

EXPLORING COMMUNITY LEARNING CENTER (CLC) STUDENTS' PERCEPTIONS TOWARD TEACHER TURNOVER AND ITS EFFECT ON ENGLISH LEARNING MOTIVATION

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Abstract: Teacher–student rapport plays a critical role in sustaining English learning motivation, yet frequent teacher turnover makes such relationships difficult to establish. This study explores how students at a community learning center (CLC) in Selangor, Malaysia, experience recurring teacher turnover caused by the rotation of international teaching practicum (ITP) volunteer teachers. A qualitative case study was conducted with six CLC students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2006) thematic analysis. The findings revealed three themes: challenges, perceptions, and impact on motivation. Participants experienced instructional discontinuity, confusion caused by inconsistent teaching styles, and the constant need to adapt to new teachers, which shaped perceptions ranging from positive to negative to conditional. The impact on motivation was not uniform: some students lost motivation due to difficulties in building rapport with rotating teachers, while others, particularly those with instrumental or intrinsic motivation, remained resilient. These findings highlight rapport as a key mechanism linking structural teacher turnover to English learning motivation, extending the application of self-determination theory to vulnerable, nonformal learning contexts. Recommendations are offered for ITP program administrators, prospective ITP students, and future researchers to better support consistent and motivating learning environments in similar settings.

Keywords: teacher turnover, teacher-student rapport, English learning motivation, community learning center, self-determination theory, qualitative case study.

INTRODUCTION

Motivation to learn is one of the most critical factors determining success in learning English as a foreign language (EFL). Various studies show that highly motivated students tend to participate more actively in learning, persevere when faced with difficulties, and achieve better learning outcomes. Therefore, understanding the factors that can sustain or, conversely, diminish motivation to learn is a key focus in EFL research. One factor that influences learning motivation is the quality of the relationship between teachers and students. According to self-determination theory, a learning environment that meets students' psychological needs, particularly the need for relatedness, plays a crucial role in fostering intrinsic motivation. In

the context of English language learning, a positive relationship such as teacher–student rapport has been linked to increased student engagement, self-confidence, and learning motivation.

Although important, such relationships are difficult to build when teachers change frequently. Various studies show that high teacher turnover leads to instructional discontinuity, hinders the formation of stable relationships between teachers and students, and affects learning outcomes. However, most of these studies were conducted in formal schools where teacher turnover was caused by retirement, transfers, or resignations.

This situation differs from that at community learning centers (CLC) in Malaysia. At CLCs, teacher turnover occurs regularly due to the rotation of international teaching practicum (ITP) students who serve as volunteer teachers. This model creates a unique learning dynamic because students must repeatedly adapt to new teachers, teaching styles, and learning approaches. Although this system has been extensively discussed from the perspective of student teachers, the learning experiences of students, who are directly affected by it, have rarely been explored. Furthermore, research on motivation to learn English is generally conducted in relatively stable learning environments. There is still very little research examining how continuous teacher turnover affects students' learning experiences, perceptions, and motivation in the context of CLCs.

To address these gaps, the present study explores CLC students' experiences of learning English in a context characterized by frequent teacher turnover. Using a qualitative case study approach, this study investigates the challenges students encounter, their perceptions of frequent teacher changes, and how these experiences influence their English learning motivation. By focusing on students' perspectives, this study seeks to provide a deeper understanding of how continual teacher turnover shapes instructional continuity, teacher–student rapport, and learning motivation in a unique educational setting. The findings are expected to contribute to the literature on teacher turnover and English language learning while offering practical insights for CLC coordinators and international teaching practicum (ITP) programs.

Accordingly, this study addresses the following research questions:

1. What challenges do CLC students experience when learning English with frequently changing teachers?
2. How do CLC students perceive frequent teacher turnover?
3. How does frequent teacher turnover influence their English learning motivation?

LITERATURE REVIEW

High teacher turnover is an ongoing challenge in the field of education, and its impact extends beyond academic achievement to the relational and motivational dimensions of the learning process. In a learning context that relies heavily on the presence of a consistent teacher to foster student engagement, it is important to examine how turnover disrupts these two dimensions. This literature review first discusses community learning centers (CLCs) as the institutional context of the research, followed by teacher turnover and its academic and relational consequences, then teacher-student rapport as a mechanism that explains how turnover affects students, and English learning motivation, which is explained through self-determination theory (SDT) and instrumental motivation. The final section reviews previous studies to identify the research gap that forms the basis of this study.

