

**UNVEILING MOTIVATIONAL MESSAGES IN ANDRA
DAY'S RISE UP: INSIGHTS FROM FUTURE TEACHER**

THESIS



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**EXPLORING UNVEILING MOTIVATIONAL MESSAGES IN ANDRA DAY'S
RISE UP: INSIGHTS FROM FUTURE TEACHERSKILLS**

THESIS

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in the Field of Education in English Language Teaching

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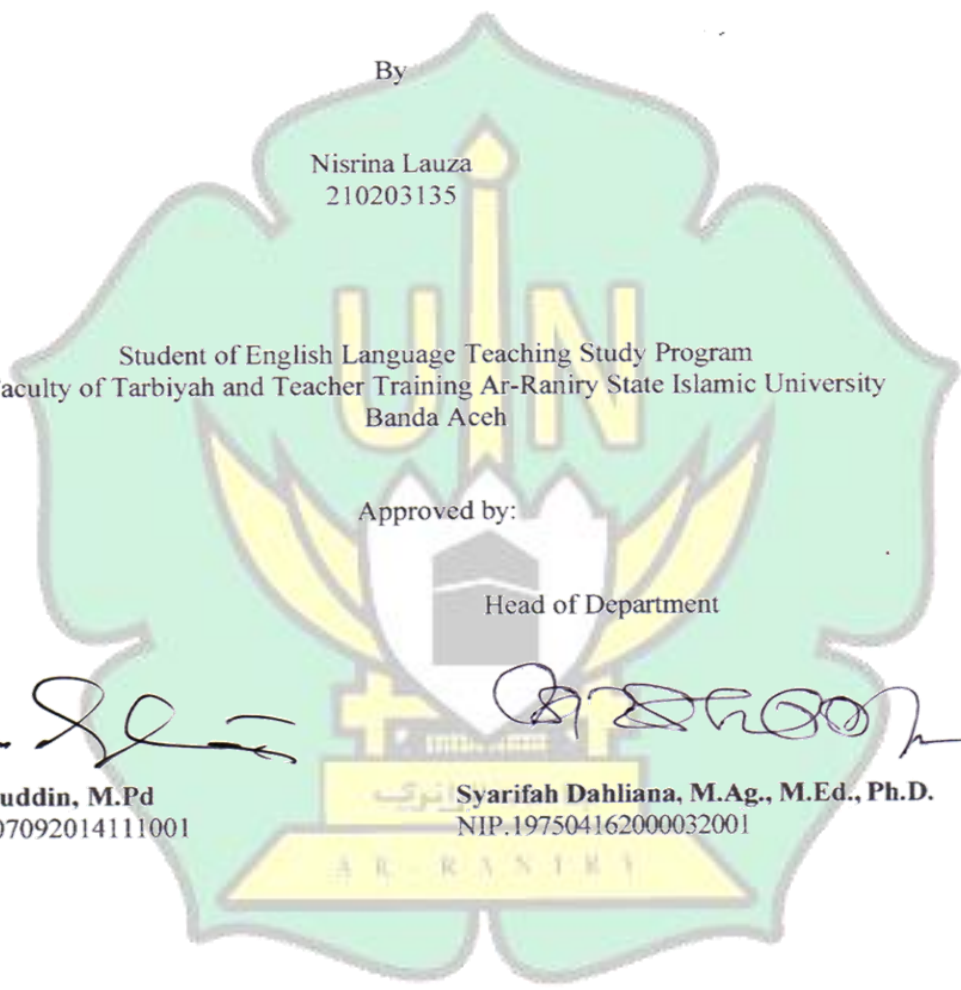
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Is entirely my own work, except for all quotations and references which have been properly cited. Should there be any mistakes or inaccuracies within, I take full responsibility for them. Thus, I hereby make this declaration truthfully.

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ABSTRACT

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This This research explores the motivational messages contained in Andra Day's song *Rise Up* and how these messages are interpreted by future teachers in the English Education Department at UIN Ar-Raniry. Using a qualitative descriptive method with lyric analysis, focus group discussions, and reflective journals, the study reveals three key insights. First, the song emphasizes perseverance and resilience, reminding students to continue despite academic fatigue or challenges. Second, it highlights hope and optimism, encouraging them to see difficulties as opportunities to move forward step by step. Third, it fosters a sense of social support and professional responsibility, strengthening their identity as future teachers. Overall, the study shows that *Rise Up* is not only a musical work but also a meaningful reminder to persevere, to stand again after challenges, and to take the next step in academic and professional journeys.

