

**STUDENTS' BASIC PSYCHOLOGICAL NEEDS IN THE CAMBRIDGE  
INTERNATIONAL PROGRAM (CIP) OF ELEMENTARY SCHOOL**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree in English Language Education



By

**NOVITA UTAMI**  
**202310560211011**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG**

**2025**

**STUDENTS' BASIC PSYCHOLOGICAL NEEDS IN THE CAMBRIDGE  
INTERNATIONAL PROGRAM (CIP) OF ELEMENTARY SCHOOL**

by

**NOVITA UTAMI  
202310560211011**

Accepted on

Thursday, 23<sup>rd</sup> January 2025

Advisor I



**Prof. Dwi Poedjiastuti, Ph.D**

Advisor II



**Bayu Hendro Wicaksono, Ph.D**



**Prof. Latipun, Ph.D**

Head of Department



**Dr. Estu Widodo**

# THESIS

Written by:

**NOVITA UTAMI**

**202310560211011**

Defended in front of the examiners  
On Thursday, 23<sup>rd</sup> January 2025 and it was  
decided that it fulfilled the requirements to get  
the master's degree in English Language Education  
at the Graduate Program of Universitas Muhammadiyah Malang

## **The Examiners**

**Chief : Prof. Dwi Poedjiastuti, Ph.D**

**Secretary : Bayu Hendro Wicaksono, Ph.D**

**1<sup>st</sup> Examiner : Dr. Sudiran**

**2<sup>nd</sup> Examiner : Dr. Santi Prastiyowati**

---

## LETTER OF STATEMENT

I, the undersigned:

Name : **NOVITA UTAMI**  
NIM : **202310560211011**  
Study Program : **Masters in English Education**  
Hereby, declare that :

1. The thesis entitled: **STUDENTS' BASIC PSYCHOLOGICAL NEEDS IN THE CAMBRIDGE INTERNATIONAL PROGRAM (CIP) OF ELEMENTARY SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 23<sup>rd</sup> January 2025

The Writer,



**NOVITA UTAMI**

## ACKNOWLEDGEMENT

*Alhamdulillahirobbil alamiin*, all praise be to Allah who has guided the author throughout the process of completing this dissertation as a requirement to qualify for a postgraduate degree from Universitas Muhammadiyah Malang. May blessings and peace be upon the beloved Prophet of the end times, Muhammad SAW, who has led us to an enlightened time.

First and foremost, I would like to express gratitude to Mrs. Prof. Dwi Poedjiastuti, Ph.D, and Mr. Bayu Hendro Wicaksono, Ph.D, for their patience and guidance in assisting me with both coursework and the thesis. I also extend my thanks to the examiners, Ibu Dr. Sudiran, M. Hum., and Dr. Santi Prastiyowati, M. Pd.

I have to express my appreciation to the principal of SD Muhammadiyah 4 Surabaya Elementary School, Mr. Edy Susanto, M.Pd. who has provided support and opportunities to learn and improve our capacity as teachers in Universitas Muhammadiyah Malang. Thank you to the University of Muhammadiyah Malang for giving us the Muhammadiyah Teacher Scholarship to increase our capacity as teachers.

I also offer the deepest respect to Bapak Machid Sulchan, (Alm.) and Ibu. Hj. Umrotah, my parents who have raised me to become a strong and independent, Rizal Hermawan my patient and supportive husband, who always provided support and love. Last, I also extend my love and gratitude to all of the teachers in SD Muhammadiyah 4 Surabaya. May we all be blessed with good health and continue to be beneficial in this world and the hereafter. Amiin.

The Author,  
Novita Utami

## TABLE OF CONTENTS

<b>INSIDE COVER</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>LETTER OF STATEMENT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>TABLE OF CONTENT</b> .....	<b>vi</b>
<b>LIST OF FIGURES</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ABSTRAK</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Research Questions .....	4
C. Research Objectives of The Research .....	4
D. The Significance of The Study .....	5
E. The Scope and Limitation .....	5
F. The Definition of Key Term .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
A. Previous Related Research Findings.....	6
B. Some Pertinent Ideas .....	7
1. Self Determination Theory (SDT) .....	7
2. The Basic Psychological Needs .....	8
3. The Students' Basic Psychological Needs .....	9
a. Autonomy .....	9
b. Competence .....	10
c. Relatedness .....	10
C. International Class Program (ICP) or Cambridge International Program (CIP) .....	11
<b>CHAPTER III RESEARCH METHODS</b> .....	<b>13</b>
A. Research Design.....	13
B. Research Participants .....	14
C. Research Instrument.....	15
D. Data Collection Procedure .....	18
E. Data Analysis .....	20
F. Trustworthiness .....	22
G. Ethical Considerations .....	23
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	<b>24</b>
A. Research Findings .....	24
1. Descriptive Finding Based on Questionnaire.....	24
a. Autonomy .....	24
b. Competence .....	25

c. Relatedness .....	26
2. Findings from The Interview.....	28
a. Autonomy .....	28
b. Competence .....	32
c. Relatedness .....	35
B. Discussion .....	38
<b>CHAPTER V CONCLUSION, IMPLICATIONS, AND SUGGESTIONS .....</b>	<b>41</b>
A. Conclusion .....	41
B. Implications.....	42
C. Suggestions .....	43
1. Learning Practices.....	43
2. Future Research.....	44
<b>REFERENCES.....</b>	<b>45</b>

#### LIST OF FIGURES

Figure 1. The Data Analysis Steps of The Questionnaire's Data .....	20
Figure 2. The Data Analysis Steps of The Interview Data .....	21
Figure 3. The student's need for autonomy in CIP class. ....	25
Figure 4. The student's need for competence in CIP class.....	26
Figure 5. The student's need for relatedness in CIP class.....	27
Figure 6. The fulfillment of the student's basic psychological needs in CIP class.....	28

#### LIST OF TABLES

Table 1. The student's need for autonomy in CIP class.....	31
Table 2. The student's need for competence in CIP class.....	34
Table 3. The student's need for relatedness in CIP class.....	37

#### LIST OF APPENDICES

APPENDIX 1. Letters for Research.....	49
APPENDIX 2 The Raw Data from the Questionnaire.....	53
APPENDIX 3 Interview Transcription (Bahasa Indonesia) .....	55
APPENDIX 4 Interview Transcription Translated into English.....	63
APPENDIX 5 Thematic Analysis of Interview Data.....	71

# STUDENTS' BASIC PSYCHOLOGICAL NEEDS IN THE CAMBRIDGE INTERNATIONAL PROGRAM (CIP) OF ELEMENTARY SCHOOL

Novita Utami

[novitautami@webmail.umm.ac.id](mailto:novitautami@webmail.umm.ac.id)

Prof. Dwi Poedjiastuti, Ph.D

Bayu Hendro Wicaksono, Ph.D

Master English Language Education, Universitas Muhammadiyah Malang  
Malang, East Java, Indonesia

## ABSTRACT

Internationally tailored schools in Indonesia implement globally oriented curricula that combine a dual focus of learning for content and language, allowing students to gain experience teaching science, mathematics, and English using English as a medium. Muhammadiyah 4 Elementary School in Surabaya is one of the schools that incorporate the national curriculum and Islamic values with the Cambridge curriculum. The class is known as the Cambridge International Program (CIP). Furthermore, an interesting point is that young learners who still rely on their first language for communication are expected to use English for daily conversation, learning, and education. With the change in educational context, it is critical to understand the students' basic psychological requirements in the CIP class and whether the school staff has met them. To answer these questions, the study used a descriptive qualitative case study. Based on self-determination theory (SDT), the researcher developed a questionnaire and interview procedures to determine the student's demands for relatedness, competence, and autonomy. The data were collected from 16 fifth-grade CIP students. The findings revealed that the Cambridge International Program (CIP) class met the students' basic psychological needs, such as relatedness and competence, but did not adequately address autonomy. The findings also showed that the three basic psychological needs are interconnected, so satisfying one may positively impact the others.

*Keywords:* **Basic psychological need, elementary school**

## STUDENTS' BASIC PSYCHOLOGICAL NEEDS IN THE CAMBRIDGE INTERNATIONAL PROGRAM (CIP) OF ELEMENTARY SCHOOL

Novita Utami

[novitautami@webmail.umm.ac.id](mailto:novitautami@webmail.umm.ac.id)

Prof. Dwi Poedjiastuti, Ph.D

Bayu Hendro Wicaksono, Ph.D

Master English Language Education, Universitas Muhammadiyah Malang  
Malang, East Java, Indonesia




### ABSTRAK

Sekolah bertaraf internasional di Indonesia yang memperkenalkan kurikulum berorientasi global yang menggabungkan dua fokus pembelajaran yaitu konten dan bahasa bertujuan untuk memberikan pengalaman kepada siswa menggunakan bahasa Inggris sebagai bahasa pengantar pada pelajaran IPA matematika, dan Bahasa Inggris. Muhammadiyah 4 di Surabaya merupakan salah satu sekolah yang menggabungkan kurikulum nasional dan nilai-nilai Islam dengan kurikulum Cambridge. Kelas ini dikenal sebagai Cambridge International Program (CIP). Selanjutnya, poin yang menarik adalah bahwa pelajar muda yang masih mengandalkan bahasa pertama mereka untuk komunikasi diharapkan dapat menggunakan bahasa Inggris untuk pembelajaran, dan percakapan sehari-hari. Dengan perubahan konteks pendidikan, sangat penting untuk memahami kebutuhan psikologis dasar siswa di kelas CIP dan apakah staf sekolah telah memenuhinya. Untuk menjawab pertanyaan-pertanyaan tersebut, penelitian ini menggunakan studi kasus kualitatif deskriptif. Berdasarkan teori *self-determination theory* (SDT), peneliti mengembangkan kuesioner dan prosedur wawancara untuk menentukan kebutuhan siswa akan *autonomy*, *competence*, dan *relatedness*. Data dikumpulkan dari 16 siswa CIP kelas lima. Temuan ini mengungkapkan bahwa kelas *Cambridge International Program (CIP)* memenuhi kebutuhan psikologis dasar siswa, seperti keterkaitan (*relatedness*) dan kompetensi (*competency*), tetapi tidak cukup memenuhi otonomi (*autonomi*). Temuan ini juga menunjukkan bahwa tiga kebutuhan psikologis dasar saling berhubungan, sehingga keterpenuhan satu dapat berdampak positif pada yang lain.

**Kata Kunci:** kebutuhan psikologis dasar, sekolah dasar

# Turnitin Instructor

## Tesis UMM (Novita Utami) 1

 Kelas II  
 MAGISTER PEND. BAHASA INGGRIS  
 University of Muhammadiyah Malang

### Document Details

Submission ID  
Invald:-1:313038123

Submission Date  
Jan 17, 2025, 1:30 PM GMT+7

Download Date  
Jan 17, 2025, 1:33 PM GMT+7

File Name  
THESIS\_NOVITA\_-\_Novita\_Utami.docx

File Size  
356.1 KB

47 Pages  
11,254 Words  
67,622 Characters

## 10% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

### Filtered from the Report

5 Bibliography

#### Match Groups

- 85 Not Cited or Quoted 7%**  
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**  
Matches that are still very similar to source material
- 0 Missing Citation 0%**  
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**  
Matches with in-text citation present, but no quotation marks

#### Top Sources

- 0%** Internet sources
- 10%** Publications
- 0%** Submitted works (Student Papers)

#### Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.




Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

### Match Groups

- 65 Not Cited or Quoted 7%**  
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**  
Matches that are still very similar to source material
- 0 Missing Citation 0%**  
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**  
Matches with in-text citation present, but no quotation marks

### Top Sources

- 0%**  Internet sources
- 10%**  Publications
- 0%**  Submitted works (Student Papers)

### Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

<b>1</b>	Internet	<b>www.tandfonline.com</b>	<b>4%</b>
<b>2</b>	Internet	<b>hdl.handle.net</b>	<b>3%</b>
<b>3</b>	Publication	<b>Vich, Amy Noelle. "Intensive Reading Teachers' Descriptions of Autonomy-Suppor..."</b>	<b>2%</b>
<b>4</b>	Internet	<b>core.ac.uk</b>	<b>2%</b>

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

A Cambridge curriculum was used by over ten million students in 10,000 schools in 160 countries, including approximately 240 schools in Indonesia. (An International Education from Cambridge Discover More, n.d.). Cambridge Primary is the beginning level of the Cambridge curriculum. This level of instruction is typically for students ages five to eleven, or classes 1–6 in elementary school. Here, the lesson is divided into two sections. First, core lessons include English as a first or second language, mathematics, and science. Second, additional lessons include Art & Design, Digital Literacy, Music, and Physical Education (PE). And some Indonesian schools exclusively employ the Cambridge curriculum for basic courses such as English, math, and science.

Parents often desire to offer their children the greatest possible education. (Defining Quality in Education, 2000). Some parents believe that multinational curricula have higher quality. This is because multinational curricula follow global educational standards. They believe an international curriculum stresses a well-rounded education incorporating creative, physical, and service components. This all-encompassing approach prepares children academically, socially, and emotionally for future problems. In Indonesia, the flexibility of incorporating English into the primary school curriculum by synergizing the national curriculum and international framework has prompted several elementary schools to provide the international class program (ICP) or Cambridge International Program (CIP). International educational organizations such as Cambridge Assessment International Education (CAIE) have endorsed this program. The internationally tailored school has stressed the use of English as a medium of instruction without disregarding the learners' first language (Setyaningrum et al., 2022).

A basic psychological need is critical to human psychological health and well-being. The importance of basic psychological needs is widely recognized in self-determination theory (SDT). These needs are considered universal, which

means they are required by all humans, regardless of culture, age, or other considerations. When these requirements are met, people are more motivated, feel better, and progress personally. When these needs are not met, it can lead to decreased well-being and mental health difficulties. Self-determination theory (SDT) is a broad theory of human motivation, personality development, and well-being. The idea focuses on volitional or self-determined behavior, as well as the social and cultural factors that foster it. SDT also proposes a set of fundamental and universal wants, including autonomy, competence, and relatedness, which are seen as required and important to vital, healthy human functioning regardless of culture or stage of development (Ryan, 2009).

Recognizing students' basic psychological needs is critical for educators who want to create a supportive and effective learning environment because it boosts motivation, improves academic outcomes, and promotes overall well-being in the classroom. This holistic approach benefits individual learners and contributes to a more positive and productive educational atmosphere (Y. Wang et al., 2019). According to Self-Determination Theory (SDT), students' basic psychological needs are the need to feel in control of their learning experiences (autonomy), the need to feel effective and capable in their academic endeavors (competence), and the need to feel connected and valued by their peers and educators (relatedness)(Hutomo & Kurniawati, 2024). The satisfaction of basic psychological needs has a significant impact on pupils' well-being and also happiness (Nurhasanah, 2019). Students with basic psychological needs will have a positive school experience, which will have an impact on their happiness (Stiglbauer et al., 2013). The satisfaction of basic psychological needs can promote optimal learning conditions and encourage students' participation in the learning process at school. The student's mental health and well-being will improve when schools can provide experiences that meet their basic psychological needs.

The student's basic psychological needs have been the subject of several studies, for example, research by Deasanty entitled "Basic Psychological Needs of Primary School Student Well-being". This study aimed to see how basic psychological needs affected school well-being. The causal relationship research

design is used in this quantitative study. Using a multistage cluster random sampling technique, 150 students were drawn from six primary schools. Data was gathered using two types of instruments: those used to assess basic psychological needs and those used to determine school well-being. The data was then analyzed with regression. The findings indicated that basic psychological needs affected school well-being. The need for relatedness is the strongest predictor of school well-being, whereas the need for autonomy is not (Nurhasanah, 2019).

Conesa et al., (2022) Reviewed 23 articles published between 2000 and 2021 to study empirical evidence that addresses the association of basic psychological needs with motivation, well-being, engagement, and academic achievement in elementary and middle school students. According to the studies, satisfaction with all psychological needs was positively connected with intrinsic motivation and engagement. In contrast, due to a lack of methodological quality studies, the hypothesis that needs satisfaction positively affects elementary school students' well-being and academic achievement cannot be fully confirmed. However, the researcher discovered that the needs-supportive teaching style could be a potential mediator to the student's academic intrinsic motivation (Reeve & Cheon, 2021). Teacher support for the elementary school can positively and negatively affect their basic needs. It was positively associated with students' autonomous motivation but negatively with student's control motivation (Domen et al., 2020). The satisfaction of basic psychological needs is associated with motivation in elementary school students (M. Te Wang et al., 2020; Liu et al., 2021). Whether it also has a connection with the well-being of elementary school students. It needs more study, especially in the different terms related to students' well-being (Rodríguez-Meirinhos et al., 2020).

The basic psychological needs have an association with motivation, well-being, engagement, and academic achievement in elementary school. Those aspects are critical to students' success in their future education. Despite this, just a few research have included elementary school children (Wang et al., 2019; Hajovsky et al., 2017). Ideally, more studies are needed to draw a clear conclusion about the particular relation between some of these needs and the aforementioned

educational variables. Several aspects can influence the student's psychological needs such as economic factors, social demographics, institutional support, psychological factors, and policy implications.

The psychological needs of students in international class programs are multifaceted and influenced by several factors. When the Cambridge curriculum is in use, English is used as a medium of instruction for science and mathematics, thus one of the challenges for the students. English as a medium of instruction can lead to a lack of confidence or basic needs insecurity. This is closely linked to mental health issues such as anxiety and depression (Kurdi & Archambault, 2020). Addressing the various aspects influencing students' basic needs is critical for fostering an environment conducive to academic achievement and personal growth. Institutions must recognize these challenges and implement targeted strategies to support their students effectively. So, this study focuses on the students' basic psychological needs in the Cambridge International Program (CIP) class of Muhammadiyah 4 Elementary School. This study aims to examine the student's basic psychological needs and whether the institution recognizes these needs to support their students' well-being.