Community Learning Center (CLC)

Community learning centers (CLC) are nonformal educational institutions established to fulfill the right to education of Indonesian migrant workers' (IMW) children living and working in Malaysia, particularly in oil palm plantation areas (Siregar et al., 2025; Wahyudin et al., 2021). The existence of CLC is closely tied to changes in Malaysian education policy, namely the amendments to the Labor Act 2001 and the Education Act 2001, which restrict access to public schools to only those children with complete immigration documents (Siswanto et al., 2025), resulting in many children of IMW, including those born and raised in Malaysia, losing access to formal education. Since it was proposed at the 2011 meeting of the Joint Commission for Bilateral Cooperation (JCBC) (Wong et al., 2021), the CLC has developed through bilateral cooperation between Indonesia and Malaysia, with the Indonesian Consulate General and SIKK serving as the main coordinators, while continuing to follow the Indonesian curriculum under the supervision of the Malaysian Ministry of Education (Akadira et al., 2025; Wahyudin et al., 2021).

Nevertheless, CLCs generally still face structural challenges, including infrastructure disparities among CLCs (Akadira et al., 2025) and a shortage of classrooms that forces students from different grade levels to be combined in a single room, a situation that contributes to low student motivation, particularly in remote CLCs (Wong et al., 2021). Teacher management models also vary depending on the type of CLC, whether plantation-based or independent (Akadira et al., 2025; Wong et al., 2021). At the CLC, which served as the site of this study, instruction relies entirely on students in the international teaching practicum (ITP) program, who are rotated periodically as volunteers. It is this lack of permanent teaching staff that makes

the ITP rotation the primary source of teacher turnover at the CLC, and it serves as the starting point for the discussion in the following subsection.

Teacher Turnover

Teacher turnover generally refers to the movement of teachers from one classroom or institution to another, whether through attrition (leaving the teaching profession entirely), between-school churn (moving between schools), or within-school churn (moving between student groups within the same school) (Menzies, 2023). Although turnover has a number of potential benefits, such as the exchange of ideas among teachers, its impact on student learning outcomes is generally considered detrimental. A large-scale study by Ronfeldt et al. (2011) of more than 600,000 student administrative records in New York City found that a 100% increase in turnover was associated with a 6–7% decline in math scores and a 3–6% decline in ELA scores, measured as one standard deviation. Similar findings were reported by Gibbons et al. (2021) in the United Kingdom, where higher rates of new teacher entry had a significant negative impact on students' final grades, which they attributed to a lack of school-specific human capital among newly recruited teachers.

In addition to academic losses, turnover also has emotional and relational consequences. Carver-Thomas and Darling-Hammond (2019) found that high staff turnover erodes trust, camaraderie, and morale among remaining staff, which indirectly weakens the school climate that serves as a pillar of support for students. Similarly, Menzies (2023) emphasizes that turnover severs emotional bonds and undermines students' trust in the stability of their educational institutions, leading students to be reluctant to invest emotionally in teachers they perceive as only staying for a short time. These relational consequences are felt more acutely at CLC, where turnover is not merely an incidental disruption but a structural feature of the system itself: ITP students are rotated periodically as volunteers, so students experience repeated relational disconnections as a normal part of their learning process.

Teacher-Student Rapport

Rapport is generally defined as a positive relationship between students and teachers built on trust, mutual understanding, and respect (Li, 2022). A number of studies show that rapport brings benefits that go beyond mere academic achievement, including a more positive classroom atmosphere, higher student engagement, better emotional well-being, and improved affective learning outcomes (Assali & Davenport, 2024; Bardorfer & Dolenc, 2022; Culpeper & Kan, 2020; Li, 2022; Meng, 2021; Sun & Shi, 2022; Zhang, 2022). Culpeper and Kan (2020) add that strong bonds between teachers and students also help students adapt better when facing

academic challenges, suggesting that rapport serves not only as a source of comfort but also as a resource that students draw upon when under pressure.