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(In the name of Allah, the most Gracious most Merciful)

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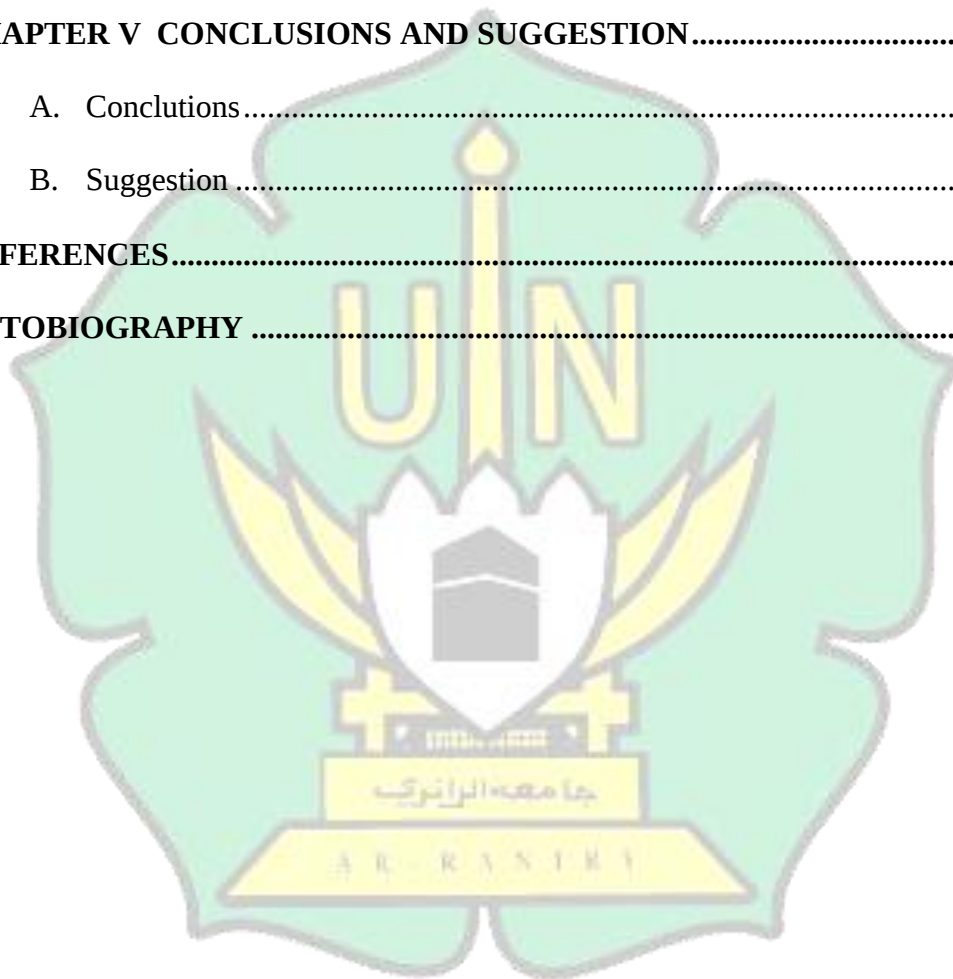
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education worldwide faces increasingly complex challenges that extend far beyond the technical aspects of curriculum and pedagogy. One of the most critical issues is sustaining teacher motivation, which has been widely acknowledged as the foundation of teacher effectiveness, resilience, and professional commitment. UNESCO (2023) reports that nearly 40% of novice teachers in Southeast Asia experience burnout within their first two years of service, raising concerns about long-term sustainability in the teaching profession. In the Indonesian context, Mitchell et al. (2024) conducted a longitudinal study in fifteen teacher education institutions (LPTKs) and found that over 70% of future teachers reported high levels of anxiety during their teaching practicum, particularly in institutions where support systems and infrastructure remain inadequate. These findings highlight that motivation is not merely a personal trait but a systemic concern that directly shapes educational outcomes.

