



The Influence Of Learning Motivation And Learning Models On Training Participants Competence At The Boyolali Job Training Center

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ABSTRACT

This study aims to analyze the effect of learning motivation and learning models on the competence of training participants in the Office Administration Program at the Boyolali Job Training Center (BLK). The research employs a quantitative descriptive approach with a total sample of 96 participants who completed the training from 2022 to 2024. Data were collected using questionnaires and analyzed using multiple linear regression. The results show that learning motivation has a positive and significant effect on participants' competence ($p = 0.000$), while the learning model does not have a statistically significant effect ($p = 0.410$). Simultaneously, both variables significantly influence participants' competence ($p = 0.000$) with a determination coefficient (R^2) of 0.208. This implies that 20.8% of competence variation can be explained by the two independent variables.

INTRODUCTION

In the era of global competition and the industrial revolution 4.0, human resource (HR) development has become a central focus for nations seeking to enhance their national competitiveness. One of the most strategic efforts to achieve this goal is through competency-based vocational training. Such training is considered more flexible and responsive to the demands of an evolving labor market. In Indonesia, Job Training Centers (Balai Latihan Kerja/BLK) serve as formal institutions that provide vocational education to improve the workforce's skills (Anita and Setiawati, 2022).

The Boyolali Job Training Center is one such institution under the authority of the Department of Cooperatives and Manpower, offering various vocational programs, including the Office Administration program under the Business and Management stream. This program is designed to produce participants with practical administrative skills applicable to real work

environments. However, in practice, the outcomes of these trainings are not always uniform. This discrepancy raises the need to evaluate both internal and instructional factors that may affect participant competence.

One of the internal factors widely believed to influence training outcomes is learning motivation. Learning motivation is an internal or external force that drives an individual to actively engage in learning activities (Ryan and Deci, 2000). Individuals with high motivation tend to exhibit persistence, curiosity, and commitment in absorbing materials, which ultimately improves their learning performance (Virizki and Zakaria, 2024). In the context of training, this motivation may arise from the desire to get a job, advance a career, or acquire new skills.

Another important factor is the learning model applied during the training. A learning model refers to the systematic approach used by instructors to deliver training materials, including strategies, methods, and learning techniques (Trianto, 2011). Effective and appropriate models can enhance the learning process, encourage participant engagement, and support better understanding and application of materials. Approaches such as problem-based learning, cooperative learning, and project-based learning have shown positive effects on learning outcomes in various educational settings (Sadrina and Mustapha, 2016; Elvera et al., 2022).

Although numerous studies have explored the relationship between learning motivation and learning models with learning outcomes, empirical research in the context of vocational training—particularly in BLK programs focusing on office administration—remains limited. Existing research presents mixed results. For example, Kusumastuti (2019) found that training, motivation, and educational level did not significantly influence competence simultaneously. On the other hand, studies by Andriani and Sojanah (2017) and Moslimah (2023) suggest that learning motivation and instructional models do have significant effects on participant competencies.

This research aims to provide empirical evidence on the influence of learning motivation and learning models on the competence of participants in the Office Administration program at the Boyolali BLK. The main objective is to determine which of these variables contributes the most to the improvement of competence, both individually and jointly. By applying a quantitative approach and multiple linear regression analysis, this study seeks to clarify the nature of the relationship among these variables.

The contribution of this research is both academic and practical. From an academic perspective, the findings will enrich the literature on vocational training effectiveness. Practically, the results can serve as a reference for training providers and policymakers to optimize their learning strategies. If learning motivation proves to be a dominant factor, training modules may be designed to incorporate elements that stimulate intrinsic motivation. Conversely, if the learning model also plays a significant role, adjustments can be made to select models best suited to the characteristics of both the material and the trainees.

Methodologically, this research involved 96 respondents who had completed the training between 2022 and 2024. Data were collected using closed-ended questionnaires with Likert scales and analyzed using multiple regression analysis to examine the effect of each independent variable on participant competence. Prior to analysis, validity and reliability tests were conducted, along with classical assumption tests such as normality, multicollinearity, and heteroscedasticity, to ensure the quality of the data.