## **B. Research Questions**

From the background of the study above, the following research questions are formulated:

1. What psychological needs do students at Cambridge International Program (CIP) of SD Muhammadiyah 4 Surabaya consider to be necessary?
2. Have the students' needs been fulfilled by the school staff?

## **C. Research Objectives of The Research**

1. To find out the psychological needs that the students at SD Muhammadiyah 4 Surabaya consider to be necessary.
2. To examine whether those needs have been met by the school staff.

#### **D. The Significance of The Study**

Theoretical aspect of research refers to conceptual framework that guide this study. Following the background of this study, the researcher expects that this study can contribute to and enrich knowledge about elementary student's psychological needs and provide better strategies to fulfill their psychological needs.

Practical aspects. This study will significantly impact the school principals' and teachers' understanding of elementary students' psychological needs. So, this study's findings can increase policymakers' awareness about elementary student well-being. Considering the result of the study, it is expected that policymakers can take more concrete action to fulfill the student's psychological needs.

#### **E. The Scope and Limitation**

This study focuses only on the CIP (Cambridge International Program) in Muhammadiyah 4 Elementary School in Surabaya. CIP (Cambridge International Program) in other schools is known as ICP (International Class Program). Therefore, the result of this study cannot be generalized to a broader context.

#### **F. The Definition of Key term**

1. *Basic psychological needs* can be defined as a psychological condition in which something is required or wanted. The basic psychological need is one mini-theory of self-theory, which proposes three basic psychological needs that must be satisfied to foster well-being and health. Student well-being refers to a state of psychological, intellectual, emotional, physical, social, and spiritual wellness. Student's well-being underpins every aspect of their schooling, including their learning, engagement, and social relationship. It is a fundamental component of the school experience and is just as important as academic achievement.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter explains and elaborates on the variables used in this study to examine students' basic psychological needs within the context of the International Class Program (ICP) in elementary school. First, it discusses relevant studies on the student's basic psychological needs. Then it reveals the synthesized concepts elaborated in a conceptual framework leading to the research hypotheses.

#### **A. Previous Related Research Findings**

The first previous research overview was conducted by Nurhasanah, (2019) It is entitled, "*Basic Psychological Needs on Primary School Well-Being*". This study aimed to test the effect of basic psychological needs on the school's well-being. The finding showed that basic psychological needs affected school well-being. The need for relatedness is the biggest predictor of school well-being. In contrast, the need for autonomy is not associated significantly with school well-being.

The second previous research overview was conducted by Wang et al., (2019) entitled "*Basic Psychological Needs Satisfaction at School Behavioral School Engagement and Academic Achievement: Longitudinal Reciprocal Relation among Elementary School; Students.*" This research aims to test the reciprocal relations among basic psychological needs satisfaction at school (BPNSS), behavioral engagement, and academic achievement. The result of this research finding suggested that BPNSS, behavioral engagement, and academic achievement formed a complex, dynamic system.

The third, Liu et al., (2021) in her research titled "*Prosocial Behavior and Subjective Well-Being in School among Elementary School Students: The Mediating Roles of the Satisfaction of Relatedness Needs at School and Self-Esteem.*" This research examined the multiple mediating effects of the satisfaction of relatedness needs at school and self-esteem in the relation between prosocial behavior and subjective well-being (SWB) in school among elementary school

students. The researcher found prosocial behavior positively predicted SWB in school, the satisfaction of relatedness needs at school mediated the path from prosocial behavior to SWB in school, and prosocial behavior showed an indirect effect of SWB in school successively via the satisfaction of relatedness needs at school and self-esteem.

Fourth is the literature review by Conesa et al., (2022) It is titled “*Basic Psychological Needs in the Classroom: A Literature Review in Elementary and Middle School Students.*” This study aimed to perform a systematic review of empirical evidence addressing the association of basic psychological needs with motivation, well-being, engagement, and academic achievement in elementary and middle school students. The studies showed that all psychological needs satisfaction was positively associated with intrinsic motivation and engagement. In contrast, due to the lack of studies that met methodology quality, the hypothesis that need satisfaction positively influences the well-being and academic achievement of elementary school students cannot be fully supported. The finding underscores the role of teachers in supporting pupils’ psychological needs, not only for early adolescents but also for children. However, the strength of the evidence is tempered by the lack of study for each variable.

Based on the previous research, the researcher found all psychological needs satisfaction were positively associated with intrinsic motivation, engagement, students’ well-being, and academic achievement. And underscores the role of teachers in supporting students’ psychological needs in the school.

## **B. Some Pertinent Ideas**

### **1. Self Determination Theory (SDT)**

Self-Determination Theory (SDT) is a comprehensive framework developed by Edward L. Deci and Richard M. Ryan in the 1980s that examines human motivation, personality, and the psychological needs that drive behavior. This theory starts with the premise that all people have natural growth and healthy development (Deci, 2017). This is critical to understanding and improving the motivation and engagement of primary school children. The theory's paradigm

provides a new viewpoint on educational policies and practices that affect student motivation and flourishing. SDT focuses on how schools may help adults and students meet (rather than obstruct) their basic psychological needs, transforming schools into environments where all parties can acquire intrinsic, or completely absorbed extrinsic, motivation (Self-Determination for Primary School Children: Theory and Practice, n.d.).

This theory plays a crucial role in understanding and enhancing students' intrinsic motivation, which is required for effective learning and personal growth. Autonomy, competence, and relatedness are the three core psychological criteria required for students to develop intrinsic motivation (Deci, 2017). Students' intrinsic motivations, such as curiosity and interest, reflect their level of engagement. Different levels of student motivation are linked to different aspects of engagement and learning, as well as how the climate established by teachers, parents, and administrators influences motivation and wellness (Heitzmann, 2009). Intrinsic motivation is critical to elementary students' academic success. It refers to the intrinsic desire to study and participate in things for their purpose, motivated by curiosity, interest, and pleasure rather than extrinsic rewards or pressures. Encouraging intrinsic motivation in young learners can improve learning outcomes and overall academic success (Froiland, 2021). It refers to actions that are done "for their own sake," or because they are intrinsically interesting and enjoyable, and it was the only type of motivation that was consistently positively associated with academic achievement (Iswandyah Raysharie et al., 2022).

## **2. The Basic Psychological Needs**

According to self-determination theory (SDT), the three basic psychological needs are autonomy, competence, and relatedness (L.Deci, 2017). Variations in basic psychological need satisfaction are affected by many factors, including age-related changes in one's inner resources and strategies for meeting needs. All basic psychological needs components were found to be positively related to well-being in all areas, with relationships that were typically comparable

across people of different ages, adding support to self-determination theory's universal assumption (Lataster et al., 2022).

Individuals, in other words, are growth-oriented beings who are always looking for ways to improve and reach their full potential. If a person's psychological needs are not met, he or she will experience a variety of psychological problems (Malboeuf-Hurtubise et al., 2019). In environments that support the satisfaction of them, the individual thrives. On the other hand, environments that thwart them are detrimental and damaging to individual growth and development (Deci, 2017).

### **3. The Students' Basic Psychological Needs**

Self-Determination Theory (SDT) defines students' basic psychological needs as three components: autonomy, competence, and relatedness. These demands are critical for increasing motivation, engagement, and overall well-being in the educational field.

#### **a. Autonomy**

Autonomy refers to the need for individuals to feel in control of their actions and decisions. It encompasses the sense of volition and self-direction in learning such as students have the opportunity to choose topics, projects, and methods of study that interest them. Or we can say it is the ability to act independently of others rather than being compelled or dominated by a specific external force (Zhou et al., 2019)

Autonomy is the desire to have control over one's actions and decisions, and it is positively connected with intrinsic motivation. However, in a teacher-centered setting, autonomy requirement satisfaction may have a negative or demotivating influence on EFL learners' motivation (Zarfsaz, n.d.). The freedom of choice provided by classroom activities enhanced the young learners' better perception of autonomy (Sardabi et al., n.d.).

When students believe they have a choice and control over their learning processes, their intrinsic motivation rises, resulting in higher engagement and satisfaction with academic assignments (Budianto, 2014).

## **b. Competence**

Competence refers to the desire to be effective and capable in one's activities, or experience opportunity and support for the expression of one's capacity or talent (L.Deci, 2017). It is about having the necessary skills and ability to successfully overcome obstacles to achieve a specific goal and complete a task (Vadivel et al., 2022). The previous research found that positive feedback and opportunities to learn and utilize English successfully can boost intrinsic motivation (Zarfsaz, n.d.). The students' freedom of choice helped them feel competent, and it boosted their competence satisfaction since they felt like their own ideas were chosen and implemented in class (Sardabi et al., n.d.).

Students who feel competent are more likely to engage fully with their learning materials because they believe they can accomplish their objectives (Marshik et al., 2017). Teachers who frequently provide suitable challenges and give positive feedback can help students feel competent. Students thrive when they feel effective and have a sense of belonging in their learning environment, whether with peers, teachers, or the school community. This can be accomplished by presenting suitable challenges, providing constructive criticism, and ensuring students have the skills and support they need to succeed.

## **c. Relatedness**

Relatedness is the need to feel connected to others, including peers, teachers, and the broader social environment. It emphasizes the importance of supportive relationships. Individuals who are connected to others need others' care, understanding, and support, as well as a sense of belonging (Q. Liu et al., 2023). The effort people make to form relationships with others and care for others while also being cared for is referred to as relatedness. It is the effort to establish secure and deep relationships while caring for others (Conesa et al., 2022).

Students feel connected to their peers and teachers. Students feel connected to their peers and teachers. They experience a sense of belonging and are treated with unconditional respect and appreciation (Müller et al., 2021). Students thrive when they have a feeling of belonging in their learning environment, whether it's with their classmates, teachers, or the school community. Promoting healthy

relationships, fostering a supportive school environment, and encouraging collaboration and reciprocal benefits can all help to foster relatedness. When students feel valued and connected within their educational context, it enhances their motivation and emotional well-being. Positive interactions with teachers and peers can significantly impact students' sense of belonging (Marshik et al., 2017).

When these needs are met, students are more likely to be motivated, engaged, and resilient in their learning, leading to better academic outcomes and personal growth. The assessment of student's satisfaction with their BPN can identify their well-being, engagement, or learning achievement in the school context (Conesa & Duñabeitia, 2021). The previous researcher discovered that student dissatisfaction with the school experience was related to various school situations that did not accommodate the fulfillment of students' basic psychological needs (Nurhasanah, 2019). The fulfillment of basic psychological needs can support optimal learning environments and stimulate participation in the learning process at school. Furthermore, pupils with basic psychological needs will have a positive school experience which influences their happiness.

### **C. International Class Program (ICP) or Cambridge International Program (CIP)**

International class programs in Indonesia are intended to give pupils a distinct educational experience that mixes local and international curricula. These programs are frequently collaborative endeavors between Indonesian and foreign educational institutions, to prepare students for global competitiveness and international possibilities (Maisyarah et al., 2023). Many international class programs use English as the primary medium of instruction, helping students build international communication skills and preparing them for global academic situations.

The desire to operate certified schools that meet international standards has grown, and several non-government schools that are financially independent seek certification from foreign education institutions, one of which is Cambridge Assessment International Education (CAIE). The schools use two curricula: the

*Kurikulum Merdeka* and the Cambridge curriculum. CAIE or Cambridge International is the world's provider of international education programs and qualifications for 5 -19-year-olds.

Cambridge International provides a variety of programs for primary school kids, concentrating on the development of fundamental skills in English, Maths, and Science for students aged 5 to 11. The program contains two assessments: the Cambridge Primary Progression Tests and the Cambridge Primary Checkpoint. These examinations assist teachers in evaluating student progress and serve as an external standard for learner success. The curriculum is designed to meet worldwide standards, ensuring that students obtain a well-rounded education that will prepare them for future academic challenges.



## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research Design**

One of the most common qualitative social research methodologies is the case study. Case studies are qualitative designs in which a researcher delves deeply into a program, event, activity, process, or one or more individuals. The case(s) are time and activity-bound, and researchers collect detailed information utilizing a variety of data collection approaches over a long period (Yin, n.d.). Case studies are used to describe practice, investigate the implementation of new methods, and explain the factors that influence current practice and events. Case studies are classified as descriptive, illustrative, experimental, exploratory, or explanatory.

Descriptive case studies highlight systems, approaches, and procedures that are currently in use. Illustrative case studies try to demonstrate new and potentially creative practices created by a certain society or organization. Experimental case studies are studies that look at the challenges of putting innovative ideas into action and assessing the benefits. Exploratory case studies are used to investigate the reasons behind a certain practice. Explanatory case studies are used to explain the reasons for observed practices (Chowdhury & Shil, 2021).

Case studies typically focus on holistic description and explanation, allowing them to yield comprehensive insights about the phenomenon of interest. They rely on multiple sources of evidence, such as documents, artifacts, interviews, or observations, and emphasize the context in which the phenomenon occurs (Baškarada, 2014). Regardless of the unit of analysis, a descriptive case study aims to describe it in depth, in detail, in context, and holistically. Researchers use this approach to acquire a nuanced understanding of intricate details that may not be as apparent through other research methods and to contextualize social phenomena by employing a variety of data collection approaches to obtain a comprehensive picture of the event under research (Priya, 2021).

The purpose of this study was to investigate the psychological needs of Cambridge International Program (CIP)'s students in elementary school and determine whether these needs had been met. The researcher tried to see the actual condition without applying any particular treatment to the research object and the focus is on a contemporary phenomenon within a real-life context. This study used a descriptive case study design based on qualitative research technique since the case study's scope is to describe a phenomenon (the "case") in its real-world context (Yin, n.d.). To accomplish the research objectives, the researcher must have a better understanding of the phenomena that take place and that CIP students encounter. In this study, the researcher focuses on factors that influence the learning process and learning outcomes, including their psychological requirements and whether they have been addressed.

To find out the students' psychological needs, the researcher developed questionnaires based on Deci and Ryan's Basic Psychological Needs in Second Language Scale (BPN-L2), followed by semi-structured interviews to get in-depth, detailed, and holistic data to determine whether these needs were addressed. Researchers can use these data to determine the basic psychology needs of CIP class pupils in primary schools, as well as whether there is a gap between those needs and the school's fulfillment.

## **B. Research Participants**

The educational context was elementary schools, which adopted the Cambridge curriculum or used English as the instruction language in mathematics and science classes. This research focuses on the students' perceptions about learning activities in the CIP (Cambridge International Program). This program is conducted to familiarize the CIP applicants with the English language as a medium of instruction.

The students in the fifth grade were selected to participate in this research. The researcher selects students based on their academic achievement and students' engagement in mathematics, science, and English. Because BPNSS indirectly supported academic achievement through behavioral engagement, while academic

accomplishment indirectly facilitated academic achievement through behavioral engagement (Wang et al., 2019), the participants were students whose academic achievement did not meet the subject's minimum requirement of completeness. In the SD Muhammadiyah 4 Surabaya, the grade 5 CIP program has 96 students in four classes and the researcher used purposive sampling to select the participants of this study.

Purposive sampling, also known as selective sampling, is the intentional selection of participants based on traits that are relevant to the research aims. The primary purpose is to collect rich, thorough information from people who can provide significant insights related to the study's topic (Nyimbili & Nyimbili, 2024). In this study, the researcher selected the respondents based on the student's academic achievement in mathematics, science, and English. The respondents of this research are the fifth-grade students whose grades in Mathematics, Science, and English subjects did not reach the standards of completeness set by the school. Based on the Homerooms' Teacher Report Book, 16 students met the criteria for participation in this study. For interviews, we conduct a focus group discussion (FGD). There will 4 groups and each group consists of four students.

### **C. Research Instrument**

The questionnaires and all instructions in this study were in Bahasa Indonesia. The researcher developed a questionnaire based on Deci and Ryan's Basic Psychological Needs in Second Language Scale (BPN-L2, see [www.psych.rochester.edu/SDT](http://www.psych.rochester.edu/SDT)) and adapted the Basic Psychological Needs Satisfaction at school (Wong, 2022), to investigate students' psychological needs and fulfillment in the CIP class. This scale is developed to measure language learners' self-senses of three basic psychological needs autonomy, competence, and relatedness. Each factor has four items equally, then they are tailored to the research's objectives before being translated into Bahasa Indonesian.

Changes were made to measure the three main constructs of the BPN: autonomy, competence, and relatedness. The scale is designed to elicit self-reports. It consists of a total of 12 on a scale of five. The 12 items are divided equally across

the three constructs (autonomy, competence, and relatedness), with four items in each construct. Example items are as follows: for autonomy, “I am able to freely decide my own pace of learning in CIP class”; for competence, “I feel I am capable of learning in CIP class”; and for relatedness, “My teachers care about my progress.”. The questionnaires written in Bahasa were distributed.

This study developed a questionnaire to collect reliable information about students' psychological needs, particularly in CIP classes. It consists of 12 closed objects rated on a five-point scale (see Appendix B). There were four items under autonomy, four for competence, and four for relatedness. The questionnaire used a five-point rating system, with responses ranging from "strongly disagree" to "strongly agree." "5" indicated the respondent found the statement "strongly agree," "4" indicated the respondent found the statement "agree," "3" indicated the respondent found the statement "neither agree nor disagree," "2" indicated the respondent found the statement "disagree," and "1" indicated the respondent found the statement "strongly disagree."

The questionnaire form is provided below and has been confirmed by (BPN-L2\_12item, n.d.). The researcher employs the re-inventing wheel, which refers to making something new that is fundamentally identical to something that already exists, frequently in an unneeded or inefficient manner. This term is frequently used metaphorically to describe instances where someone replicates an established solution without adding significant value or originality.

Beri tanda silang (X) pada pilihan jawaban yang sesuai dengan keadaan sebenarnya.

SS = sangat setuju    S = Setuju                      RR = ragu-ragu

TS = tidak setuju                      STS = sangat tidak setuju

Pikirkan tentang pengalamanmu belajar di kelas CIP dan jawablah pernyataan dibawah ini dengan setuju atau tidak setuju.

