

## Perceptions of Managers on Famous Quotes in Students' Studying Motivation at AMIK JTC Semarang

Yessi Aprilia Waluyo<sup>1</sup>✉, Tatas Transinata<sup>2</sup>, Enggar Dhian Pratamanti<sup>3</sup>, Vitalia Hanako Murni Simanjuntak<sup>4</sup>

Politeknik Negeri Bali<sup>1,4</sup>

Universitas Semarang<sup>2,3</sup>

✉Bukit Jimbaran, Badung, Bali

E-mail: yessi\_aprilia@pnb.ac.id<sup>1</sup>

**Abstract** - Words and phrases are the significant parts of the language communication. They are used to carry out speech acts, such as direct speech acts and indirect speech acts, through language. They need the use of certain words and phrases which have meanings and messages to achieve the certain purposes in the language communication. Famous quotes can be utilized to improve the motivation because they have influential and valuable meanings and messages inside. Therefore, the managers of AMIK JTC Semarang employed them in the form of posters to share the positive mindset and attitude for the students in achieving the goals and dreams. The purposes of this study were to analyse and find out the roles of famous quotes toward the students' studying motivation based on the perceptions of managers of AMIK JTC Semarang perceptions by using face to face interview. The method used in this study was qualitative descriptive by using thematic analysis from Braun and Clarke (2006) and Aphorop (2021). Collecting and managing managers' interview data, coding, seeking, reviewing and defining the themes, representing, accounting, narrating and reporting the final data were the processes to find out the roles of famous quotes and whether they could give studying motivation to the students or not based on the perceptions of managers. In conclusion, according to the final analysis of AMIK JTC Semarang managers' perceptions, there were nine roles of famous quotes in improving students' studying motivation. The managers of AMIK JTC Semarang noticed and agreed that words, phrases, meaning and messages of famous quotes could improve AMIK JTC Semarang students' motivation in studying and achieving the goals and dreams.

**Keywords:** *meaning, studying motivation, quote, speech act, word*

© 2025 Politeknik Negeri Bali

### 1. INTRODUCTION

Pragmatics can be described as an analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule, 1996).

Moreover, Yule in the book of pragmatics (1996) mentions that pragmatics has four important definitions that is concerned with the study of speaker meaning, the study of contextual meaning, the study of how to get more communicated than it is said and the study of the expression of relative distance. Therefore, it means that the messages of the utterances can be obtained by appreciating the words or phrases with the deeper meaning than what is spoken in the form of literal meaning.

Hidayat defines that speech act is a part of pragmatics where there are certain aims beyond the words or phrases in the speaker's sayings. Moreover, speech acts refer to the action performed by produced utterances. People can present an action by speaking something. Through speech acts, the speaker can convey physical action by using words and phrases. The conveyed utterances are significant to the performed actions (Hidayat, 2016). Therefore, Austin (in Tsui, 1994) mentions that speech acts are acts that refer to the action performed by produced utterances. Yule (1996) also defines that speech acts is action that is presented via utterances.

Communication is the important part in delivering messages and meanings. Yule (1996) delivers that pragmatics is also concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). According to Buck (2002), communication consists of verbal and nonverbal communication. It also consists of two types, such as direct speech act and indirect speech act.

Utterances in communication consist of various languages which include important and worthy messages and meanings as the powerful tools to share and improve motivation. Sardiman (2011) shows that motivation can be defined as a driving force that has become active. Motivation is the mental encouragement to drive and guide the action of humans including the attitude of studying. In teaching and learning activities, students need motivation to study. It is psychological locomotion that comes from within a person. The role of studying motivation is in growing happiness and passion for study. Rifa'i and Anni (2012) clarify that motivation can be described as the process (a) to appear and encourage the action, (b) to give the way or purpose of action, (c) to give the opportunity toward the same action or attitude and (d) to guide on the choice of specific action. Motivation is the causal factor to study, get the better process of studying, and achieve the better studying result.