However, building rapport requires time and sustained interaction (Han, 2021; Li, 2022), a condition that the CLC cannot structurally meet given the short duration of each ITP rotation. The consequences of this limitation are evident in the findings of Wedenoja et al. (2020), which show that students who had the same teacher for a second year experienced a 0.02 standard deviation increase in test scores, accompanied by a significant decrease in absenteeism, truancy, and suspensions. From this, it can be concluded that continuity itself, apart from any specific teaching method, brings measurable benefits. At CLC, where this kind of continuity is rare, students miss the opportunity to build the familiarity that forms the basis for rapport. It is this condition that positions rapport as a mechanism linking structural turnover to its impact on student motivation to learn.

English Learning Motivation

Motivation to learn English as a foreign language is generally categorized into extrinsic, which is driven by external factors such as grades or parental encouragement, and intrinsic, that arises from the student's own enjoyment of the learning process (Chhor et al., 2024; Erniyati & Putra, 2022; Listyani, 2022; Matatula & Tupalessy, 2024). To examine the quality and stability of this motivation in greater depth, this study employs two complementary theoretical frameworks: self-determination theory, which explains the psychological conditions that underpin motivation, and instrumental motivation, which explains the practical and goal-oriented dimensions of that motivation.

1. Self-Determination Theory

Self-determination theory (SDT) views motivation not as a single construct, but as varying depending on the extent to which three basic psychological needs, namely autonomy, competence, and relatedness, are met (Ryan & Deci, 2000). When these needs are unmet, students' motivation and well-being decline; conversely, when they are met, students demonstrate engagement and sustained development. SDT also describes a continuum of motivation, ranging from amotivation, through various forms of extrinsic motivation that are externally or internally driven, to fully intrinsic motivation. In this study, the relevant differences lie at the two less autonomous ends of the continuum: external and introjected regulation. At these levels, students learn primarily to avoid punishment, obtain rewards, or manage feelings of guilt. This contrasts with identified and integrated regulation, in which the learning process is already connected to students' personal goals and values.

Relatedness is the need most directly related to the CLC context. Because EFL students generally have few opportunities to use English outside the classroom, they rely heavily on teachers and classmates as sources of interpersonal support that sustain their motivation (Dincer et al., 2019). When the teacher, the primary source of support, continually rotates, students whose motivation still relies on external or introjected regulation become highly vulnerable to disruption, while students who have developed identified or integrated regulation tend to be more resilient to such disruptions. It is this difference that is key to understanding why CLC students respond to the same structural turnover conditions in different ways.

2. Instrumental Motivation by Gardner

Gardner and MacIntyre (1991) distinguish between instrumental motivation—which is driven by the practical benefits of language proficiency, such as passing an exam or securing a job—and integrative motivation, which stems from a genuine interest in the culture and community of the target language’s speakers. A number of recent studies have found that instrumental motivation tends to be more dominant among EFL learners (Ndayisenga & Mbato, 2024; Parrenas, 2022; Seangkul et al., 2025). However, Gardner and MacIntyre (1991) point out that this type of motivation is more situational and fragile compared to integrative motivation, which is rooted in more permanent personal values.

This vulnerability is particularly relevant in nonformal contexts such as CLCs, where instrumental goals can remain consistent even when the learning environment is unstable. Since instrumental motivation depends more on the consistency of the underlying goals than on the type of motivation itself, this framework offers a plausible explanation for how some CLC students maintain their motivation to learn English amid inconsistent teaching conditions—an explanation that complements, rather than replaces, the relational explanation offered by SDT.

Previous Studies

Several studies point to the focus of this research. First, documenting the harms of teacher turnover itself: Ronfeldt et al. (2011) and Gibbons et al. (2021) demonstrated its measurable academic impact using large-scale administrative data, while Carver-Thomas and Darling-Hammond (2019) showed that the harm also extends to the school’s relational climate. Together, these three studies position teacher turnover not merely as an administrative issue, but as a disruption that affects both the cognitive and relational dimensions of students’ experiences.