For teacher candidates, or future teachers, motivation serves as both the driving force of academic achievement and the cornerstone of professional identity. Ryan and Deci (2020) define motivation as a process that initiates, directs, and sustains goal-oriented behavior. Without sufficient motivation, future teachers may struggle with disengagement, reduced confidence, and difficulty adapting to the demands of professional life. Klassen et al. (2017) emphasize that

motivated teachers are more likely to demonstrate creativity, adaptability, and long-term career commitment. Similarly, Howard et al. (2021), in their meta-analysis, confirm that motivational factors correlate positively with both short-term academic performance and long-term well-being. Yet despite its importance, evidence from Iqbal and Ali (2024) shows that 65% of Indonesian teacher candidates experience declining motivation due to administrative burdens and insufficient psychological support. The Annual Report of the English Education Department at UIN Ar-Raniry (2024) further confirms this trend, documenting a 15% attrition rate among the 2021 cohort—higher than previous years. These realities call for innovative solutions that address both personal and institutional dimensions of motivation.

In response, researchers have increasingly turned to Self-Determination Theory (SDT), which identifies autonomy, competence, and relatedness as the core psychological needs that sustain intrinsic motivation (Ryan & Deci, 2017). When these needs are fulfilled, future teachers are more likely to engage deeply, persist in their training, and thrive as professionals. Conversely, when neglected, the risk of disengagement and burnout rises sharply. Recent studies show that autonomy-supportive learning environments increase persistence (Cullen & Oppenheimer, 2024), structured mentoring strengthens competence (Bieg et al., 2022), and strong peer networks enhance relatedness (Bureau et al., 2021; van den Bogaard et al., 2024). Together, these findings illustrate the relevance of SDT in shaping teacher education programs that are both psychologically supportive and pedagogically effective.

Beyond theory, creative interventions have gained increasing recognition as tools to sustain teacher motivation. Among these, music stands out as a powerful medium of resilience and inspiration. Neuroscientific evidence shows that music activates emotional and reward centers in the brain, fostering positive mood and motivation (Thaut & Hodges, 2021). Smith and Johnson (2022) demonstrated that inspirational songs reduced stress among teacher candidates by 41%, while Harris et al. (2023) reported a 34% increase in teacher self-efficacy through music-based interventions. Robinson et al. (2023) extended this evidence, showing that reflective practices with music enhanced novice teachers' well-being by 38%. Despite such evidence, Harris et al. (2023) found that only 25% of teacher education institutions in Southeast Asia systematically integrate music into their training. This gap underscores the urgent need for innovative approaches that connect empirical evidence with practical implementation.

One song that exemplifies the motivational potential of music is *Rise Up* by Andra Day. Since its release in 2015, the song has become a global anthem of perseverance, empowerment, and collective healing. Martinez and Kim (2025) identified five central motivational themes in its lyrics—perseverance, social support, self-determination, hope, and agency—all of which resonate with SDT's psychological needs and with growth mindset principles (Dweck, 2016). The repeated refrain "I'll rise up" serves as a verbal affirmation similar to cognitive-behavioral techniques that reinforce resilience (Taylor et al., 2021). Moreover, the authenticity of the song, rooted in Andra Day's personal struggle with depression (Negus, 2019), enhances its power as both testimony and collective anthem. For

future teachers, who often face the dual challenge of academic demands and professional preparation, *Rise Up* embodies a compelling motivational narrative that connects personal struggle with professional growth.

Within the specific context of UIN Ar-Raniry, this approach carries particular significance. Internal reports (2024) reveal that 80% of students in the English Education Department's 2021 cohort responded more positively to interactive audio-visual media than to conventional lectures. Abdullah (2022) further emphasizes that integrating spiritual and cultural values into motivational media increases intrinsic motivation by 28%, suggesting that the use of songs like *Rise Up* can be contextualized to align with both global theories and local values. This synergy between art, psychology, and culture presents a unique opportunity to strengthen motivation among future teachers in Indonesia.

For these reasons, this study seeks to explore how motivational messages embedded in Andra Day's *Rise Up* can provide meaningful insights for teacher education. The research aims to uncover not only the pedagogical relevance of the song but also its potential as a practical motivational tool for sustaining resilience, agency, and identity among future teachers. In doing so, this study aspires to contribute to the broader mission of improving education quality in line with UNESCO's Sustainable Development Goal 4, which emphasizes inclusive, equitable, and quality education for all.

B. Research Questions

Based on the background that has been explained, *Rise Up* by Andra Day has the potential to motivate the 2021 cohort of the English Education Department

at UIN Ar-Raniry in facing teaching challenges. Therefore, the questions in this study are:

1. What motivational themes in the lyrics of *Rise Up* are relevant to the needs of the 2021 cohort of future English teachers at UIN Ar-Raniry?
2. How do the 2021 cohort of teachers interpret and plan to apply the messages of *Rise Up* in their preparation to become teachers?