Sukmadinata (2009) conveys that a passion for learning which is usually manifested in positive actions such as being persistent and practicing hard on questions to sharpen one's abilities, actively looking for references related to one's interests and focusing and trying hard to develop one's potential and abilities. The existence of motivation for learning allows students not to give up in achieving their desires in studying science to obtain optimal achievement. Slameto (2010) also supports that studying motivation is important in fostering passion for learning, feeling happy and enthusiastic about learning. Students

who have strong motivation will have a lot of energy to carry out learning activities. Students who have high enough intelligence can fail because they lack motivation. Learning achievement will run optimally if there is the right motivation. Sardiman (2011) shares that the role of motivation is to foster passion and enthusiasm for learning so that it can be said that motivation encourages students to carry out learning activities. So, learning motivation is an urge that exists within a person to learn optimally to achieve his or her goals or aspirations.

It can be said that motivation can be taken from some quotes. Quotes are external motivation that can influence students' internal motivation. It can be delivered that quotes are wise words which become the part of external motivation that can raise internal motivation of students. Lexico (in Guswindari, 2020) shares that quote in the form of verb is repeating, restating, copying, written text or speech delivered by other people. Guswindari (2020) also tells the purposes of quotes based on the academic side. Quotes are used to support argument or opinion from the writer. In illustration or poster, quotes consist of wise words which have purposes to give motivation, inspiration, reminder, and other purposes related to the picture.

The experienced and successful people can share the powerful quotes as the motivation for students in obtaining a better and successful future. Herrity on one of sources of websites, [www.indeed.com](https://www.indeed.com), writes that the insights and experiences of successful leaders and professionals can be a valuable source of inspiration and motivation. Understanding how you can use quotes for guidance and encouragement may help you find inspiration at work, to overcome challenges or for lessons to grow as an individual (Herrity, 2024).

Nelson Mandela and Ir. Soekarno are examples of enthusiastic, experienced and successful leaders. The quote of "The greatest glory in living lies not in never falling, but in rising every time we fall" is one of the famous quotes from Nelson Mandela as the first President of South Africa. He is one of the statesmen who inspires young generations continuously around the world who supported equality and peace in South Africa ([https://id.wikipedia.org/wiki/Nelson\\_Mandela](https://id.wikipedia.org/wiki/Nelson_Mandela)). Ir. Soekarno is the first President in Indonesia and the father of the proclaimer and originator of Pancasila. He has one of the famous quotes with "If we have a strong desire from within our hearts, then the entire universe will work together to make it happen". He is one of the most influential figures in the journey of Indonesian history who proclaimed Indonesian Independence (<https://id.wikipedia.org/wiki/Soekarno>).

Miller (2020) mentions that Quotations can be applied to alter the classroom atmosphere, such as teachers can improve enthusiasm among students by using quotes based on wordplay or quotations which demonstrate a new perspective on life. They suggested that faculty, counsellors, and parents can utilize quotations and literature as a treatment called bibliotherapy to solve students' problems. Ameri and Ghahari (2018) also shows that

trainers can use inspirational quotes as a tool for conveying moral messages to their students through concise language. Learners' motivation is one of the areas supposed to be affected by inspirational quotes. Dörnyei and Ushioda (2011) express that intrinsic and extrinsic motivations are among the most famous classifications of motivation. Schunk et al. (2014) presents that intrinsic motivation can be defined as a kind of motivation that causes individuals to participate in an activity because of their internal desires. In other words, internally motivated people work on an activity just because of its enjoyment and without expecting external rewards or praise. In the other hand, extrinsic motivation can be a motivation type that is dependent on external factors, such as prizes and grades which it is needed to mention that both types of motivation are beneficial to learning.

Jemudin et al., (2019) also uncovers about the relationship between the studying motivation and studying achievement in the research of "The relationship between studying attitude and studying motivation toward the studying achievement on mathematics of Junior High School students from Langke Rembong". Sholihah, et al., (2022) in "Motivational Quotes from Teacher Junior High School in Indonesia during Online Learning" clarify about the explanation of the findings of teacher motivational speech in online learning. They express that there are the classifications and types of teacher motivation speech, the field of meaning of teacher motivation, and the constructions of teacher motivation. Sun (2024) in "A Qualitative Study of the Psychological Effects of Motivational Quotes" uses qualitative method to explain the effectiveness of motivational quotes in medical and educational contexts, with a focus on their impact on individuals' behaviour. Moreover, the motivational quotes from various media have successfully motivated individuals to take positive actions, such as adhering to medication regimens and quitting smoking. It also discusses an overview of the existing research which offers insights into the mixed opinions on the use of motivational quotes for motivation.

