Research article

Implementing Corporate University Learning Methods to Accelerate the Foreign Language Competency of Indonesian Government Employees

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Abstract.
Programs focusing on improving working practices during the pandemic, including competency development programs in higher education and government institutions, have been marked by a sense of urgency and creativity. This study explored the planned implementation of corporate university learning methods to help Indonesian government employees improve their foreign language skills. The research began with examining the training environment prior to the pandemic and how the pandemic altered the learning models. We wanted to know how the ASN Corporate University learning model influenced motivation to learn foreign languages. Secondly, we wanted to explore which learning experiences could help Indonesian State Civil Apparatus employees improve their foreign language skills. According to our review of the literature, systems likely will not return to their pre-pandemic state. As a result, future methods will need to include both substance-based and project-based approaches. The corporate university learning model best exemplifies the application of techniques focused on employees. As a result, the study only looked at a small portion of the competency development offered by the corporate university model: job-related competency development. Data were collected through an online survey of 126 State Civil Apparatus employees who worked for the Indonesian National Institute of Public Administration. Learning methods examined included giving a presentation in a foreign language, participating in international events, and fostering international cooperation. Across all methods, intrinsic motivation was found to be more prevalent than extrinsic motivation. Of all the methods tested, respondents were the most eager to participate in international events. These results should be considered in the design of future workplace foreign language learning.

Keywords: corporate university, competency, development, motivation

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1. INTRODUCTION

Foreign language competency is one out of the seven characteristics of SMART ASN that plays a pivotal role in the successful Indonesia World-Class Bureaucracy in 2024, as stated in Grand Design of Bureaucratic Reform 2020-2024. The foreign language here is undoubtedly English, but it can also be any other foreign language in the world.

However, as the most spoken language of the World (native and non-native speakers), English remains an essential communication tool in the world because of its capacity as Lingua Franca. As a non-English speaking country, Indonesian ASN is struggling to meet adequate English proficiency globally. An unpublished internal survey conducted by the Language Training Center of the Indonesian National Institute of Public Administration (LAN) from 2018 -2019 showed that 69% of 947 English Communication Skills for Indonesian Civil Services (ECSCS) test-takers score under 75 with a maximum score of 150. With this proficiency, they are not qualified to be promoted to a higher structural position.

As the leading ASN training and development sector, the National Institute of Public Administration (NIPA) is responsible for planning and designing tailor-made training for Indonesian government employees. Still, the proportion of ASN to be trained is much higher than the capacity and availability of human resources. National Civil Service Agency (BKN) has reported in the Civil Servants Statistics Book June 2020, and there are 4.121.176 ASN as per June 2020. Meanwhile, the Head of Center for Fostering Professional Position in ASN Competency Development of LAN reported only 4918 Trainers of Indonesian Government Employees (Widyaiswara). NIPA has prepared blended learning to respond to such a situation, which combines in-class learning and electronic learning [1]. However, this has not been fully applied until a pandemic started to break out in 2019.

Since early 2020, Indonesia and almost all the countries globally have been experiencing the unprecedented era, pandemic COVID-19. Employees work from home and follow the activity restrictions around the city. In responding to such a situation, training and education institutions are forced to apply complete virtual learning. Due to health protocols, there is no way the learning method will be back to pre-pandemic COVID-19, at least for the time being. Instead of going back to the pre-pandemic COVID-19 situation, it has been predicted the two-out-of-six possible future for the next normal [2]. First, cross-sector regulations will provide detailed protocols for the safe operation of different types of businesses, including government institutions, with specific implications for the various stakeholders. Second, in technology and innovation, pandemics channeled online learning, working, and entertainment, accelerating the shift to digital services. A recent report by McKinsey, it is mentioned that post-covid development should focus on training programs based on future needs [3]. Learning institutions should work with companies to ensure they are teaching the skills the economy needs today and in the foreseeable future, and initiatives will be needed

to retrain workers who are displaced by new technology to perform new roles in the modern economy.

Long before Pandemic, the Center of Training and Development of the Ministry of Finance has applied to ASN Corporate University in the respective ministry [4]. This idea allows ASN to improve their competencies through scheme 70:20:10, whereas the most significant proportion, 70% of competency development, is directly supervised by the respective line manager, 20% is organized through coaching-mentoring, and 10% of training is conducted in class [5]. Knowing that this concept is promising for the future training and development of Indonesian Government Employees, NIPA and Ministry of State Apparatus Empowerment and Bureaucratic Reforms have proposed a new concept of training and development of ASN, called ASN Corporate University, to tackle the imbalance of trainer availability and trainees.