C. Research Aims

This research aims to seek insight and explore the following:

1. To identify the motivational themes in the lyrics of *Rise Up* that are relevant for future teachers.
2. To explore how future teachers interpret and plan to apply the motivational messages of *Rise Up* in their preparation for the teaching profession.

D. Significance of the Study

1. Theoretical significance

Theoretically, this research deepens the understanding of how music can function as a motivational tool in teacher education. It extends Self-Determination Theory (Ryan & Deci, 2017) by showing how song lyrics may fulfill educators' psychological needs for competence, autonomy, and relatedness. It also supports growth mindset theory (Dweck, 2016) by demonstrating how motivational lyrics can nurture perseverance in challenging educational contexts. At the same time, it connects music psychology with teacher education, offering insights into how

auditory experiences influence professional motivation (Hallam, 2020).

2. Practical significance

a. For students

Practically, the findings of this research show that motivational music can bring multiple benefits to students. Exposure to inspirational lyrics may help students strengthen their perseverance and self-confidence in learning (Smith & Johnson, 2022). Teachers may also use music as a tool for emotional regulation, assisting students in managing stress and overcoming learning difficulties. Moreover, shared musical experiences can encourage stronger teacher–student connections and contribute to a more positive classroom environment (Darling-Hammond, 2022).

b. For Teachers

For teachers, including future teachers and those already in service, this research offers strategies that can be applied directly in professional practice. Motivational music such as *Rise Up* can enhance resilience and reduce the risk of burnout (Harris et al., 2023). Teachers can adopt these insights to design personal motivational strategies and manage classroom pressures more effectively. Furthermore, incorporating motivational media into professional development may help improve both teaching quality and job satisfaction (Martinez & Kim, 2025). These applications are particularly relevant in Indonesia, where a large number of educators report experiencing significant work-related stress (Nurhayati et al., 2023).

E. Terminology

To help readers more easily understand the terms used in this study, the researcher provides the following definitions of related terminology:

1. Future Teachers

Future teachers in this research refer to the 2021 cohort of students in the English Language Education Program at UIN Ar-Raniry who are preparing to enter the teaching profession. The use of this term is based on three considerations. First, this group is in a transitional stage from student to professional teacher (Darling-Hammond, 2022). Second, they face challenges such as disrupted learning experiences and higher anxiety levels compared to earlier cohorts (BSC UIN Ar-Raniry Report, 2023). Third, they need motivational approaches that reflect the characteristics of their generation (Mitchell et al., 2024). In this study, the term “future teachers” is consistently applied to maintain focus and avoid ambiguity.

2. Motivational Messages

Motivational messages refer to the textual elements in the lyrics of *Rise Up* that stimulate intrinsic motivation. According to Martinez & Kim (2025), these can be identified through the presence of growth mindset ideas (e.g., “I’ll rise unafraid”), principles of self-determination (e.g., “do it a thousand times”), and expressions of resilience (e.g., “in spite of the ache”). The operational indicators include repetition, the use of positive metaphors, and relevance to teaching challenges (Harris et al., 2023).

Defining these indicators ensures that the interpretation of motivational messages remains systematic, measurable, and relevant to the realities faced by future teachers.

3. Lyric Analysis

Lyric analysis in this study is a qualitative method used to explore the pedagogical meanings embedded in the lyrics of *Rise Up*. The process involves three steps: identifying themes using motivational theories (Ryan & Deci, 2017), examining linguistic features such as repetition and metaphor, and testing contextual relevance through focus group discussions (FGDs) with future teachers (Smith & Johnson, 2022). Unlike general music analysis, this study focuses solely on textual meaning, without analyzing musical instruments or melodies. This approach ensures that the findings are grounded in both theoretical frameworks and authentic reflections from participants.

4. Teacher Resilience

Teacher resilience is defined here as the ability of future teachers to adapt to stress and overcome challenges during teaching practicums. It is measured by three indicators: persistence in facing difficulties, regulation of negative emotions, and the use of adaptive coping strategies (Mitchell et al., 2024). This resilience is closely linked to the internalization of motivational messages in the lyrics, particularly those that encourage perseverance and acceptance of failure as part of the learning process (Dweck, 2016). In this study, resilience is seen both as a result of motivational internalization and as

a professional competency that supports long-term sustainability in the teaching profession.