Consequently, with the purposes of bringing up, fostering and maintaining motivation to study and reach the dreams and success, it is crystal clear that there are a lot of schools, colleges and informal educational institutions which hang famous quotes in the form of posters in each classroom and strategic place so that the students can see, read, remember, appreciate and respond to the messages and meanings to motivate them psychologically to carry out certain activities in pursuing their desired aspirations, goals and needs.

Creating broadminded, honourable, productive, skilled, and smart students in science and technology are the visions and missions of AMIK JTC Semarang for the graduating students. The most of fourth semester students at the AMIK JTC Semarang in the academic year 2021/2022 were workers or employees who balanced between studying and working in embodying their goals and dreams and sometimes experienced the saturation, fatigue, and hopelessness in the middle of studying processes. The enthusiasm

of fourth semester students was different from the first or second semester students which sometimes increased and decreased because of internal factors from within themselves or external factors from the environment.

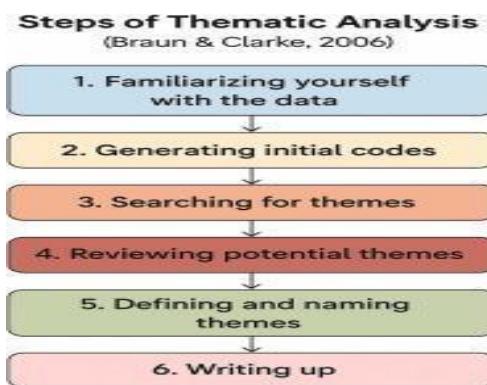
In realizing the visions and missions, AMIK JTC Semarang kept going to increase the student's motivation in studying to reach their goals. Consequently, the directors, managers and staff at AMIK JTC Semarang emerged their creative ideas by putting attractive posters of famous quotes from experienced and successful world figures on the wall in the form of posters in each classroom and strategic places at AMIK JTC Semarang. The researchers were curious about the effectiveness, benefit, power and roles of wise words from the world figure famous quotes for the students in the processes of studying and reaching their dreams. Therefore, the researchers did field observation and preliminary research previously to find out the beginning situation and problems, students' perceptions, views and data about famous quotes and their influences for studying motivation. Based on the beginning data and information from preliminary research, the research was undertaken to prove the effectiveness, benefit, strength, and roles of world figures' famous quotes for the studying motivations of fourth semester D3 Informatics Management and D3 Computerized Accounting study programs at AMIK JTC Semarang for the 2021/2022 academic year. The roles and effectiveness of famous quotes were investigated and analysed by utilizing the perceptions of managers at AMIK JTC Semarang toward 44 famous quotes which were carried out in the form of face-to-face interview.

## 2. METHOD

### 2.1 Research Design

The study utilizes qualitative methods which focus on qualitative descriptive by applying thematic analysis by Braun and Clarke (2006) and Apthorp (2021). Braun and Clarke (2006) in the influential 2006 article with the title "Using Thematic Analysis in Psychology" which was launched in Qualitative Research in Psychology explained a six-step framework for qualitative thematic analysis. It consists of six processes in analysing data based on the qualitative thematic analysis. They are familiarization with data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and writing up the summary.

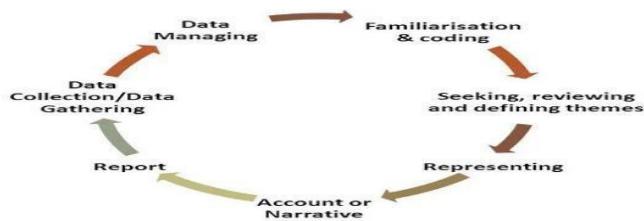
**Gambar 1.** Qualitative method about thematic analysis from Braun and Clarke (2006)



(<https://www.sciencedirect.com/science/article/pii/S2949916X25000222>)

The qualitative method and non-experimental research on thematic analysis from Apthorp (2021) is also applied in analysing the interview data of the manager. The processes are collecting data, managing data, doing familiarisation and coding them, seeking, reviewing and defining the themes, representing, accounting or narrating themes and reporting the results of final data ([https://www.deborahapthorp.com/courses/psyc422/07\\_qualitativemethods/](https://www.deborahapthorp.com/courses/psyc422/07_qualitativemethods/)). Those steps of thematic analysis from Braun and Clarke (2006) and Apthorp (2021) have the same processes to analyse the roles of 44 famous quotes in the form of posters at AMIK JTC Semarang in improving students' studying motivation based on the managers' perceptions.