By deeply examining the relationship between learning motivation, instructional models, and training participant competence, this study aspires to contribute meaningfully to the development of effective job training programs, especially within the BLK system. It also opens the door for future research to investigate the effects of other factors, such as instructor quality, training infrastructure, or participant background, on learning outcomes.

LITERATURE REVIEW

A literature review provides the theoretical foundation for a study, offering insights into existing research findings, conceptual frameworks, and methodological approaches related to the topic under investigation. This section synthesizes the theoretical and empirical literature on learning motivation, learning models, and participant competence in vocational training contexts, aiming to contextualize and justify the research questions addressed in this study.

Learning Motivation

Learning motivation refers to the internal or external psychological drive that compels individuals to engage in learning activities, persist in learning efforts, and strive to achieve specific educational or personal goals (Ryan & Deci, 2000). It is often classified into two categories: intrinsic motivation, which stems from genuine interest and enjoyment in the task itself, and extrinsic motivation, which is driven by external rewards such as grades, recognition, or employment (Deci & Ryan, 1985).

Studies have shown that learning motivation plays a crucial role in educational outcomes. Maslow's hierarchy of needs and expectancy-value theory both emphasize the influence of perceived utility, goals, and rewards on students' motivation (Wigfield & Eccles, 2000). In vocational education, where learners aim to acquire skills for employability, motivation often originates from practical needs such as economic independence or career advancement (Badarani, 2024). Research by Andriani and Sojanah (2017) supports this view, demonstrating a positive correlation between learning motivation and student competence.

Further, Virizki and Zakaria (2024) argue that students with high learning motivation are more likely to exhibit perseverance, attention, and engagement, leading to better cognitive outcomes and skill acquisition. Conversely, low motivation is linked to disengagement, dropout, and underachievement, particularly in applied learning contexts like job training centers.

Learning Models

A learning model is defined as a systematic framework for planning and implementing instructional activities, consisting of specific steps, roles, media, and strategies used to facilitate learning (Trianto, 2011). Effective learning models are aligned with learning objectives, content, and the needs of learners. In vocational training, appropriate instructional models help translate theoretical knowledge into practical competence, thereby enhancing training outcomes.

Common models include Problem-Based Learning (PBL), Project-Based Learning (PjBL), Cooperative Learning, and Discovery Learning. PBL, for instance, promotes critical thinking, problem-solving, and collaborative learning, which are essential for vocational competence (Sadrina & Mustapha, 2016). Elvera et al. (2022) found that PBL significantly improved both cognitive and affective domains of learning in secondary education settings.

Cooperative Learning, as highlighted by Yazidi (2020), emphasizes peer interaction and shared responsibility, leading to increased engagement and deeper understanding. Meanwhile, Project-Based Learning integrates real-world tasks, encouraging learners to apply knowledge in authentic contexts. These models contrast with traditional, lecture-based approaches that often limit learner interaction and practical application.

Despite the proven efficacy of these models in educational settings, their implementation in vocational training contexts like BLK often faces constraints related to infrastructure, instructor readiness, and participant diversity. Therefore, evaluating the impact of learning models in specific contexts remains critical.

Participant Competence

Competence in vocational education is commonly defined as the integrated set of knowledge, skills, attitudes, and values required to perform occupational tasks to a defined

standard (Syahrudin, Remmang & Suriani, 2021). Competence includes not only technical skills but also soft skills such as communication, problem-solving, and adaptability, which are essential in the modern workplace.

In the Indonesian context, competency-based training follows the national standards known as Standar Kompetensi Kerja Nasional Indonesia (SKKNI), which outline performance criteria for different job functions. According to Yudiskiswanti (2017), training programs aligned with SKKNI tend to produce more job-ready graduates.

Moreover, research by Rosena et al. (2021) identifies that participant competence is influenced by both internal factors (e.g., motivation, cognitive ability) and external factors (e.g., instructional methods, training facilities, instructor quality). Thus, assessing the interplay between learning motivation and instructional models in relation to participant competence offers a holistic understanding of vocational training effectiveness.

