7% Overall Similarity

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

Filtered from the Report

- Bibliography

Match Groups

24 Not Cited or Quoted 6%
Matches with neither in-text citation nor quotation marks

3 Missing Quotations 1%
Matches that are still very similar to source material

0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation

0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

5% Internet sources
4% Publications
1% Submitted works (Student Papers)

Match Groups

- **24** Not Cited or Quoted 6%
  Matches with neither in-text citation nor quotation marks
- **3** Missing Quotations 1%
  Matches that are still very similar to source material
- **0** Missing Citation 0%
  Matches that have quotation marks, but no in-text citation
- **0** Cited and Quoted 0%
  Matches with in-text citation present, but no quotation marks

Top Sources

5% Internet sources
4% Publications
1% Submitted works (Student Papers)

Top Sources

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

1	Publication	
Binar Winantaka, Rozanah Katrina Herda, Nina Sulistyowati, Margana Margana e...		1%
2	Internet	
ejournal.uika-bogor.ac.id		<1%
3	Internet	
journal-gehu.com		<1%
4	Internet	
ejournal.itbwigalumajang.ac.id		<1%
5	Internet	
ijeecs.iaescore.com		<1%
6	Internet	
ejournal.unibabwi.ac.id		<1%
7	Internet	
jurnalalkhairat.org		<1%
8	Internet	
fliphtml5.com		<1%
9	Internet	
repository.unibabwi.ac.id		<1%
10	Publication	
Donny Dwi Setiabudi Donny Dwi Setiabudi. "Implementasi Nilai – Nilai Kepemimp...		<1%

11 Publication

Zulkifli Zulkifli, Erwinsyah Satria, Agus Supriyadi, Tomi Apra Santosa. "Meta-analy... <1%

12 Internet

idr.uin-antasari.ac.id <1%

13 Internet

ish-world.com <1%

14 Internet

competitor.idjournal.eu <1%

Journal of General Education and Humanities
Vol. 5, No. 1, February 2026, pp. 2001 – 2010, https://doi.org/10.58421/gehu.v5i1.1142
ISSN 2963-7147

Case Study: Factors Causing Low Student Activeness in Grade 5 at SDN 05 Muara Ilai in the IPAS Subject

Fransiskus Ricardo[1*], Vikram Yuda Octa Firandhi[2], Metroyadi[3]
[1,2,3]Primary School Teacher Education Program, STKIP Melawi Wilayah Perbatasan Entikong, Indonesia

Article Info

Article history:

Received 2026-02-04
Revised 2026-02-23
Accepted 2026-02-24

Keywords:

Elementary School
IPAS Learning
Learning Environment
Qualitative Case Study
Student Activeness

ABSTRACT

This study investigates the factors contributing to low student activeness in Grade 5 at SDN 05 Muara Ilai in the Integrated Natural and Social Sciences (IPAS) subject. The research aims to identify and analyze the internal and external factors that influence students' participation during classroom learning. A qualitative approach with a case study design was employed to gain an in-depth understanding of the phenomenon. Data were collected through classroom observations, interviews, and documentation involving the class teacher, the student's seatmate, and the previous class teacher. The findings reveal that low student activeness is caused by the interaction of multiple factors. Internal factors include biological conditions, particularly health-related issues, which significantly affect students' physical readiness, concentration, and energy levels. These biological factors are closely linked to psychological aspects such as low motivation, lack of self-confidence, emotional withdrawal, and cognitive difficulties in maintaining focus and processing information. External factors also contribute to the problem, including limited parental support, unfavorable home learning environments, inadequate school facilities, limited health services, and teacher-centered instructional methods dominated by lectures. Socio-cultural influences, such as peer interaction patterns and limited social support regarding health awareness, further affect student participation. In conclusion, low student activeness in IPAS learning arises from the complex interaction of internal and external conditions. Improving student engagement requires integrated efforts addressing health, learning environments, and social support systems.

Corresponding Author:

Fransiskus Ricardo
Primary School Teacher Education Program, STKIP Melawi wilayah Perbatasan Entikong
Email: fransiskusrikaldo0@gmail.com

1. INTRODUCTION

Education plays a central role in shaping high-quality human resources who are capable of adapting to social changes creatively while maintaining their identity [1]. In the learning process, success is not only determined by curriculum content but also by the level

of student engagement during classroom activities. Active participation enables students to construct knowledge meaningfully and develop cognitive, social, and emotional competencies [2], [3]. However, in practice, student activeness remains a challenge in many elementary classrooms.

Preliminary observations at SDN 05 Muara Ilai revealed low student activeness in Grade 5 IPAS (Integrated Natural and Social Sciences) learning. Several students rarely participated in discussions, were reluctant to ask questions, and tended to remain passive during instruction. Interestingly, one student (initials C K) demonstrated good academic achievement in semester examinations despite low classroom participation. This phenomenon indicates a gap between classroom activeness and learning outcomes, suggesting that the factors influencing participation may be more complex than previously assumed.