No.	Pernyataan	SS	S	RR	TS	STS
<b>a. Autonomy</b>						
1.	Saya dapat dengan bebas memutuskan gaya belajar saya sendiri					
2.	Saya dapat memilih jenis tugas yang akan dikerjakan ketika belajar di kelas CIP					
3.	Guru saya mengizinkan kami untuk memilih cara pembelajaran di kelas.					
4.	Guru saya membebaskan saya untuk berlatih bahasa Inggris di kelas					
<b>b. Competence</b>						
5.	Saya merasa mampu belajar (matematika dan science) dengan menggunakan Inggris					
6.	Saya bisa menjadi pembelajar bahasa yang sukses					
7.	Saya mampu untuk memenuhi tantangan dan tugas dalam pembelajaran					
8.	Saya merasa bangga atas pencapaian saya di kelas					
<b>c. Relatedness</b>						
9.	Guru – guru saya ramah dan baik hati kepada saya					
10.	Guru – guru saya sangat mengerti dan peduli terhadap masalah siswa					
11.	Teman-teman sekelas saya bersedia membantu dan bekerja sama.					
12.	Guru – guru saya peduli dengan kemajuan saya					

Semi-structured interviews were undertaken to determine whether or not the pupils' basic psychological requirements had been met. To overcome communication hurdles, the interview will be done in the participant's first language, Bahasa. The interview was organized around the basic psychological needs scale. Autonomy, competence, and relatedness all played a role in the student's motivation. Four questions were generated using the methodology mentioned above.

The basic psychological needs scale was utilized as the frame of the interview. The components contributing to the student's motivation were autonomy, competence, and relatedness. Based on the above framework, a few questions were developed, there are the interview questions:

1. Apakah kamu senang berada atau sekolah di kelas CIP? Mengapa?
2. Kegiatan apa yang paling kamu senangi? mengapa
3. Apakah kamu menggunakan bahasa Inggris dalam kegiatan sehari-hari disekolah? Kapan kamu biasa menggunakannya dan dengan siapa kamu berbicara menggunakan bahasa Inggris?
4. Apakah kamu bisa memahami pelajaran yang menggunakan bahasa pengantar bahasa Inggris? pelajaran apa yang kamu pahami? Mengapa?(matematika, science)
5. Apakah kamu mempunyai hubungan yang baik dengan teman-teman di kelas? Guru-guru dan yang lainnya di sekolah?
6. Apakah guru-guru memperhatikan perkembangan belajarmu?

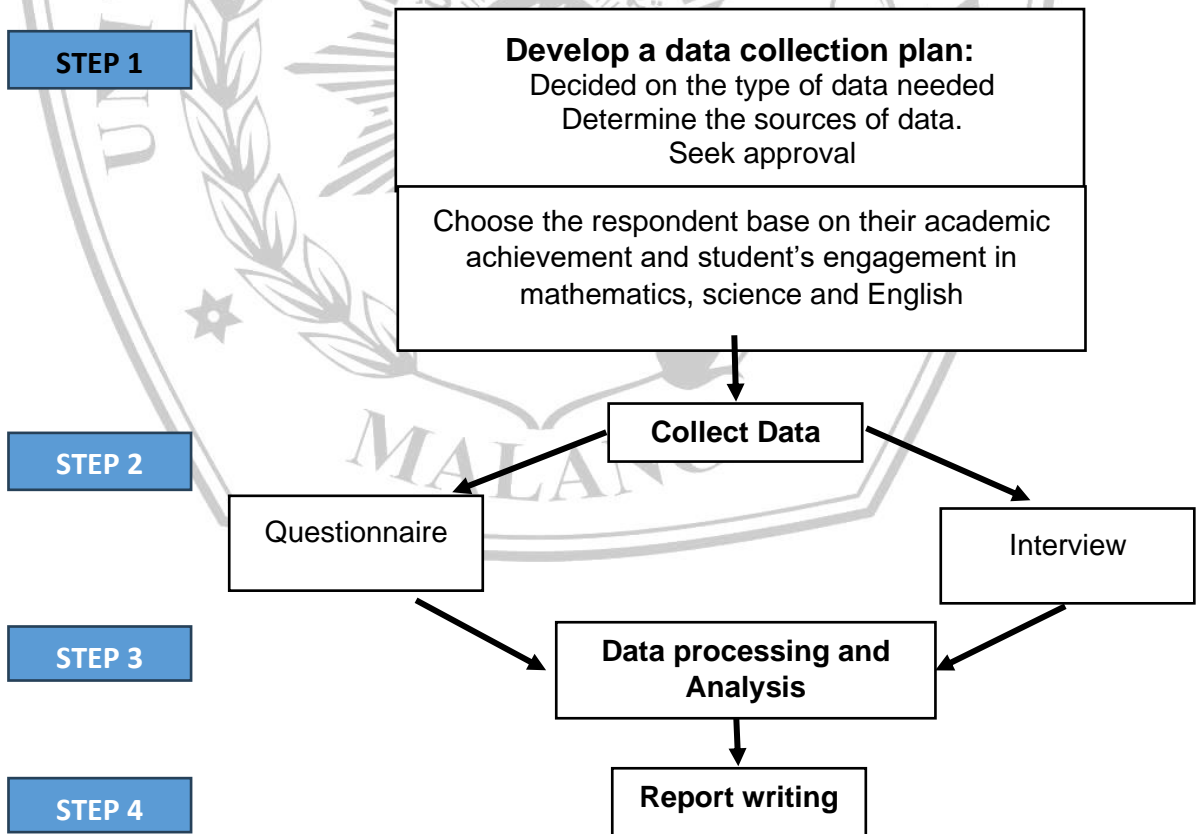
#### **D. Data Collection Procedure**

To gain insight into the CIP class's learning procedures, the researcher conducted an initial observation with teachers. The researcher used the first observation to map out responders who fit the established criteria. Out of 96 students, 16 met the criteria for participation in this study. Then, all of the participating children's parents were sent a consent form, which they signed (see

Appendix A). After receiving parental clearance, students who participated in this study filled out a questionnaire.

The researcher monitored the students as they completed the questionnaire in class. Students were promised that they were not asked to provide any personal information and that their questionnaire responses would be utilized solely for this study. They were also asked to complete the questionnaire based on how they felt.

Then, the interview took place one week after they completed the questionnaire. Before beginning the interview, the researcher informed the participant that it would be performed in Bahasa Indonesia, their first language, to eliminate communication difficulties. The interview, which was both audio and video-recorded with the participants' permission, followed an open-ended style, allowing them to express their comments or views on things whenever they wanted. Following each interview, the researcher transcribed and examined the data. Here are the data collection procedure flow cards:



## E. Data Analysis

The researcher performed preliminary statistical analysis on the questionnaire data to identify any gaps that needed to be filled through interviews, to allow students to explain their perceptions of competence, relatedness, and autonomy in greater depth. The data acquired from 16 student interviews was then examined qualitatively and conceptually. Each student's replies to each basic psychological need were pooled together to comparatively analyze whether there were inconsistencies among their perceptions.

To yield reliable and relevant results, questionnaire data must be examined in a variety of ways. Analyzing data entails several phases. First, the researcher collects data by combining all responses into a single spreadsheet. Next, clean the data by looking for missing responses and finding any inconsistencies or errors. Then compute the score, assign numerical values to responses, and determine the percentage for each theme. Finally, use graphs to summarize the data (see figure 1)

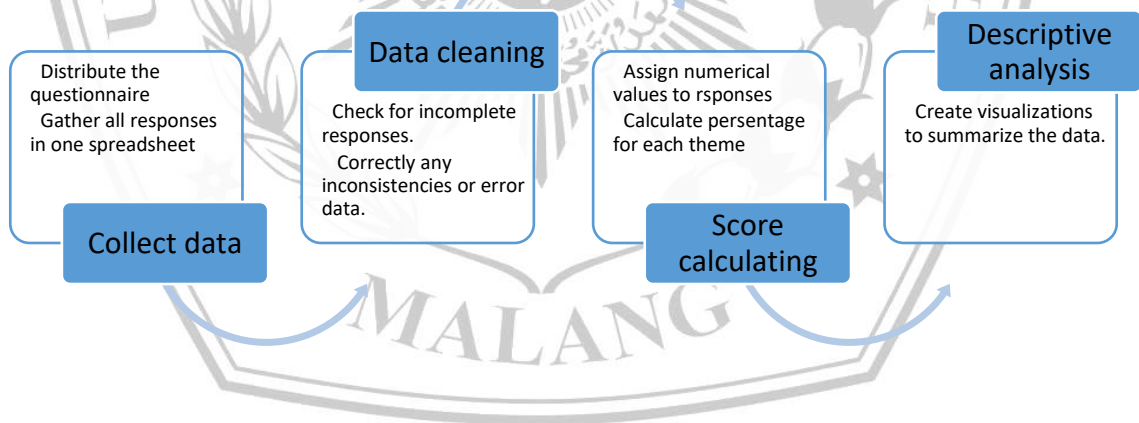


Figure 1. The Data Analysis Steps of The Questionnaire's Data

The researcher takes many steps to assess the interview data. There are five steps: transcription, familiarization, coding, category development, and data analysis. The transcription process converts audio recordings into text.

Familiarization entails going through the transcripts several times to obtain a sense of the information. Coding is the process of separating text into digestible parts and assigning labels (codes) to data segments that appear meaningful. In this study, the researcher is working line by line, producing as many codes as necessary to capture all features of the data. Using axial coding and thematic analysis to create categories. Axial coding is the process of arranging and categorizing related codes, and then searching for connections and links between them. The thematic analysis involves constructing bigger themes from categories. These themes contain important data concerning the study questions. Data analysis is developed by pattern detection and contextualization. Pattern recognition identifies reoccurring patterns, similarities, and differences among interviews. Contextualization places the findings concerning current literature or theoretical frameworks (see figure 2)

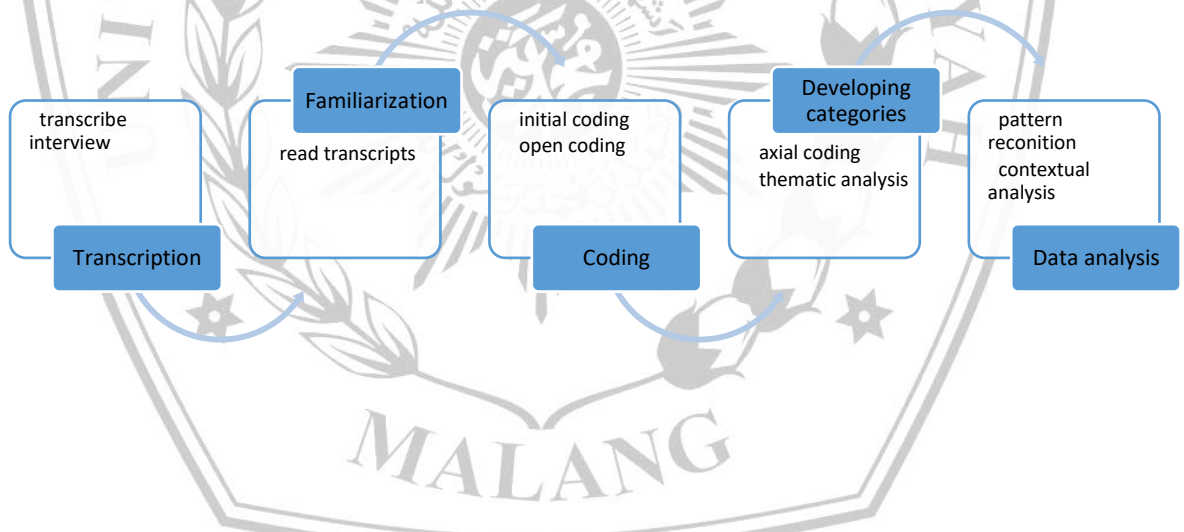
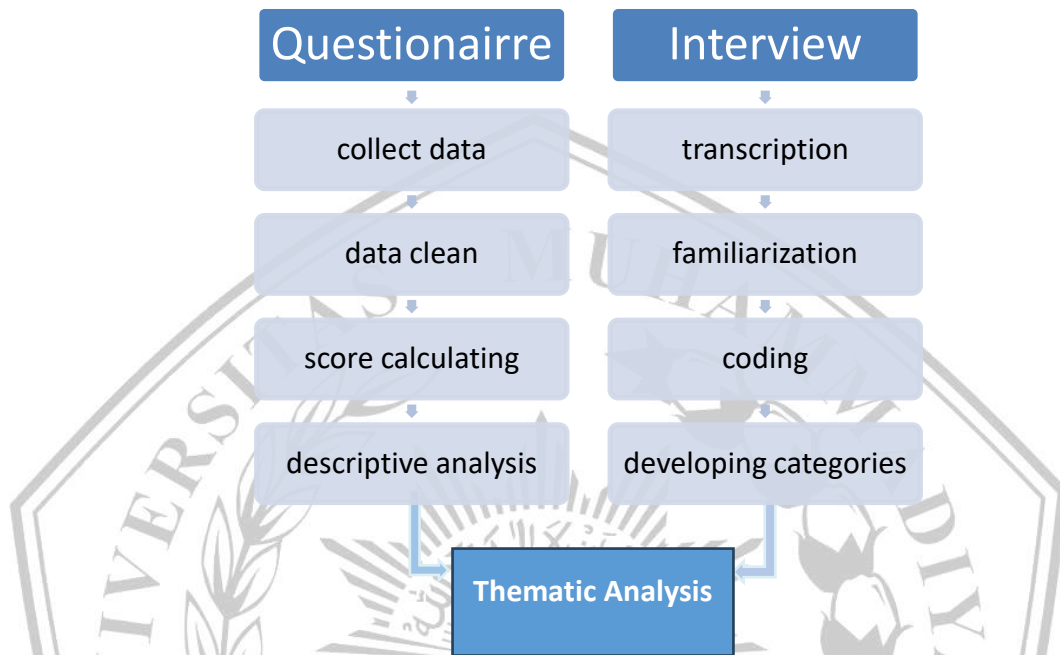


Figure 2. The Data Analysis Steps of The Interview Data

Both the questionnaire and interview are analyzed through thematic analysis. Thematic analysis is developing broader themes from the categories. These themes reflect significant aspects of the data concerning the research questions. Look for recurring themes, patterns, and relationships. In this study, the

researcher uses thematic analysis to interpret the data and develop a coherent narrative that presents the findings about the research questions. Use direct quotes to support the analysis and provide a rich description of the case. These are the steps of data analysis:



#### F. Trustworthiness

Trustworthiness is defined as a quality criterion in qualitative research. Credibility, transferability, conformability, and dependability are the four characteristics used to assess trustworthiness (Stenfors et al., 2020). Credibility refers to the belief in the truth and correctness of study findings. Qualitative researchers can boost credibility by employing techniques such as triangulation, extended engagement with data, persistent observation, negative case analysis, member checks, and referential adequacy. Transferability entails demonstrating that the findings apply to different situations, populations, and phenomena. Conformability refers to the degree of neutrality in study findings, which ensures that they are based on participant responses with no bias from the researcher. Dependability indicates the consistency and dependability of the study's conclusion (Curtin & Fossey, 2007). In this study, trustworthiness is determined by two

criteria: credibility and conformability. Credibility is ensured by the use of a questionnaire and interviews to validate financing. Also, keep a clear audit trail and document each step of the research process to ensure conformability.

### **G. Ethical Considerations**

Any research study involving human participants must examine ethical issues that may arise during the preparation and implementation of the study. As a result, the researcher was keen to obtain consent from the school and parents before implementing the intervention. In addition, all of the participating children's parents received and signed a consent form (see Appendix A). The researcher informed the parents about the study's objectives and procedures. Furthermore, parents and children were informed that their participation in this study is voluntary and that their names will remain anonymous.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings of the basic psychological needs of elementary school students and whether the school staff has fulfilled those needs.

#### **A. Research Findings**

The data presented and described here were based on questionnaires that the respondents completed on Tuesday, 12 November 2024. The interviews were conducted twice: on Tuesday, 19 November 2024, and Thursday, 21 November 2024. The respondents are fifth-grade students at Muhammadiyah 4 Elementary School of Surabaya.

##### **1. Descriptive Finding Based on Questionnaire**

Based on the Deci and Ryan's Basic Psychological Needs in Second Language Scale (BPN-L2, see [www.psych.rochester.edu/SDT](http://www.psych.rochester.edu/SDT)), the researcher adapted the item of the student's basic psychological needs. These items measure learners' self-sense of the three basic psychological needs of autonomy, competence, and relatedness. Each factor has four items equally. Then they are tailored to the research's objectives before being translated into Bahasa Indonesian. The researcher describes the results of the questionnaire in three categories of themes, they are:

##### **a. Autonomy**

There are four items under autonomy in the questionnaire. Descriptive results from the questionnaire showed that only a few students have experience in deciding their learning style, several students have experience choosing the type of assignment, several participants have experience choosing how to learn in class, and two of ten participants feel free to practice English. Meanwhile, more than half of the students did not have experience in deciding their learning style, choosing the type of assignment, choosing how to learn in class, and feeling free to practice English (see Figure 3).

The questionnaire's descriptive results revealed that less than half of the students met their need for autonomy and the students more than half of the students in the CIP class did not meet their autonomy needs. This means that the school staff has not fulfilled the students' need for competence properly.

