

## REFERENCES

- Abbas, J. (2020). HEISQUAL: A modern approach to measure service quality in higher education institutions. *\*Studies in Educational Evaluation\**, *\*67\**, 100933. <https://doi.org/10.1016/j.stueduc.2020.100933>
- Abrams, M. P., Eckert, T., Topping, D., & Daly, K. D. (2021). Reflective writing on the cadaveric dissection experience: An effective tool to assess the impact of dissection on learning of anatomy, humanism, empathy, well-being, and professional identity formation in medical students. *\*Anatomical Sciences Education\**, *\*14\*(5)*, 658–665. <https://doi.org/10.1002/ase.2025>
- Adebayo, T. S., Kartal, M. T., Ağa, M., & Al-Faryan, M. A. S. (2023). Role of country risks and renewable energy consumption on environmental quality: Evidence from MINT countries. *\*Journal of Environmental Management\**, *\*327\**, 116884. <https://doi.org/10.1016/j.jenvman.2022.116884>
- Affuso, G., Zannone, A., Esposito, C., Pannone, M., Miranda, M. C., De Angelis, G., Aquilar, S., Dragone, M., & Bacchini, D. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *\*European Journal of Psychology of Education\**, *\*38\*(1)*, 1–23. <https://doi.org/10.1007/s10212-021-00594-6>
- Ahmad, M., Ahmed, Z., Yang, X., Hussain, N., & Sinha, A. (2022). Financial development and environmental degradation: Do human capital and institutional quality make a difference? *\*Gondwana Research\**, *\*105\**, 299–310. <https://doi.org/10.1016/j.gr.2021.09.012>
- Ahn, I., Chiu, M. M., & Patrick, H. (2021). Connecting teacher and student motivation: Student-perceived teacher need-supportive practices and student need satisfaction. *\*Contemporary Educational Psychology\**, *\*64\**, 101950. <https://doi.org/10.1016/j.cedpsych.2021.101950>
- Aina, C., Baici, E., Casalone, G., & Pastore, F. (2022). The determinants of university dropout: A review of the socio-economic literature. *\*Socio-Economic Planning Sciences\**, *\*79\**, 101102. <https://doi.org/10.1016/j.seps.2021.101102>
- Alabidi, S., Owais, A., Alabidi, F., & Taani, O. (2022). Exploring the role of reflective diaries as a formative assessment strategy in promoting self-regulated learning among ESL students. *\*Practical Assessment, Research & Evaluation\**, *\*27\**, 19. <https://doi.org/10.7275/ww1r-nm56>
- Ali, G., & Snowden, M. (2019). SOPHIE (Self-Exploration Through Ontological, Phenomenological, Humanistic, Ideological and Existential Expressions): A mentoring framework. In M. Snowden & J. P. Halsall (Eds.), *\*Mentorship, leadership, and research: Their place within the social science curriculum\** (pp. 107–116). Springer International Publishing. [https://doi.org/10.1007/978-3-319-95447-9\\_8](https://doi.org/10.1007/978-3-319-95447-9_8)

- Almulla, M. A. (2023). Constructivism learning theory: A paradigm for students' critical thinking, creativity, and problem solving to affect academic performance in higher education. *\*Cogent Education\**, *\*10\**(1), 2172929. <https://doi.org/10.1080/2331186X.2023.2172929>
- Al-Obaydi, L. H. (2023). Humanistic learning elements in a blended learning environment: A study in an EFL teaching context. *\*Interactive Learning Environments\**, *\*31\**(5), 3098–3111. <https://doi.org/10.1080/10494820.2021.1919717>
- Al-Obaydi, L. H., Shakki, F., Tawafak, R. M., Pikhart, M., & Ugla, R. L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *\*Frontiers in Psychology\**, *\*13\**, 1083673. <https://doi.org/10.3389/fpsyg.2022.1083673>
- Azzali, S., Mazza, T., & Tibiletti, V. (2023). Student engagement and performance: Evidence from the first wave of COVID-19 in Italy. *\*Accounting Education\**, *\*32\**(4), 479–500. <https://doi.org/10.1080/09639284.2022.2081813>
- Balakrishna, C. (2023). The impact of in-classroom non-digital game-based learning activities on students transitioning to higher education. *\*Education Sciences\**, *\*13\**(4), 328. <https://doi.org/10.3390/educsci13040328>
- Bandura, A., & Cervone, D. (1986). Differential engagement of self-reactive influences in cognitive motivation. *\*Organizational Behavior and Human Decision Processes\**, *\*38\**(1), 92–113. [https://doi.org/10.1016/0749-5978\(86\)90028-2](https://doi.org/10.1016/0749-5978(86)90028-2)
- Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *\*Educational Psychology Review\**, *\*34\**(1), 259–300. <https://doi.org/10.1007/s10648-021-09614-9>
- Bevans, K. B., Fitzpatrick, L.-A., Sanchez, B. M., Riley, A. W., & Forrest, C. (2010). Physical education resources, class management, and student physical activity levels: A structure-process-outcome approach to evaluating physical education effectiveness. *\*Journal of School Health\**, *\*80\**(12), 573–580. <https://doi.org/10.1111/j.1746-1561.2010.00544.x>
- Bhutta, U. S., Tariq, A., Farrukh, M., Raza, A., & Iqbal, M. K. (2022). Green bonds for sustainable development: Review of literature on development and impact of green bonds. *\*Technological Forecasting and Social Change\**, *\*175\**, 121378. <https://doi.org/10.1016/j.techfore.2021.121378>
- Bishop, J. (2006). Drinking from the fountain of knowledge: Student incentive to study and learn—externalities, information problems and peer pressure. In E. A. Hanushek & F. Welch (Eds.), *\*Handbook of the economics of*

- education\* (Vol. 2, pp. 909–944). Elsevier. [https://doi.org/10.1016/S1574-0692\(06\)02015-0](https://doi.org/10.1016/S1574-0692(06)02015-0)
- Bockmann, J. O., & Yu, S. Y. (2023). Using mindfulness-based interventions to support self-regulation in young children: A review of the literature. *\*Early Childhood Education Journal\**, *\*51\*(4)*, 693–703. <https://doi.org/10.1007/s10643-022-01335-2>
- Bowman, M. A., Vongkulluksn, V. W., Jiang, Z., & Xie, K. (2022). Teachers' exposure to professional development and the quality of their instructional technology use: The mediating role of teachers' value and ability beliefs. *\*Journal of Research on Technology in Education\**, *\*54\*(2)*, 188–204. <https://doi.org/10.1080/15391523.2020.1830895>
- Brandt, N. D., Lechner, C. M., Tetzner, J., & Rammstedt, B. (2020). Personality, cognitive ability, and academic performance: Differential associations across school subjects and school tracks. *\*Journal of Personality\**, *\*88\*(2)*, 249–265. <https://doi.org/10.1111/jopy.12482>
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *\*American Psychologist\**, *\*34\*(10)*, 844–850. <https://doi.org/10.1037/0003-066X.34.10.844>
- Brown, A., Lawrence, J., Basson, M., & Redmond, P. (2022). A conceptual framework to enhance student online learning and engagement in higher education. *\*Higher Education Research & Development\**, *\*41\*(2)*, 284–299. <https://doi.org/10.1080/07294360.2020.1860912>
- Brown, M. I., Wai, J., & Chabris, C. F. (2021). Can you ever be too smart for your own good? Comparing linear and nonlinear effects of cognitive ability on life outcomes. *\*Perspectives on Psychological Science\**, *\*16\*(6)*, 1337–1359. <https://doi.org/10.1177/1745691620964122>
- Burke, K., Fanshawe, M., & Tualaulelei, E. (2022). We can't always measure what matters: Revealing opportunities to enhance online student engagement through pedagogical care. *\*Journal of Further and Higher Education\**, *\*46\*(3)*, 287–300. <https://doi.org/10.1080/0309877X.2021.1909712>
- Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: A systematic literature review. *\*Journal of Management Education\**, *\*46\*(1)*, 140–177. <https://doi.org/10.1177/1052562921990065>
- Chandra, Y. (2021). Online education during COVID-19: Perception of academic stress and emotional intelligence coping strategies among college students. *\*Asian Education and Development Studies\**, *\*10\*(2)*, 229–238. <https://doi.org/10.1108/AEDS-05-2020-0097>
- Chen, H., & Zhang, M. H. (2022). The relationship between basic psychological needs satisfaction and university students' academic engagement: The

- mediating effect of emotional intelligence. *\*Frontiers in Psychology\**, \*13\*, 917578. <https://doi.org/10.3389/fpsyg.2022.917578>
- Chen, L., Zhang, J., Zhu, Y., Shan, J., & Zeng, L. (2023). Exploration and practice of humanistic education for medical students based on volunteerism. *\*Medical Education Online\**, \*28\*(1), 2182691. <https://doi.org/10.1080/10872981.2023.2182691>
- Cheon, S. H., Reeve, J., & Moon, I. S. (2012). Experimentally based, longitudinally designed, teacher-focused intervention to help physical education teachers be more autonomy supportive toward their students. *\*Journal of Sport and Exercise Psychology\**, \*34\*(3), 365–396. <https://doi.org/10.1123/jsep.34.3.365>
- Crooks, C. V., Kubishyn, N., Noyes, A., & Kayssi, G. (2022). Engaging peers to promote well-being and inclusion of newcomer students: A call for equity-informed peer interventions. *\*Psychology in the Schools\**, \*59\*(12), 2422–2437. <https://doi.org/10.1002/pits.22623>
- Cui, Y., Song, X., Hu, Q., Li, Y., Sharma, P., & Khapre, S. (2022). Human-robot interaction in higher education for predicting student engagement. *\*Computers and Electrical Engineering\**, \*99\*, 107827. <https://doi.org/10.1016/j.compeleceng.2022.107827>
- Dadjoo, M., & Gharibzadeh, S. (2022). Prediction of self-control based on cognitive intelligence and socio-emotional behavior assessments in early childhood. *\*Frontiers in Biomedical Technologies\**, \*9\*(1), 21–28. <https://doi.org/10.18502/fbt.v9i1.8135>
- Daumiller, M., Janke, S., Hein, J., Rinas, R., Dickhäuser, O., & Dresel, M. (2021). Do teachers' achievement goals and self-efficacy beliefs matter for students' learning experiences? Evidence from two studies on perceived teaching quality and emotional experiences. *\*Learning and Instruction\**, \*76\*, 101458. <https://doi.org/10.1016/j.learninstruc.2021.101458>
- Del Toro, J., & Wang, M. T. (2021). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among African American adolescents. *\*Child Development\**, \*92\*(4), 1458–1475. <https://doi.org/10.1111/cdev.13567>
- Della Lucia, M., Dimanche, F., Giudici, E., Camargo, B. A., & Winchenbach, A. (2021). Enhancing tourism education: The contribution of humanistic management. *\*Humanistic Management Journal\**, \*6\*(3), 429–449. <https://doi.org/10.1007/s41463-021-00111-3>
- Dishon-Berkovits, M., Bakker, A. B., & Peters, P. (2024). Playful work design, engagement and performance: The moderating roles of boredom and conscientiousness. *\*The International Journal of Human Resource Management\**, \*35\*(2), 256–283. <https://doi.org/10.1080/09585192.2023.2227920>