Second, it focuses more specifically on continuity and rapport as the mechanisms behind these effects. Wedenoja et al. (2022) demonstrate, from a quantitative perspective based

on learning outcomes, that simply retaining the same teacher improves student achievement and behavior, while Sun and Shi (2022), through structural equation modeling of EFL students in China, found that rapport and teacher support significantly predict affective learning outcomes. When considered together, these two findings suggest that the benefits of continuity are not merely coincidental, but rather operate specifically through the relational bond between teachers and students—a bond that is, in fact, severed by structural turnover..

Third, this places these dynamics directly within the context of CLCs. Heryati et al. (2026), who examined the educational governance for children of Indonesian migrant workers in Sabah and Sarawak, found that CLCs face a chronic shortage of qualified teaching staff, leading them to rely on local teachers or rotating staff with limited pedagogical expertise. Although the study focused on institutional governance rather than student motivation, its findings confirm that the structural conditions leading to turnover at this research site are not an isolated case, but rather a recurring feature of the CLC model more broadly (Akadira et al., 2025; Siregar et al., 2025; Wahyudin et al., 2021; Wong et al., 2021; Siswanto et al., 2025).

Finally, there is still a lack of research in these studies that examines the relationship between these three pathways from the perspective of students who have actually experienced them. Previous studies have measured the impact of turnover, identified rapport and continuity as the underlying mechanisms, and documented the institutional conditions that lead to chronic turnover in CLCs; however, none have examined how CLC students themselves interpret this turnover, or how it specifically shapes their motivation to learn English. Therefore, this study fills that gap by exploring CLC students' perceptions of frequent and structured teacher turnover, as well as its impact on their motivation to learn English.

METHOD

This study employs a qualitative approach using a single-case study design (Creswell, 2013), which was chosen because the study focuses on a single CLC in Selangor, Malaysia, and the experiences of its students in dealing with repeated ITP teacher rotations. The study was conducted at a nonformal CLC that provides education equivalent to elementary and junior high school levels under the auspices of a pesantren, serving Indonesian immigrant children without official identification documents, and relying entirely on students from the ITP program who rotate on a monthly basis because the school lacks permanent teachers. The study participants consisted of six CLC students selected using purposive sampling, based on the criterion of having lived and studied at the CLC for at least one year to ensure they had experienced several cycles of ITP teacher turnover. The group consisted of students in grades

6, 8, and 9, with three boys and three girls, representing a range of academic abilities. To protect their true identities, the participants were given pseudonyms: Salman, Salsa, Sela, Salim, Sally, and Sulaiman.

After obtaining research permission from the CLC administration, the researchers collected data through face-to-face semi-structured interviews conducted during the ITP placement in Malaysia. Each interview lasted approximately 15–20 minutes per participant; the researchers asked questions in Indonesian, while participants responded in Malay or a local dialect. The interview guide consists of four sections: an opening to build trust; an exploration of perceptions regarding challenges caused by teacher inconsistency; an exploration of the impact on motivation and affective factors related to SDT and teacher-student rapport; and a closing. It has been validated by experts with experience in EFL teaching and ITP supervisor. As supporting data, the researchers also collected photographic documentation of classroom teaching and learning activities, with students' faces blurred to maintain anonymity.

The data were analyzed using Braun and Clarke's (2006) thematic analysis method, which involved repeated readings of the interview data, initial coding, grouping codes into themes, reviewing the themes, and finally identifying three themes: (a) challenges, (b) perceptions, and (c) effect on English motivation. To ensure trustworthiness, this study emphasizes dependability through transparent documentation of the entire analysis process (including complete interview transcripts), as well as data triangulation by combining interviews and photographic documentation so that the findings are not based solely on verbal data. Verbal consent was obtained from participants before the interviews, and their identities were protected through the use of pseudonyms.

FINDINGS

The data collected revealed three main themes in response to the research questions: (1) the challenges students face due to frequent changes in ITP teachers, (2) students' perceptions and feelings toward learning English with non-permanent teachers, and (3) the impact of teacher turnover on students' motivation to learn English.

Challenges of Frequent Teacher Turnover

The first theme highlights the challenges faced by CLC students while studying under the ITP system, which involves frequent teacher rotations. Three main challenges emerged from the interview results: instructional discontinuity, confusion caused by inconsistent teaching styles, and the need to constantly adapt.