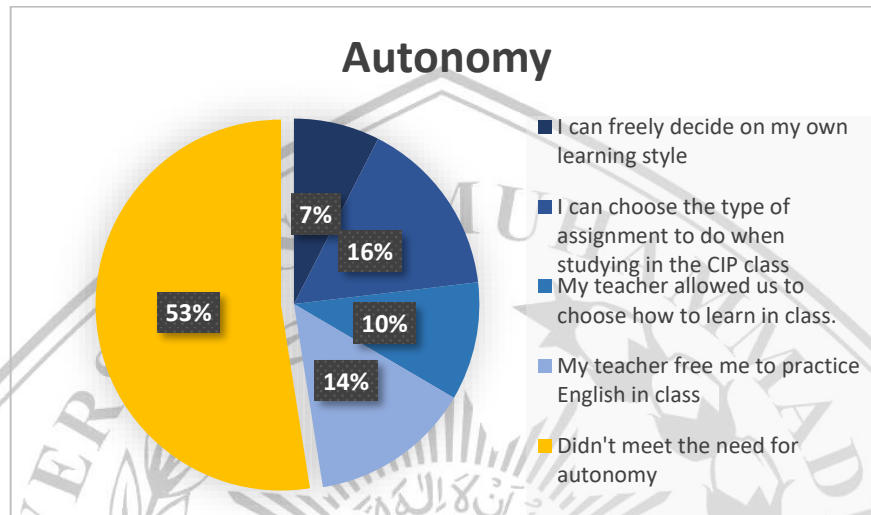


Figure 3. The student's need for autonomy in CIP class.

#### b. Competence

Figure 2 illustrates the need for competence in CIP class. It showed that some of the students feel able to learn (math and science) using English, and some of the respondents also believe that they can be successful learners. A minority of students feel able to meet the challenges and tasks in learning, and a small portion of them feel proud of their accomplishments in the class. Simultaneously, only a minority of the respondents who were not able to learn (math and science) using English, didn't believe that they can't be successful learners, felt unable to meet the challenges and tasks in learning, and felt their accomplishment in the class (see Figure 4).

The descriptive results from the questionnaire found that the majority of respondents met their need for competence, whereas a minority of the students did not. This means that the school staff has fulfilled the students' basic psychological need for competence.

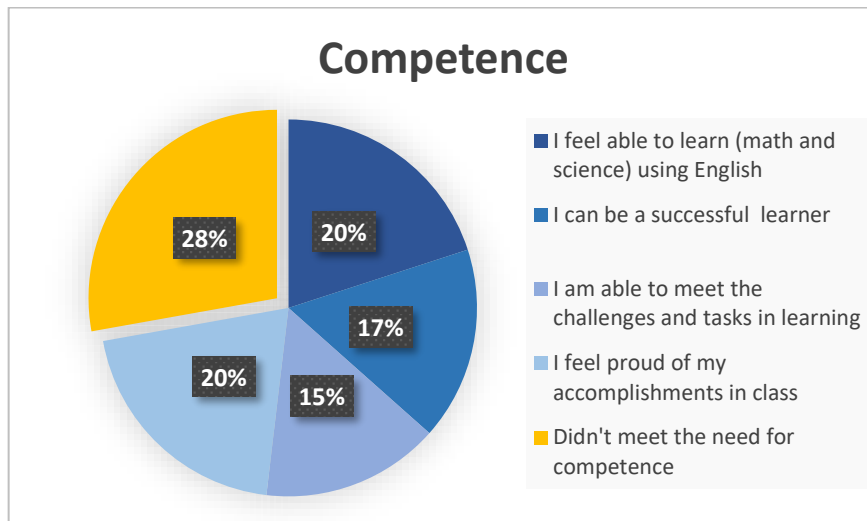


Figure 4. The student's need for competence in CIP class.

#### c. Relatedness

The result of the basic psychological need for relatedness is some of the students felt that their teachers were friendly and kind, some of the respondents also experienced that their teachers were very understanding and concerned about their problems, a minority of respondents felt that their teachers care about their progress, and a small portion of respondent felt that their classmates were willing to help and cooperate with them. Meanwhile, a few of the students felt that their teachers weren't friendly and kind, weren't understanding and concerned about their problems, and didn't care about their progress, and their friends weren't willing to help and cooperate with them (see Figure 5).

The descriptive result from the questionnaire showed that the majority of the students found the need for relatedness and only several students didn't meet the need for relatedness. This means that the school staff has fulfilled the students' basic psychological needs for relatedness in CIP class.

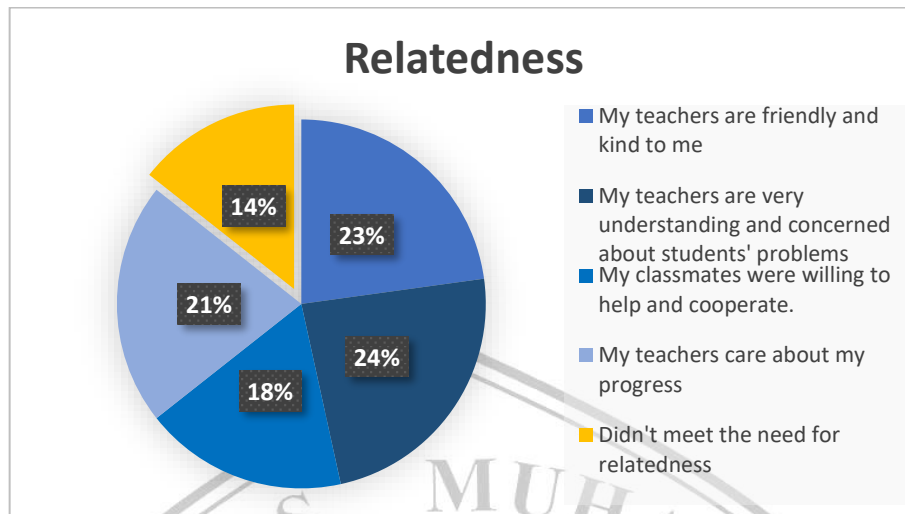


Figure 5. The student's need for relatedness in CIP class.

From the questionnaire data, we can conclude that the fulfillment of student's basic psychological needs in the CIP class is as follows: nearly half of the students met a basic psychological need for autonomy, the most of the respondents met their basic psychological need for competence, and the majority of students met their need for relatedness (see Figure 4). The descriptive result from the questionnaire showed that the students in the CIP class found relatedness and competence to be the two dominant basic psychological needs, whereas the basic psychological need for autonomy tended to meet the student's needs. Thus, the school staff have fulfilled the student's needs for relatedness and competence but the needs for autonomy have not meet appropriately.

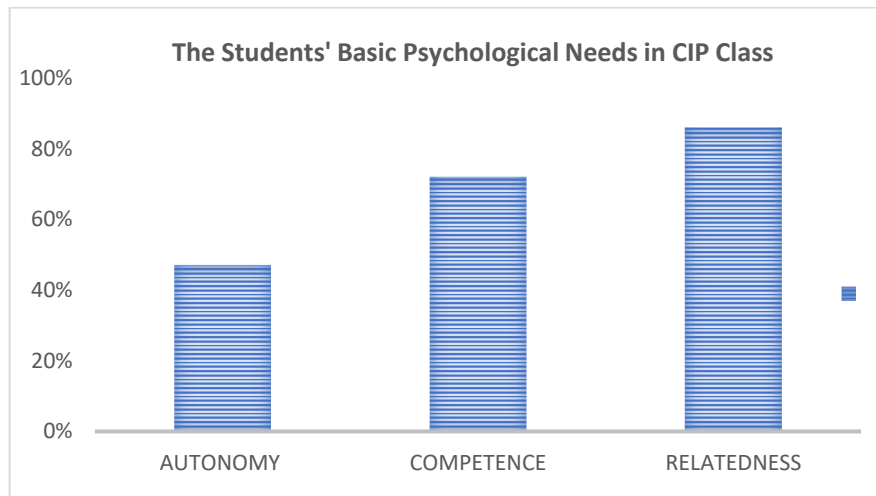


Figure 6. The fulfillment of the student's basic psychological needs in CIP class.

## 2. Findings from The Interview

The basic psychological needs scale was utilized as the frame of the interview. The findings of the students' basic psychological needs are explained based on the three themes, which are autonomy, competence, and relatedness.

### a. Autonomy

There were six questions to investigate the student's basic psychological needs. To investigate the students' need for autonomy there are several questions about the CIP class's culture and their favorite activities in the class. From the result of the interview, the researcher found that the students' need for autonomy means the need for individuals to feel in control of their actions and decisions, be allowed to express their opinions, have a preference for technology-enhanced learning, independent language use outside of class, and preferences or engaging to the class activities (see table 1).

Autonomy refers to one's need for self-regulation. Students are more engaged in activities that involve them directly, such as online and offline games. Individual and group projects in English, math, and science make students interested because they allow them to express their thoughts or opinions.

*"I like projects the most, such as science assignments. And likes Kahoot games, quizizz, kids game the most." (fgd4,q2,std2,ln1-2).*

They also feel engaged when they are involved in the decision-making of classroom rules.

*"We have an agreement. At the first meeting, my teacher asked for the opinions of all students on what can and cannot be done in class." (fgd1,q1std3,ln2-4)*

The need for autonomy includes a preference for technology-enhanced learning, it's the autonomy in tools learning.

*"The most favorite lesson is when learning using a tablet." (fgd1,q2,std3,ln1)*

The independence of language use is one of the needs for autonomy,

*"Sometimes I speak in English when discussing and rarely when playing with my friends."(fgd2,q3,std1,ln1-2)*

The interview results also show that when the students' needs for autonomy are met, they prefer in-class activities and group assignments.

*"I like science lessons because the lessons are fun and easy." (fgd4,q4,std2,ln2-3)*

*"I don't like English lessons because the discussion in grade 5 is a bit complicated, like counting, so more like mathematics." (fgd3,q4,std2,ln4-6)*

*"The most favorite activity is drawing. I like physical education, and sometimes music." (fgd1,q2,std4,ln2-3)*

*"The most favorite time is sports time."(fgd2,q2,std4,ln2)*

*"I like the group working best, such as creating something. I like to do it alone or in a group." (fgd4,q2,std1,ln1-2)*

Meanwhile, other students said that they had to follow the rules and schedule in the classroom, or they couldn't choose what activities they liked to do.

*"Unfortunately, we can't play every time, we have to follow the schedule or teacher's lesson plan." (fgd3,q2,std4,ln1-2)*

A respondent said that their parents chose the program, and they had to follow it, so they felt doubt, whether they liked or not in this class.

*"I feel doubt, actually my Mama enrolled me in a CIP class." (fgd3,q1,std3,ln1)*

The group assignments and rigid tasks sometimes reduce the students' enjoyment and limit their autonomy.

*"I don't like that when we do group project assignments, they like to chat and play around even though I want to do it right away."* (fgd3,q5,std2,ln1-3)

So, from the interview data above, it can be concluded that the needs for student autonomy have been met but weren't met properly by school staff. They are allowed to express their opinion and be involved in decision-making, but they have to follow the schedule or teacher's lesson plan and their parents. The students also preferred group assignments because they could explore and do self-directed learning, but the teamwork didn't run well. Thus, the reason for the students felt doubt about whether CIP could fulfill their desire to be autonomous or not (see Table 1)



Table 1. The student's need for autonomy in CIP class

<b>Code</b>	<b>Theme Identified</b>	<b>Evidence from Responses</b>
<b>Allow to express the opinion.</b>	Autonomy to express opinion	"I like projects the most, such as science assignments. And likes Kahoot games, quizzz, kids, and games the most"
<b>Involvement in decision-making</b>	Autonomy support in classroom rules	"We have an agreement. At the first meeting, my teacher asked for the opinions of all students on what can and cannot be done in class." "I feel doubt, actually my Mama enrolled me in a CIP class." "Unfortunately, we can't play every time, we have to follow the schedule or teacher's lesson plan."
<b>Preference for technology-enhanced learning</b>	Autonomy in learning tools	"The most favorite lesson is when learning using a tablet."
<b>Independent language use outside of class</b>	Autonomy in language use	"I sometimes use English after school."
<b>Preferences for class activity</b>	Autonomy in learning activities	"I like science lessons because the lessons are fun and easy." "I don't like English lessons because the discussion in grade 5 is a bit complicated, like counting, so more like mathematics." "The most favorite activity is drawing. I like physical education, and sometimes music." "The most favorite time is sports time"
<b>Preferences for group assignments</b>	Allowed for exploration and self-directed learning, supporting autonomy.	"I like the group working best, such as creating something. I like to do it alone or in a group."
<b>Preferences for group assignments</b>	Group assignments and rigid tasks sometimes reduce enjoyment and limit autonomy.	"I don't like that when we do group project assignments, they like to chat and play around even though I want to do it right away."

## b. Competence

Next is the need for competence. The researcher asked about the student's capability of learning English and their competence in academic activities in the CIP class. The result of the interview found that the student's need for competence is the desire to be effective and capable in one's activities, such as competence in academic skills, class activities, and competence in sports. It also refers to the student's ability in English as the language instruction in class. The need for competence means the experience opportunity and support for the expression of one's capacity or talent.

Interview data revealed that students believed that they had mastery of reading and workbook tasks in English. They also felt that their ability in English could help them learn in CIP class which enhanced their sense of competence, self-confidence, and motivation to learn.

*"Understand when the teacher explains, comprehend in reading the Learner's book, can work on the workbook with a little help."* (fgd2,q4,std2,ln1-3)

The students feel competent when they have English language proficiency.

*"I understand the explanation in English, I can read the book, and do the workbook."* (fgd4,q4,std4,ln1-2)

*"Chat in English with parents. Sometimes I use English with friends, talk about a lot of things."* (fgd4,q3,std3,ln1-2)

CIP classes may help them learn more deeply, boosting their sense of competence, self-confidence, and drive to learn. The participants felt competence when perceived ease and engagement in science.

*"The science lesson is the most favorite because it is easy, exciting, and more connected."* (fgd4,q4,std3,ln2-4)

When the students met their competence, they enjoyed and were motivated by physical activities and other class activities that allowed them to actively engage and succeed.

*"Playing football makes me enthusiastic about going to school."* (fgd1,q1,std1,ln3-4)

*“When we play games, we usually compete to get a champion.”* (fgd2,q2,std1,ln2-3)

The students also feel competent through support and school activities. They believe in their teacher's assistance when they struggle to learn, and they succeed in tangible activities.

*“The teachers are good, pay attention if I don't understand the explanation, they explain again”* (fgd2,q6,std1,ln1-2)

*“The activities that I liked most were robotics extracurriculars.”* (fgd1,q2,std2,ln1-3)

Concurrently, some respondents struggled with English which hindered their competence and challenged their science vocabulary.

*“Don't like English, but understand. I understand science better.”* (fgd1,q4,std1,ln1)

*“Do not speak English in daily activities. Even though the teachers speak English, I don't answer in English.”* (fgd1,q3,std1,ln1-3)

Competence is highly related to self-efficacy. According to the students, they expanded the scope of the definition of competence beyond academic results to include how knowledgeable they are. Students are confident because they believe they can succeed in their lessons. Understand the teacher's description or explanation, comprehend when reading the Learner Book in English, and complete assignments in the Work Book. They are also confident that their teachers are competent and will explain topics they do not understand until they do, as well as assist pupils when they become stuck due to a lack of understanding of new words.

The interview data also showed whether the school staff had fulfilled the students' basic psychological need for competence. Although some students have difficulties in English, most feel competent in CIP class. Thus, the interview data showed that the school staff met the students' basic needs of competence.

Table 2. The student's need for competence in CIP class

<b>Code</b>	<b>Theme Identified</b>	<b>Evidence from Responses</b>
<b>Mastery of reading and workbook tasks</b>	Competence in academic skills	"Understand when the teacher explains, comprehend in reading the Learner's book, can work on the workbook with a little help"
<b>English language proficiency</b>	Competence in language (English)	"I understand the explanation in English, I can read the book, and do the workbook." "Chat in English with parents. Sometimes I use English with friends, talk about a lot of things"
<b>English language proficiency</b>	Struggles with English hinder their sense of competence.	"Don't like English, but understand. I understand science better." "Do not speak English in daily activities. Even though the teachers speak English, I don't answer in English."
<b>Perceived ease and engagement in science</b>	Competence in science	"The science lesson is the favorite because it is easy, exciting, and more connected."
<b>Difficulty with specific subject content</b>	Challenge in science vocabulary	"I don't like Science because I don't understand many vocabularies"
<b>Learning tools</b>	Tablets enhance their capability and enjoyment.	"I like studying using a tablet too, Learn and play at the same time."
<b>Enjoyment and motivation through physical activity</b>	Competence in sports	"Playing football makes me enthusiastic about going to school."
<b>Enjoyed activities where they could actively engage and succeed</b>	Competence in class activities	"When we play games, we usually compete to get a champion."
<b>Competence through Support</b>	Teacher assistance when struggling	"The teachers are good, pay attention if I don't understand the explanation, they explain again"
<b>Competence through school activities</b>	Success in tangible activities	The activities that I liked most were robotics extracurriculars

c. Relatedness

The researcher used two questions to investigate the student's need for relatedness. The questions were about how the student's relationship with his/her classmates and teacher. The researcher found relatedness is the need to feel connected to others, including peers, teachers, and the broader social environment. It emphasizes the importance of supportive relationships, such as positive peer relations and experiences in group work.

*"I like it because my friends are kind, good, and fun. They were excited even though they were sometimes naughty."* (fgd1,q1,std1,ln1-2)

*"We love working in a team."* (fgd1,q5,std2,ln2-3)

Relatedness also refers to a good relationship between student and teacher, such as supportiveness, patience, caring, and attention. The teacher's encouragement and emotional support improve the student's motivation.

*"The teachers are good, kind, and attentive. If I don't understand, they will explain until I understand."* (fgd1,q6,std3,ln1-3)

*"The teacher is good and attentive and everyone is the best."* (fgd3,q6,std4,ln1-2)

*"Usually, I am more excited to learn after being advised by Ms. Tazkiyah"* (fgd1,q6,std1,ln4-5)

*The teachers are kind and I like to go to school even though I am sick. Ms. Lina is usually the most attentive."* (fgd4,q6,std4,ln1-2)

Meanwhile, the respondents also felt mixed experiences in group work that revealed gaps in teamwork, and sometimes the teacher didn't give good support and less patience with them (see Table 3).