1.1. The Concept of Corporate University

Allen mentioned that a corporate university is a strategic tool that allows the organization to achieve its goal. For the Education and Training Center to remain relevant, it must continually transform itself to keep pace with the rate of change and the development of the parent organization [6]. These studies also looked at the implementation of socio-cultural development in several governmental institutions that have been done by Firdaus [4], who looked at the implementation of corporate university at the Ministry of Finance of Republic of Indonesia and Sidabutar [7], who explained the essential steps in developing Corporate University along with its hindrances.

The scheme 70:20:10 for Learning and Development is a commonly used formula in which individuals obtain 70% of their knowledge from job-related experiences, 20% from interactions with peers, and 10% from in-class training. The scheme for Learning and Development is one of the most significant values as a general guideline for organizations seeking to maximize the effectiveness of their learning and development programs outside class.

The significant proportion of the scheme, 70%, is the most advantageous for employees since it allows them to brush up on their job-related skills and interact with their respective leaders. They also learn from their mistakes and receive prompt feedback for their future development from their line manager. 20% of the learning proportion could be applied through various activities, including coaching, mentoring, collaborative learning. The benefits of these activities are assistance as well as feedback from their

peers, coaches or mentors. In-class training holds only 10% of learning and development in ASN Corporate University concept. In-class training is the conventional learning and development program where trainers and trainees sit together in the same room with the projected learning objectives.

1.2. Motivation to learning in practice settings

Rapid and radical changes in educational concepts and new work practices in the middle of the covid 19 pandemic resulted in the development of ASN corporate university instructional methods and strategies. These changes have also required fundamental changes in workers' learning strategies to improve their knowledge and skills. However, change, in the case of aging workers, is not that easy to come about. In [8] it is stated that most of the research regarding the change in enterprise and public organizations focuses on various aspects of management and leadership, while in [9] it is argued that the changes focused on how the workforce (or workers) can collectively create new ways to deal with tasks or with organizations in changing environment.

The scheme 70:20:10 for Learning and Development in the ASN Corporate university could be categorized as one of the responses on how management and leaders deal with professional tasks in a changing environment. They are introducing the new learning system in a workplace setting following the necessary knowledge and skill acquisition. This new learning model also actively seeks people who are dedicated to continuous learning. This willingness to learn indicates a person being self-aware enough to recognize that they need to know something and that they can continually develop their personal and professional knowledge.

It is mentioned that motivation to learn consists of intrinsic and extrinsic motivation [10]. It is a set of energetic forces that originate both within and beyond an individual's being, initiate work-related behavior, and determine its form, direction, intensity, and duration. Motivation will manifest itself through effort. The concepts of effort and motivation are frequently treated as identical and can change each other. In other words, an effort is used as an operationalization of motivation. In other words, motivation toward the learning process indicates desire and willingness to exert effort toward all processes of learning in a training institute. Researchers have often operationalized these two constructs as mutually exclusive, such that an individual high in intrinsic motivation would necessarily be low in extrinsic motivation.

1.3. Accelerating the Foreign Language Competency of the Indonesian Government Apparatus.

There is no doubt that organizations benefit from having multilingual employees. Staff members who know a second language can perform globally. All it takes is a little imagination to perceive the benefits of employing a multilingual workforce in almost every conceivable corporate context. This applies to the government institution contexts, too. The 2020-2024 Indonesian government apparatus development grand design requires the employees to bring Indonesia to become the world class bureaucracy. The Indonesian government is exceeding its effort to create smart employees who have language competency as one of the characteristics. On the one hand, the government regulates the process of new employee selection, but on the other hand they also have to improve the language competency of the existing employees. This is because it does not make sense to replace existing staff because they do not speak a language relevant to the organization's interest.

For years the Indonesian government has been organizing foreign language training programs for its employees in traditional modes. However, due to the Covid-19 Pandemic, the government has been challenged to create other effective ways to improve the employees' foreign language competency. In line with implementing the corporate university learning model, it is reasonable to apply the scheme of 70, 20, 10 in accelerating language competency. Before the Pandemic, language training was traditionally at home in the 10% zone. Nevertheless, the scheme of 70, 20, 10 has urged to integrate informal social learning and real-life job training into any learning and development program.

The shifting from the traditional to a more self-driven learning model requires the employees to build such a huge motivation. In addition, motivation in the acquisition of a foreign language is very crucial. It is possible to ask employees to learn a specific foreign language, but if the employees are not sufficiently motivated, it just will not happen.