- Dubovi, I. (2022). Cognitive and emotional engagement while learning with VR: The perspective of multimodal methodology. *Computers & Education*, \*183\*, 104495. <https://doi.org/10.1016/j.compedu.2022.104495>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, \*82\*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Edmonds, V. S., Chatterjee, K., Girardo, M. E., Butterfield, R. J., & Stonnington, C. M. (2023). Evaluation of a novel wellness curriculum on medical student wellbeing and engagement demonstrates a need for student-driven wellness programming. *Teaching and Learning in Medicine*, \*35\*(1), 52–64. <https://doi.org/10.1080/10401334.2021.2004415>
- Emiru, E. K., & Gedifew, M. T. (2024). The effect of teacher self-efficacy on learning engagement of secondary school students. *Cogent Education*, \*11\*(1), 2308432. <https://doi.org/10.1080/2331186X.2024.2308432>
- Estrada, M., Monferrer, D., Rodríguez, A., & Moliner, M. Á. (2021). Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustainability*, \*13\*(4), 1721. <https://doi.org/10.3390/su13041721>
- Fadol, Y., Aldamen, H., & Saadullah, S. (2018). A comparative analysis of flipped, online and traditional teaching: A case of female Middle Eastern management students. *The International Journal of Management Education*, \*16\*(2), 266–280. <https://doi.org/10.1016/j.ijme.2018.04.003>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, \*13\*, 1–22. <https://doi.org/10.1023/A:1009048817385>
- Farikah, F., Astuty, A., Mazid, S., & Mulyani, M. (2023). Student engagement in virtual learning: The self-determination theory perspective. *Arab World English Journals*, \*14\*(3). <https://doi.org/10.2139/ssrn.4593589>
- Farley, I. A., & Burbules, N. C. (2022). Online education viewed through an equity lens: Promoting engagement and success for all learners. *Review of Education*, \*10\*(3), e3367. <https://doi.org/10.1002/rev3.3367>
- Fenollar, P., Román, S., & Cuestas, P. J. (2007). University students' academic performance: An integrative conceptual framework and empirical analysis. *British Journal of Educational Psychology*, \*77\*(4), 873–891. <https://doi.org/10.1348/000709907X189118>
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, \*22\*(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>

- Ferriz-Valero, A., Østerlie, O., García Martínez, S., & García-Jaén, M. (2020). Gamification in physical education: Evaluation of impact on motivation and academic performance within higher education. *International Journal of Environmental Research and Public Health*, *17*(12), 4465. <https://doi.org/10.3390/ijerph17124465>
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, *9*(1), 339–363. <https://doi.org/10.1146/annurev-orgpsych-012420-091122>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50. <https://doi.org/10.2307/3151312>
- Fredricks, J. A. (2022). The measurement of student engagement: Methodological advances and comparison of new self-report instruments. In A. L. Reschly & S. L. Christenson (Eds.), *Handbook of research on student engagement* (pp. 597–616). Springer. [https://doi.org/10.1007/978-3-031-07853-8\\_28](https://doi.org/10.1007/978-3-031-07853-8_28)
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Fu, C., Zhao, Z., Wang, H., Ouyang, M., Mao, X., Cai, X., & Tan, X. (2022). How perceived school culture relates to work engagement among primary and secondary school teachers? Roles of affective empathy and job tenure. *Frontiers in Psychology*, *13*, 878894. <https://doi.org/10.3389/fpsyg.2022.878894>
- Fu, P., Qu, Q., & Yang, B. (2023). Confucianism and Chinese humanistic management. In *Handbook of Chinese management* (pp. 169–191). Springer. [https://doi.org/10.1007/978-981-10-2442-9\\_10-1](https://doi.org/10.1007/978-981-10-2442-9_10-1)
- Gallardo, I., Iturra, C., Bustamante, M., Pérez, I., & Clavijo, M. (2021). Empirically based decisions: The effect of musical and humanistic activities on self-efficacy and student academic performance. *Revista de Psicodidáctica (English ed.)*, *26*(2), 105–112. <https://doi.org/10.1016/j.psicoe.2020.12.004>
- Gesun, J. S., Major, J. C., Berger, E., Godwin, A., Jensen, K. J., Chen, J., & Froiland, J. M. (2021). A scoping literature review of engineering thriving to redefine student success. *Studies in Engineering Education*, *2*(2). <https://doi.org/10.21061/see.46>
- Giletta, M., Choukas-Bradley, S., Maes, M., Linthicum, K. P., Card, N. A., & Prinstein, M. J. (2021). A meta-analysis of longitudinal peer influence effects in childhood and adolescence. *Psychological Bulletin*, *147*(7), 719–747. <https://doi.org/10.1037/bul0000329>

- Gislason, N. (2010). Architectural design and the learning environment: A framework for school design research. *Learning Environments Research*, *13*(2), 127–145. <https://doi.org/10.1007/s10984-010-9071-x>
- Greenwald, R., Hedges, L. V., & Laine, R. D. (1996). The effect of school resources on student achievement. *Review of Educational Research*, *66*(3), 361–396. <https://doi.org/10.3102/00346543066003361>
- Guo, K., Luo, T., Zhou, L.-H., Xu, D., Zhong, G., Wang, H., Xu, J., & Chu, G. (2020). Cultivation of humanistic values in medical education through anatomy pedagogy and gratitude ceremony for body donors. *BMC Medical Education*, *20*, 1–10. <https://doi.org/10.1186/s12909-020-02392-4>
- Guo, Y. (2021). Exploring the dynamic interplay between foreign language enjoyment and learner engagement with regard to EFL achievement and absenteeism: A sequential mixed methods study. *Frontiers in Psychology*, *12*, 766058. <https://doi.org/10.3389/fpsyg.2021.766058>
- Guo, Y., & Wang, Y. (2025). Exploring the effects of artificial intelligence application on EFL students' academic engagement and emotional experiences: A mixed-methods study. *European Journal of Education*, *60*(1), e12812. <https://doi.org/10.1111/ejed.12812>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Ham, S.-H., Liao, W., & Zhou, Y. (2024). Towards a school culture of pedagogical fairness: Revisiting the academic performance of immigrant children in East Asia. *International Journal of Inclusive Education*, *28*(10), 2183–2200. <https://doi.org/10.1080/13603116.2022.2067824>
- Hammerstein, S., König, C., Dreisörner, T., & Frey, A. (2021). Effects of COVID-19-related school closures on student achievement—A systematic review. *Frontiers in Psychology*, *12*, 746289. <https://doi.org/10.3389/fpsyg.2021.746289>
- Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, *3*(2), 100188. <https://doi.org/10.1016/j.jjime.2023.100188>
- Harpaz, G., Vaizman, T., & Yaffe, Y. (2024). University students' academic grit and academic achievements predicted by subjective well-being, coping resources, and self-cultivation characteristics. *Higher Education Quarterly*, *78*(1), 192–211. <https://doi.org/10.1111/hequ.12455>

- Harwinda, A. A. (2025). Investigating the interplay between part-time work, academic engagement, and English proficiency among EFL students: A narrative inquiry. *\*Jurnal Penelitian, Pendidikan, Dan Pembelajaran\**, *\*20\**(1). <https://jim.unisma.ac.id/index.php/jp3/article/view/26918>
- Hassanain, M. A., Sanni-Anibire, M. O., & Mahmoud, A. S. (2022). Development of a design quality indicators toolkit for campus facilities using the Delphi approach. *\*Journal of Architectural Engineering\**, *\*28\**(2), 04022006. [https://doi.org/10.1061/\(ASCE\)AE.1943-5568.0000533](https://doi.org/10.1061/(ASCE)AE.1943-5568.0000533)
- Hemelt, S. W., Ladd, H. F., & Clifton, C. R. (2021). Do teacher assistants improve student outcomes? Evidence from school funding cutbacks in North Carolina. *\*Educational Evaluation and Policy Analysis\**, *\*43\**(2), 280–304. <https://doi.org/10.3102/0162373721991555>
- Henschke, E., & Sedlmeier, P. (2023). What is self-love? Redefinition of a controversial construct. *\*The Humanistic Psychologist\**, *\*51\**(3), 281–305. <https://doi.org/10.1037/hum0000286>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *\*Journal of the Academy of Marketing Science\**, *\*43\**(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Heo, H., Bonk, C. J., & Doo, M. Y. (2022). Influences of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19. *\*The Internet and Higher Education\**, *\*54\**, 100856. <https://doi.org/10.1016/j.iheduc.2022.100856>
- Hofer, S. I., Nistor, N., & Scheibenzuber, C. (2021). Online teaching and learning in higher education: Lessons learned in crisis situations. *\*Computers in Human Behavior\**, *\*121\**, 106789. <https://doi.org/10.1016/j.chb.2021.106789>
- Holbrook, J., Chowdhury, T. B. M., & Rannikmäe, M. (2022). A future trend for science education: A constructivism-humanism approach to trans-contextualisation. *\*Education Sciences\**, *\*12\**(6), 413. <https://doi.org/10.3390/educsci12060413>
- Hollister, B., Nair, P., Hill-Lindsay, S., & Chukoskie, L. (2022). Engagement in online learning: Student attitudes and behavior during COVID-19. *\*Frontiers in Education\**, *\*7\**, 851019. <https://doi.org/10.3389/feduc.2022.851019>
- Horta, H., & Shen, W. (2020). Current and future challenges of the Chinese research system. *\*Journal of Higher Education Policy and Management\**, *\*42\**(2), 157–177. <https://doi.org/10.1080/1360080X.2019.1632162>
- Huang, C. (2022). Self-regulation of learning and EFL learners' hope and joy: A review of literature. *\*Frontiers in Psychology\**, *\*13\**, 833279. <https://doi.org/10.3389/fpsyg.2022.833279>