*"Some of my friends in the class are good, but others are annoying. When we do group assignments, such as science, they don't cooperate."* (fgd1,q5,std5,ln1-3)

*"When we were working on a group project, some of my friends didn't know what to do, and some of them were disruptive. It's exciting, although sometimes there are also a few fights."* (fgd4,q5,std2,ln2-5)

*"Some of the teachers are less sensitive, they only say next, next. But the teachers are kind and attentive, but the most attentive is Mrs. Tazkiyah."* (Fgd1,q6,std4,ln1-3)

Interview data reveal that respondents need more attention and explanation during the learning process in the class, hence they get their understanding of the lesson. The relationship between the teacher and students improves the student's engagement. Relatedness is strongly linked to interpersonal connections. Relationships between students and teachers reveal additional characteristics of their talent, talents, and subjective perceptions of one another. The CIP class met students' desire and need to connect with others, as well as receive and provide, love, care, and compassion from both peers and teachers (see Table 3).

The interview findings show that the school staff met the pupils' basic psychological needs for relatedness. Almost all respondents said they enjoy being in CIP classes because their classmates and teachers are friendly and helpful. Only several respondents stated that the teacher was sometimes insensitive, continuing the lesson without first asking if we understood. As a result, the school staff have addressed the students' basic needs for relatedness in the CIP class.



Table 3. The student's need for relatedness in CIP class

<b>Code</b>	<b>Theme Identified</b>	<b>Evidence from Responses</b>
<b>Positive peer relationships</b>	Relatedness with friends	"I like it because my friends are kind, good, and fun. They were excited even though they were sometimes naughty."
<b>Mixed experiences in group work</b>	Group projects sometimes revealed gaps in teamwork.	"Some of my friends in the class are good, but others are annoying. When we do group assignments, such as science, they don't cooperate."
<b>Group work</b>	Collaborative group dynamics	"We love working in a team."
<b>Group work</b>	Challenges in teamwork	"When we were working on a group project, some of my friends didn't know what to do, and some of them were disruptive. It's exciting, although sometimes there are also a few fights."
<b>Teacher supportiveness and patience</b>	Relatedness with teachers	"The teachers are good, kind, and attentive. If I don't understand, they will explain until I understand." "Some of the teachers are less sensitive, they only say next, next. But the teachers are kind and attentive, but the most attentive is Mrs. Tazkiyah."
<b>Teacher – students' relationship</b>	Caring and attentive teachers	"The teacher is good and attentive and everyone is the best."
<b>Teacher - students' relationship,</b>	Teacher encouragement improves motivation	"Usually, I am more excited to learn after being advised by Ms. Tazkiyah"
<b>Teacher - students' relationship,</b>	Teachers providing emotional support.	"The teachers are kind and I like to go to school even though I am sick. Ms. Lina is usually the most attentive."

## B. Discussion

This research was discussed based on the questionnaire and interviews with 16 fifth-grade students in the CIP class of SD Muhammadiyah 4 Surabaya. The major point of this part explained the answer to the research questions about the basic psychological needs of the CIP class students and whether the school staff has fulfilled these needs. The results collected from the questionnaires and interviews to discover the students' basic psychological needs are convergence.

Convergent results indicate that different approaches to measuring the same underlying concept yield similar findings (Jepsen & Rodwell, 2008). The questionnaire results revealed that the students in the CIP class identified relatedness and competence as the two most important fundamental psychological requirements, whereas the basic psychological need for autonomy tended to match the students' demands. These questionnaire results are consistent with the results of the interviews. The interview findings also suggest that the school staff addressed the pupils' basic psychological requirements for relatedness and competence, but the need for autonomy was not well met. Most of the respondents said they enjoy being in CIP classes because their classmates and teachers are friendly and helpful. Only one respondent stated that the teacher was sometimes insensitive, continuing the lesson without first asking if we understood. *“Some teachers are less sensitive, but most of the teachers are kind and pay attention to us”* (fgd1,q6,std4,ln1-3).

Then, regarding the need for competence, the respondents said that they felt the need for competence but they also had difficulties in English. Finally, regarding the need for autonomy, the respondents said that they liked to study when the teacher gave them activities that engaged them directly. Unfortunately, they couldn't choose what activities they liked to do because they had to follow the schedule or the teacher's lesson plan.

Satisfaction of basic psychological needs associated with motivation in primary school students (Chen, 2014; Deci, 2017) The three fundamental psychological needs (autonomy, competence, and relatedness) are interrelated. Based on the results collected from the study, relatedness is the most dominant factor in students' psychological needs in CIP classes. Relatedness is the need to

feel connected to others, including peers, teachers, and the broader social environment. Classmates and teachers have a significant influence on them. Classmate support has the strongest association with student engagement (Ansong et al., 2017). Primary school students will feel at ease with friends encouraging them to play and learn together. Aside from that, the teachers play a significant role in supporting their student's success in class (Rohinsa, 2023). Teacher attention could be one of the motivators for students learning in the classroom.

Competence was also important in meeting the students' basic psychological needs in the Cambridge International Program (CIP) class. According to the questionnaire and interview data, students thought that CIP class helped them learn more deeply and broadly, which increased their sense of competence, self-confidence, and drive to learn. The student's need for competence is the desire to be effective and capable in one's activities or experience opportunities and support for the expression of one's capacity or talent (Ryan & Deci, 2020). Competence is highly related to self-efficacy; CIP students need competence beyond academic results, including success in completing the task (de Bruijn et al., 2022), feeling knowledgeable (Wong, 2022), engaging deeply with learning material (Nurhasanah, 2019), and receiving positive feedback from the teacher (Rohinsa, 2023).

Autonomy is a basic psychological need for primary school students, influencing their growth, motivation, and overall well-being. Meeting this need gives students a sense of self-direction and control over their learning experiences, which is critical for engagement and academic achievement. Autonomy for the CIP class student is the need to control their action and decisions; it is closely related to self-regulation. The students need to engage in activities directly (Rohinsa et al., 2019), such as playing games and doing projects. They also need to express their opinions, preferences, and inquiries (Newcombe, n.d.).

Based on the results collected from the study, it is not difficult to realize that the three basic psychological needs are interrelated. it means, meeting one can have a favorable impact on the others. The need for relatedness affects the student's

desire for competence and autonomy. Supportive relationships of teachers and classmates can help students improve their competence by allowing them to choose activities that are relevant to their interests. The teacher's and classmate's support can also increase emotions of autonomy by encouraging and understanding people, allowing them to express themselves freely.

Finally, the CIP class addressed students' basic psychological needs by focusing on relatedness and competence. However, the need for autonomy was not being addressed at the moment due to school culture and possibly habitual adherence to school duties by instructors and students.



## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusion

According to the data analysis, the basic psychological demands of elementary school students, particularly those in the Cambridge International Program (CIP) class, are relatedness, competence, and autonomy. This study discovered that relatedness is the most important aspect of students' basic psychological needs in the Cambridge International Program (CIP) class. Relatedness refers to a person's need to feel linked to their social surroundings, including teachers, friends, parents, or others. When teachers build a warm, caring relationship with their students, they may be able to create an entertaining, creative classroom environment that encourages academic participation. Teacher support is critical to student engagement. Furthermore, classmates provide informal support and are expected to interact with their peers in a variety of informal situations, both within and outside the classroom. Peers form emotional relationships that allow them to communicate their school-related triumphs, fears, and concerns freely.

The student's next most basic psychological need is competence. The student's requirement for competence originates from a desire to be effective and capable in their activities. The students stated that the CIP class may help them learn more profoundly, increasing their sense of competence, self-confidence, and motivation to learn. Competence is inextricably tied to self-efficacy, which extends beyond academic performance to encompass how knowledgeable they are. Students feel confident because they believe they will excel in their classes. Competent pupils understand the teacher's explanation, comprehend reading the learner's book, and finish the evaluation. They are also certain that their teachers will support them if they have issues in class. In other words, because their desire for relatedness was met, they are confident in the CIP class.

The need for autonomy refers to an individual's need to have control over their actions or decisions, as well as the ability to regulate themselves. Students in elementary school prefer activities that include them directly and allow them to

express their ideas or opinions. Games, projects, quizzes, science practicums, athletics, and extracurricular activities help students stay motivated in school. The study's findings also found that students were rarely given the freedom to choose their learning style or kind of assignment, while they were occasionally given the option of studying how they wanted in class. The students merely follow the timetable and the teachers, yet they enjoy coming to class.

This study also discovered that the three basic psychological requirements are linked. Because these needs are interconnected, meeting one can have a favorable impact on the others. The Cambridge International Program (CIP) class provided the student's basic psychological needs, including relatedness and competence, but autonomy was not well addressed. The need for relatedness affects the student's desire for competence and autonomy. Supportive relationships of teachers and classmates can help students improve their competence by allowing them to choose activities that are relevant to their interests. The teacher's and classmate's support can also increase emotions of autonomy by encouraging and understanding people, allowing them to express themselves freely.

## **B. Implications**

English as the principal medium of teaching in internationally designed classrooms is one example of educational innovation in Indonesia. Because there are no regulations governing the operation of this type of program, it is adaptable to the needs of Indonesian schools. Schools can select how to include the internationally standardized curriculum into the existing Indonesian curriculum. Integrating the international curriculum with the national and ISMUBA curricula presents a problem for Muhammadiyah schools. SD Muhammadiyah 4 Surabaya's implementation of this integration can serve as a model for both Muhammadiyah and public schools looking to operate an International Class Program (ICP) or Cambridge International Program (CIP). Based on the study, which examines the experiences of students who took part in this study, the author identified two implications.

Theoretically, this study helps to understand the basic psychological needs of primary school students, particularly those who use the Cambridge curriculum. This study's findings complement Deci and Ryan's theory of self-determination (SDT), which proposes three essential psychological needs: relatedness, competence, and autonomy. Furthermore, this study contributes to the literature review on factors that influence student well-being in the school setting.

Practically, this study's findings can help teachers, parents, and schools establish a more favorable learning environment for student growth. Teachers can utilize learning practices that address students' psychological needs, such as positive reinforcement, to boost their confidence. Parents can have a greater understanding of the significance of providing emotional support to primary school-age children, such as listening to their complaints and recognizing their achievements. School counselors can create programs that address students' basic psychological needs and assist them in overcoming psychosocial challenges while also meeting their basic needs for security and acceptance.

Additionally, the findings of this study can be used to guide schools and governments in developing educational policies that are more concerned with students' psychological well-being. For example, integrating mental health initiatives into the school curriculum, and provide teacher training in ways that promote students' psychological health, such as stress management and classroom connection development.

### **C. Suggestions**

In light of the findings and implications of this study, recommendations are put forward; one pertains to the application of learning practices, while the other concerns the execution of future research endeavors.

#### **1. Learning Practices**

Basic psychological needs are considered to be of great significance for human development and well-being. Some strategies can be applied to reach the objective of fulfilling the student's basic psychological needs. Teachers, school

staff, and parents should be aware of the student's basic psychological needs which improve student engagement and academic achievement. To fulfill student's basic psychological needs, it is recommended that teachers incorporate specific strategies into their lesson planning. These strategies include creating an enjoyable, creative classroom environment that fosters academic engagement.

## 2. Future Research

Based on the study's findings and limitations, there are various recommendations for future research to investigate and expand on the topic of basic psychological requirements in elementary school. Future research can involve a broader and more diverse sample, representing kids from various areas and socioeconomic backgrounds. A longitudinal study could provide a better understanding of how psychological needs are met and how this affects students' academic achievement, well-being, and social development over the school year. Include extra variables like family participation, teacher-student relationships, and peer impacts.

Finally, by addressing these suggestions, future research can contribute to a more comprehensive understanding of students' basic psychological needs and help in developing strategies to foster a supportive learning environment.

## REFERENCES

- An international education from Cambridge Discover more.* (n.d.).
- Budianto, L. (2014). PROMOTING STUDENTS' AUTONOMOUS LEARNING THROUGH ICT BASED LEARNING IN ICP: A CASE STUDY. In *LiNGUA* (Vol. 9, Issue 2).
- Conesa, P. J., & Duñabeitia, J. A. (2021). The basic psychological needs in the classroom scale (Bpn-cs). *Behavioral Sciences, 11*(7). <https://doi.org/10.3390/bs11070096>
- Conesa, P. J., Onandia-Hinchado, I., Duñabeitia, J. A., & Moreno, M. Á. (2022). Basic psychological needs in the classroom: A literature review in elementary and middle school students. In *Learning and Motivation* (Vol. 79). Academic Press Inc. <https://doi.org/10.1016/j.lmot.2022.101819>
- Curtin, M., & Fossey, E. (2007). Appraising the trustworthiness of qualitative studies: Guidelines for occupational therapists. *Australian Occupational Therapy Journal, 54*(2), 88–94. <https://doi.org/10.1111/j.1440-1630.2007.00661.x>
- Defining Quality in Education.* (2000).
- Domen, J., Hornstra, L., Weijers, D., van der Veen, I., & Peetsma, T. (2020). Differentiated need support by teachers: Student-specific provision of autonomy and structure and relations with student motivation. *British Journal of Educational Psychology, 90*(2), 403–423. <https://doi.org/10.1111/bjep.12302>
- Hajovsky, D. B., Mason, B. A., & McCune, L. A. (2017). Teacher-student relationship quality and academic achievement in elementary school: A longitudinal examination of gender differences. *Journal of School Psychology, 63*, 119–133. <https://doi.org/10.1016/j.jsp.2017.04.001>
- Hutomo, B. A., & Kurniawati, F. (2024). Importance of Basic Psychological Needs Satisfaction in Higher Education: A Systematic Literature Review. *G-Couns: Jurnal Bimbingan Dan Konseling, 9*(1), 233–246. <https://doi.org/10.31316/gcouns.v9i1.6326>
- Jepsen, D. M., & Rodwell, J. J. (2008). Convergent interviewing: A qualitative diagnostic technique for researchers. *Management Research News, 31*(9), 650–658. <https://doi.org/10.1108/01409170810898545>
- Kurdi, V., & Archambault, I. (2020). Self-perceptions and Engagement in Low-Socioeconomic Elementary School Students: The Moderating Effects of Immigration Status and Anxiety. *School Mental Health, 12*(2), 400–416. <https://doi.org/10.1007/s12310-020-09360-3>

- Lataster, J., Reijnders, J., Janssens, M., Simons, M., Peeters, S., & Jacobs, N. (2022). Basic Psychological Need Satisfaction and Well-Being Across Age: A Cross-Sectional General Population Study among 1709 Dutch Speaking Adults. *Journal of Happiness Studies*, 23(5), 2259–2290. <https://doi.org/10.1007/s10902-021-00482-2>
- Liu, Q., Du, X., & Lu, H. (2023). Teacher support and learning engagement of EFL learners: The mediating role of self-efficacy and achievement goal orientation. *Current Psychology*, 42(4), 2619–2635. <https://doi.org/10.1007/s12144-022-04043-5>
- Liu, W., Su, T., Tian, L., & Huebner, E. S. (2021). Prosocial Behavior and Subjective Well-Being in School among Elementary School Students: the Mediating Roles of the Satisfaction of Relatedness Needs at School and Self-Esteem. *Applied Research in Quality of Life*, 16(4), 1439–1459. <https://doi.org/10.1007/s11482-020-09826-1>
- Maisyaroh, M., Untari, S., Chusniyah, T., Adha, M. A., Prestiadi, D., & Ariyanti, N. S. (2023). Strengthening character education planning based on Pancasila value in the international class program. *International Journal of Evaluation and Research in Education*, 12(1), 149–156. <https://doi.org/10.11591/ijere.v12i1.24161>
- Malboeuf-Hurtubise, C., Taylor, G., & Mageau, G. A. (2019). Impact of a Mindfulness-Based Intervention on Basic Psychological Need Satisfaction and Internalized Symptoms in Elementary School Students With Severe Learning Disabilities: Results From a Randomized Cluster Trial. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02715>
- Marshik, T., Ashton, P. T., & Algina, J. (2017). Teachers' and students' needs for autonomy, competence, and relatedness as predictors of students' achievement. *Social Psychology of Education*, 20(1), 39–67. <https://doi.org/10.1007/s11218-016-9360-z>
- Müller, F. H., Thomas, A. E., Carmignola, M., Dittrich, A. K., Eckes, A., Großmann, N., Martinek, D., Wilde, M., & Bieg, S. (2021). University Students' Basic Psychological Needs, Motivation, and Vitality Before and During COVID-19: A Self-Determination Theory Approach. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.775804>
- Nurhasanah, H. (2019). Basic Psychological Needs on Primary School Student Well-being. In *Jurnal Pendidikan Humaniora* (Vol. 7, Issue 2). <http://journal.um.ac.id/index.php/jphISSN:2338-8110>

- Reeve, J., & Cheon, S. H. (2021). Autonomy-supportive teaching: Its malleability, benefits, and potential to improve educational practice. *Educational Psychologist, 56*(1), 54–77.  
<https://doi.org/10.1080/00461520.2020.1862657>
- Rodríguez-Meirinhos, A., Antolín-Suárez, L., Brenning, K., Vansteenkiste, M., & Oliva, A. (2020). A Bright and a Dark Path to Adolescents' Functioning: The Role of Need Satisfaction and Need Frustration Across Gender, Age, and Socioeconomic Status. *Journal of Happiness Studies, 21*(1), 95–116.  
<https://doi.org/10.1007/s10902-018-00072-9>
- Ryan, P. R. (2009). Self-determination Theory and Wellbeing. In *WeD Research Review* (Vol. 1). [www.welldev.org.uk](http://www.welldev.org.uk)
- Sardabi, N., Kia, M., & Ghajarieh, A. (n.d.). *The Role of Motivational Strategies on Young EFL Learners' Basic Psychological Needs: A Self-Determination Theory Perspective*.  
<https://doi.org/10.30479/jmrels.2022.17055.2042>
- Setyaningrum, R. W., Setiawan, S., & Anam, S. (2022). Translanguaging as a Scaffolded Practice in a Primary School Content and Language Integrated Learning Context During the COVID-19 Pandemic. *European Journal of Educational Research, 11*(4), 2043–2055.  
<https://doi.org/10.12973/eu-jer.11.4.2043>
- Stiglbauer, B., Gnamb, T., Gamsjäger, M., & Batinic, B. (2013). The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time. *Journal of School Psychology, 51*(2), 231–242. <https://doi.org/10.1016/j.jsp.2012.12.002>
- Vadivel, B., Khalil, N. R., Tilwani, S. A., & Mandal, G. (2022). The Educational and Psychological Need for Learning the English Language and Understanding the Different Anxieties. *Education Research International, 2022*. <https://doi.org/10.1155/2022/4679788>
- Wang, M. Te, L. Degol, J., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review, 57*.  
<https://doi.org/10.1016/j.dr.2020.100912>
- Wang, Y., Tian, L., & Scott Huebner, E. (2019). Basic psychological needs satisfaction at school, behavioral school engagement, and academic achievement: Longitudinal reciprocal relations among elementary school students. *Contemporary Educational Psychology, 56*, 130–139.  
<https://doi.org/10.1016/j.cedpsych.2019.01.003>

Zarfsaz, E. (n.d.). *Innate Needs and Motivation: Self-Determination Theory in EFL Context*.