1. Instructional Discontinuity

The first challenge most frequently cited by participants was a lack of continuity in instruction due to a lack of coordination among ITP teachers who take turns teaching. Salsa explained, *"ITP teachers don't know each other... so the materials aren't well-organized, and sometimes they even start over from the beginning."* Similarly, Sally noted that *"one teacher hasn't covered this material yet, and then another teacher comes in and teaches a different topic... the lessons feel like they keep jumping around."* These findings indicate that the lack of coordination among rotating ITP teachers results in learning materials being presented in a disjointed and inconsistent manner, making it difficult for students to develop a coherent understanding.

2. Confusion from Inconsistent Teaching Styles

In addition to gaps in the material, students also experienced confusion due to differences in teaching styles and pronunciation among ITP teachers. Sally mentioned that *"even though they repeat the same material, the explanations are sometimes different. So, we get confused about which one we should follow."* Sulaiman added that there was similar confusion regarding the pronunciation, *"the way the words are pronounced... sometimes differs from one teacher to another, which makes me confused."* These findings indicate that frequent teacher turnover not only disrupts the content of the material but also the way it is delivered, thereby reducing the clarity of the learning process.

3. Constant Need to Adapt

The final challenge that arose was the need to constantly adapt to new teachers within a short period of time. Salim explained, *"we've just started to get to know them a little, then the ITP teachers leave, and we have to adapt again... I feel shy to ask"* when they encounter confusion in class. These findings suggest that repeated cycles of adaptation limit the development of rapport between students and teachers, which ultimately makes students reluctant to actively participate in learning.

Students' Perceptions of Frequent Teacher Turnover

The second theme explores how CLC students view the phenomenon of ITP teacher turnover that they have experienced. Based on the data collected, the students' perceptions fall into three categories: positive, negative, and conditional.

1. Positive Perceptions

Some participants expressed positive views on the change in ITP teachers, particularly regarding the learning experiences they gained. Sulaiman stated, *"I kind of enjoy being taught by ITP Teachers, because every time we meet, they always start class by playing a game with*

us... New teachers always have games." On the other hand, Sela expressed her enthusiasm, *"we get to meet so many English teachers, and it's such a fun experience to be taught by teachers from such diverse backgrounds."* These findings suggest that the diversity of teachers and the interactive activities they bring can create an enjoyable learning environment even amid frequent changes in circumstances.

2. Negative Perceptions

In contrast, several other participants expressed negative feelings stemming from a sense of loss when an ITP teacher they had just gotten to know had to leave. Sally stated, *"I'd prefer to have just one teacher for each subject. That way, we'd feel comfortable asking questions and wouldn't feel awkward... it's nicer to be taught by someone we already know."* Salim also expressed similar sadness, *"it's more often sad because the teachers end up leaving not long after they arrive... especially those I've grown close to."* These findings indicate that the disruption of emotional bonds caused by teacher turnover is a primary source of students' negative perceptions.

3. Conditional Perceptions

The third perception is conditional, depending on how each teacher presents the material in class. As Salim pointed out, *"if every ITP teacher who comes and goes can get us engaged in English class... then I'm all for it. But if there are ITP teachers who are just kind of flat, and their explanations aren't very clear, then it's not just me... my friends definitely won't be paying attention either."* These findings suggest that the quality of individual ITP teachers' instruction plays a role in determining how students interpret their experiences with teacher turnover.

Impact on English Learning Motivation

The third theme explores the impact of frequent changes in ITP teachers on CLC students' motivation to learn English. Based on the interview results, this impact is not uniform but varies depending on each student's experience: some lose motivation because they struggle to build rapport with teachers who are constantly changing, while others remain motivated regardless of who is teaching.

1. Motivation Declines Due to Rapport Difficulty

Some participants said that frequent teacher changes reduced their motivation to learn because it was difficult to build rapport with new teachers. Salim explained, *"once I get to know a teacher, I'm usually more motivated to study. But when they change so often, I lose my motivation because I have to start getting to know them all over again."* These findings indicate that, for some students, motivation to learn English is closely tied to their relationship with their teacher, so a breakdown in rapport directly leads to a decline in motivation.