- Hussadintorn Na Ayutthaya, D., Koomsap, P., & de Paor, C. (2023). Knowing your learners to scaffolding their autonomy: The perspective of learner capability and perception. In *Leveraging transdisciplinary engineering in a changing and connected world* (pp. 711–720). IOS Press. <https://doi.org/10.3233/ATDE230683>
- Hwang, G.-J., Wu, P.-H., & Chen, C.-C. (2012). An online game approach for improving students' learning performance in web-based problem-solving activities. *Computers & Education*, *59*(4), 1246–1256. <https://doi.org/10.1016/j.compedu.2012.05.022>
- Jaakkola, M., Lemmetty, S., Collin, K., Ylönen, M., & Antikainen, T. (2024). Organizational learning starting points and presuppositions: A case study from a hospital's surgical department. *The Learning Organization*, *31*(3), 337–357. <https://doi.org/10.1108/TLO-09-2022-0106>
- Jaakkola, N., Karvinen, M., Hakio, K., Wolff, L.-A., Mattelmäki, T., & Friman, M. (2022). Becoming self-aware—How do self-awareness and transformative learning fit in the sustainability competency discourse? *Frontiers in Education*, *7*, 855583. <https://doi.org/10.3389/educ.2022.855583>
- Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, *54*(3), 162–184. <https://doi.org/10.1080/00461520.2019.1623032>
- Jalolova, S. (2023). Basic approaches of teaching integrated skills. *IJAEDU-International E-Journal of Advances in Education*, *9*(25), 44–48. <https://doi.org/10.18768/ijaedu.1267485>
- Jang, H.-R. (2019). Teachers' intrinsic vs. extrinsic instructional goals predict their classroom motivating styles. *Learning and Instruction*, *60*, 286–300. <https://doi.org/10.1016/j.learninstruc.2017.11.001>
- Jang, H., Kim, E. J., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction*, *43*, 27–38. <https://doi.org/10.1016/j.learninstruc.2016.01.002>
- Javadi, Y., & Tahmasbi, M. (2020). Application of humanism teaching theory and humanistic approach to education in course. *Theory and Practice in Language Studies*, *10*(1), 40–48. <https://doi.org/10.17507/tpls.1001.06>
- Javaid, M., Haleem, A., Singh, R. P., Khan, S., & Khan, I. H. (2023). Unlocking the opportunities through ChatGPT tool towards ameliorating the education system. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, *3*(2), 100115. <https://doi.org/10.1016/j.tbench.2023.100115>
- Jelas, Z. M., Azman, N., Zulnaidi, H., & Ahmad, N. A. (2016). Learning support and academic achievement among Malaysian adolescents: The mediating

- role of student engagement. *Learning Environments Research*, *19*(2), 221–240. <https://doi.org/10.1007/s10984-015-9202-5>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*(1), 491–525. <https://doi.org/10.3102/003465430832569>
- Jeynes, W. H. (2016). Meta-analysis on the roles of fathers in parenting: Are they unique? *Marriage & Family Review*, *52*(7), 665–688. <https://doi.org/10.1080/01494929.2016.1157121>
- Jia, M., & Cheng, J. (2024). Effect of teacher social support on students' emotions and learning engagement: A US-Chinese classroom investigation. *Humanities and Social Sciences Communications*, *11*(1), 1–9. <https://doi.org/10.1057/s41599-024-02794-1>
- Jiang, Z., Wang, Y., Li, W., Peng, K. Z., & Wu, C.-H. (2023). Career proactivity: A bibliometric literature review and a future research agenda. *Applied Psychology*, *72*(1), 144–184. <https://doi.org/10.1111/apps.12442>
- Johnson, A., & Mercado-Garcia, D. (2022). The effects of early college opportunities on English learners. *American Educational Research Journal*, *59*(4), 719–751. <https://doi.org/10.3102/00028312221075068>
- Johnson, A. D., Phillips, D. A., Schochet, O. N., Martin, A., Castle, S., & Team, T. S. S. (2021). To whom little is given, much is expected: ECE teacher stressors and supports as determinants of classroom quality. *Early Childhood Research Quarterly*, *54*, 13–30. <https://doi.org/10.1016/j.ecresq.2020.07.002>
- Johnson, D. A., Johnson, C. M., & Dave, P. (2023). Performance feedback in organizations: Understanding the functions, forms, and important features. *Journal of Organizational Behavior Management*, *43*(1), 64–89. <https://doi.org/10.1080/01608061.2022.2089436>
- Johnson, K., & Street, E. M. (2012). From the laboratory to the field and back again: Morningside Academy's 32 years of improving students' academic performance. *The Behavior Analyst Today*, *13*(1), 20–40. <https://doi.org/10.1037/h0100715>
- Karimi, S., & Sotoodeh, B. (2020). The mediating role of intrinsic motivation in the relationship between basic psychological needs satisfaction and academic engagement in agriculture students. *Teaching in Higher Education*, *25*(8), 959–975. <https://doi.org/10.1080/13562517.2019.1623780>
- Kazemi, M., & Kazempoor Dehbidi, Z. (2022). Investigating the relationship between self-regulation and self-control in adolescents with attention deficit hyperactivity disorder. *Iranian Evolutionary Educational Psychology Journal*, *4*(3), 432–440. <https://doi.org/10.52547/ieepj.4.3.432>

- Kennedy, J. V., & Arendale, D. R. (2023). Investigating metacognitive strategies and exam performance: A cross-sectional survey research study. *\*Education Sciences\**, *13\*(11)*, 1132. <https://doi.org/10.3390/educsci13111132>
- Khadka, J., Joshi, D. R., Adhikari, K. P., & Khanal, B. (2023). Teachers' humanistic role in teaching mathematics online during the COVID-19 pandemic in Nepal. *\*International Journal of Distance Education Technologies (IJDET)\**, *21\*(1)*, 1–19. <https://doi.org/10.4018/IJDET.327364>
- Khilji, S. E. (2022). An approach for humanizing leadership education: Building learning community & stakeholder engagement. *\*Journal of Management Education\**, *46\*(3)*, 439–471. <https://doi.org/10.1177/10525629211041355>
- Kianinezhad, N. (2024). Investigating the influence of ambiguity tolerance and resilience on student engagement: A literature review. *\*English Learning Innovation (Englie)\**, *5\*(1)*, 142–150. <https://doi.org/10.22219/englie.v5i1.30472>
- Kim, B., Chang, Y., & Kim, T. (2023). Translating corporate social responsibility into financial performance: Exploring roles of work engagement and strategic coherence. *\*Corporate Social Responsibility and Environmental Management\**, *30\*(5)*, 2555–2573. <https://doi.org/10.1002/csr.2502>
- Kim, M. H., Han, J., Buford, K. N., Osterhage, J. L., & Usher, E. L. (2024). Undergraduate student perceptions of instructor mindset and academic performance: A motivational climate theory perspective. *\*Contemporary Educational Psychology\**, *77\**, 102280. <https://doi.org/10.1016/j.cedpsych.2024.102280>
- Kolesnykova, T. O. (2019). The role of libraries as publishers in the open education landscape: Reflecting modern world practice of open textbooks. *\*University Library at a New Stage of Social Communications Development. Conference Proceedings\**, *4\**, 88–99. [https://doi.org/10.15802/unilib/2019\\_187423](https://doi.org/10.15802/unilib/2019_187423)
- Koon, V.-Y., & Fujimoto, Y. (2024). From corporate social responsibility (CSR) to corporate humanistic responsibility (CHR): The conceptualization and operationalization of perceived CHR. *\*Personnel Review\**, *53\*(4)*, 877–899. <https://doi.org/10.1108/PR-07-2021-0501>
- Korostenskiene, J. (2022). Toward the humanistic paradigm in education: A case study. *\*Journal of Education, Society & Multiculturalism\**, *3\*(2)*, 215–235. <https://doi.org/10.2478/jesm-2022-0023>
- Kustinah, E., Kambali, K., & Lama'atushabakh, M. (2022). Humanistic counseling and student learning motivation. *\*International Journal of Educational Qualitative Quantitative Research\**, *1\*(2)*, 31–39. <https://doi.org/10.58418/ijeqqr.v1i2.25>