Zhou, L. H., Ntoumanis, N., & Thøgersen-Ntoumani, C. (2019). Effects of perceived autonomy support from social agents on motivation and engagement of Chinese primary school students: Psychological need satisfaction as mediator. *Contemporary Educational Psychology*, 58, 323–330. <https://doi.org/10.1016/j.cedpsych.2019.05.001>



APPENDIX 1.

Letters for Research

**DIREKTORAT PROGRAM PASCASARJANA**  
Kampus : DKB 4 Lantai 1-3 Jl. Raya Tlogomas No. 246 Malang  
Telp 0341 484319 ext. 318, 319 | email : pascasarjana@umm.ac.id

**Nomor** : B.S./077/DPPs-UMM/XI/2024  
**Lamp.** : -  
**Perihal** : *Ijzin Penelitian* Malang, 16 November 2024

**Kepada Yth** : Kepala SD Muhammadiyah 4 Surabaya  
Jl. Pucang Anom 93, Surabaya

**Assalamu'alaikum Wr. Wb.**

Yang bertanda tangan di bawah ini Direktur Program Pascasarjana Universitas Muhammadiyah Malang, dengan ini mohon kesediaan Bapak/Ibu untuk memberikan izin melakukan penelitian kepada mahasiswa kami:

**Nama** : Novita Utami  
**NIM** : 202310560211011  
**Nomer Hp** : 087835229205  
**Program Studi** : Magister Pendidikan Bahasa Inggris  
**Judul** : Students' Basic Psychological Needs in Cambridge International Program (ICP) of Muhammadiyah 4 Elementary School of Surabaya

Demikian, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

  
Prof. Katipun, Ph.D.

**Tembusan :**  
1. Arsip

  
Kampus I : Pendidikan & Studi Asia-Timur  
Kampus II : Pendidikan & Studi Asia-Timur  
Kampus III : Pendidikan & Studi Asia-Timur



MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH NUNGEL  
KOTA SURABAYA WILAYAH JAWA TIMUR  
SD MUHAMMADIYAH 4 PUCANG SURABAYA  
SEKOLAH TELADAN NASIONAL

Menata Hati  
Meraih Prestasi



### SURAT KETERANGAN

Nomor: 612/IV.A/PPC.A/2025

Yang bertanda tangan di bawah ini:

Nama : Edy Susanto, M.Pd  
Jabatan : Kepala Sekolah  
NBM : 973851

Dengan ini menerangkan bahwa:

Nama : Novita Utami, S.Pd.  
Status : Mahasiswa Pasca Sarjana Universitas Muhammadiyah Malang  
NIM : 202310560211011  
Program Studi, Program : Magister Pendidikan Bahasa Inggris  
Angkatan : 2023/2024  
No. HP : 087835229205

Nama tersebut adalah benar-benar yang telah melaksanakan Penelitian Penyusunan Tesis berjudul "*Students' Basic Psychological Needs in Cambridge International Programme (ICP) of Muhammadiyah 4 Elementary School of Surabaya*" di SD Muhammadiyah 4 Pucang Surabaya.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Surabaya, 30 November 2024



## SURAT PERMOHONAN MENJADI RESPONDEN

Kepada Yth.

Bapak/Ibu Orang tua/ Wali dari

\_\_\_\_\_ kelas 5 \_\_\_\_

Di tempat

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Novita Utami

NIM : 202310560211011

Jurusan : Bahasa Inggris

Bermaksud akan mengadakan penelitian dengan judul “*Students’ Psychological Needs in Cambridge International Program (CIP) Class in Elementary School*”

Penelitian ini tidak akan menimbulkan akibat yang merugikan bagi responden.

Semua informasi dari hasil penelitian akan dijaga kerahasiaannya dan hanya dipergunakan untuk kepentingan penelitian. Jika bapak/ibu bersedia, maka saya

mohon kesediaan untuk menandatangani lembar persetujuan yang saya lampirkan.

Atas perhatian dan kesediaannya menjadi responden, saya ucapkan terima kasih.

Hormat saya,

**Novita Utami, S.Pd**

## LEMBAR PERSETUJUAN MENJADI RESPONDEN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : .....

Alamat : .....

Adalah orang tua/wali dari:

Nama siswa : .....

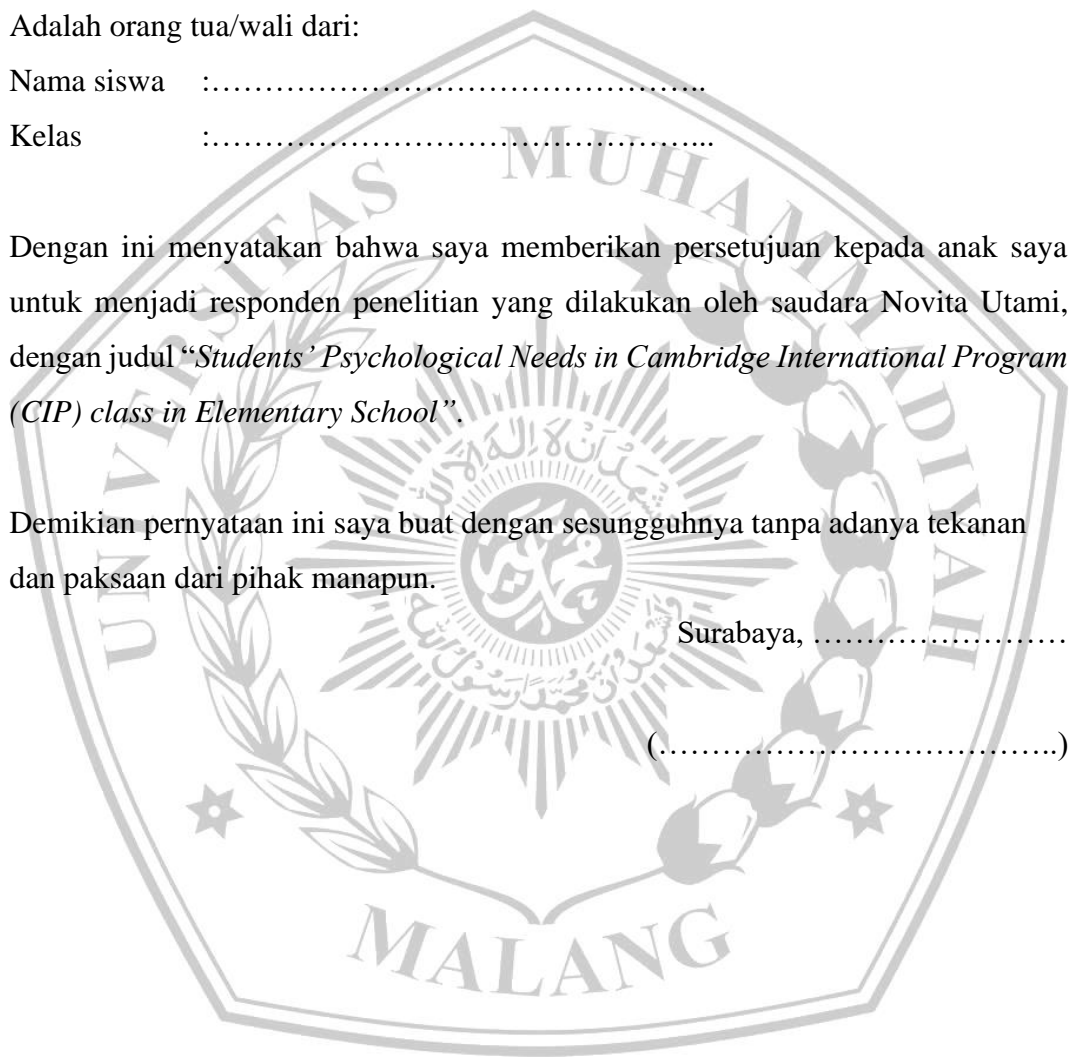
Kelas : .....

Dengan ini menyatakan bahwa saya memberikan persetujuan kepada anak saya untuk menjadi responden penelitian yang dilakukan oleh saudara Novita Utami, dengan judul "*Students' Psychological Needs in Cambridge International Program (CIP) class in Elementary School*".

Demikian pernyataan ini saya buat dengan sesungguhnya tanpa adanya tekanan dan paksaan dari pihak manapun.

Surabaya, .....

(.....)



## APPENDIX 2

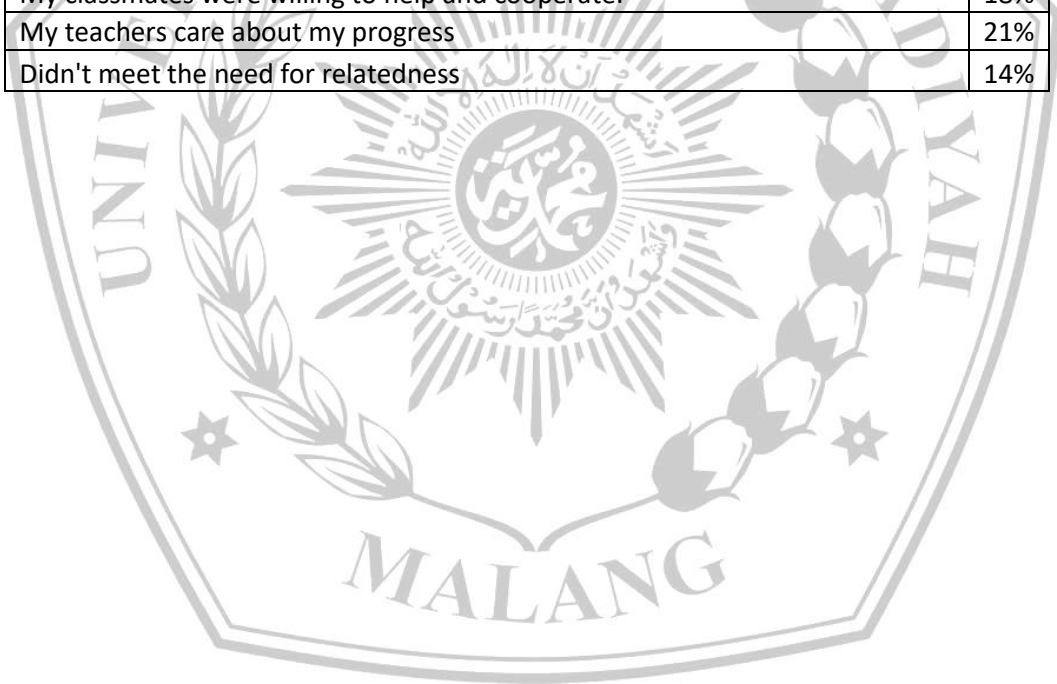
### The Raw Data from the Questionnaire

Table of questionnaire analysis in Bahasa Indonesia

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<b>A</b>	<b>AUTONOMY</b>																	
1	Saya dapat dengan bebas memutuskan gaya belajar saya sendiri	2	2	2	2	3	1	1	1	3	3	2	1	2	2	3	3	8%
2	Saya dapat memilih jenis tugas yang akan dikerjakan ketika belajar di kelas CIP	3	4	4	2	4	3	5	4	4	2	3	3	2	3	2	2	16%
3	Guru saya mengizinkan kami untuk memilih cara pembelajaran di kelas.	2	2	2	2	3	2	3	1	3	2	2	3	3	3	3	1	10%
4	Guru saya membebaskan saya untuk berlatih bahasa Inggris di kelas	4	4	3	3	4	3	3	3	3	3	4	4	3	3	2	2	14%
	tidak mendapatkan kebutuhan autonomy																	53%
<b>B</b>	<b>COMPETENCE</b>																	
5	Saya merasa mampu belajar (matematika dan science) dengan menggunakan Inggris	1	3	5	4	5	4	5	5	4	3	5	5	4	5	3	3	20%
6	Saya bisa menjadi pembelajar bahasa yang sukses	3	3	3	2	4	1	4	3	4	3	4	4	4	4	3	4	17%
7	Saya mampu untuk memenuhi tantangan dan tugas dalam pembelajaran	3	3	4	2	4	1	4	4	3	1	3	4	4	2	3	4	15%
8	Saya merasa bangga atas pencapaian saya di kelas	5	4	5	5	4	2	3	5	5	4	4	5	3	3	4	4	20%
	tidak mendapatkan kebutuhan competence																	28%
<b>C</b>	<b>RELATEDNESS</b>																	
9	Guru – guru saya ramah dan baik hati kepada saya	4	4	5	4	5	5	5	5	4	5	5	5	5	4	4	4	23%
10	Guru – guru saya sangat mengerti dan peduli terhadap masalah siswa	5	5	3	5	4	5	5	5	5	4	5	5	5	5	5	5	24%
11	Teman-teman sekelas saya bersedia membantu dan bekerja sama.	2	5	3	3	4	4	4	5	5	2	4	4	4	2	3	3	18%
12	Guru – guru saya peduli dengan kemajuan saya	5	4	3	2	5	5	5	5	5	4	5	5	5	4	2	4	21%
	Tidak mendapatkan kebutuhan relatedness																	14%

Table of questionnaire analysis translate into English

<b>AUTONOMY</b>	
I can freely decide on my own learning style	8%
I can choose the type of assignment to do when studying in the CIP class	16%
My teacher allowed us to choose how to learn in class.	10%
My teacher free me to practice English in class	14%
Didn't meet the need for autonomy	53%
<b>COMPETENCE</b>	
I feel able to learn (math and science) using English	20%
I can be a successful learner	17%
I am able to meet the challenges and tasks in learning	15%
I feel proud of my accomplishments in class	20%
Didn't meet the need for competence	28%
<b>RELATEDNESS</b>	
My teachers are friendly and kind to me	23%
My teachers are very understanding and concerned about students' problems	24%
My classmates were willing to help and cooperate.	18%
My teachers care about my progress	21%
Didn't meet the need for relatedness	14%



## APPENDIX 3

### Interview Transcription (Bahasa Indonesia)

#### Focus Group Discussion (FGD)1

Pertanyaan	Siswa	Jawaban
1. Apakah suka belajar di kelas CIP	1 <sup>st</sup>	Suka banget, karena teman-temannya baik walau kadang-kadang resek. Kadang -kadang teman suka ngata-ngatain. Dan yang bikin semangat sekolah adalah bisa bermain bola dengan teman di sekolah dan juga sekolah menggunakan tap. Belajar dan sekaligus bisa bermain
	2 <sup>nd</sup>	Suka banget, karena temannya teman-temannya seru-seru. Kalau pelajarannya suka-suka aja, yang paling disenangi English, setelah itu science dan terakhir math.
	3 <sup>rd</sup>	Senang di kelas CIP karena teman-temannya seru dan pelajarannya lumayan bisa.
	4 <sup>th</sup>	Belajar di kelas CIP biasa saja, karena ada teman-teman yang baik dan yang tidak baik. Untuk pelajaran CIP (math, science, English) yang paling tidak disenangi adalah Science karena banyak vocabularies yang tidak paham jadinya sulit.
2. Kegiatan apa yang paling kamu sukai di kelas	1 <sup>st</sup>	PJOK, Komputer, PP, . math suka, science suka tetapi kalau English tidak terlalu suka, karena bahasa inggris susah.
	2 <sup>nd</sup>	Kegiatan yang paling disenangi ekskul roboti, kalau palajaran yang paling suka PJOK, computer, dan English.
	3 <sup>rd</sup>	Pelajaran yang paling disenangi adalah pelajaran pake tap. Dan praktik science.
	4 <sup>th</sup>	Kegiatan yang paling disenangi adalah main bola, walaupun dikelas juga suka main bola. Kegiatan di kelas yang paling disenangi adalah menggambar. Pelajaran yang disukai PJOK kadang-kadang music.
3. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari hari di sekolah	1 <sup>st</sup>	Tidak menggunakan bahasa inggris dalam kegiatan sehari-hari. Walaupun ustdzah pake bahasa inggris aku tidak jawab pakai bahasa inggris.
	2 <sup>nd</sup>	Aku kadang-kadang menggunakan bahasa inggris pas pulang sekolah saat main sama teman, bicarain game.
	3 <sup>rd</sup>	Jarang menggunakan bahasa inggris Ketika bersama teman-teman karena teman-teman jarang yang pake bahasa inggris. dirumah kadang-kadang menggunakan bahasa inggris. Ketika bermain kadang menggunakan bahasa inggris untuk membahas games.
	4 <sup>th</sup>	Tidak pernah, karena tidak terlalu bisa berbahasa inggris
4. Ketika pelajaran math dan scirnce	1 <sup>st</sup>	Tidak suka, tetapi mengerti. Aku lebih mengerti science
	2 <sup>nd</sup>	Paham, dan bisa mengerti saat baca learner book nya, aku suka baca buku science, dan bisa mengerjakan work

dijelaskan dalam bahasa inggris apakah kamu paham		book nya. Aku lebih faham science karena ada fisika, ada Binatang purbanya sangat menarik dan materinya menarik. Tetapi mathematic gak suka
	3 <sup>rd</sup>	Ketika dijelaskan paham, Ketika baca buku lerner book mengerti dan bisa mengerjakan work book sendiri. Pelajaran yang paling disenangi adalah pelajaran science karena gampang.
	4 <sup>th</sup>	Untuk math and science Ketika dijelaskan dalam bahasa Inggris lumayan mengerti. Ketika membaca LB mengerti, tetpai Ketika mengerjakan WB kadang-kadang masih membutuhkan bantuan. Ketika dijelaskan mengerti setengah-setengah untuk mathematic dan science.
5. Bagaimana hubungan kamu dengan teman-teman sekelas	1 <sup>st</sup>	Aku suka dengan teman-teman sekelas, karena sering bermain bersama. Tetapi mereka tidak asik kalau belajar atau mengerjakan project/tugas mersama.
	2 <sup>nd</sup>	Teman-teman seru seru dan yang paling seru Kadafi, raja, dan radif suka main bersama. Kami senang kerja dalam tim.
	3 <sup>rd</sup>	Hubungan dengan teman sangat baik. Teman-temannya baik dan care terutama kadafi.
	4 <sup>th</sup>	Teman-teman dikelas setengah baik, setengah resek. Biasanya mengerjakan tugas kelompok, misalnya science. Teman-teman lumayan bisa diajak kerjasama.
6. Bagaimana guru guru yang mengajar kamu, apakah kamu kenal semua dan siapa yang baik dan perhatian	1 <sup>st</sup>	Ada ustadzah tazkiyah, cipta, bu mia, pak fimas, pak ahmad dan lain-lain. Semua guru baik padauk, terutama bu tazkiyah karena selalu perhatian. Dan biasanya aku lebih bersemangat belajar setelah dinasehati ustadzah tazkiyah
	2 <sup>nd</sup>	Ustadz ustdzah baik, seru-seru, dan perhatian. Ob nya baik baik, bapak kepala sekolah juga baik. Dan yang paling care adalah bu tazkiyah (walas)
	3 <sup>rd</sup>	Guru-guru baik dan perhatian. Dan perhatian kalau aku gak paham biasanya dijelasin lagi sendiri sampai aku mengerti
	4 <sup>th</sup>	Guru-gurunya ada yang kurang peka, biasanya langsung next, next. Ustadzah-ustadzah sebenarnya baik baik dan perhatian tetapi yang paling perhatian adalah bu tazkiyah (walas)