**Gambar 2.** Qualitative method and non-experimental research about thematic analysis from Apthorp (2021)



([https://www.deborahapthorp.com/courses/psyc422/07\\_qualitativemethods/](https://www.deborahapthorp.com/courses/psyc422/07_qualitativemethods/))

The managers' interviews were taken by using face to face interview in the managers' rooms at AMIK JTC Semarang. They were the director and the head of Internal Quality Assurance System (IQAS) (also as a lecturer) of AMIK JTC Semarang. However, the interview data which would be analysed only took from the head of Internal Quality Assurance System (IQAS) (also as a lecturer) at AMIK JTC Semarang.

Field observation was carried out before the researchers held the research at AMIK JTC Semarang. It found 44 famous quotes (they can be called with FQ1, FQ2, ...., FQ43, FQ44) in the form of posters from in each classroom. After carrying out field observation,

preliminary research was performed to obtain beginning information and identify the problems. It was carried out for 20 students of fourth semester in the academic year of 2021 / 2022 from diploma three of informatics management and computerized accounting at AMIK JTC by answering the questions of questionnaire in the form of google form related to famous quotes in the form of posters in improving the students' motivation.

After implementing preliminary research, the field research was carried out by taking depth interview with the managers of AMIK JTC Semarang directly. The interview questions for the managers were arranged based on studying motivation indicators. Indicators of studying motivation were taken from the mixing of Sardiman (2011) and Uno (2008). There are eleven indicators of studying motivation which are used as the guidance to arrange the questions of interview for the managers, such as being diligent in doing tasks, being skilled in facing the difficulties, ..... having will and desire to get success, having encouragement and need in studying, and having hope and goal in the future.

One of interview data of managers at AMIK JTC Semarang was going to be coded and analysed by using qualitative descriptive which implemented thematic analysis from Braun and Clarke (2006) and Apthorp (2021). It means that after collecting data from the answers of managers by face to face interview so the processes were continued by managing the qualitative data of interview, doing familiarisation and also coding them, carrying out in seeking, implementing in reviewing and defining the themes, doing representing, accounting or narrating themes and taking reporting the results of final data based on the article of Apthorp in 2021 about thematic analysis at [https://www.deborahapthorp.com/courses/psyc422/07\\_qualitativemethods/](https://www.deborahapthorp.com/courses/psyc422/07_qualitativemethods/) and Braun and Clarke with the influential 2006 article, "Using Thematic Analysis in Psychology," published in Qualitative Research in Psychology in finding the roles of 44 famous quotes at AMIK JTC Semarang in improving students' studying motivation.

## **2.2 Research Population and Sampling**

The research populations in this study were the managers of AMIK JTC Semarang. They were the director and head of Internal Quality Assurance System (IQAS) (also a lecturer) at AMIK JTC Semarang. Purposive Sampling was implemented in this study. The sample was selected based on certain criteria that had been determined by the researcher because it was considered to represent the characteristics that were going to be studied. However, the interview data which would be analysed only took from the interview of the head of Internal Quality Assurance System (IQAS) (also a lecturer) at AMIK JTC Semarang because of some considerations.

## **2.3 Data Collection Instrument**

The processes of data collection were held by using three phases, such as field observation, preliminary research and field research. The field observation in the early action was taken at AMIK JTC Semarang, and it found forty-four famous quotes (44 FQ) in the posters from world figures in each classroom. The next, preliminary research was applied to survey, identify the problems and early information by distributing the questionnaires for the students in the form of google form to the students' what's app group and analysing their data results in two weeks. Then, field research by using the depth and face to face interview with the managers at AMIK JTC Semarang were also utilized to get perceptions toward the roles of famous quotes in improving students' studying motivation. The interview questions were arranged based on studying motivation indicators from the mixing of Sardiman (2011) and Uno (2008) which consisted of eleven indicators of studying motivation which were used as the guidance to arrange the questions of interview for the managers.