- Lai, C., Chen, Q., Wang, Y., & Qi, X. (2024). Individual interest, self-regulation, and self-directed language learning with technology beyond the classroom. *British Journal of Educational Technology*, *55*(1), 379–397. <https://doi.org/10.1111/bjet.13366>
- Lakkala, S., Galkienė, A., Navaitienė, J., Cierpiałowska, T., Tomecek, S., & Uusiautti, S. (2021). Teachers supporting students in collaborative ways—An analysis of collaborative work creating supportive learning environments for every student in a school: Cases from Austria, Finland, Lithuania, and Poland. *Sustainability*, *13*(5), 2804. <https://doi.org/10.3390/su13052804>
- Lazer, D., Hargittai, E., Freelon, D., Gonzalez-Bailon, S., Munger, K., Ognyanova, K., & Radford, J. (2021). Meaningful measures of human society in the twenty-first century. *Nature*, *595*(7866), 189–196. <https://doi.org/10.1038/s41586-021-03660-7>
- Lee, L. H. J., Rahmat, R. B., Lin, L., Lim, P. H., & Tan, T. H. (2023). The development of an implementation framework to support knowledge construction in online networked learning. *Professional Development in Education*, *49*(1), 69–90. <https://doi.org/10.1080/19415257.2020.1763431>
- Lei, X. (2022). The impact of emotion management ability on learning engagement of college students during COVID-19. *Frontiers in Psychology*, *13*, 967666. <https://doi.org/10.3389/fpsyg.2022.967666>
- Leo, F. M., Mouratidis, A., Pulido, J., López-Gajardo, M., & Sánchez-Oliva, D. (2022). Perceived teachers' behavior and students' engagement in physical education: The mediating role of basic psychological needs and self-determined motivation. *Physical Education and Sport Pedagogy*, *27*(1), 59–76. <https://doi.org/10.1080/17408989.2020.1850667>
- LEONG, D. C. P. (2022). Emotional stability and motivation of 21st century learners: A comparative review of learning theories. *Quantum Journal of Social Sciences and Humanities*, *3*(6), 68–80. <https://doi.org/10.55197/qjssh.v3i6.218>
- Li, J., & Xue, E. (2023). Dynamic interaction between student learning behaviour and learning environment: Meta-analysis of student engagement and its influencing factors. *Behavioral Sciences*, *13*(1), 59. <https://doi.org/10.3390/bs13010059>
- Li, L., & Tomasello, M. (2021). On the moral functions of language. *Social Cognition*, *39*(1), 99–116. <https://doi.org/10.1521/soco.2021.39.1.99>
- Liang, W., & Wu, Y. (2024). Exploring the use of ChatGPT to foster EFL learners' critical thinking skills from a post-humanist perspective. *Thinking Skills and Creativity*, *54*, 101645. <https://doi.org/10.1016/j.tsc.2024.101645>

- Lim, V., Rooksby, M., & Cross, E. S. (2021). Social robots on a global stage: Establishing a role for culture during human–robot interaction. *\*International Journal of Social Robotics\**, *13*(6), 1307–1333. <https://doi.org/10.1007/s12369-020-00710-4>
- Lima, R. A., Soares, F. C., Bezerra, J., & de Barros, M. V. G. (2020). Effects of a physical education intervention on academic performance: A cluster randomised controlled trial. *\*International Journal of Environmental Research and Public Health\**, *17*(12), 4287. <https://doi.org/10.3390/ijerph17124287>
- Lin, Y., Chen, Y., Peng, Y., Zhang, X., Liao, X., & Chen, L. (2023). Mediating role of resilience between learning engagement and professional identity among nursing interns under COVID-19: A cross-sectional study. *\*Nursing Open\**, *10*(6), 4013–4021. <https://doi.org/10.1002/nop2.1660>
- Little, C., DeLeeuw, R. R., Andriana, E., & Zanuttini, J. (2022). Social inclusion through the eyes of the student: Perspectives from students with disabilities on friendship and acceptance. *\*International Journal of Disability, Development and Education\**, *69*(6), 2074–2093. <https://doi.org/10.1080/1034912X.2020.1837352>
- Liu, L., Fathi, J., Allahveysi, S. P., & Kamran, K. (2023). A model of teachers' growth mindset, teaching enjoyment, work engagement, and teacher grit among EFL teachers. *\*Frontiers in Psychology\**, *14*, 1137357. <https://doi.org/10.3389/fpsyg.2023.1137357>
- Longhurst, P., Sumner, A. L., Smith, S., Eilenberg, J., Duncan, C., & Cooper, M. (2022). 'They need somebody to talk to': Parents' and carers' perceptions of school-based humanistic counselling. *\*Counselling and Psychotherapy Research\**, *22*(3), 667–677. <https://doi.org/10.1002/capr.12496>
- Luck, A., & Sayer, F. (2024). Digital engagement and wellbeing: The impact of museum digital resources on user wellbeing during COVID-19. *\*Heritage & Society\**, *17*(2), 169–190. <https://doi.org/10.1080/2159032X.2023.2228173>
- Lulewicz-Sas, A., Kinowska, H., & Fryczyńska, M. (2022). How sustainable human resource management affects work engagement and perceived employability. *\*Economics & Sociology\**, *15*(4), 63–79. <https://doi.org/10.14254/2071-789X.2022/15-4/3>
- Luo, J., & Chan, C. K. Y. (2022). Influences of shadow education on the ecology of education—A review of the literature. *\*Educational Research Review\**, *36*, 100450. <https://doi.org/10.1016/j.edurev.2022.100450>
- Lynam, S., Cachia, M., & Stock, R. (2024). An evaluation of the factors that influence academic success as defined by engaged students. *\*Educational Review\**, *76*(3), 586–604. <https://doi.org/10.1080/00131911.2022.2052808>

- Ma, Q., & Wang, F. (2022). The role of students' spiritual intelligence in enhancing their academic engagement: A theoretical review. *Frontiers in Psychology*, *13*, 857842. <https://doi.org/10.3389/fpsyg.2022.857842>
- Ma, Y., & Bennett, D. (2021). The relationship between higher education students' perceived employability, academic engagement and stress among students in China. *Education+ Training*, *63*(5), 744–762. <https://doi.org/10.1108/ET-07-2020-0219>
- Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, *105*, 101714. <https://doi.org/10.1016/j.ijer.2020.101714>
- Magni, D., Del Gaudio, G., Papa, A., & Della Corte, V. (2024). Digital humanism and artificial intelligence: The role of emotions beyond the human–machine interaction in Society 5.0. *Journal of Management History*, *30*(2), 195–218. <https://doi.org/10.1108/JMH-12-2022-0084>
- Maslow, A. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- Matizirofa, L., Soyizwapi, L., Siwela, A., & Khosie, M. (2021). Maintaining student engagement: The digital shift during the Coronavirus pandemic a case of the library at the University of Pretoria. *New Review of Academic Librarianship*, *27*(3), 364–379. <https://doi.org/10.1080/13614533.2021.1976234>
- Mayoral, S., Pérez Álvarez, F., & Timoneda Gallart, C. (2021). Understanding low academic achievement based on PASS and Ericksonian humanistic therapy. *Journal of Southwest Jiaotong University*, *56*(4). <https://doi.org/10.35741/issn.0258-2724.56.4.46>
- McGee, G. W. (2021). Closing the achievement gap: Lessons from Illinois' golden spike high-poverty high-performing schools. In J. Reyes & D. Goens (Eds.), *Closing the achievement gap* (pp. 97–125). Routledge.
- Menegaki, A. N. (2022). New technologies in hotels and museums: Supply-side perceptions with education implications for managers and curators. *Journal of the Knowledge Economy*, *13*(4), 2935–2956. <https://doi.org/10.1007/s13132-021-00828-4>
- Mestry, R., & Bodalina, K. (2015). The perceptions and experiences of school management teams and teachers of the management of physical resources in public schools. *Educational Management Administration & Leadership*, *43*(3), 433–451. <https://doi.org/10.1177/1741143214549972>
- Miao, J., & Ma, L. (2023). Teacher autonomy support influence on online learning engagement: The mediating roles of self-efficacy and self-regulated learning. *Sage Open*, *13*(4), 21582440231217737. <https://doi.org/10.1177/21582440231217737>

- Mielkov, Y., Bakhov, I., Bilyakovska, O., Kostenko, L., & Nych, T. (2021). Higher education strategies for the 21st century: Philosophical foundations and the humanist approach. *Revista Tempos E Espaços Em Educação\**, *14*(33). <https://doi.org/10.20952/revtee.v14i33.15564>
- Mincu, M., Colman, A., Day, C., & Gu, Q. (2024). Lessons from two decades of research about successful school leadership in England: A humanistic approach. *Education Sciences\**, *14*(2), 187. <https://doi.org/10.3390/educsci14020187>
- Ming-te, W., Binning, K. R., Del Toro, J., Qin, X., & Zepeda, C. D. (2021). Skill, thrill, and will: The role of metacognition, interest, and self-control in predicting student engagement in mathematics learning over time. *Child Development\**, *92*(4), 1369–1387. <https://doi.org/10.1111/cdev.13531>
- Mitton, J., & Murray-Orr, A. (2022). Exploring the connection between playfulness and learning: Making learning memorable in a culturally and economically diverse grade 5 classroom. *Thinking Skills and Creativity\**, *43*, 101005. <https://doi.org/10.1016/j.tsc.2022.101005>
- Montano, R. L. T. (2021). Academic engagement predicts flourishing among students in online learning setup: The mediating role of psychological needs. *Journal of Psychological and Educational Research\**, *29*(1), 177–194.
- Muhajirah, M. (2020). Basic of learning theory: (Behaviorism, cognitivism, constructivism, and humanism). *International Journal of Asian Education\**, *1*(1), 37–42. <https://doi.org/10.46966/ijae.v1i1.23>
- Mujtaba Asad, M., Athar Ali, R., Churi, P., & Moreno-Guerrero, A.-J. (2022). Impact of flipped classroom approach on students' learning in post-pandemic: A survey research on public sector schools. *Education Research International\**, *2022*, 1–12. <https://doi.org/10.1155/2022/1134432>
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: A literature review. *International Journal of Humanities and Innovation (IJHI)\**, *4*(1), 1–4. <https://doi.org/10.33750/ijhi.v4i1.102>
- Nápoles Prieto, Y., Rojas Sánchez, G. A., & Arturo Puga García, A. (2023). The discipline of Medical Psychology in the ethical-humanistic education of medical students. *Seminars in Medical Writing and Education\**, *2*, 42. <https://doi.org/10.56294/mw202342>
- Natonis, H. Y., Leobisa, J., Sitopu, R., Udju, A. A. H., & Banamtuan, M. F. (2023). An analysis of patterns and values of humanist Christian religious education. *Pharos Journal of Theology\**, *104*(1). <https://doi.org/10.46222/pharosjot.104.18>
- Niebaum, J. C., & Munakata, Y. (2023). Why doesn't executive function training improve academic achievement? Rethinking individual differences,