## FOCUS GROUP DISCUSSION (FGD) 2

Pertanyaan	Siswa	Jawaban
1. Apakah suka belajar di kelas CIP	1 <sup>st</sup>	Suka karena pake bahasa inggris dan enak pake bahasa inggris
	2 <sup>nd</sup>	Senang di kelas CIP karena teman-temannya baik, guru-gurunya baik
	3 <sup>rd</sup>	Seneng di kelas CIP karena orang-orang di CIP itu ramah-ramah. Teman-teman baik. Nabil baik, Altair baik, kalau Atika karena jarang berinteraksi aku tidak tahu
	4 <sup>th</sup>	Suka di kelas CIP, karena Ustadzah-ustdzahnya baik dan kebanyakan temanku di CIP terutama yang di ekskul base ball.
2. Kegiatan apa yang paling kamu sukai di kelas	1 <sup>st</sup>	Main game seperti quiziz, nonton movie, karena seru.
	2 <sup>nd</sup>	Kegiatan yang paling disenangi adalah nonton dan main game seperti quiziz karena seru.
	3 <sup>rd</sup>	Nonton dan main game
	4 <sup>th</sup>	Yang paling disukai adalah waktu olah raga
3. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari-hari di sekolah	1 <sup>st</sup>	Jarang menggunakan bahasa inggris dengan teman-temannya. Kadang menggunakan bahasa inggris saat diskusi dengan teman dan jarang-jarang pada saat bermain.
	2 <sup>nd</sup>	Lumayan sering, menggunakan bahasa Inggris saat ngobrol dengan teman-temannya, terutama saat belajar. dan ketika ada teman yang ngajak ngobrol menggunakan bahasa inggris, saya mengerti.
	3 <sup>rd</sup>	Aku pake bahasa inggris tetapi jarang, aku ngobrol bahasa inggris sama guru les. Kalau sama teman-teman jarang pakai bahasa inggris, kalau ngobrol biasanya ngobrolin game. Kalau sama ustdzah juga ngomong bahasa inggris terutama sama ustdzah cipta (guru bahasa inggris)
	4 <sup>th</sup>	Kadang menggunakan bahasa inggris saat ngobrol sama teman terutama saat mengerjakan tugas atau proyek. Kebanyakan mengerjakan di sekolah walau kadang di rumah. Sama ustdzah saat belajar saja menggunakan bahasa inggris
4. Ketika pelajaran math dan science dijelaskan dalam bahasa inggris apakah kamu paham	1 <sup>st</sup>	Kadang paham, kadang tidak, tetapi banyak pemahannya. Dan pelajaran yang paling disenangi adalah science dan English, mathematic gak suka karena susah.
	2 <sup>nd</sup>	Paham ketika guru menjelaskan, mengerti dan paham membaca Learner book, bisa mengerjakan work book dengan dibantu sedikit-sedikit. Dan pelajaran yang paling disukai adalah English, karena lumayan gampang.
	3 <sup>rd</sup>	Ketika guru menjelaskan aku paham. Membaca bukunya mengerti, bisa mengerjakan workbook. Dan yang paling disenangi adalah science

	4 <sup>th</sup>	Mengerti saat dijelaskan. Aku juga mengerti saat baca dan bisa mengerjakan workbook juga. Selama ini walaupun guru menjelaskan menggunakan bahasa Inggris, saya merasa tidak keberatan dan tidak kesulitan. Tidak ada kesulitan dalam kelas walau Ustadzah menjelaskan menggunakan bahasa Inggris.
5. Bagaimana hubungan kamu dengan teman-teman sekelas	1 <sup>st</sup>	Teman-temannya baik dan teman baiknya adalah Ghazia. Teman-temannya asyik.
	2 <sup>nd</sup>	Teman-teman semua baik, tetapi ada yang suka iseng.
	3 <sup>rd</sup>	Teman-teman baik, suka main bersama. Suka mengerjakan project bersama di sekolah.
	4 <sup>th</sup>	Teman-temannya baik dan asyik asyik
6. Bagaimana guru-guru yang mengajar kamu, apakah kamu kenal semua dan siapa yang baik dan perhatian	1 <sup>st</sup>	Guru-gurunya baik, perhatian apabila tidak paham dijelaskan kembali. Guru yang paling baik adalah Ustadzah Tazkiyah yang selalu memberikan nasehat apabila prestasinya turun, atau tidak mengerjakan latihan.
	2 <sup>nd</sup>	Guru-gurunya baik, kalau aku gak ngerti biasanya dijelaskan sampai aku mengerti. Dan guru yang paling perhatian adalah Bu Riski yang selalu mengingatkan untuk lebih rajin belajar.
	3 <sup>rd</sup>	Guru-gurunya baik, ramah. Guru BTQ (baca tulis Al Quran) sangat perhatian biasanya mengingatkan aku supaya belajar. Dan Bu Risky (walas) juga
	4 <sup>th</sup>	Ustadz Ustadzah baik dan semua orang di sekolah baik guru, Pak Satpam, Pak OB dan Bapak Kepala Sekolah juga baik. Ustadzah yang paling asyik adalah Ustadzah Ilmi

### FOCUS GROUP DISCUSSION (FGD) 3

Pertanyaan	Siswa	Jawaban
1. Apakah suka belajar di kelas CIP	1 <sup>st</sup>	Senang, karena di kelas CIP lebih bisa belajar bahasa inggris. dan di rumah sering bicara menggunakan bahasa inggris karena aku ingin menjadi dokter, supaya bisa berkomunikasi dengan orang asing.
	2 <sup>nd</sup>	Suka banget karena teman temannya seru dan pelajarannya kayak math, English, science lebih seru.
	3 <sup>rd</sup>	Ragu-ragu, karena dulu masuk kelas CIP didaftarkan mama. katanya pake bahasanya ½ inggris dan ½ indonesia muadah. Tetapi di kelas 5 ini ternyata setengah sulit setengah tidak karrena aku tidak bisa bahasa inggris
	4 <sup>th</sup>	Iya senang soalnya, jadi pintar bahasa inggris
2. Kegiatan apa yang paling kamu sukai di kelas	1 <sup>st</sup>	Kegiatan yang paling disenangi science project.
	2 <sup>nd</sup>	Kegiatan yang disukai seperti saat disuruh mengerjakan quiziz, atau game soal lainnya.
	3 <sup>rd</sup>	Kayak game game itu yang paling disuka
	4 <sup>th</sup>	Kegitan yang disenangi kerja kelompok, seperti bikin-bikin sesuatu itu yang tak sukai
3. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari hari di sekolah	1 <sup>st</sup>	Menggunakan bahasa inggris di rumah, kadang tidak tahu atau tidak paham jika dijelaskan menggunakan bahasa indonesia. Disekolah sering menggunakan bahasa inggris ketika disekolah bersama teman. Biasanya ngobrolin tentang kehidupan sehari-hari, aku jarang main game karena dibatesi waktunya untuk main game.
	2 <sup>nd</sup>	Kadang-kadang menggunakan bahasa inggris saat ngobrol sama teman.
	3 <sup>rd</sup>	Dulu saat dirumah kadang ngomong bahasa inggris sama kakak,
	4 <sup>th</sup>	Kadang ngomog pake bahasa inggris kadang tidak. Biasanya pas telphonan dengan teman ngobrolin game sambil main game (mabar).
4. Ketika pelajaran math dan scirnce dijelaskan dalam bahasa inggris apakah kamu paham	1 <sup>st</sup>	Aku paham ketika dijelaskan math, science menggunakan bahasa inggris. aku lebih paham pake bahasa inggris dan jika pake bahasa indonesia kadang tidak paham. Pelajaran yang paling disuka adalah science. Dan kalau matematika dijelaskan dalam bahasa indonesia aku gak ngerti sama sekali jadi harus dijelaskan menggunakan bahasa inggris. Bisa paham saat baca learner book, bisa mengerjakan workbook.
	2 <sup>nd</sup>	Ketika gurunya menjelaskan math, science dalam bahasa inggris aku paham, tetapi kalau disuruh ngomong akua gak kurang bisa. Bisa mengerjakan work book nya dan pelajaran yang paling disuka adalah math and science. Kurang suka pelajaran bahasa inggris

		karena pembahasannya di kls 5 itu agak ribet, seperti menghitung, jadinya kayak mathematic.
	3 <sup>rd</sup>	Pelajaran yang paling disukai inggris, karena ini yang paling mudah dibanding math dan science
	4 <sup>th</sup>	Pelajaran yang paling disukai science, karena aku suka science. Pas dijelasin sama guru aku paham. Kalau baca bukunya (learner and workbook) kadang gak paham karena sering ada kata-kata baru yang aku gak paham. Kalau aku gak paham aku tanyain, dan kalau menegrikan workbook di rumah dan gak paham biasanya aku tanyain pas disekolah dan dijelasin samapi aku ngerti.
5. Bagaimana hubungan kamu dengan teman-teman sekelas	1 <sup>st</sup>	Kalau dengan teman-teman itu seru. Bisa main, ngobrol dan main seru-seruan.
	2 <sup>nd</sup>	Teman-teman asyik banget, dan yang gak disuka adalah ketika mengerjakan project kempok, teman-teman itu Sukanya ngomong-ngomong sendiri main-main padahal aku maunya langsung mengerjakan
	3 <sup>rd</sup>	Teman-teman asyik baik, kadang baik kadang tidak kecuali MJ
	4 <sup>th</sup>	Teman-teman ku dikelas aneh-aneh tetapi asik. Dulu temanku banyak tetapi sekarang berkurang
6. Bagaimana guru guru yang mengajar kamu, apakah kamu kenal semua dan siapa yang baik dan perhatian	1 <sup>st</sup>	Kalau sama guru seru banget. Semua gurunya baik, dan asik.
	2 <sup>nd</sup>	Guru-guru nya asyik adalah ustadzah mia, dan suka memperhatikan dan aku jadi Bahagia
	3 <sup>rd</sup>	Gurunya asyik seperti ustadzah risky dan ustadzah tazkiyah dan yang paling suka dengan ustadzah tazkiyah. Dan yang paling perhatian adalah bu mia
	4 <sup>th</sup>	Guru-gurunya baik. Zaka nyaman di kelas CIP

#### FOCUS GROUP DISCUSSION (FGD) 4

Pertanyaan	Siswa	Jawaban
1. Apakah suka belajar di kelas CIP	1 <sup>st</sup>	Suka banget karena teman-temannya seru-seru dan pelajarannya gampang-gampang.
	2 <sup>nd</sup>	Seneng banget, aku masuk kelas CIP karena kakak dulu masuk kelas CIP dan katanya kelas CIP asyik jadi aku masuk CIP juga.
	3 <sup>rd</sup>	Suka, karena project
	4 <sup>th</sup>	Suka karena pake bahasa inggris dan seru
2. Kegiatan apa yang paling kamu sukai di kelas	1 <sup>st</sup>	Project, atau grup project
	2 <sup>nd</sup>	Project menggambar dan game. Karena diproject menggambar itu disuruh cerita.
	3 <sup>rd</sup>	Paling suka project, seperti tugas science. Dan yang paling suka game Kahoot, quiziz, game kids
	4 <sup>th</sup>	Game-game soal, dan science project.
3. Apakah kamu menggunakan bahasa inggris dalam kegiatan sehari hari di sekolah	1 <sup>st</sup>	Sering pake bahasa inggris waktu main, atau kalau ngak ya waktu belajar gitu. Ngobrol pake bahasa inggris sama teman dan juga sama orang tua.
	2 <sup>nd</sup>	Ngobrol pake bahasa inggris dengan orang tua. Dan kadang-kadang pake bahasa inggris sama teman, ngobrolin banyak hal gitu.
	3 <sup>rd</sup>	Agak suka ngobrol pake bahasa inggris. kadang, tetapi lebih ke jarang ngobrol pake bahasa inggris sama teman-teman. Biasanya ngobrolin game.
	4 <sup>th</sup>	Menggunakan bahasa inggris dengan mama kadang kadang, tetapi kalau papaku ada aku pakai bahasa inggris terus karena papaku gak bisa bahasa indonesia. kadang sama kakak pakai bahasa inggris. dan sama beberapa teman pake bahasa inggris.
4. Ketika pelajaran math dan scirnce dijelaskan dalam bahasa inggris apakah kamu paham	1 <sup>st</sup>	Luna paham ketika dijelaskan menggunakan bahasa inggris, senang baca bukunya juga dan bisa menegerjakan workbooknya. Sukanya pelajaran science karena pelajarannya seru dan gampang
	2 <sup>nd</sup>	Bisa menegrti saat dijelaskan, baca bukunya mengerti dan bisa menegerjakan workboonya. Dan pelajaran yang paling disukai adalah science karena science itu gampang, seru, dan lebih nyambung gitu. Nyambung dengan hal sehari-hari gitu kayak bisa dipraktekin gitu. Kan marsya mau jadi dokter nanti.
	3 <sup>rd</sup>	Kalau dijelaskan pake bahasa inggris paham, baca bukunya paham, dan kalau menegrtjakan work booknya bisa. Dan yang paling disenengi adalah math.
	4 <sup>th</sup>	Mengerti saat dijelaskan, paham membaca bukunya dan bisa mengerjakan workbook. Pelajaran yang disukai semua ( math, science dan English)

5. Bagaimana hubungan kamu dengan teman-teman sekelas	1 <sup>st</sup>	Teman-temannya asyik banget, dan kalau mengerjakan tugas seru banget. Kalau pas ngerjakan project kelompok, temanku ada yang gak tahu harus ngelakuin apa, ada yang ngerusakin dan macem-macem. Seru sih walaupun kadang juga ada bertengkarnya sedikit.
	2 <sup>nd</sup>	Teman-temannya asyik -asyik
	3 <sup>rd</sup>	Teman-teman nya asyik, walaupun ada yang enggak asyik karena aneh. Kalau tugas kelompok biasanya ganti-ganti
	4 <sup>th</sup>	Teman-temannya asyik asyik.
6. Bagaimana guru guru yang mengajar kamu, apakah kamu kenal semua dan siapa yang baik dan perhatian	1 <sup>st</sup>	Teachernya baik, kalau luna gak paham biasanya dijelasin sampai paham. Ustadzah yang paling perhatian adalah ustadzah ilmi yang mengajar Aqidah ibadah.
	2 <sup>nd</sup>	Gurunya baik-baik, care, peduli. Ustadzah yang paling asyik adalah ustadzah ilmi karena yang paling suka ajakin main game
	3 <sup>rd</sup>	Gurunya baik-baik dan aku suka ke sekolah walaupun sakit aku tetap sekolah. Ustadzah lina yang biasanya yang paling perhatian.
	4 <sup>th</sup>	Teachernya baik, dan perhatian dan semuanya the best.