#### 2.4 Data Analysis

The result of field observation at AMIK JTC Semarang is that there were 44 famous quotes from world figures in the form of posters in each classroom. After that, collecting and noting 44 famous quotes at AMIK JTC Semarang were employed to get data of existing famous quotes. They were also coded to be listed as FQ 1 until FQ 44.

**Table 1.** Coding List of Famous Quotes at AMIK JTC Semarang

NO.	FAMOUS QUOTES (FQ)
<b>FQ 1</b>	“Kegagalan terbesar adalah apabila kita tidak pernah mencoba.” <b>(Rubyn Allan)</b>
<b>FQ 2</b>	“Musuh yang paling berbahaya di dunia ini adalah rasa takut dan bimbang. Teman yang paling setia hanyalah keberanian dan keyakinan yang teguh.” (Andrew Jackson)
<b>FQ 24</b>	“Dalam kehidupan yang sukses, mayoritas manusia mengetahui apa yang harus dilakukannya, tetapi hanya sebagian kecil yang melaksanakan apa yang mesti dikerjakan. MENGERTI saja tidak cukup, anda harus melakukan Tindakan nyata.” (Anthony Robbins)
<b>FQ 43</b>	“Janganlah takut menjadi awal yang kecil karena yang besar selalu berawal dari yang kecil.” (Zig Ziglar dan Tim AMIK JTC Semarang) “You don't have to be great to start but you have to start to be great.”(Zig Ziglar dan Tim AMIK JTC Semarang)

<b>FQ 44</b>	“Lebih baik memiliki banyak rencana yang belum terlaksana daripada tidak mempunyai rencana sama sekali.” ( <b>TDWclub sumber dari id.pinterest.com</b> )
--------------	--

The preliminary research also showed the responds from 20 students of fourth semester students of diploma three of informatics management and computerized accounting in the academic year of 2021/2022 at AMIK JTC based on the given questionnaires about the influences of famous quotes for their studying motivation in the form of google form. The results of preliminary research can be analysed that there were more than 90% students who joined most subjects of lecture in the classrooms, more than 95% students who joined the offline lecture or meeting in the campus, more than 90% students who had ever noticed and read the posters of famous quotes in the classrooms, more than 83% students who obtained motivation when noticing and reading famous quotes and more than 83% students who believed that famous quotes could influence their studying motivation achieving their goals, dreams and better future.

After gaining the results of the field observation and preliminary research, the field research was implemented by doing the depth interview with the managers of AMIK JTC Semarang directly by using the interview questions based on the eleven indicators of studying as the guidance. The beginning data of interview in the form of Indonesian language were the results of interviewing with managers. In the qualitative descriptive on thematic analysis, managers' interview data were cultivated based on the same processes between Braun and Clarke (2006) and Apthorp (2021) from taking familiarizing data until doing reporting the results of final data.

The focus of interview data came from one of the managers who was as a lecturer and the head of IQAS at AMIK JTC Semarang. Manager's interview data were collected and managed by listening and writing them in detail based on the results of recorded managers voices previously. In open coding, the original interview data results of one of managers were utilized as the topics to be discussed and analysed. Familiarizing and coding them were processed to obtain important, useful and corresponded words and clues based on standard of studying motivation indicators. There are 69 clues for the roles of famous quotes in motivating students' studying motivation based on the managers perceptions in the process from showing interview data as the topics to open coding. They are (1) ada manfaatnya, (2) punya cita-cita, (3) “mentok”, (4) akan berubah, (5) mindsetnya berubah, (6) podo sing tak alami ya, ..... (66) belajar dari pengalaman, (67) butuh waktu yang lama, (68) bertemu dengan orang yang tepat, and (69) orang tersebut memberikan nasehat akan teringat dengan kata- kata bijaksana.

