants (9.5%) fell within the moderate category, and none of the students were classified as having low or very low integrative motivation. These findings indicate that integrative motivation was generally well developed among the participants, suggesting that English learning was largely driven by positive internal orientations rather than by external academic requirements alone.

The predominance of high and very high motivational levels suggests that the participants viewed English not merely as a compulsory university subject but also as a language that offered opportunities for broader personal, academic, and intercultural development. The questionnaire responses further imply that students generally expressed favourable attitudes toward learning English, demonstrated interest in communicating through English, and showed positive orientations toward English-speaking communities and cultures. Such motivational characteristics are consistent with the concept of integrative motivation, which emphasizes students' willingness to engage with the target language and its cultural community as an important dimension of successful language learning.

Although the quantitative findings demonstrate that most participants possessed relatively high levels of integrative motivation, the questionnaire data alone do not

explain why students developed such positive motivational orientations. Descriptive statistics provide an overview of students' motivational levels but cannot adequately capture the personal experiences, learning behaviours, and contextual influences underlying those responses. Therefore, the qualitative phase was conducted to explain the quantitative findings through semi-structured interviews, enabling a deeper understanding of the factors shaping students' integrative motivation in English learning. The thematic analysis identified three major themes that consistently emerged across participants' narratives: (1) Intrinsic Enjoyment as the Foundation of Integrative Motivation, (2) Self-Initiated Learning Engagement, and (3) Intercultural Curiosity toward English-speaking Communities. These themes are presented in the following section to explain the motivational experiences underlying the quantitative results.

Factors Shaping Students' Integrative Motivation

The qualitative findings revealed that intrinsic enjoyment was the most prominent factor underlying students' integrative motivation in learning English. Rather than perceiving English merely as a compulsory academic subject, many participants described English learning as an enjoyable and personally meaningful activity. Their motivation emerged from genuine interest in the language itself and from positive emotional experiences associated with learning English. These experiences encouraged students to engage voluntarily in English learning activities beyond classroom requirements, indicating that enjoyment served as the initial foundation of their motivational development.

Several participants explained that their interest in English originated from frequent exposure to English-language entertainment, including films, music, novels, and digital media. One participant described becoming interested in English after watching Harry Potter, which stimulated curiosity about the language and encouraged independent learning. Another participant reported that listening to English songs increased motivation to understand song lyrics, while others indicated that English-language films and online videos motivated them to improve their vocabulary and listening skills. These narratives demonstrate that students' motivation developed through enjoyable learning experiences rather than through external academic pressure.

The interview data further suggest that enjoyment functioned as an affective catalyst that encouraged students to maintain continuous engagement with English. Positive emotional experiences made learning activities feel less burdensome and gradually strengthened student's willingness to invest time and effort in improving their English proficiency. This finding indicates that enjoyment was not simply an emotional response to learning but also an important motivational resource that sustained students' long-term commitment to English learning.

The present findings extend the socio-educational model proposed by Gardner (2010) by suggesting that positive attitudes toward the target language may emerge through enjoyable learning experiences before developing into broader intercultural orientations. Rather than viewing enjoyment merely as an outcome of motivation, the

findings indicate that intrinsic enjoyment may function as the initial affective foundation from which integrative motivation gradually develops. Students who enjoy learning English are more likely to develop favorable attitudes toward the language and become increasingly willing to engage with English-speaking communities.

This finding also complements recent research highlighting the reciprocal relationship between positive emotions and language learning motivation (Ni & Xu, 2025; Sun et al., 2022). Unlike previous quantitative studies that primarily demonstrated statistical associations, the present qualitative findings explain how enjoyable learning experiences encourage students to engage voluntarily in English learning beyond formal classroom requirements.

The second theme emerging from the qualitative analysis was self-initiated learning engagement, referring to students' willingness to actively pursue English learning beyond formal classroom instruction. The interview findings indicated that students did not rely solely on lecturers or classroom activities to improve their English proficiency. Instead, they voluntarily sought various opportunities to practice and develop their language skills through independent learning activities. This proactive engagement demonstrates that integrative motivation encouraged students to become active participants in their own learning process rather than passive recipients of classroom instruction.

Participants described a wide range of independent learning strategies that reflected their initiative to improve English proficiency. Several students reported regularly watching English-language videos on YouTube, listening to English songs repeatedly to understand their meanings, reading English novels, and using digital applications such as online dictionaries and translation tools to expand their vocabulary. Others explained that they practiced speaking in front of a mirror, imitated the pronunciation of native speakers, or deliberately created opportunities to communicate in English whenever possible. These learning activities were not assigned by lecturers but were initiated voluntarily because students believed that continuous exposure and practice would help them become more proficient in English.