1.4. Intrinsic and Extrinsic Motivation in Learning

Motivation is derived from the Latin word motus, which initially meant "a moving or motion." According to [11], to be motivated means one is moved to take action for their inherent interest. Based on Self-determination theory (SDT) [12], there are two main types of motivation to consider; intrinsic and extrinsic motivation. Intrinsic motivation refers

to fulfilling one's own needs without regard to external expectations. The elements of challenge, curiosity, control, and fantasy contribute to intrinsic motivation. Additional thoughts on intrinsic motivation were described the close and profound relationship between intrinsic motivation and academic performance [12]. Intrinsic motivation can be defined as the imperative for someone to engage actively in educational activities to learn new things. Having an intrinsic motivation can help spread positivity and build the knowledge needed to sustain long-term [13]. In the latest research, it is mentioned that a decrease in intrinsic motivation corresponds to a decrease in psychological need satisfaction.

Conversely, extrinsic motivation defines external activities that include rewards and punishment. Some scientists also added coercion as another factor of extrinsic motivation [15]. A person who wants to be successful or excel to be accepted by his peers or under any pressure cannot survive long. Extrinsic motivation sometimes leads to dissatisfaction and unwillingness to act. In [16], it is argued that extrinsic motivation must be introduced early in any process to attract attention to become intrinsic motivation as the learning process becomes more meaningful and immersive. Autonomous extrinsic motivation bears similarities with intrinsic motivation in that both are highly volitional; however, intrinsic motivation is based on a sense of joy and enjoyment - people often perform these behaviors for a sense of happiness. In contrast, identified and integrated motivations derive from the belief that the activities are valuable, even if they are not enjoyable.

Individuals are likely to reach a point where their intrinsic and extrinsic motivations cannot be developed any further. The situation is referred to as Amotivation. Amotivation is the absence of both intrinsic and extrinsic motivation [11]. It is essential to have both intrinsic and extrinsic motivation to achieve knowledge on one's own or through the influence of others. Through the use of extrinsic motivation, individuals can stimulate intrinsic motivation, which potentially lasts longer. As a result, intrinsic and extrinsic motivation do not necessarily oppose each other in all three subscales of motivation [12]

Learning motivation is measured using the Motivated Strategies for Learning Questionnaire (MSLQ) [16]. MSLQ is a self-report questionnaire used to evaluate college students' motivational orientations and use of various learning strategies in a college course. The origin version of motivation scales includes task value which refers to the task's interest, importance, and utility as rated by the students. The reasons for the

student's participation in the work are referred to as goal orientation. However, the study only covers intrinsic and extrinsic motivation.

On the one hand, previous research suggests that Corporate University is a promising model to accelerate employees competencies, particularly in post-pandemic situations, where learning models are projected to be shifted due to health protocols and future needs.

On the other hand, learning models relate to individual motivations. Integrating the two essential findings, hence, this paper will cover the following research questions:

1. To what extent does the ASN Corporate University learning model affect the motivation of learning foreign language?

2. What are the learning experiences that can accelerate the foreign language competency of the Indonesian Government apparatus?

This study proposed three models in accelerating foreign language competency: first, delivering a foreign language presentation. Second, participating in international events. Third, building cooperation on an international level. The three methods related to the development of individuals foreign language competency and providing a positive impact to the organization. This study aims to discover which method or experience can motivate the employees to learn a foreign language. We hypothesized that, first, employees who are facilitated with ASN CU Learning methods will be more likely motivated to learn foreign languages. Second, employees will be more motivated to learn foreign languages when the learning experiences or methods involve them to participate and actively use the language in international levels.

2. METHODS

2.1. Population and Sample

The population of the study were all of the employees of the National Institute of Public Administration (NIPA) as many as 996 people aged from 24 to 55 years old. Since it was not possible to study the entire population, the sample selection is taken using a random sampling technique. Slovin's formula was used to calculate an appropriate sample size and error tolerance. Slovin's formula gives the researcher an idea of how large the sample size needs to be to ensure a reasonable accuracy of results [17]. Participation in the study was voluntary for all levels of employment; high-rank officials

(2), functional officials (92), administrative officials (21), and staff (11). Thus, the total of respondents was 126.