**Tabel 2.** List of Open Coding from the manager's interview answers

No.	Topic	Coding
	Jadi begini, kalau FQ itu jika banyak orang yang melihat pasti ada manfaatnya. .... jadi awalnya dulu kan setiap orang pasti punya cita-cita masing-masing. Itu yang pertama, ..“mentok” , dia akan membaca kata – kata bijaksana (FQ) yang mungkin sama dengan posisi dia yang dialami kan akan berubah pada saat dia membaca itu. ..dia akan membuat mindsetnya berubah Ketika dia membaca kata-kata bijaksana tersebut dengan posisi “oo ternyata podo sing tak alami ya ..” ya bisa saja begitu.....	<ol style="list-style-type: none"> <li>1. ada manfaatnya</li> <li>2. punya cita-cita</li> <li>3. “mentok”</li> <li>4. akan berubah</li> <li>5. mindsetnya berubah</li> <li>6. podo sing tak alami ya</li> </ol>

Furthermore, the data of open coding which consisted of 69 clues in the forms of Indonesian and Javanese languages were put into the processes of seeking, reviewing and defining in the open coding to axial coding processes. These processes are utilized to look for and decide the temporary themes by applying axial coding which kept on implementing the guidance of studying motivation indicators. The processes of coding were arranged, managed, reviewed and analysed to look for the suitable themes in finding the roles of famous quotes in motivating students studying based on the manager perceptions. In axial coding, there were 24 temporary themes for role of famous quotes based on manager's perceptions which had been translated into English and obtained by collecting, seeking, reviewing and defining from 69 clues in Indonesian language in open coding. They were (1) famous quotes give benefit toward the studying interest, (2) famous quotes inspirate the goals or dreams of students, (3) famous quotes make changes on the students' mindset, ..... (21) the influence of famous quotes will be seen if students are tenacious, (22) famous quotes will be useful if students face the problems, (23) students can be successful by imitating the figures, and (24) famous quotes give value and experience through the written.

**Tabel 3.** List of Axial Coding

Code	Axial Coding
1. ada manfaatnya	famous quotes give benefits
2. punya cita-cita	famous quotes inspirate the goals of students

3. akan berubah	famous quotes make changes on students' mindset
4. mindsetnya berubah	

### 3. RESULTS AND DISCUSSION

From the previously discussion, there were 24 temporary themes for the roles of famous quotes in improving students studying motivation based on the manager's perceptions in the form of English sentences. In addition, the processes of representing, accounting or narrating by applying selective coding were used to cultivate 24 temporary themes data of axial coding in looking for and deciding the more appropriate and suitable themes of roles of famous quotes in motivating students studying. It can be stated that there were processes from axial coding to selective coding which were applied to analyse the manager's interview data to obtain the final themes. The 24 temporary themes were selected and analysed in this process which some temporary themes were deleted and joined into the familiar themes. Moreover, the next is reporting the results of final data after implementing selective coding from the temporary themes in axial coding to obtain the final and suitable themes.

Consequently, it can be concluded that there were 9 roles of famous quotes in improving students' studying motivation based on the manager's perceptions after following the process of selective coding. They were (1) famous quotes can inspirate the students goals or dreams, (2) famous quotes famous quotes can change the students' attitude and mindset, (3) famous quotes can grow students' studying motivation, (4) famous quotes can give positive views, (5) famous quotes consist of life values and daily experiences, (6) famous quotes appear from self motivation and literation source, (7) famous figures have influence toward the content of famous quotes, (8) famous quotes will influent if students are tenacious and skilled, and (9) famous quotes are useful in facing problems.

**Tabel 4.** List of Selective Coding

Axial Coding	Selective Coding
famous quotes give benefit toward the studying interest	famous quotes can inspirate the students goals or dreams
famous quotes inspirate the goals or dreams of students	
famous quotes make changes on the students mindset	famous quotes make changes on the student mindset

famous quotes can give students have the feeling of empathy	
famous quotes give studying spirit	famous quotes give studying spirit

#### 4. CONCLUSION

The summary can be caught from the manager's perceptions of AMIK JTC Semarang in the interview that there were nine famous quotes in improving students' studying motivation. It means that wise words on the famous quotes which were in the form of posters in each classroom at AMIK JTC Semarang gave the benefits, effectiveness and influence for students' studying motivation in achieving their goals, dreams and better future by copying, remembering and absorbing the main messages and meanings of each famous quote in carrying out the real actions to gain success.