Prior Empirical Studies

Several studies have examined the relationship between motivation, learning models, and competence. Kusumastuti (2019), in a study conducted at LPK Alfabank Yogyakarta, reported that motivation and educational background had no significant effect on competence when analyzed simultaneously. In contrast, Wulandari (2020) and Samara (2016) found significant positive effects of both motivation and learning models on student performance in vocational and technical education.

Moslimah (2023) explored the joint influence of Problem-Based Learning and learning motivation, finding significant interaction effects on student learning outcomes. Similarly, Lestari, Suniasih, and Manuaba (2017) demonstrated that open-ended instructional models positively affected scientific competence among elementary students, indicating that learning model selection critically shapes learning effectiveness.

On the other hand, several studies also note the contextual dependency of instructional effectiveness. For example, Mahayuni et al. (2017) argue that learning models must be tailored to learner characteristics and content areas to produce optimal outcomes.

METHODS

This study employs a quantitative descriptive research design to investigate the influence of learning motivation and learning models on training participants' competence. The methodology was designed to ensure the reliability and validity of findings, and to allow replication by other researchers, following the principles outlined by Perry et al. (2003) and the American Psychological Association (2001).

Sampling

The target population in this study consisted of participants who completed the Office Administration training program at the Boyolali Job Training Center (BLK) during the years 2022 to 2024. The research context is vocational education aimed at equipping participants with administrative competencies for workplace readiness. The unit of analysis is individual training participants.

A total of 96 participants were selected using saturated sampling (census sampling) due to the manageable population size. This sampling approach was chosen to increase data representativeness and eliminate selection bias (Sugiyono, 2018). Respondents consisted of male and female participants with diverse educational backgrounds, mostly ranging from senior high school graduates to diploma holders.

Data Collection

Primary data were collected using structured, closed-ended questionnaires distributed to participants upon completion of their training program. The questionnaire items were designed to capture participants' perceptions of their motivation, the learning model applied, and their self-assessed competence.

The instrument employed a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure responses. This scale was selected for its simplicity and ability to capture gradations in participant attitudes (Sugiyono, 2018). To enhance data credibility, the survey was administered in person with the support of BLK administrative staff.

Measures

The study measured three key variables: learning motivation (X1), learning model (X2), and participant competence (Y). Each construct was operationalized based on relevant theoretical frameworks and prior studies.

Learning Motivation (X1): This variable was measured using indicators adapted from Ryan and Deci's (2000) self-determination theory, focusing on intrinsic and extrinsic motivational factors such as interest in learning, perceived value, personal goals, and external reinforcement.

Learning Model (X2): Measurement of the learning model was based on participant perceptions of instructional strategies used by trainers, including elements such as interactivity, problem-based tasks, group collaboration, and real-world application, following frameworks by Trianto (2011) and Elvera et al. (2022).

Participant Competence (Y): Competence was measured by indicators drawn from the Indonesian National Work Competency Standards (SKKNI) for administrative occupations. These included task mastery, document handling, communication skills, time management, and ability to work independently or in teams (Syahrudin, Remmang & Suriani, 2021).

All questionnaire items were pre-tested to ensure clarity and relevance. Validity was assessed using Pearson correlation ($r > 0.169$, $p < 0.05$), and all items met the required threshold. Reliability testing using Cronbach's Alpha resulted in a coefficient of 0.881, indicating high internal consistency (Nunnally, 1978).

To ensure unbiased analysis, classical assumption tests were conducted prior to regression analysis, including normality (Kolmogorov-Smirnov test), multicollinearity (VIF and tolerance), and heteroscedasticity (Glejser test), following the procedures described by Ghazali (2016).

This methodical and structured approach ensures that the study provides valid insights into the factors affecting competence development among vocational training participants, and allows replication in similar training contexts.

RESULTS

The results section outlines both descriptive and inferential statistical analyses conducted on the data collected from 96 participants enrolled in the Office Administration vocational training program at BLK Boyolali from 2022 to 2024. The purpose is to examine how learning motivation and learning models influence participant competence. Statistical tests include validity and reliability testing, classical assumption tests, multiple regression, and hypothesis testing.

Descriptive Characteristics of Respondents

The 96 respondents were evenly distributed across six batches of training conducted between 2022 and 2024. Each batch contributed 16 participants, making the sample homogeneous in terms of temporal distribution. Gender-wise, the sample was dominated by females (75%) compared to males (25%). This is reflective of the occupational trend in

administrative sectors, which often attract female participation due to task typology and skill requirements.