- relevance, and engagement from a contextual framework. *Journal of Cognition and Development*, *24*(2), 241–259. <https://doi.org/10.1080/15248372.2022.2160723>
- Nussbaumer, D. (2012). An overview of cultural historical activity theory (CHAT) use in classroom research 2000 to 2009. *Educational Review*, *64*(1), 37–55. <https://doi.org/10.1080/00131911.2011.553947>
- O'Dwyer, M., Filieri, R., & O'Malley, L. (2023). Establishing successful university–industry collaborations: Barriers and enablers deconstructed. *The Journal of Technology Transfer*, *48*(3), 900–931. <https://doi.org/10.1007/s10961-022-09932-2>
- Olatunde-Aiyedun, T. G. (2024). Artificial intelligence (AI) in education: Integration of AI into science education curriculum in Nigerian universities. *International Journal of Artificial Intelligence for Digital*, *1*(1). <https://www.researchgate.net/publication/377110951>
- Oliveira, Í. M., de Castro, I., Silva, A. D., & Taveira, M. do C. (2023). Social-emotional skills, career adaptability, and agentic school engagement of first-year high school students. *International Journal of Environmental Research and Public Health*, *20*(8), 5597. <https://doi.org/10.3390/ijerph20085597>
- Oliveira, Í. M., & Marques, C. (2024). The role of career adaptability and academic engagement in college student's life satisfaction. *International Journal of Environmental Research and Public Health*, *21*(5), 596. <https://doi.org/10.3390/ijerph21050596>
- Ordu, M., Demir, E., Tofallis, C., & Gunal, M. M. (2021). A novel healthcare resource allocation decision support tool: A forecasting-simulation-optimization approach. *Journal of the Operational Research Society*, *72*(3), 485–500. <https://doi.org/10.1080/01605682.2020.1824556>
- Ou, A. W., Stöhr, C., & Malmström, H. (2024). Academic communication with AI-powered language tools in higher education: From a post-humanist perspective. *System*, *121*, 103225. <https://doi.org/10.1016/j.system.2024.103225>
- Ozer, S., & Schwartz, S. J. (2020). Academic motivation, life exploration, and psychological well-being among emerging adults in Denmark. *Nordic Psychology*, *72*(3), 199–221. <https://doi.org/10.1080/19012276.2019.1682667>
- Pambudi, A. S., Hidayati, S., Putri, D. A. C., & Wibowo, A. D. C. (2021). Special allocation fund (DAK) for education sector: A development evaluation perspective of fiscal year 2019. *Jurnal Ekonomi Dan Pembangunan*, *29*(1), 41–58. <https://doi.org/10.14203/JEP.29.1.2021.41-58>
- Pan, X. (2023). Online learning environments, learners' empowerment, and learning behavioral engagement: The mediating role of learning

- motivation. *Sage Open*, *13*(4), 21582440231205098. <https://doi.org/10.1177/21582440231205098>
- Parker-Katz, M., & Passi, J. (2021). Bringing a humanistic approach to special education curriculum. In *Oxford research encyclopedia of education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1248>
- Peng, L., Deng, Y., & Jin, S. (2022). The evaluation of active learning classrooms: Impact of spatial factors on students' learning experience and learning engagement. *Sustainability*, *14*(8), 4839. <https://doi.org/10.3390/su14084839>
- Peters, T., & Penna, K. (2020). Biophilic design for restorative university learning environments: A critical review of literature and design recommendations. *Sustainability*, *12*(17), 7064. <https://doi.org/10.3390/su12177064>
- Pham, L. N., & Tin, T. B. (2022). Exploring learner interest in relation to humanistic language teaching materials: A case from Vietnam. *System*, *105*, 102731. <https://doi.org/10.1016/j.system.2022.102731>
- Pirson, M. (2020). *A humanistic perspective for management research: Protecting dignity and promoting well-being*. Springer. <https://doi.org/10.1007/978-3-030-35857-4>
- Qin, H. (2022). A humanistic approach to education 2030: Perspective and practice in China. *Beijing International Review of Education*, *4*(2), 274–300. <https://doi.org/10.1163/25902539-04020006>
- Qu, X. (2024). Confucianism and human rights-exploring the philosophical base for inclusive education for children with disabilities in China. *Disability & Society*, *39*(6), 1443–1464. <https://doi.org/10.1080/09687599.2022.2143321>
- Quintero, M., & Wang, Z. (2023). Achievement trajectories in low-achieving students as a function of perceived classroom goal structures and socioeconomic backgrounds. *Social Psychology of Education*, *26*(5), 1341–1367. <https://doi.org/10.1007/s11218-023-09795-x>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, *31*(4), 2371–2391. <https://doi.org/10.1080/10494820.2021.1927053>
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149–172). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_7](https://doi.org/10.1007/978-1-4614-2018-7_7)
- Reeve, J., Cheon, S. H., & Jang, H.-R. (2019). A teacher-focused intervention to enhance students' classroom engagement. In J. A. Fredricks, A. L.

- Reschly, & S. L. Christenson (Eds.), *\*Handbook of student engagement interventions\** (pp. 87–102). Elsevier. <https://doi.org/10.1016/B978-0-12-813413-9.00007-3>
- Reyes-de-Cózar, S., Merino-Cajaraville, A., & Salguero-Pazos, M. R. (2023). Avoiding academic burnout: Academic factors that enhance university student engagement. *\*Behavioral Sciences\**, *\*13\*(12)*, 989. <https://doi.org/10.3390/bs13120989>
- Rogers, C. R. (1961). The process equation of psychotherapy. *\*American Journal of Psychotherapy\**, *\*15\*(1)*, 27–45. <https://doi.org/10.1176/appi.psychotherapy.1961.15.1.27>
- Rogers, C. R. (1965). Some questions and challenges facing a humanistic psychology. *\*Journal of Humanistic Psychology\**, *\*5\*(1)*, 1–5. <https://doi.org/10.1177/002216786500500101>
- Romano, L., Tang, X., Hietajärvi, L., Salmela-Aro, K., & Fiorilli, C. (2020). Students' trait emotional intelligence and perceived teacher emotional support in preventing burnout: The moderating role of academic anxiety. *\*International Journal of Environmental Research and Public Health\**, *\*17\*(13)*, 4771. <https://doi.org/10.3390/ijerph17134771>
- Rone, N., Guao, N. A., Jariol, M., Acedillo, N., Balinton, K., & Francisco, J. (2023). Students' lack of interest, motivation in learning, and classroom participation: How to motivate them? *\*Psychology and Education: A Multidisciplinary Journal\**, *\*7\*(8)*, 636–646. <https://doi.org/10.5281/zenodo.7803056>
- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *\*Review of Educational Research\**, *\*81\*(4)*, 493–529. <https://doi.org/10.3102/0034654311421793>
- Rowe, E., & Perry, L. B. (2020). Inequalities in the private funding of public schools: Parent financial contributions and school socioeconomic status. *\*Journal of Educational Administration and History\**, *\*52\*(1)*, 42–59. <https://doi.org/10.1080/00220620.2019.1689234>
- Ruoxue, L., Jun, Z., Li, J., & Xianwen, J. (2023). Path breakthrough of medical humanities education from the perspective of "all-staff, whole-process, and all-round education". *\*Contemporary Social Sciences\**, *\*8\*(4)*. <https://doi.org/10.19873/j.cnki.2096-0212.2023.04.007>
- Rustan Effendi, Y., Bafadal, I., Degeng Sudana, I. N., & Arifin, I. (2020). Humanistic approach to principal's leadership and its impacts in character education strengthening. *\*Humanities & Social Sciences Reviews\**, *\*8\*(3)*, 651–659. <https://doi.org/10.18510/hssr.2020.8370>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *\*American Psychologist\**, *\*55\*(1)*, 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Ryan, R. M., Duineveld, J. J., Di Domenico, S. I., Ryan, W. S., Steward, B. A., & Bradshaw, E. L. (2022). We know this much is (meta-analytically) true: A meta-review of meta-analytic findings evaluating self-determination theory. *Psychological Bulletin*, *148*(11-12), 813–842. <https://doi.org/10.1037/bul0000384>
- Ryan, R. M., & Niemiec, C. P. (2009). Self-determination theory in schools of education: Can an empirically supported framework also be critical and liberating? *Theory and Research in Education*, *7*(2), 263–272. <https://doi.org/10.1177/1477878509104331>
- Sadler, D. R. (2009). Grade integrity and the representation of academic achievement. *Studies in Higher Education*, *34*(7), 807–826. <https://doi.org/10.1080/03075070802706553>
- Sam-Kalagbor, V. O. (2021). Perceived influence of school physical facilities on students' academic performance in public secondary schools in Rivers State. *International Journal of Innovative Social & Science Education Research*, *9*(1), 46–59.
- Saptono, B., Herwin, H., & Firmansyah, F. (2023). Indonesian national educational innovation e-module based on a humanistic approach. *Educational Administration: Theory and Practice*, *29*(3). <https://doi.org/10.52152/kuvey.v29i3.683>
- Sattar, T., Ullah, M. I., & Ahmad, B. (2022). The role of stakeholders participation, goal directness and learning context in determining student academic performance: Student engagement as a mediator. *Frontiers in Psychology*, *13*, 875174. <https://doi.org/10.3389/fpsyg.2022.875174>
- Savicki, V. (2023). *Developing intercultural competence and transformation: Theory, research, and application in international education*. Taylor & Francis.
- Schleicher, A., Ikeda, M., Thorn, W., & Tremblay, K. (2021). OECD studies and the case of PISA, PIAAC, and TALIS. In *International handbook of comparative large-scale studies in education: Perspectives, methods and findings* (pp. 1–42). Springer. [https://doi.org/10.1007/978-3-030-26286-6\\_2](https://doi.org/10.1007/978-3-030-26286-6_2)
- Scholl, I., Zill, J. M., Härter, M., & Dirmaier, J. (2014). An integrative model of patient-centeredness—A systematic review and concept analysis. *PLOS ONE*, *9*(9), e107828. <https://doi.org/10.1371/journal.pone.0107828>
- Scholtz, G. (2024). Exploratory study of the humanistic philosophy of adult learning as principal philosophy for leadership development. *The*