2.2. Instrument

The survey is conducted using an online survey to government employees at the National Institute of Public Administration. The questions in the questionnaire focus on finding out the motivation of learning foreign language when the participants have opportunities to do three activities. They are: 1. Delivering a presentation using a foreign language, 2, Participating in international events, and 3. Building cooperation on an international level. The focus on these three activities was because this study would like to reveal the 70% zone of the corporate university learning model. This 70 % deals with the experiences employees face at work that occur outside a classroom environment.

2.3. Design and Procedure

A preliminary version of the questionnaire instruments was circulated among the academics specializing in areas of language teaching, statistics, and research methods. Feedback was requested from all elements of the survey instrument, including data requested and implication for analysis, cognitive aspects, layout and design, length of a survey instrument, and the order questions. Recommendations of these experts were integrated into the survey prior to its distribution.

Quantitative research was employed through online survey methodology. The questionnaire was administered via the google form platform. All the instructions were in the online questionnaire, so the respondents were able to answer the questions individually. The questionnaire can be accessed through the following link: https://s.id/surveyASNCorp. The participants were asked to respond to each statement on a four-point agreement scale.

The formulation of the research problems in this study belongs to the descriptive problem formulation, namely the formulation of the problem relating to the question of the existence of independent variables in only one or more variables. This indicates that there is no comparison between variables. Descriptive statistics are used to summarize data in an organized manner by describing the relationship between variables in a sample or population [18]. It is, therefore, to answer the research questions, it is done by calculating the average weight of each answer to the question item on each variable. Descriptive analysis cannot necessarily be used to draw general conclusions on the

population but only applies to the sample [19]. It is, therefore, the results of these calculations need to be tested so they can be generalized to the population. The value of the hypotheses is based on the percentage of the aspects of motivated strategies for learning foreign language.

3. RESULTS & DISCUSSIONS

3.1. Profile of Respondents

Using Slovin's formula, population size 996 employees of NIPA, confidence level 90%, and margin of error 10%, there will be a minimum quantity of respondents 91. Meanwhile, the sample has reached 126 government employees of the National Institute of Public Administration. Respondents are 68 men and 58 women government employees in the National Institute of Public Administration

The Age range is 2.4 % 21 - 25 years old , 37.3% 26 - 35 years old, 31.0% 36 - 45 years old, 23.8% 46 - 55 years old, respondents who are more than 55 years old only 5.6%. In terms of working background, 73 % of respondents have 0 - 5 years of working experience as functional officials.

Being investigated about how they got their knowledge on the ASN Corporate university, 84.1% of respondents stated that they got the information when they joined the competency development programs conducted by the office. (50%) while the rest got the information from colleagues, 16.7 %, from the regulation, 12.7%, and from social media, 11%, and others around 5%. Most of the respondents, 57.1%, have already known the ASN Corpu concept for about 3 years.

When asked about the foreign language competency, almost all respondents, 97 % answered that English was the foreign language they mastered. They got the foreign language competency from the language training program held by language training centers.

3.2. Motivation of respondents in learning foreign language

As previously explained, the respondents were given 3 working activities that use foreign language as the means of communication. Those three activities are: 1. Delivering a presentation using a foreign language, 2. Participating in international events, and 3. Building cooperation on an international level.

3.2.1. Preferences in using foreign languages

Among these three activities, respondents have shown their highest agreement (94.4%) that using foreign language in participating in international events makes them happy. The second activities, building cooperation is on the second position (90.4%), while delivering a presentation at work place is on the third position (88.1%)

TABLE 1: Preferences to use foreign languages.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
94.4%	90.4%	88.1%

3.2.2. Preference Based on the Experience

When asked to choose which activities they prefer due to the experience they will get, respondents agree that participating at an international level in the first place. Although it does not mean that two other activities would not give the experience. Data shows they give positive results that the three activities give them experience.

TABLE 2: Preferences based on the experience.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
91.2%	96%	93.7%

3.2.3. Preference to willingness to learn foreign language intensively

Learning foreign language, of course, will not be that simple for some people. But participating at international events makes them agree to learn foreign languages very intensively, as shown in the following table.

TABLE 3: Preference to willingness to learn foreign language intensively.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
92%	96%	93.7%

3.2.4. The influence of reward in learning foreign language

Data shows that when there is no guarantee that respondents will get any award at all, they agree to keep on learning foreign languages. And the activity that makes them

highly motivated to learn is participating in international events, as shown from the table below.

TABLE 4: The influence of reward in learning foreign language.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
92.1%	96%	92.9%

Following the fact that reward does not influence the motivation to learn a foreign language, the following data also shows only around 70% of respondents who think that reward in learning foreign language would matter to the preferences of the three activities.