#### 5. REFERENCES

Ameri. (2010). Ameri, S., & Ghahari, S. (2018). Developing a motivational framework In translation training programs: A mixed methods study following self determination and social capital theories. *The Interpreter and Translator Trainer*, 12(2), 227—243. <https://doi.org/10.1080/1750399X.2018.1465678>. Downloaded on July 9<sup>th</sup>, 2025 at 09.00 a.m.

Apthorp, Deborah. (2021). Topic 7 - Qualitative Methods and Non-Experimental Research. Australia: University Of New England.  
[https://www.deborahapthorp.com/courses/psyc422/07\\_qualitativemethods/](https://www.deborahapthorp.com/courses/psyc422/07_qualitativemethods/). Downloaded on April 6<sup>th</sup>, 2022 at 10.00 a.m.

Austin, J. L. (1962). How to Do Things with Words. Oxford: Oxford University Press.

Braun, V. & Clarke, V. (2012) Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology*, Vol. 2: *Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57-71). Washington, DC: American Psychological Association. Downloaded on Friday on august 2, 2024 at 05.30 p.m.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. Downloaded on Friday on august 2, 2024 at 05.30 p.m.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching: Motivation* (2nd ed.). London: Pearson.

Guswindari,Risky. (2020). Pengertian Quote dan Contohnya. Jakarta: PT. Kompas Cyber Media. <https://www.kompas.com/skola/read/2020/10/06/193505769/pengertian-quote-dan-contohnya?page=all>. Downloaded on April 5<sup>th</sup>, 2022 at 10.00 a.m.

Herrity, Jennifer. (2024). 116 Famous Quotes To Help Inspire and Motivate You. Japan: Recruit Holdings Co., Ltd.. <https://www.indeed.com/career-advice/career-development/famous-quotes>. Downloaded on Friday on august 2, 2024 at 03.30 p.m.

Imro'atus Sholihah, Dawud, Suparno & Nur Hadi. (2022). Motivational Quotes from

Teacher Junior High School in Indonesia during Online Learning, 19(1), 4799-4834.  
<https://www.webology.org/abstract.php?id=1086>. DOI: 10.14704/WEB/V19I1/WEB19  
322. Downloaded on Wednesday on July 2, 2025 at 05.30 p.m.

Jemudin, F. D., Makur, A. P., & Ali, F. A. (2019). Hubungan Sikap Belajar dan Motivasi Belajar terhadap Prestasi Belajar Matematika Siswa SMPN 6 Langke Rempong. *Journal of Honai Math*, 2(1), 1–12. <https://doi.org/10.30862/jhm.v2i1.53> . Downloaded on Wednesday on July 2, 2025 at 11.30 p.m.

Miller. (2020). Miller, D. L. (2020). Quotations add interest and lend authority to Classroom lessons. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 94(1), 8—14. <https://doi.org/10.1080/00098655.2020.1826896>. Downloaded on July 22<sup>nd</sup>, 2025 at 09.00 a.m.

Rifa'i, Achmad dan Catharina Tri Anni. (2021). *Psikologi Pendidikan*. Semarang: UPT MKK UNNES.

Sardiman, A.M. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo ada.

Schunk, et al (2014). Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2014). Motivation in education: Theory, research, and applications (4th ed.). London: Pearson.

Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rieneka Cipta.

Sukmadinata, Nana Syaodih. (2009). *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosdakarya.

Uno, Hamzah B. (2008). *Teori Motivasi & Pengukurannya Analisis di Bidang Pendidikan*. Jakarta: PT Bumi Aksara.

Wikipedia. (2025). Soekarno. Jakarta: Wikimedia Foundation.  
<https://id.wikipedia.org/wiki/Soekarno>. Downloaded on January 30<sup>th</sup>, 2025 at 08.00 p.m.

Wikipedia. (2025). Nelson Mandela. Jakarta: Wikimedia Foundation.  
[https://id.wikipedia.org/wiki/Nelson\\_Mandela](https://id.wikipedia.org/wiki/Nelson_Mandela). Downloaded on January 30<sup>th</sup>, 2025 at 11.00 p.m.