The age distribution showed that the majority (63.16%) of respondents were in the 23–27 age bracket, indicative of early-career individuals seeking skill enhancement or reskilling opportunities. Educationally, more than half of the participants (51.04%) held undergraduate degrees (S1), followed by high school (SMA), vocational high school (SMK), and diploma holders (D3). These characteristics suggest a well-educated participant pool with potential for high training receptivity.

Instrument Validity and Reliability

Each construct in the study was measured using validated indicators. For learning motivation (X1), all five items showed strong correlations ($r = 0.625\text{--}0.739$) with the total score, surpassing the critical value of 0.169 and meeting the significance level ($p < 0.05$). Similarly, the five items under learning model (X2) exhibited correlation coefficients between 0.599 and 0.762, while the ten items under competence (Y) ranged from 0.492 to 0.675, confirming their validity.

The instrument reliability was assessed using Cronbach's Alpha. A value of 0.881 was obtained for the 20 items, which exceeds the recommended threshold of 0.80, confirming high internal consistency and indicating that the instrument can reliably measure the studied constructs (Nunnally, 1978).

Classical Assumption Testing

Normality of data distribution was tested using Kolmogorov-Smirnov statistics. All three variables learning motivation ($p = 0.053$), learning model ($p = 0.071$), and competence ($p = 0.074$) had p-values greater than 0.05, indicating normally distributed data and thus validating the use of parametric tests.

Multicollinearity was examined using tolerance and VIF values. Both learning motivation and learning model had tolerance values of 0.984 and VIF values of 1.016. Since tolerance > 0.10 and VIF < 10 , it can be concluded that multicollinearity was not present.

Heteroscedasticity was checked using Glejser test. The p-values for both learning motivation (0.817) and learning model (0.990) were above 0.05, indicating homoscedastic residuals and validating the regression assumptions.

Multiple Regression Analysis

Multiple regression was used to analyze the simultaneous and individual effects of learning motivation and instructional model on competence. The resulting regression equation is as follows:

$$Y = 27.535 + 0.654X_1 + 0.108X_2$$

This means that a one-unit increase in learning motivation contributes to a 0.654 unit increase in competence, assuming the learning model is held constant. Conversely, a one-unit increase in learning model results in only a 0.108 unit increase in competence.

Hypothesis Testing

T-tests were used to examine the individual effects of the two independent variables. Learning motivation showed a significant effect ($t = 4.938$, $p = 0.000$), supporting the hypothesis that it positively influences competence. In contrast, the learning model variable did not show a significant effect ($t = 0.827$, $p = 0.410$), suggesting that instructional design alone is insufficient to impact competence without complementary factors.

Table 1

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	27.535	4.148		6.638	.000		
learning motivation	.654	.132	.459	4.938	.000	.984	1.016
learning model	.108	.131	.077	.827	.410	.984	1.016

The F-test was used to determine the simultaneous effect of the two variables. The F-value was 12.215 (p = 0.000), indicating a significant joint effect on competence.

The model's R² value was 0.208, meaning 20.8% of the variance in competence was explained by learning motivation and instructional model combined. This indicates a moderate effect size, suggesting other factors also contribute to competence.

Tabel 2

Model Summary									
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	
					F Change	df1	df2		
1	.456 ^a	.208	2.972	.208	12.215	2	93	.000	

a. Predictors: (Constant), learning motivation, learning model

DISCUSSION

The results of this study confirm the significant influence of learning motivation on participant competence in a vocational training context. This finding is consistent with Ryan and Deci's (2000) self-determination theory, which posits that intrinsic and extrinsic motivations drive learning behaviors. Highly motivated learners tend to set clear goals, invest effort, and persist in overcoming challenges, all of which contribute to improved learning outcomes.

The significant t-value and positive beta coefficient for learning motivation underscore its importance as a critical internal factor in vocational education. This is corroborated by research from Andriani and Sojanah (2017), who found that motivation was a key determinant of learning success among vocational learners. The implication here is that enhancing motivation through goal-setting, instructor feedback, or aligning training with career aspirations can significantly uplift participant performance.