- International Journal of Management Education\*, \*22\*(2), 100949. <https://doi.org/10.1016/j.ijme.2024.100949>
- Sengupta, E., Blessinger, P., & Makhanya, M. (2020). Introduction to improving classroom engagement and international development programs: International perspectives on humanizing higher education. In E. Sengupta, P. Blessinger, & M. Makhanya (Eds.), *Improving classroom engagement and international development programs: International perspectives on humanizing higher education\** (Vol. 27, pp. 3–14). Emerald Publishing Limited. <https://doi.org/10.1108/S2055-364120200000027001>
- Sharp, A. (2012). Humanistic approaches to learning. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning\** (pp. 1469–1471). Springer US. [https://doi.org/10.1007/978-1-4419-1428-6\\_530](https://doi.org/10.1007/978-1-4419-1428-6_530)
- Shi, Y., & Qu, S. (2021). Cognitive ability and self-control's influence on high school students' comprehensive academic performance. *Frontiers in Psychology\**, \*12\*, 783673. <https://doi.org/10.3389/fpsyg.2021.783673>
- Shi, Y., & Qu, S. (2022). The effect of cognitive ability on academic achievement: The mediating role of self-discipline and the moderating role of planning. *Frontiers in Psychology\**, \*13\*, 1014655. <https://doi.org/10.3389/fpsyg.2022.1014655>
- Shi, Y., Tong, M., & Long, T. (2021). Investigating relationships among blended synchronous learning environments, students' motivation, and cognitive engagement: A mixed methods study. *Computers & Education\**, \*168\*, 104193. <https://doi.org/10.1016/j.compedu.2021.104193>
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology\**, \*85\*(4), 571–581. <https://doi.org/10.1037/0022-0663.85.4.571>
- Smith, Z. R., Flax, M., Becker, S. P., & Langberg, J. (2023). Academic motivation decreases across adolescence for youth with and without attention-deficit/hyperactivity disorder: Effects of motivation on academic success. *Journal of Child Psychology and Psychiatry\**, \*64\*(9), 1303–1313. <https://doi.org/10.1111/jcpp.13815>
- Sökmen, Y. (2021). The role of self-efficacy in the relationship between the learning environment and student engagement. *Educational Studies\**, \*47\*(1), 19–37. <https://doi.org/10.1080/03055698.2019.1665986>
- Sony, M., Antony, J., & Mc Dermott, O. (2023). How do the technological capability and strategic flexibility of an organization impact its successful implementation of Industry 4.0? A qualitative viewpoint. *Benchmarking: An International Journal\**, \*30\*(3), 924–949. <https://doi.org/10.1108/BIJ-09-2021-0541>

- Suchyadi, Y., & Suharyati, H. (2021). The use of multimedia as an effort to improve the understanding ability of basic school teachers' creative thinking in the era 'freedom of learning'. In *\*Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture\** (pp. 42–53). Zahir Publishing.
- Suldo, S. M., & Parker, J. (2022). Relationships between student engagement and mental health as conceptualized from a dual-factor model. In A. L. Reschly & S. L. Christenson (Eds.), *\*Handbook of research on student engagement\** (pp. 217–238). Springer International Publishing. [https://doi.org/10.1007/978-3-031-07853-8\\_11](https://doi.org/10.1007/978-3-031-07853-8_11)
- Sutarni, N., Ramdhany, M. A., Hufad, A., & Kurniawan, E. (2021). Self-regulated learning and digital learning environment: Its' effect on academic achievement during the pandemic. *\*Cakrawala Pendidikan\**, *\*40\**(2), 374–388. <https://doi.org/10.21831/cp.v40i2.40718>
- Swanzy-Impraim, E., Morris, J. E., Lummis, G. W., & Jones, A. (2023). How Ghanaian secondary visual arts teachers perceive the role of creativity in their teaching. *\*International Journal of Education Through Art\**, *\*19\**(2), 175–193. [https://doi.org/10.1386/eta\\_00127\\_1](https://doi.org/10.1386/eta_00127_1)
- Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). Determinants of good academic performance among university students in Ethiopia: A cross-sectional study. *\*BMC Medical Education\**, *\*22\**(1), 395. <https://doi.org/10.1186/s12909-022-03461-0>
- Tang, L., & Zhu, X. (2024). Academic self-efficacy, grit, and teacher support as predictors of psychological well-being of Chinese EFL students. *\*Frontiers in Psychology\**, *\*14\**, 1332909. <https://doi.org/10.3389/fpsyg.2023.1332909>
- Tangney, S. (2014). Student-centred learning: A humanist perspective. *\*Teaching in Higher Education\**, *\*19\**(3), 266–275. <https://doi.org/10.1080/13562517.2013.860099>
- Thier, M., Longhurst, J. M., Grant, P. D., & Hocking, J. E. (2021). Research deserts: A systematic mapping review of US rural education definitions and geographies. *\*Journal of Research in Rural Education\**, *\*37\**(2). <https://doi.org/10.26209/jrre3702>
- Torrissi-Steele, G. (2022). "I do better, feel less stress and am happier"—A humanist and affective perspective on student engagement in an online class. *\*Issues in Informing Science and Information Technology\**, *\*19\**, 121–133. <https://doi.org/10.28945/4990>
- Uline, C., & Tschannen-Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *\*Journal of Educational Administration\**, *\*46\**(1), 55–73. <https://doi.org/10.1108/09578230810849817>

- Valtonen, T., Leppänen, U., Hyypiä, M., Kokko, A., Manninen, J., Vartiainen, H., Sointu, E., & Hirsto, L. (2021). Learning environments preferred by university students: A shift toward informal and flexible learning environments. *\*Learning Environments Research\**, *\*24\**(3), 371–388. <https://doi.org/10.1007/s10984-020-09339-6>
- Vankova, D. (2020). Health-related quality of life and education-humanistic academic approaches. *\*EDULEARN20 Proceedings\**, 4523–4528. <https://doi.org/10.21125/edulearn.2020.1205>
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *\*Educational Psychologist\**, *\*41\**(1), 19–31. [https://doi.org/10.1207/s15326985ep4101\\_4](https://doi.org/10.1207/s15326985ep4101_4)
- Vora, D., & Kainzbauer, A. (2020). Humanistic leadership in Thailand: A mix of indigenous and global aspects using a cross-cultural perspective. *\*Cross Cultural & Strategic Management\**, *\*27\**(4), 665–687. <https://doi.org/10.1108/CCSM-10-2019-0195>
- Walukow, D. S., Wesnawa, I. G. A., Kertih, I. W., & Mudana, I. W. (2023). Analysis of the effect of a humanistic approach in online learning on student independent learning and student satisfaction. *\*MOJEM: Malaysian Online Journal of Educational Management\**, *\*11\**(2), 50–70.
- Wang, F., Lo, L. N. K., Chen, X., & Qin, C. (2023). Returning home from the West: Chinese teacher educators in search of space for educational transfer in China. *\*Teaching and Teacher Education\**, *\*125\**, 104073. <https://doi.org/10.1016/j.tate.2023.104073>
- Wang, M.-T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *\*Learning and Instruction\**, *\*28\**, 12–23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>
- Wang, M. T., Binning, K. R., Del Toro, J., Qin, X., & Zepeda, C. D. (2021). Skill, thrill, and will: The role of metacognition, interest, and self-control in predicting student engagement in mathematics learning over time. *\*Child Development\**, *\*92\**(4), 1369–1387. <https://doi.org/10.1111/cdev.13531>
- Wang, N., & An, B. G. (2023). Improving teachers' professional development through professional learning community: Voices from secondary school teachers at Malaysian Chinese independent schools. *\*Heliyon\**, *\*9\**(6), e16915. <https://doi.org/10.1016/j.heliyon.2023.e16915>
- Wang, X. (2025). Exploring the impact of mindfulness, subjective well-being, and music engagement on academic performance of students in higher educational institutions. *\*Humanities and Social Sciences Communications\**, *\*12\**(1), 1–14. <https://doi.org/10.1057/s41599-024-04174-1>