3.2.5. The improvement of foreign language competency.

Being asked about the motivation to improve the foreign language competency, it is found out that respondents expected to get better performance when using foreign language to both deliver a presentation and to participate in international events.

TABLE 5: The improvement of foreign language competency.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
95.3%	95.2%	92.9%

3.2.6. Competing with colleagues

In competing with other colleagues, some respondents show that they would like to be better than their colleagues when they participate in international events, as shown in the table below.

TABLE 6: Competing with colleagues.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
77%	80.9%	78.6%

3.2.7. Performing Foreign language competency to colleagues and superiors

The data shows that participating in an international event was chosen as the method or activity the respondent would like their colleagues or superiors to recognize their foreign language competency, as shown in the table below.

TABLE 7: Performing Foreign language competency to colleagues and superiors.

Delivering a presentation using a foreign language	Participating in international events	Building cooperation on an international level
76.2%	80.2%	78.6%

Results from this study presented in this section will be used as the basic information in order to support the answer to the research questions.

3.3. The main finding of this study

To explore what kind of activities in ASN Corporate University learning model affects the motivation of employees in learning foreign languages, three activities that represent such a learning model have been chosen. These are delivering a presentation using a foreign language, participating in international events, and building cooperation on an international level. Thus, investigating the motivation of learning foreign language in those three activities can be regarded as exploring the motivation of learning foreign language in a ASN Corporate University learning model.

Not only focusing on how the 70, 20, 10 ASN Corporate University learning model affects the motivation of learning foreign language, but this study also discovers the possible best foreign language learning experience that can accelerate the acquisition of language competency of government employees.

As seen in the table, types of learning methods have affected the motivation of learning foreign languages indicated by the respondents' answers. Overall, intrinsic motivation has shown higher average numbers than extrinsic motivation. This result implies that learning motivation in the three proposed learning experiences potentially lasts longer since it comes from individuals' enthusiasm.

As mentioned in the previous theoretical framework, gaining knowledge on one's own or through the influence of others requires both intrinsic and extrinsic motivation. In the ASN Corporate University situation, achievement in learning foreign language should correspond with the organizational needs. NIPA and other Indonesian government institutions are expected to make a world-class bureaucrat by 2024, including foreign

TABLE 8: Comparison of Intrinsic and Extrinsic Motivation.

Statement of Corporate University Learning Model	Intrinsic Motivation				Extrinsic Motivation			
	LFL is enjoyable	Acquire new experiences through LFL	Doing Intensive Studies	No Reward in LFL	Get Reward in LFL	Get good scores in LFL	Colleagues Competition	Show self-competency to colleagues
Delivering a presentation using a foreign language,	88,1	91,2	92	92,1	74,6	95,3	77	76,2
Participating in international events,	94,4	96	96	96	75,3	95,2	80,9	80,2
Building cooperation on an international level.	90,4	93,7	93,7	92,9	73,1	92,9	78,6	78,6
*LFL = Learning Foreign Language								

language competency. Hence, each foreign language learning model at the workplace should positively impact the development of government employees' competencies. The study has started with the types of motivation that indicated the willingness of government employees in the foreign language competency development.

Although it is not easy to change people's perception or opinion, the study has shown that the preference of the learning experience has indicated that they are motivated to learn a language when they have the opportunity to use the foreign language to take part in international events. Both intrinsic and extrinsic motivation have shown the highest participation in international events in almost all aspects, except in getting good scores. The number is slightly lower than in presentations using foreign languages.

To avoid the state of motivation, learning foreign language at the workplace should also consider the needs of individuals. In addition to meeting organizational needs, the learning objective also considers the existing competency of a group of employees so that each learning model will have adequately targeted employees.

Regarding the learning experiences that can help Indonesian government officials improve their foreign language skills, these research findings show that employees have the highest intrinsic and extrinsic motivations when they use a foreign language

to take part in international events. Data shows that respondents only show slightly lower motivation for the other two proposed learning experiences. That means that those two learning experiences still contribute very much to the acceleration of foreign language acquisition. This can be treated generally since those three proposed learning experiences are experiential learning methods. In line with this, a study [20] states adults retain 80% of what they personally experience . It can be concluded that the experiential learning model which represents the 70 % zone of ASN Corporate University, contributes significantly to the employees' motivation to learn foreign languages.