The interview narratives further revealed that students perceived independent learning as an enjoyable extension of their classroom experiences rather than as an additional academic obligation. Their initiative to practice English outside formal learning environments reflected a high level of personal commitment and responsibility for their own language development. Rather than waiting for instructional opportunities, students actively created learning experiences that suited their interests and learning preferences. This finding suggests that integrative motivation not only generated positive attitudes toward English but also translated those attitudes into consistent learning behaviors. The present findings support Gardner (2010) view that favorable attitudes encourage sustained effort in language learning; however, they further demonstrate that such effort is manifested through students' self-initiated learning behaviors. Rather than depending solely on formal classroom instruction, participants actively created their own

learning opportunities through digital media, self-practice, and independent exposure to English. The present findings extend previous studies on motivational self-regulation by illustrating how behavioral engagement develops from students' personal interest and enjoyment. This suggests that self-initiated learning is not merely an indicator of motivation but also one of the mechanisms through which integrative motivation is continuously strengthened. Such proactive learning behaviors contribute not only to language development but also to students' academic confidence and long-term commitment to learning (Chang et al., 2022; Trautner & Pinquart, 2025).

Taken together, the findings indicate that self-initiated learning engagement represents an important behavioral expression of students' integrative motivation. While intrinsic enjoyment encouraged students to develop positive emotional connections with English, self-initiated engagement translated those positive attitudes into concrete learning actions. This progression suggests that integrative motivation is not merely reflected in favorable attitudes toward English but also in students' willingness to take responsibility for their own language learning through continuous and self-initiated practice.

The third theme emerging from the interview data was intercultural curiosity toward English-speaking communities, which reflects students' desire to understand the cultural values, lifestyles, and social practices associated with the English language. Participants indicated that learning English was not limited to acquiring linguistic competence; rather, it also represented an opportunity to explore different cultures and broaden their perspectives on the world. Their curiosity toward English-speaking communities strengthened their motivation to continue learning English because language and culture were perceived as inseparable components of meaningful communication.

Several participants explained that they were interested in learning about the customs, traditions, literature, and daily lives of people in English-speaking countries. Others expressed admiration for values they associated with these communities, such as discipline, openness, respect for diversity, and strong reading habits. Students believed that understanding these cultural aspects would not only improve their English proficiency but also help them communicate more effectively with people from different cultural backgrounds. For many participants, English therefore represented access to broader intercultural experiences rather than merely a university subject.

The interview findings further suggest that students' intercultural curiosity extended beyond admiration for English-speaking cultures. Instead, participants viewed cultural understanding as an important component of their personal and academic development. Their willingness to explore cultural differences reflected openness toward new perspectives and a desire to participate more confidently in international communication. Such experiences indicate that integrative motivation was closely connected with students' aspirations to become members of a wider global community while maintaining appreciation for cultural diversity.

The present findings reaffirm Gardner's (2010) conceptualization of integrative motivation while also extending it to contemporary Indonesian EFL contexts. Although Gardner (2010) primarily emphasized students' orientation toward the target language community, the present study indicates that students' intercultural curiosity is increasingly shaped by indirect experiences, including digital media, films, music, and online communication. Previous research has reported that students with stronger integrative orientations are more likely to develop favorable attitudes toward English learning, maintain long-term engagement, and perceive English as a means of participating in broader intercultural communication rather than simply fulfilling academic requirements (Khorsheed, 2021; Sun et al., 2022).

Taken together, the findings indicate that intercultural curiosity toward English-speaking communities represents the broader social dimension of students' integrative motivation. While intrinsic enjoyment encouraged students to develop positive emotional connections with English and self-initiated learning engagement translated those positive attitudes into continuous learning behaviors, intercultural curiosity expanded students' motivation beyond language learning itself. Students became increasingly motivated because English enabled them to understand different cultures, communicate across cultural boundaries, and participate in a wider international community. This progression demonstrates that integrative motivation developed through the interaction of affective, behavioral, and intercultural dimensions rather than through a single motivational factor.

Understanding the Development of Integrative Motivation among EFL University Students

The integration of the quantitative and qualitative findings provides a more comprehensive understanding of how integrative motivation is developed and sustained among EFL university students. While the questionnaire results revealed that the majority of participants demonstrated high or very high levels of integrative motivation, the interview findings explained the experiences and processes underlying these motivational orientations. Rather than existing as an isolated psychological characteristic, integrative motivation emerged as a dynamic process shaped by students' emotional experiences, learning behaviors, and intercultural interests. The integration of both data sources therefore illustrates not only the level of students' motivation but also the developmental pathway through which that motivation was constructed and maintained.