- Wang, X., Liu, Y., Ying, B., & Lin, J. (2023). The effect of learning adaptability on Chinese middle school students' English academic engagement: The chain mediating roles of foreign language anxiety and English learning self-efficacy. *Current Psychology*, *42*(8), 6682–6692. <https://doi.org/10.1007/s12144-021-02008-8>
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, *90*(2), 202–209. <https://doi.org/10.1037/0022-0663.90.2.202>
- Wittenberg, H., Eweje, G., Taskin, N., & Forsyth, D. (2024). Different perspectives on engagement, where to from here? A systematic literature review. *International Journal of Management Reviews*, *26*(3), 410–434. <https://doi.org/10.1111/ijmr.12361>
- Wong, Z. Y., & Liem, G. A. D. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, *34*(1), 107–138. <https://doi.org/10.1007/s10648-021-09628-3>
- Wu, H., Li, S., Zheng, J., & Guo, J. (2020). Medical students' motivation and academic performance: The mediating roles of self-efficacy and learning engagement. *Medical Education Online*, *25*(1), 1742964. <https://doi.org/10.1080/10872981.2020.1742964>
- Wulandari, D., & Abdullah, S. S. (2024). "Reach out, not harm": Navigating between physical punishment and alternative strategies in addressing student discipline challenges for a positive learning environment. *International Journal of Learning, Teaching and Educational Research*, *23*(8), 222–243. <https://doi.org/10.26803/ijlter.23.8.12>
- Xu, Y., Jin, L., Deifell, E., & Angus, K. (2022). Facilitating technology-based character learning in emergency remote teaching. *Foreign Language Annals*, *55*(1), 72–97. <https://doi.org/10.1111/flan.12541>
- Yang, Y. (2023). *Chinese primary English teachers' perspectives on teaching of intercultural communicative competence in their English class* [Master's thesis, University of Eastern Finland]. UEF Electronic Publications.
- Yates, A., Starkey, L., Egerton, B., & Flueggen, F. (2021). High school students' experience of online learning during Covid-19: The influence of technology and pedagogy. *Technology, Pedagogy and Education*, *30*(1), 59–73. <https://doi.org/10.1080/1475939X.2020.1854337>
- Ye, L. (2024). Tracing the origin and creating the future to find the lost dimension of nature in modern education: The second follow-up study of life-practice educology. *ECNU Review of Education*, 20965311241227450. <https://doi.org/10.1177/20965311241227450>
- You, W. (2022). Research on the relationship between learning engagement and learning completion of online learning students. *International Journal of*

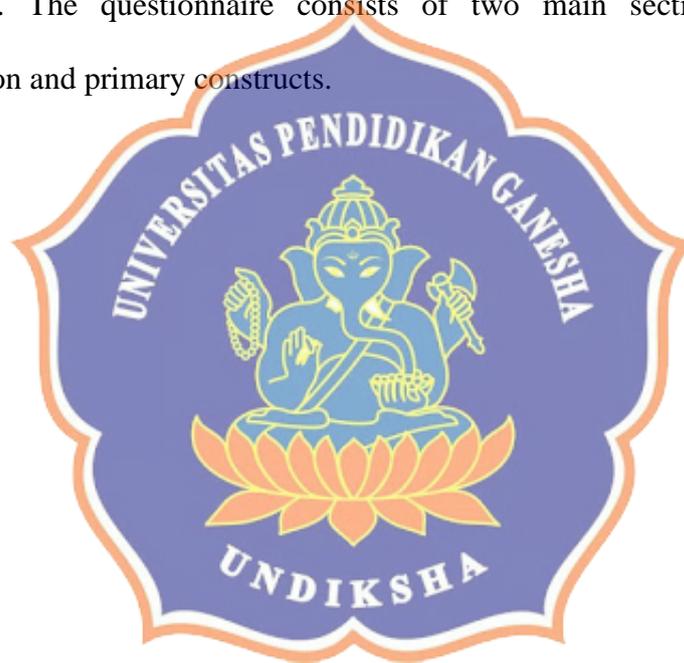
- Emerging Technologies in Learning (iJET)\*, \*17\*(1), 102–117. <https://doi.org/10.3991/ijet.v17i01.28573>
- Yu, M., Wang, H., & Xia, G. (2022). The review on the role of ambiguity of tolerance and resilience on students' engagement. *\*Frontiers in Psychology\**, \*12\*, 828894. <https://doi.org/10.3389/fpsyg.2021.828894>
- Yu, Z., Gao, M., & Wang, L. (2021). The effect of educational games on learning outcomes, student motivation, engagement and satisfaction. *\*Journal of Educational Computing Research\**, \*59\*(3), 522–546. <https://doi.org/10.1177/0735633120969214>
- Zajda, J. (2021). *\*Globalisation and education reforms: Creating effective learning environments\** (Vol. 25). Springer Nature. <https://doi.org/10.1007/978-3-030-71575-5>
- Zajda, J. (2024). Engagement, motivation, and students' achievement. In J. Zajda, *\*Engagement, motivation, and students' achievement\** (Vol. 48, pp. 1–28). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-61613-6\\_1](https://doi.org/10.1007/978-3-031-61613-6_1)
- Zaky, H. (2024). Adult education and empathy: The impact of empathy development on students' academic competencies and classroom engagement post Covid-19. *\*International Journal of Curriculum Development and Learning Measurement (IJCDLM)\**, \*5\*(1), 1–18. <https://doi.org/10.4018/IJCDLM.336479>
- Zare, F., Guillaume, J. H., ElSawah, S., Croke, B., Fu, B., Iwanaga, T., Merritt, W., Partington, D., Ticehurst, J., & Jakeman, A. J. (2021). A formative and self-reflective approach to monitoring and evaluation of interdisciplinary team research: An integrated water resource modelling application in Australia. *\*Journal of Hydrology\**, \*596\*, 126070. <https://doi.org/10.1016/j.jhydrol.2021.126070>
- Zhang, H., Chai, J., & Li, C. (2024). On innovative strategies of youth sports teaching and training based on the internet of things and artificial intelligence technology from the perspective of humanism. *\*Learning and Motivation\**, \*86\*, 101969. <https://doi.org/10.1016/j.lmot.2024.101969>
- Zhang, L., & Wang, J. (2024). "Curriculum-based or ideology-based": An action research on China's curriculum-based ideology and virtuous awareness education in second language writing teaching: An activity theory perspective. *\*Heliyon\**, \*10\*(11), e31890. <https://doi.org/10.1016/j.heliyon.2024.e31890>
- Zhang, N., Xu, D., Li, J., & Xu, Z. (2022). Effects of role overload, work engagement and perceived organisational support on nurses' job performance during the COVID-19 pandemic. *\*Journal of Nursing Management\**, \*30\*(4), 901–912. <https://doi.org/10.1111/jonm.13598>
- Zhang, T., Huang, H., & Chen, F. (2021, October). Exploration and practice of an innovative idea and method of organized engineering education. In *\*2021*

- IEEE Frontiers in Education Conference (FIE)\* (pp. 1-5). IEEE. <https://doi.org/10.1109/FIE49875.2021.9637383>
- Zhang, W. (2023b). Exploring whole-person education reform from principals perspective on high-stakes testing. *International Journal of Educational Reform\**, 10567879231187417. <https://doi.org/10.1177/10567879231187417>
- Zhang, Y., Zhao, X., & Zhu, P. (2024). An examination of the effectiveness of in an integrated appreciative curriculum moral education for college students from Hong Kong, Macao, Taiwan and mainland China—Taking ethics and life as an example. *MATEC Web of Conferences\**, 395\*, 01036. <https://doi.org/10.1051/mateconf/202439501036>
- Zhao, Y. (2018). Shifting the education paradigm: Why international borrowing is no longer sufficient for improving education in China. *ECNU Review of Education\**, 1\*(1), 76–106. <https://doi.org/10.30926/ecnuoe2018010105>
- Zhao, Y., Zhao, M., & Shi, F. (2023). Integrating moral education and educational information technology: A strategic approach to enhance rural teacher training in universities. *Journal of the Knowledge Economy\**. <https://doi.org/10.1007/s13132-023-01693-z>
- Zheng, J. (2021). A functional review of research on clarity, immediacy, and credibility of teachers and their impacts on motivation and engagement of students. *Frontiers in Psychology\**, 12\*, 712419. <https://doi.org/10.3389/fpsyg.2021.712419>
- Zhong, J., Wen, J., & Li, K. (2023). Do achievement goals differently orient students' academic engagement through learning strategy and academic self-efficacy and vary by grade. *Psychology Research and Behavior Management\**, 16\*, 4779–4797. <https://doi.org/10.2147/PRBM.S424593>
- Zhou, C., & Hou, F. (2024). Can AI empower L2 education? Exploring its influence on the behavioural, cognitive and emotional engagement of EFL teachers and language learners. *European Journal of Education\**, 59\*(4), e12750. <https://doi.org/10.1111/ejed.12750>
- Zughoul, O., Momani, F., Almasri, O. H., Zaidan, A. A., Zaidan, B. B., Alsalem, M. A., Albahri, O. S., Albahri, A. S., & Hashim, M. (2018). Comprehensive insights into the criteria of student performance in various educational domains. *IEEE Access\**, 6\*, 73245–73264. <https://doi.org/10.1109/ACCESS.2018.2881282>
- Zusho, A., Kumar, R., & Bondie, R. S. (2023). Transforming fear into rigor, love, freedom, and joy: A new paradigm of standards-based reform. *Educational Psychologist\**, 58\*(4), 244–260. <https://doi.org/10.1080/00461520.2023.2250879>

# APPENDICES



The questionnaire for this study is designed to gather responses on critical variables, including Humanistic Approach, Physical Resource Availability, Student Engagement, and Student Academic Performance. These variables are represented by items adapted from established scales to ensure relevance and alignment with previously validated studies. This approach supports the questionnaire's content validity and provides a framework for reliable data collection. The questionnaire consists of two main sections: demographic information and primary constructs.



**Appendix 1**

**Demographic Information**



**RESEARCH INSTRUMENT**



**PHD in Educational Science**  
**UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA**  
**2025**

Please provide the following information about yourself. This information will be used for statistical purposes only and will be kept strictly confidential. Please tick (✓) or mark the option that best applies to you.