2. Motivation Remains Stable Despite Turnover

Meanwhile, several other participants stated that their motivation was not significantly affected by a change in teachers, as long as the material taught remained clear and relevant. Salman emphasized, *"Frequent teacher turnover doesn't prevent students from being motivated to learn. As long as the teachers stay on track with their lessons... English isn't a matter of whether I like it or not. I just have to learn it. It's important for achieving my dream."* Sela also made a similar statement, *"it doesn't really affect me that much... Teachers may come and go, but what matters is that they are all able to teach me new knowledge about English."* These findings suggest that students whose motivation stems from personal goals or an intrinsic interest in English tend to be more resilient to disruptions caused by teacher turnover.

DISCUSSION

Findings regarding the challenges faced by CLC students indicate that frequent changes in ITP teachers impact two main aspects: the continuity of instructional content and the students' adaptation process. The instructional discontinuity experienced by students, where material is presented in a disordered manner due to a lack of coordination among ITP teachers, aligns with the argument by Carver-Thomas and Darling-Hammond (2019) that high turnover erodes continuity and creates a less supportive learning environment. Furthermore, students' need to constantly adapt to new teachers within a short period of time reflects Menzies's (2023) statement that teacher turnover disrupts emotional bonds and causes instability in the learning process. Students' confusion resulting from variations in teaching styles and pronunciation further reinforces the notion that the impact of turnover is not limited to the content of the material but also extends to the way it is delivered. Overall, these findings reinforce the view that CLC represents an extreme case of structural turnover, in which repeated ITP rotations make the relational impact of teacher turnover more pronounced than in typical turnover contexts.

In addition to these instructional challenges, students' experiences with teacher turnover are also reflected in how they personally interpret this phenomenon. Students' varying perceptions, which range from positive to negative to conditional, confirm the importance of rapport in teacher-student relationships, as explained by Li (2022) and Han (2021), who note that rapport requires time and ongoing interaction to develop. The disappointment felt by students like Sally and Salim over the departure of a teacher they had just gotten to know reflects the findings of Wedenoja et al. (2022), which indicate that teacher continuity brings measurable benefits to students, while also demonstrating that the lack of such continuity is

tangibly felt in the experiences of CLC students. Conversely, the positive perceptions arising from the interactive activities led by the new teachers suggest that a change in teachers does not always have a negative impact, as long as the teachers are able to create an enjoyable learning environment. Meanwhile, the conditional perception expressed by Salman, which emphasizes that students' responses depend on the teaching quality of each teacher, shows that while rapport is important, the instructional quality of ITP teachers also moderates how students interpret the turnover experiences they undergo. Thus, these findings confirm that rapport is not the only factor shaping students' perceptions; rather, it interacts with the quality of instruction itself.

Variations in students' responses to teacher turnover ultimately boil down to their impact on motivation to learn English, as explained by SDT (Ryan & Deci, 2000). Students like Salim, who admit to losing motivation every time they have to rebuild a rapport with a new teacher, reflect the vulnerability of students at the external or introjected regulation level, where learning motivation is highly dependent on the fulfillment of the need for relatedness through their relationship with the teacher. When teachers keep changing, and rapport has not yet been fully established, this need for relatedness becomes difficult to meet consistently, thereby disrupting students' motivation to learn. This finding reinforces the argument that in environments such as CLCs, where students have few opportunities to use English outside the classroom and are highly dependent on teachers as a source of interpersonal support (Dincer et al., 2019), relational instability resulting from teacher turnover has a direct impact on the quality of student motivation.

Conversely, students like Salman and Sela demonstrate that motivation to learn English does not always depend on the stability of their relationship with their teacher. Salman, whose motivation remains strong because it is oriented toward a long-term goal, reflects the characteristic of internal regulation in SDT, in which the learning process is linked to the student's personal values and goals, making it more resilient to external disruptions such as a change in teachers. A similar pattern is also reflected in instrumental motivation (Gardner & MacIntyre, 1991), in which Salman's motivation to learn stems from the practical benefits of mastering English for his future, rather than from an emotional connection to a particular teacher. Meanwhile, Sela's motivation, which stems from her personal interest in English, shows that intrinsic factors can also serve as a stable foundation for motivation amid uncertain learning conditions. Thus, these findings confirm that the impact of teacher turnover on learning motivation is not uniform but is moderated by the quality and sources of each student's

motivation, representing a variation in responses that has not yet been extensively explored from the perspective of CLC students themselves.