The integration of quantitative and qualitative findings suggests that students' integrative motivation develops through a dynamic and reciprocal process rather than through isolated motivational dimensions. The process commonly began with intrinsic enjoyment, in which students developed positive emotional connections with English through activities such as watching films, listening to English songs, reading stories, or engaging with digital media. These enjoyable experiences reduced anxiety toward learning English and generated curiosity that encouraged students to continue learning

voluntarily. As students became increasingly interested in English, this enjoyment gradually evolved into self-initiated learning engagement, characterized by independent efforts to practice English beyond classroom instruction through online resources, self-practice, extensive exposure to English media, and other autonomous learning activities. Sustained engagement subsequently broadened students' perspectives and encouraged them to develop intercultural curiosity toward English-speaking communities, motivating them to understand cultural values, communicate with people from different backgrounds, and view English as a gateway to wider global participation. Rather than functioning as independent factors, these three themes interacted to reinforce one another throughout students' English learning experiences.

This integrated interpretation extends Gardner (2010) socio-educational perspective by illustrating how positive attitudes toward the target language community may gradually develop through meaningful learning experiences. Gardner (2010) emphasizes that integrative motivation is characterized by favorable attitudes toward the target language and its speakers; however, the present findings indicate that such attitudes may first be nurtured through enjoyable learning experiences before being translated into self-directed engagement and broader intercultural orientation. In this sense, students' motivation was not simply the result of cultural interest but evolved through continuous interaction between affective, behavioral, and social dimensions of learning. The findings therefore reinforce the view that motivation should be understood as a dynamic developmental process rather than as a fixed student characteristic.

Rather than merely confirming contemporary motivational theories, the present findings provide qualitative evidence explaining how affective experiences gradually evolve into sustained behavioral engagement and subsequently foster intercultural curiosity. This developmental pattern is consistent with Kim (2023) dynamic perspective of second language motivation while extending previous studies by illustrating how these motivational dimensions interact within Indonesian EFL higher education. Recent studies have shown that positive academic emotions strengthen students' willingness to engage in language learning activities, while active learning engagement further reinforces motivational persistence and confidence. Similarly, research on motivational self-regulation highlights that sustained motivation develops through students' continuous efforts to regulate their own learning behaviors in response to meaningful learning experiences (Chang et al., 2022; Ni & Xu, 2025; Trautner & Pinquart, 2025). The present study complements these perspectives by demonstrating that intercultural curiosity represents an important outcome of this developmental process, particularly within Indonesian EFL higher education where opportunities for authentic interaction with English-speaking communities are relatively limited.

Based on the integration of the quantitative and qualitative findings, the present study proposes that students' integrative motivation can be understood as a developmental process consisting of three interconnected dimensions: (1) intrinsic enjoyment as the initial affective foundation, (2) self-initiated learning engagement as the

behavioral manifestation of motivation, and (3) intercultural curiosity toward English-speaking communities as the broader social orientation that sustains continued English learning. Although these dimensions are presented sequentially to facilitate interpretation, they should not be viewed as rigid or linear stages. Instead, they continuously interact and reinforce one another throughout students' English learning experiences. Rather than proposing a new motivational theory, the present study offers an empirical model that explains how integrative motivation is experienced and sustained among Indonesian EFL university students. The proposed framework may therefore serve as a contextual interpretation that complements Gardner (2010) socio-educational model by illustrating the interaction between affective, behavioral, and intercultural dimensions of motivation.

Conclusion

This study explored integrative motivation in English learning among EFL university students through an explanatory sequential mixed-methods design. The quantitative findings revealed that most participants demonstrated high to very high levels of integrative motivation, indicating that English learning was generally supported by positive motivational orientations rather than by external academic demands alone. The qualitative findings complemented these results by revealing three interconnected dimensions underlying students' motivational experiences: intrinsic enjoyment as the foundation of integrative motivation, self-initiated learning engagement, and intercultural curiosity toward English-speaking communities. Together, these findings demonstrate that students' integrative motivation is not merely reflected in favorable attitudes toward English but is continuously developed through enjoyable learning experiences, active personal engagement, and meaningful intercultural interests.

The integration of quantitative and qualitative evidence provides a more comprehensive understanding of how integrative motivation develops in the context of Indonesian EFL higher education. Rather than viewing motivation as a fixed psychological characteristic, this study suggests that integrative motivation should be understood as a dynamic process in which affective, behavioral, and intercultural dimensions interact to sustain students' engagement in English learning. This perspective highlights the importance of creating learning environments that extend beyond language instruction by encouraging enjoyable learning experiences, promoting students' learning autonomy, and fostering opportunities for intercultural exploration. Such learning environments may help strengthen students' long-term motivation to learn English and participate more confidently in global communication.

This study is subject to several limitations. The participants were drawn from a single English Education Study Program, and the quantitative phase involved a relatively small number of students. Consequently, the findings should be interpreted within the context of the present study and should not be generalized to all EFL students. Future research may involve larger and more diverse participant groups across different universities and educational settings to examine whether similar motivational patterns

emerge. In addition, longitudinal and comparative studies are recommended to investigate how integrative motivation develops over time and how it interacts with other motivational constructs, such as students' self-efficacy, language learning strategies, and digital learning experiences

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