Conversely, the instructional model, though theoretically sound, did not yield statistically significant individual results. This may be due to several contextual factors. First, the limited duration of training may not allow instructional models to be fully implemented. Second, instructors may not have sufficient training or resources to apply advanced models like problem-based or project-based learning effectively. Third, participant diversity in educational backgrounds might limit uniform adoption of specific models.

Despite its individual insignificance, the learning model showed positive directionality and contributed to the joint significance in the F-test. This suggests that instructional models may

serve as amplifiers rather than standalone drivers of learning. When integrated with high learner motivation, they potentially yield synergistic outcomes. This finding aligns with Moslimah (2023), who argued that instructional efficacy increases when aligned with learner motivation and program relevance.

The model's R^2 of 0.208 suggests that learning motivation and instructional models explain a modest portion of competence variance. While this validates the model, it also points to the need to explore additional variables. Studies by Rosena et al. (2021) and Mahayuni et al. (2017) indicate that factors such as trainer expertise, learning environment, curriculum relevance, and participant readiness may significantly contribute to learning outcomes. Including such variables in future models may provide a more holistic understanding.

The discussion also underscores the value of participant demographics. The predominance of young adults with higher education backgrounds suggests high baseline cognitive readiness, possibly reducing the marginal impact of instructional models. Therefore, instructional differentiation based on prior education, career goals, or learning preferences may enhance outcomes.

From a managerial perspective, the findings advocate for policies and strategies that enhance learning motivation. BLK administrators can introduce motivational interventions such as career mapping sessions, mentorship, reward mechanisms, and feedback systems. On the instructional side, capacity building for trainers on how to effectively deliver contextual learning models could help translate model potential into actual impact.

The study's limitations include its cross-sectional nature and single-institution focus. A longitudinal design could better capture motivational and instructional effects over time, while comparative studies across different BLK centers could generalize findings. Additionally, qualitative methods could uncover nuanced learner experiences and contextual barriers to instructional efficacy.

In conclusion, the study contributes to the understanding of vocational training effectiveness by confirming the centrality of learning motivation and highlighting the conditional role of instructional models. It calls for integrated interventions that address both learner psychology and instructional practice to enhance workforce competence in training environments.

CONCLUSION

This study concludes that learning motivation plays a significant and positive role in enhancing the competence of participants enrolled in the Office Administration Program at the Boyolali Job Training Center. The analysis revealed that while learning models contributed positively, their influence was not statistically significant when considered independently. However, both variables demonstrated a significant combined effect, accounting for 20.8% of the variation in participant competence.

These findings emphasize the importance of integrating psychological and instructional dimensions in vocational education. Training institutions must not only provide structured learning models but also foster learner motivation through goal-oriented content, constructive feedback, and relevant real-world applications. Such integration can lead to more effective competence development, particularly in short-term vocational training programs where learning time is limited.

This research contributes to the literature on vocational education by highlighting the differentiated impacts of motivational and instructional factors in training settings. It also provides practical insights for policymakers and administrators aiming to improve training program outcomes through learner-centered strategies.

LIMITATION

Despite its contributions, the study has several limitations. First, it employed a cross-sectional design, which limits the ability to assess causal relationships over time. Longitudinal studies could offer a more dynamic understanding of how learning motivation and instructional models affect competence development across training stages.

Second, the research was conducted at a single training center with participants from one specific program, thereby limiting the generalizability of findings. Future research should consider multi-center studies involving diverse programs and training environments to enhance external validity.

Third, the study relied on self-reported data through structured questionnaires. Although statistically valid and reliable, this method may introduce biases related to social desirability or participant interpretation. Triangulation with qualitative interviews or observational data could provide a more comprehensive understanding.

Lastly, the explanatory power of the model was moderate ($R^2 = 0.208$), indicating that other important variables such as instructor competence, learning facilities, or individual cognitive styles may significantly contribute to participant competence. Incorporating these additional predictors in future models could yield a more robust framework for vocational training assessment.

Recognizing these limitations is essential for interpreting the findings accurately and serves as a guide for future research directions that aim to further enhance the quality and impact of vocational education.

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