In response to the research questions, it is clear that, for learning to be optimal, participants of foreign language training programs must be motivated. The ASN Corporate university that uses the scheme of 70:20:10 allows the employees of the National Institute of Public Administration to relate their language learning experience to the workplace based activities. The research findings summarizes that ASN Corporate University learning model positively affects both employees' intrinsic and extrinsic motivation of learning foreign languages. Moreover, the findings also show that among the three foreign language learning experiences addressed in the survey, learning experiences that enable employees to participate in international forums are perceived to be the most motivating learning experience. Thus, creating the learning experience that is able to bring the employees through international situations can accelerate the foreign language competency of the Indonesian Government apparatus.

3.4. Policy and Practice Implications of the Results

Looking back at the objective of conducting this research, that is, discovering the learning methods or experiences that can motivate the employees to learn a foreign language it is expected that the future implementation of the 70% ASN Corporate University corresponds to the outcome of the paper. It is suggested that both the management and staff get involved in designing the foreign language methods and experiences and develop innovative ways to develop employees' foreign language competency.

Although the first proposed learning experience, Delivering presentations at the workplace, contributes lower intrinsic motivation, it does not mean that it should be neglected. Furthermore, it is essential that the employees are aware and actively search and identify challenging assignments that can be conducted at the workplace and at the same time can accelerate the acquisition of their foreign languages.

4. CONCLUSIONS

As projected, the learning situation will not be back to before the Pandemic. Corresponding to such findings, the learning situation in post-covid-19 should focus on future needs while catching up with the world situation due to disadvantageous situations caused by the Pandemic. Thus, post covid19 considered the right moment to implement the Corporate University Learning Methods in Accelerating Foreign Language Competency of Indonesian Government Employees, particularly at NIPA.

This study supports the implementation of job-related learning methods and gives examples of the learning experience that triggers the employees' intrinsic motivation in learning foreign languages. Despite its value, the study has certain limitations. First, based on the data presented in the previous section, it may be concluded that although mainly the government apparatus working at NIPA know about ASN corporate university, it cannot be concluded that the awareness of the ASN Corporate University was the result of the knowledge. Many other factors need to be discovered, and there is also no adequate data to support this. Second, the imbalance of the number of respondent categories may lead to a lack of representation in high-level leaders.

As the follow-up of this study, an interview needs to be conducted to gather more information about how the three learning experiences are able to motivate them to learn foreign languages. The study will be considered the complementary research-based input to the Handbook for Learning at Workplace, particularly in the foreign language learning area [21].

5. Appendix:

Table 9

Statement	Indonesian Version	English version
Intrinsic Motivation		
im1	Hal yang paling menyenangkan bagi saya jika mengikuti kegiatan di bawah ini adalah ketika menggunakan bahasa asing untuk : presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	The most enjoyable thing for me if I follow the activities below is when I use a foreign language to : Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
im2	Saya menyukai kegiatan berikut ini (lihat pilihan), karena saya akan mendapatkan pengalaman yang baru. presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	I like the following activities (see options) because I will get a new experience. Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
im3	Saya akan menyukai kegiatan berikut, meskipun harus mempelajari bahasa Asing yang digunakan dengan sangat intensif, presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	I would love the following activities, even if I have to study a foreign language very intensively Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
im4	Meskipun tidak ada jaminan reward dari pihak manapun, saya termotivasi untuk mengikuti kegiatan berikut, setiap ada kesempatan. presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	Although there is no guarantee of reward from any party, I am motivated to participate in the following activities whenever there is a chance. Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level
Extrinsic Motivation		
em1	Mendapatkan reward (baik material maupun nonmaterial) adalah hal utama bagi saya jika mengikuti kegiatan berikut ini: presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	Getting rewards (both material and non-material) is the main thing for me when participating in the following activities: Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
em2	Salah satu yang paling penting bagi saya saat ini adalah meningkatnya kompetensi berbahasa asing saya. Oleh karena itu, saya sangat berharap mendapat nilai yang baik kegiatan berikut ini presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	One of the most important things for me right now is increasing my foreign language competence. Therefore, I really hope to get good grades in the following activities Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
em3	Saya merasa harus mendapatkan nilai yang lebih baik dari kolega saya ketika mengikuti kegiatan berikut ini presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	I feel I have to get better grades from my colleagues when participating in the following activities Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.
em4	Saya akan melakukan kegiatan berikut ini, untuk memperlihatkan kemampuan saya kepada kolega dan atasan. presentasi dalam bahasa asing di tempat kerja berpartisipasi di event internasional menjalin kerja sama internasional	I will do the following activities to show my abilities to colleagues and superiors. Delivering a presentation using a foreign language, Participating in international events, Building cooperation on an international level.

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