**A1. Gender:**

- Male
- Female
- Prefer not to say

**A2. Age:**

- Below 18
- 18 – 24
- 25 – 34
- 35 – 44
- 45 and above

**A3. What is your current level of education?**

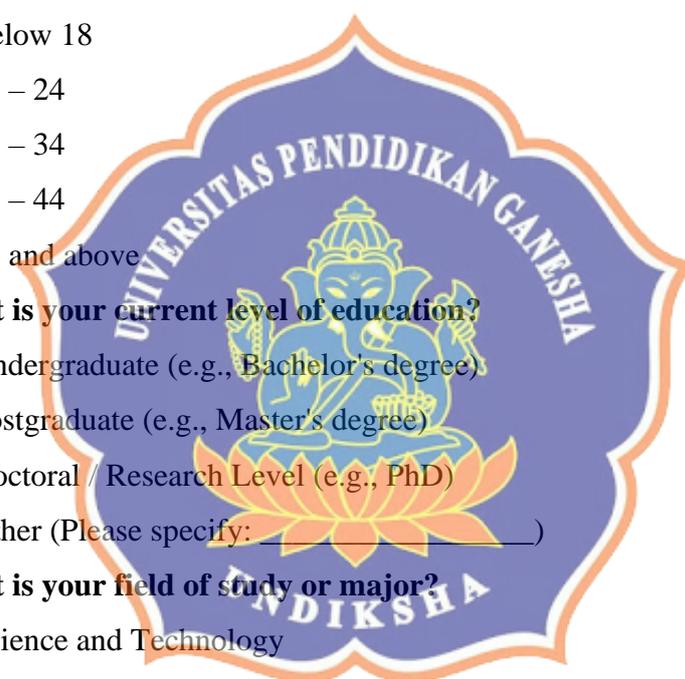
- Undergraduate (e.g., Bachelor's degree)
- Postgraduate (e.g., Master's degree)
- Doctoral / Research Level (e.g., PhD)
- Other (Please specify: \_\_\_\_\_)

**A4. What is your field of study or major?**

- Science and Technology
- Humanities and Social Sciences
- Business and Management
- Medicine and Health Sciences
- Education
- Arts and Design
- Other (Please specify: \_\_\_\_\_)

**A5. How would you describe your family's socioeconomic background?**

- High-income family
- Middle-income family
- Low-income family



**A6. What is your approximate average monthly personal income (e.g., from salary, allowance, or part-time work) in your local currency?**

- Below 5,000
- 5,000 – 10,000
- 10,001 – 20,000
- Above 20,000
- Not Applicable

**A7. How would you describe your recent academic performance?**

- Excellent (90% and above / GPA  $\geq$  4.0 on a 5.0 scale or equivalent)
- Very Good (80% - 89% / GPA 3.5 - 3.9 on a 5.0 scale)
- Good (70% - 79% / GPA 3.0 - 3.4 on a 5.0 scale)
- Satisfactory (60% - 69% / GPA 2.5 - 2.9 on a 5.0 scale)
- Below Satisfactory (Below 60% / GPA  $<$  2.5 on a 5.0 scale)

**A8. Where is your educational institution primarily located?**

- Urban Area (a city or large town)
- Suburban Area (a residential area on the outskirts of a city)
- Rural Area (a village or countryside)

**A9. What type of educational institution do you attend?**

- Public School/University
- Private School/University
- International School/University
- Other (Please specify: \_\_\_\_\_)

## Appendix 2

### Humanistic Approach Items



**RESEARCH INSTRUMENT**



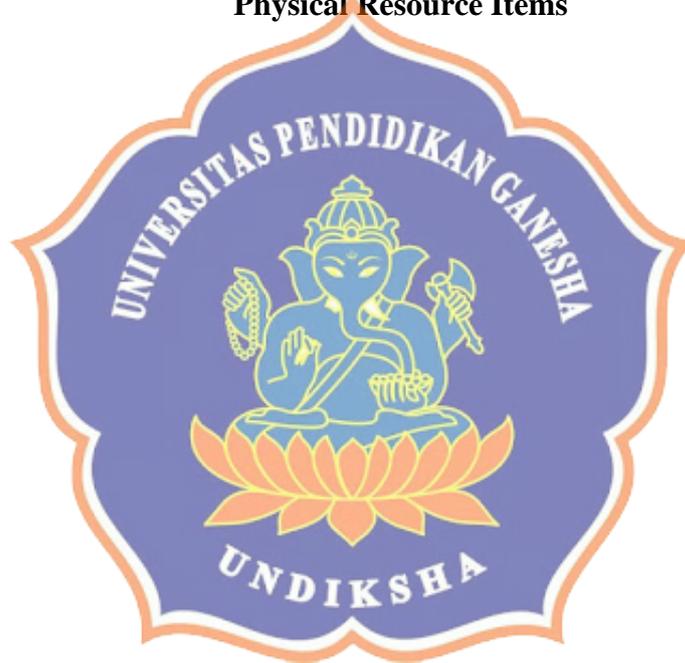
**PHD in Educational Science**  
**UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA**  
**2025**

Table 3.1 Humanistic Approach Items

Serial No.	Items
1	The teacher regularly engages in meaningful, two-way communication with students.
2	The classroom environment encourages open dialogue and respects diverse perspectives.
3	The teacher incorporates activities that address students' emotional and social needs.
4	Students are given opportunities to participate in decision-making processes.
5	The teacher provides individualized support to cater to different learning styles.
6	The curriculum includes projects that promote self-discovery and personal growth.
7	Students are encouraged to set their own learning goals and track their progress.
8	The classroom culture fosters mutual respect and empathy among students.
9	The teacher uses constructive feedback to guide students' personal and academic growth.
10	Learning activities are designed to connect with students' real-life experiences.
11	The teacher promotes a safe and non-judgmental learning environment.
12	Students are encouraged to explore and express their creativity through various mediums.

**Appendix 3**

**Physical Resource Items**



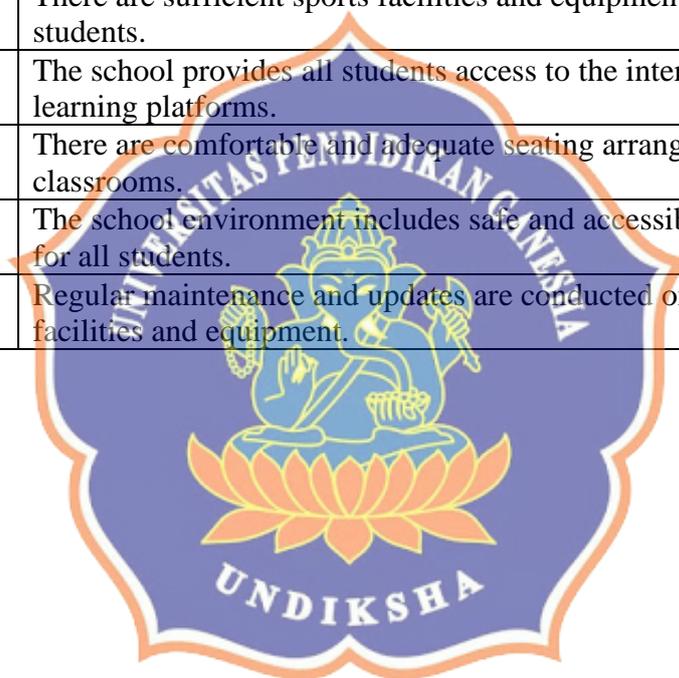
**RESEARCH INSTRUMENT**



**PHD in Educational Science**  
**UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA**  
**2025**

Table 3.2 Physical Resource Items

Serial No.	Items
1	The school provides sufficient and up-to-date textbooks and learning materials.
2	Classrooms are equipped with modern technological tools, such as projectors and computers.
3	The school maintains clean and well-ventilated classrooms.
4	There are adequate laboratory facilities for science and technology subjects.
5	The school library is well-stocked with a variety of books and digital resources.
6	There are sufficient sports facilities and equipment available for students.
7	The school provides all students access to the internet and digital learning platforms.
8	There are comfortable and adequate seating arrangements in classrooms.
9	The school environment includes safe and accessible infrastructure for all students.
10	Regular maintenance and updates are conducted on all school facilities and equipment.



#### Appendix 4

#### Student Engagement Items, Affective Engagement Items (Adapted)



**RESEARCH INSTRUMENT**



**PHD in Educational Science**  
**UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA**  
**2025**

Table 3.3 Student Engagement Items, Affective Engagement Items (Adapted)

Serial No.	Items
1	I find the classroom discussions interesting.
2	I enjoy participating in projects and activities organized by the school.
3	I feel bored with the traditional lecture method.
4	I am proud to be part of this school community.
5	I look forward to engaging in school activities every day.
6	I feel motivated to work hard in class when the teacher incorporates interactive methods.

## Cognitive Engagement Items (Adapted)

Serial No.	Items
1	I try to relate what I learn in class to real-life situations.
2	I think about how the knowledge gained in school can be applied in practical scenarios.
3	I connect new concepts learned in class with my personal experiences.
4	I try to integrate different subjects to see how they are related.
5	I compare new information with what I already know.
6	I understand the interconnections between various topics taught in school.
7	I use prior knowledge to help me grasp new concepts taught in school.

## Behavioral Engagement Items (Adapted)

Serial No.	Items
1	I put in my best effort to excel in my studies.
2	I actively participate in class activities and discussions.
3	I pay close attention to the teacher's instructions and explanations.
4	I review and rework problems until I understand them thoroughly.
5	I persistently work through challenging homework problems until I solve them.
6	I volunteer to help organize school events and activities.
7	I create my examples to understand better critical concepts taught in class.
8	I try to synthesize information from different subjects to develop new ideas.

**Appendix 5**

**Student Academic Performance Items**



**RESEARCH INSTRUMENT**



**PHD in Educational Science**  
**UNIVERSITAS PENDIDIKAN GANESHA SINGARAJA**  
**2025**

Table 3.4 Student Academic Performance Items

Serial No.	Items
1	I consistently complete all my assignments on time.
2	I actively participate in class discussions and activities.
3	I can understand and apply the concepts taught in class.
4	I perform well on exams and quizzes.
5	I feel confident in my ability to succeed academically.
6	I seek help from teachers or peers when I do not understand the material.
7	I use effective study strategies to prepare for exams.
8	I can relate what I learn in class to real-world situations.
9	I set academic goals for myself and work hard to achieve them.
10	I regularly review and revise my notes and study materials.
11	I can manage my time effectively to balance my academic workload.
12	I feel satisfied with my academic progress and achievements.