APPENDIX 4

**Interview Transcription Translated into English**

**Focus Group Discussion (FGD)1**

Question (1)	std (2)	Answer (3)	
1. Do you like studying in CIP classes? Why! and are there any specific rules in your class	1	I like it because my friends are kind even though they are sometimes naughty. Sometimes they're mocking. I also like playing football with friends, which makes me enthusiastic about school. I like studying using a tablet too, Learn and play at the same time.	Fgd1,q1,std1,ln3-5
	2	I really liked it, because my friends were excited. The class is fun, English is my favorite, then science, and finally math.	
	3	I am happy in the CIP class because my friends are fun and understand the lessons. The rules are the same as in other classes, but we have an agreement. At the first meeting, my teacher asked for the opinions of all students on what can and cannot be done in class.	Fgd1,q1,std3,ln3-6
	4	Studying in CIP classes is just so-so because there are good friends and bad friends. For CIP lessons, I don't like science because I don't understand many vocabulary words.	Fgd1,q1,std4,ln2-4
2. What activities do you enjoy most in class and why?	1	Physical Education, Computer, Pancasila education. I like mathematics and science but I don't good enough in English, because it is difficult.	
	2	I liked the most the activities in robotics extracurriculars, physical education, computers, and English.	Fgd1,q2,std2,ln1-2
	3	The most favorite lesson is when learning using a tablet.	Fgd1,q2,std3,ln1-2
	4	The most favorite activity is playing football, even though in class they also like to play football. The most favorite activity is drawing. I like physical education, and sometimes music.	Fgd1,q2,std4,ln2-4
3. Do you speak English in your daily activities at school	1	Do not speak English in daily activities. Even though the teachers speak in English, I don't answer in English.	Fgd1,q3,std1,ln1-3
	2	I sometimes use English after school when I play with friends, to talk about games.	Fgd1,q3,std2,ln1
	3	I rarely speak in English with friends because they don't speak English. I sometimes speak in English at home, and when playing, I sometimes use English to discuss games.	
	4	Never, because I can't speak English.	

(1)	(2)	(3)	
4. When math and science lessons are explained in English, do you understand	1	Don't like it, but understand. I understand science better.	
	2	I understand and comprehend when I read the learner book, I like to read science books and can work on the workbook. I understand science better because there is physics, there are ancient animals that are very interesting and the material is interesting. But I don't like mathematics.	
	3	When my teacher explains I understand, and comprehend reading a learner's book and can do his own workbook. My favorite lesson is the science lesson because it is easy.	Fgd1,q4,std3,ln3-4
	4	For math and science, when explained in English, it is quite understandable. When reading LB understands, but I still need help when doing WB sometimes. Sometimes I understand when it was explained but sometimes not.	
5. How is your relationship with classmates?	1	I like my classmates, because we often play together. But they are not fun if they study or do the same projects/assignments.	
	2	my friends are excited and most exciting are Kadafi, Raja, and Radif. We like to play together. We love working in a team.	Fgd1,q5,std2,ln2-3
	3	The relationship with friends is very good. My friends are kind and caring, especially Kadafi.	
	4	Some of my friends in the class are good, but others are annoying. When we do group assignments, such as science, but they don't cooperate.	
6. How about your teachers, do you know all of them and who is kind and attentive?	1	There are Ms. Tazkiyah, cipta, mia, Mr. Fimas, Mr.ahmad and others. All the teachers are good, especially Mrs. Tazkiyah because she is always attentive. Usually, I am more excited to learn after being advised by Ms tazkiyah	Fgd1,q6,std1,ln4-5
	2	The teachers are kind and attentive. And if I don't understand, they usually explain again until I understand.	
	3	The teachers are kind and caring. And if I don't understand, they usually explain again until I understand.	Fgd1,q6,std3,ln1-3
	4	Some of the teachers are less sensitive, they only say next, next. But the teachers are actually kind and attentive, but the most attentive is Mrs. Tazkiyah	Fgd1,q6,std4,ln1-3

## Focus Group Discussion 2

Question (1)	std (2)	Answer (3)	
1. Do you like studying in CIP classes? Why! And are there any specific rules in your class	1	I like the CIP class because it uses English. There is a rule from my teacher that permission must be in English, that's all.	
	2	I am happy in the CIP class because my friends are good, the teachers are kind and don't like to get angry, as long as I don't disturb others.	
	3	Happy in the CIP class because the people in CIP are friendly. My Good friends, Nabil is good, Altair is good, if I don't know the girls because I rarely interact with them.	
	4	I like the CIP class because the teachers are good and most of my friends are involved in baseball extracurriculars.	
2. What activities do you enjoy most in class and why?	1	I like quizzes, and watching movies, because it's fun. <b>When we play games, we usually compete to get a champion</b> the one who answers the fastest and correctly will be the winner. It was so exciting; I could learn while playing.	Fgd2,q2,std1,ln2-3
	2	The most favorite activities are watching and playing games such as quizizz because it's fun.	
	3	I like watching and playing games. If you watch the movie, it is as if we see it directly, like when learning about life in the sea, I can see animals from the smallest like plankton to the largest like whales.	
	4	<b>The most favorite time is sports time.</b> We usually compete with other classes; we will be very happy if we win the match.	Fgd2,q2,std4,ln1
3. Do you speak English in your daily activities at school	1	<b>Sometimes I speak in English when discussing and rarely when playing with my friends.</b>	Fgd2,q3,std1,ln1-2
	2	Quite often, I use English when chatting with my friends, especially when studying. And if someone talks to me in English, I understand.	
	3	I rarely speak in English; I chat in English with the teacher. I rarely speak in English with my friends. Usually use English when chatting about games. I speak in English with the teachers, especially with Ms. Cipta my English teacher.	
	4	Sometimes I use English when chatting with friends, especially when working on assignments or projects. I often work at school, even though sometimes I work at home.	

(1)	(2)	(3)	
4. Do you understand when math and science are explained in English?	1	Sometimes I understand, sometimes I don't, but I understand a lot. And the most favorite lessons are science and English, mathematics I don't like because it's difficult.	
	2	Understand when the teacher explains, comprehend in reading the Learner's book, can work on the workbook with a little help. And what I like the most is English, because it's quite easy.	Fgd2,q4,std2,ln1-3
	3	I understand when the teacher explains and reads the book, and can-do workbooks. And I liked science the most.	
	4	Understand when explained. I also understood when reading and working on workbooks as well. So far, even though the teacher explained in English, I felt no objection and no difficulty. There are no difficulties in the classroom even though the teachers explain in English.	
5. How is your relationship with classmates?	1	My friends are good and my best friend is Ghazia. We make fun.	
	2	All my friends are good, but some of them are annoying.	
	3	my friends are kind and like to play together. I like to work on projects together at school.	
	4	my friends are kind and friendly	
6. More How about your teachers, do you know all of them and who is kind and attentive?	1	The teachers are good, pay attention If I don't understand the explanation, they explain again. The teacher who cares the most is Ms. Tazkiyah, who always gives advice if my achievement decreases, or does not do the exercises.	Fgd2,q6,std1,ln1-2
	2	The teachers are good, if I don't understand, they usually explain until I understand. And the teacher who pays the most attention is Mrs. Riskii who always reminds me to be more diligent in studying.	
	3	The teachers are kind and friendly. The reading and writing of the Quran's teachers are very attentive, usually reminding me to study. And Mrs. Risky my homeroom teacher too	
	4	The teachers are good and everyone at school such as teachers, security guards, janitors, and the principal are also good. The most fun is Ms. Ilmi	

### Focus Group Discussion 3

Question (1)	std (2)	Answer (3)	
1. Do you like studying in CIP classes, and are there any specific rules in your class	1	I am happy because, in the CIP class, I can learn English more. At home, I often speak in English because I want to be a doctor so that I can communicate with foreigners.	
	2	I like it because my friends are fun and the lessons such as math, English, and science are more exciting	
	3	I feel doubt, actually my Mama enrolled me in a CIP class. My mom said that it would be easy because only use English a half and Bahasa Indonesia a half. But in grade 5, it became more difficult because I couldn't speak English.	Fgd3,q1,std3,ln1-2
	4	I like it because I speak in English and it's fun. As for the rules, we have a special agreement so my teacher doesn't like to get angry. He only reminded me what should do and what should not do.	
2. What activities do you enjoy most in class and why?	1	The most favorite activity is science projects. In science practice, we can try and then wait curiously for the results.	
	2	Activities that I like the most are playing games such as when asked to do quizzes or other question games	
	3	I like games the most. In English class, we play guessing words and guessing acts, there is a whispering game to convey sentences, it's fun because usually, the sentences are chaotic and funny. I also like science and math when there are games like puzzles. The class becomes exciting, usually, we ask them to teacher keep playing.	
	4	Question games, and science projects, unfortunately, we can't play every time, we have to follow the schedule or teacher's lesson plan.	Fgd3,q2,std4,ln1-4
3. Do you speak English in your daily activities at school	1	I speak in English at home. Sometimes I don't understand if it's explained in Indonesian. At school, I often speak in English when I am at school with friends. Usually talking about my daily life, I rarely play games because I'm restricted from playing games.	
	2	Sometimes I use English when chatting with friends	
	3	In the past, I sometimes spoke English with my sister at home.	
	4	I use English with my mom sometimes, but if my dad is at home, we speak in English because my dad doesn't speak Indonesian. Sometimes my brother and I use English. And speak in English with my friends.	

(1)	(2)	(3)	
4. When math and science lessons are explained in English, do you understand	1	I understand when explaining math, science uses English. I understand English better and if I use Bahasa Indonesian, sometimes I don't understand. The most favorite lesson is science. And if mathematics is explained in Bahasa Indonesian, I don't understand it at all, so it has to be explained in English. I understand when reading learner's books, can work on workbooks.	
	2	I understand when the teacher explains math and science in English, but I have difficulties speaking in English. I comprehend reading the workbook and the most favorite lessons are math and science. I don't like English lessons because the discussion in grade 5 is a bit complicated, like counting, so more like a mathematic	Fgd3,q4,std2,ln4-6
	3	The lesson that I like the most is English because It is easier than math and science.	
	4	I understand when it's explained, understand reading the book, and be able to work on workbooks. I like all of the lessons such as math, science, and English	
5. How is your relationship with classmates?	1	It's fun to be with friends. You can play, chat, and have fun.	
	2	My friends are really fun but when we do group project assignments, they like to chat and play around even though I want to do it right away.	Fgd3,q5,std2,ln1-3
	3	Friends are fun, sometimes good, but sometimes not except MJ	
	4	My friends are kind and fun	
6. How about your teachers, do you know all of them and who is kind and attentive?	1	All of my teachers are excited. All the teachers are kind and cool	
	2	My teachers were fun, and Mr. Mia liked to pay attention to me and I became happy.	
	3	His teachers are kind such as Ms. Risky and Ms. Tazkiyah. The most fun is Ms. Tazkiyah. And the most attentive is Mrs. Mia	
	4	The teacher is good and attentive and everyone is the best.	Fgd3,q6,std4,ln1-2

#### Focus Group Discussion 4

Question (1)	std (2)	Answer (3)	
1. Do you like studying in CIP classes, and are there any specific rules in your class	1	Yes, I'm happy because it's increasing my English ability	
	2	I like it because my friends are fun and the lessons are easy.	
	3	I'm delighted, I enrolled in the CIP class because my sister also studies in a CIP class and she said that the CIP class was fun so I entered CIP too.	
	4	I like it, because of the project. We have "the class wall" there are rules that we agree on, and there is a place to stick the 'emoticon' of our feelings today. So, if I have a sad friend, I can be comforted, but if I have a friend who is in a bad mood, I usually run away.	
2. What activities do you enjoy most in class and why?	1	I like the group working best, such as creating something. I like to do it alone or in a group.	Fgd4,q2,std1,ln1-2
	2	I like projects the most, such as science assignments. And likes Kahoot games, quizizz, kids games the most	Fgd4,q2,std2,ln1-2
	3	I like drawing and projects. That is; after drawing something, I have to tell to tell the story.	
	4	I like projects the most, such as science assignments. And also likes Kahoot games, quizizz, and kids games the most	
3. Do you speak English in your daily activities at school	1	Sometimes I speak English when I call a friend and chat with them while playing games.	
	2	I often speak English when playing or studying. Chat in English with friends and also with parents.	
	3	thewith parents. Sometimes I use English with friends, talk about a lot of things.	Fgd4,q3,std3,ln1-2
	4	I like English sometimes but I rarely talk in English with friends. Usually when chatting games.	

(1)	(2)	(3)	
4. When math and science lessons are explained in English, do you understand	1	What I like the most is science, because I like science. When the teacher explains it, I understand. If I read learner and workbook, sometimes I don't understand because there are often new words that I don't understand. If I don't understand, I ask my teacher, and if I do the workbook at home and don't understand, I usually ask when I'm at school and my teacher explains until I understand.	
	2	Luna understands when the teachers explain in English, likes to read books too, and can work on her workbooks. I like science lessons because the lessons are fun and easy.	Fgd4,q4,std2,ln3-4
	3	I can understand the explanation, comprehend the book, and can work on the workbook. And the lesson I like the most is science because science is easy, exciting, and more connected. Connecting with everyday things like that can be practiced. Marsya wants to become a doctor.	
	4	I understand the explanation in English, I can read the book, and do the workbook. And I like math the most.	Fgd4,q4,std4,ln1-2
5. How is your relationship with classmates?	1	My friends in the class are weird but fun. I used to have a lot of friends but now there are fewer	
	2	My friends are really fun, and if we do the assignments, it's exciting. When we were working on a group project, some of my friends didn't know what to do, and some of them were disruptive. It's exciting, although sometimes there are also a few fights.	Fgd4,q5,std2,ln2-5
	3	My friends are fun	
	4	My friends are fun, although some of them are weird. The group of assignment is usually changed	
6. How about your teachers, do you know all of them and who is kind and attentive?	1	The teachers are good. Zaka is comfortable in CIP class	
	2	The teachers are good, if Luna doesn't understand, they usually explain until I understand. The teacher who pays the most attention is the science teacher who teaches worship.	
	3	The teachers are kind and caring. Ms. Ilmi is the most fun because she likes to play games in class.	
	4	The teachers are kind and I like to go to school even though I am sick. Ms. Lina is usually the most attentive.	

## APPENDIX 5

### Thematic Analysis of Interview Data

#### a. Need for autonomy

Code	Theme Identified	Evidence from Responses
<b>Allow to express the opinion.</b>	Autonomy to express opinion	"I like projects the most, such as science assignments. And likes Kahoot games, quizizz, kids, and games the most"
<b>Involvement in decision-making</b>	Autonomy support in classroom rules	"We have an agreement. At the first meeting, my teacher asked for the opinions of all students on what can and cannot be done in class." "I feel doubt, actually my Mama enrolled me in a CIP class." "Unfortunately, we can't play every time, we have to follow the schedule or teacher's lesson plan."
<b>Preference for technology-enhanced learning</b>	Autonomy in learning tools	"The most favorite lesson is when learning using a tablet."
<b>Independent language use outside of class</b>	Autonomy in language use	"I sometimes use English after school."
<b>Preferences for class activity</b>	Autonomy in learning activities	"I like science lessons because the lessons are fun and easy." "I don't like English lessons because the discussion in grade 5 is a bit complicated, like counting, so more like mathematics." "The most favorite activity is drawing. I like physical education, and sometimes music." "The most favorite time is sports time"
<b>Preferences for group assignments</b>	Allowed for exploration and self-directed learning, supporting autonomy.	"I like the group working best, such as creating something. I like to do it alone or in a group."
<b>Preferences for group assignments</b>	Group assignments and rigid tasks sometimes reduce enjoyment and limit autonomy.	"I don't like that when we do group project assignments, they like to chat and play around even though I want to do it right away."

b. Need for competence

<b>Code</b>	<b>Theme Identified</b>	<b>Evidence from Responses</b>
<b>Mastery of reading and workbook tasks</b>	Competence in academic skills	“Understand when the teacher explains, comprehend in reading the Learner's book, can work on the workbook with a little help”
<b>English language proficiency</b>	Competence in language (English)	“I understand the explanation in English, I can read the book, and do the workbook.” “Chat in English with parents. Sometimes I use English with friends, talk about a lot of things”
<b>English language proficiency</b>	Struggles with English hinder their sense of competence.	“Don't like English, but understand. I understand science better.” “Do not speak English in daily activities. Even though the teachers speak English, I don't answer in English.”
<b>Perceived ease and engagement in science</b>	Competence in science	"The science lesson is the favorite because it is easy, exciting, and more connected."
<b>Difficulty with specific subject content</b>	Challenge in science vocabulary	"I don't like Science because I don't understand many vocabularies”
<b>Learning tools</b>	Tablets enhance their capability and enjoyment.	“I like studying using a tablet too, Learn and play at the same time.”
<b>Enjoyment and motivation through physical activity</b>	Competence in sports	"Playing football makes me enthusiastic about going to school."
<b>Enjoyed activities where they could actively engage and succeed</b>	Competence in class activities	“When we play games, we usually compete to get a champion.”
<b>Competence through Support</b>	Teacher assistance when struggling	“The teachers are good, pay attention if I don't understand the explanation, they explain again”
<b>Competence through school activities</b>	Success in tangible activities	The activities that I liked most were robotics extracurriculars

c. Need for relatedness

<b>Code</b>	<b>Theme Identified</b>	<b>Evidence from Responses</b>
<b>Positive peer relationships</b>	Relatedness with friends	"I like it because my friends are kind, good, and fun. They were excited even though they were sometimes naughty."
<b>Mixed experiences in group work</b>	Group projects sometimes revealed gaps in teamwork.	"Some of my friends in the class are good, but others are annoying. When we do group assignments, such as science, they don't cooperate."
<b>Group work</b>	Collaborative group dynamics	"We love working in a team."
<b>Group work</b>	Challenges in teamwork	"When we were working on a group project, some of my friends didn't know what to do, and some were disruptive. It's exciting, although sometimes there are also a few fights."
<b>Teacher supportiveness and patience</b>	Relatedness with teachers	"The teachers are good, kind, and attentive. If I don't understand, they will explain until I understand." "Some of the teachers are less sensitive, they only say next, next. But the teachers are kind and attentive, but the most attentive is Mrs. Tazkiyah."
<b>Teacher – students' relationship</b>	Caring and attentive teachers	"The teacher is good and attentive and everyone is the best."
<b>Teacher - students' relationship,</b>	Teacher encouragement improves motivation	"Usually, I am more excited to learn after being advised by Ms. Tazkiyah"
<b>Teacher - students' relationship,</b>	Teachers providing emotional support.	"The teachers are kind and I like to go to school even though I am sick. Ms. Lina is usually the most attentive."