CONCLUSION

This study explores how CLC students experience the phenomenon of teacher turnover, including the challenges they face, their perceptions and feelings, and the impact on their motivation to learn English. The findings indicate that CLC students face several challenges due to the high frequency of teacher turnover, including instructional discontinuity that disrupts the continuity of the material, confusion caused by differences in teaching styles and pronunciation among ITP teachers, and the demand to constantly adapt to new teachers within a short period of time. In addition to these challenges, students also expressed varying perceptions of this phenomenon: some viewed it positively because of the interactive activities introduced by the new teachers, others viewed it negatively due to the emotional burden of losing teachers they had just gotten to know, while the rest took a conditional stance, depending on the teaching quality of each individual teacher.

Furthermore, findings regarding students' motivation to learn English indicate that the impact of teacher turnover is not uniform. Some students experience a decline in motivation due to the difficulty of building rapport with constantly changing teachers, compounded by fatigue from having to continually adapt. Meanwhile, other students were able to maintain their motivation to learn despite being in an unstable environment, particularly those whose motivation stemmed from personal goals or an intrinsic interest in English, rather than from a close relationship with their teacher.

These findings underscore the importance of rapport as a mediating mechanism between teacher turnover and student motivation, indicating that the disruption of rapport caused by frequent teacher changes not only affects students' comfort in learning but also directly contributes to a decline in their motivation. Furthermore, this study enriches the application of SDT in vulnerable contexts such as CLCs by demonstrating that students who already possess more autonomous motivational regulation, both instrumental and intrinsic, tend to be more resilient to disruptions in rapport caused by teacher rotation than students whose motivation still depends on personal closeness with the teacher. These findings also suggest that interactive activities introduced by new teachers can serve as a stabilizing factor amid high turnover, enriching the literature on engaging learning strategies in the context of short-term teaching. Based on these findings, those directly involved in the implementation of the ITP

program, ranging from the organizers to the ITP students themselves, play a crucial role in determining the quality of the CLC students' learning experience.

SUGGESTIONS

Based on the findings above, here are several recommendations for ITP program organizers, ITP students who will be participating, and researchers interested in studying similar topics in the future.

For ITP Program Administrators

Organizers of the International Teaching Practicum program are advised to consider extending the duration of ITP students' placements at the CLC, given that time constraints are one of the main factors hindering the development of rapport between teachers and students. In addition, pre-placement training should be designed more comprehensively—not only focusing on a specific aspect but also covering students' readiness to adapt to a new teaching environment, mastery of effective teaching strategies within a limited timeframe, and an understanding of learning outcomes from both the students' and the ITP students' perspectives.

For Prospective ITP Students

For Indonesian students who will be participating in the ITP program, given that rapport has been shown to have a direct impact on students' motivation to learn, it is recommended that they prioritize relationship-building activities from the very first days of teaching, rather than treating them as a secondary concern after academic content, especially given the relatively short duration of the practicum. In addition, gaining prior teaching experience through tutoring or guided classroom observation remains important, given that the students' conditional perceptions in this study are highly dependent on the quality of each teacher's instruction. With thorough preparation from the outset, ITP students are expected to be able to provide an optimal learning experience for CLC students..

For Future Researchers

Future research is recommended to use a quantitative approach with a questionnaire involving a larger number of participants to gain a broader understanding of CLC students' perceptions and motivations regarding teacher turnover, or a longitudinal study that follows CLC students through several periods of teacher rotation to understand patterns of change in learning motivation over time. A more balanced representation of participants from elementary and middle school is also recommended for future research, given that this study involved only one elementary school student compared to five middle school students. Several limitations

also affected the scope of this study: the sample, which was limited to six students from a single CLC, restricts the generalizability of the findings to other CLC contexts that may have different characteristics; and the data collected came from only one round of face-to-face interviews, rather than the three rounds originally planned, due to communication challenges with the participants after the researcher returned to Indonesia.

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