Previous studies have shown that student activeness is influenced by internal factors such as motivation, self-confidence, cognitive ability, and health conditions, as well as external factors including teaching methods, family support, peer interaction, and school facilities [7], [9], [10]. Research has also demonstrated that innovative models such as Problem-Based Learning can increase student engagement and achievement in IPAS subjects [11]. However, most prior studies focus on testing instructional models quantitatively to improve activeness and learning outcomes. Limited research explores in depth how biological conditions and contextual environmental factors interact in specific cases where low participation coexists with satisfactory academic performance. This represents the research gap addressed in this study.

Theoretically, student activeness refers to students' physical, mental, and social involvement in learning activities [3], [4]. Constructivist learning theory emphasizes that knowledge is actively constructed through interaction and experience [5]. From a biopsychosocial perspective, learning behavior is shaped by the interaction of biological, psychological, and social factors [7]. In IPAS learning, which integrates natural and social sciences, active engagement is essential because students are expected to observe, analyze, and discuss real-life phenomena [6].

Based on these considerations, this study aims to analyze the internal and external factors causing low student activeness in Grade 5 IPAS learning at SDN 05 Muara Ilai using a qualitative case study approach. The author plans to identify the dominant factors influencing participation and to examine how these factors interact within the classroom and home environments.

The findings of this research are expected to provide deeper insight into the complexity of student activeness beyond instructional methods alone. Practically, the results may serve as a basis for teachers, schools, and parents to design integrated strategies that consider students' health conditions, psychological readiness, and social support systems. Academically, this study contributes to the development of a contextual understanding of student engagement in elementary IPAS learning.

2. METHOD

This study employed a qualitative research approach using a case study design. The qualitative approach was chosen to obtain an in-depth understanding of the factors causing low student activeness in Grade 5 at SDN 05 Muara Ilai in the Integrated Natural and Social Sciences (IPAS) subject. The case study design allowed the researcher to examine the phenomenon comprehensively within its real-life context, focusing on a specific case related to low student participation during classroom learning activities.

The subject of this study consisted of Grade 5 students at SDN 05 Muara Ilai, totaling 28 students, comprising 18 male students and 10 female students. One student identified by the initials C K was selected as the main case subject due to observable indications related to low activeness during IPAS learning activities. The object of this research was the phenomenon of low student activeness in IPAS learning, specifically examining biological, psychological, cognitive, external, school environment, and socio-cultural factors that influenced student participation.

The primary instrument in this study was the researcher, as commonly applied in qualitative research. The researcher played a central role in planning, collecting data, analyzing data, and reporting the research findings. Data were collected using observation, interviews, and documentation techniques. Observations were conducted directly in the classroom to capture actual learning conditions and student behavior. Interviews were carried out with the class teacher, the student's seatmate, and the previous class teacher to obtain diverse perspectives regarding factors influencing student activeness. Documentation was used to support observational and interview data through written records and visual evidence relevant to the research context.

Data analysis was conducted through several systematic stages, including data collection, data reduction, data display, and conclusion drawing. Data obtained from observations, interviews, and documentation were organized and reduced by focusing on relevant information related to the research problem. The reduced data were then presented in descriptive narrative form to identify patterns and relationships among the identified factors. To ensure data validity, triangulation of sources was applied by comparing information obtained from different respondents and data collection techniques. Conclusions were drawn based on the synthesized findings to provide a comprehensive understanding of the factors causing low student engagement in IPAS learning.

3. RESULTS AND DISCUSSION

3.1 Results of Classroom Observation on Student Activeness

Based on classroom observations conducted in Grade 5 at SDN 05 Muara Ilai during IPAS learning activities, the findings indicate a generally low level of student activeness throughout the learning process. Observation data revealed that most students showed limited participation during classroom activities, particularly in discussion sessions and interactive learning tasks [12]. Students tended to remain passive, with minimal verbal responses and low engagement when the teacher delivered instructional material [13].

The observation also identified one student, identified by the initials C K, who showed more apparent indicators of low activeness compared to other students. During

classroom learning, the student frequently appeared unfocused, showed limited attention to the teacher's explanations, and rarely participated in group discussions or question-and-answer sessions [14]. These behaviors were consistently observed across several learning sessions, indicating a recurring pattern rather than an isolated incident.

Further observation results suggest that the student's low activeness was closely related to physical condition during the learning process. The student often appeared tired, lacked energy, and showed reduced concentration during IPAS lessons [15]. These conditions affected the student's ability to follow classroom activities optimally, resulting in passive behavior during learning sessions. Despite these observations, the student was still able to complete certain academic tasks, indicating that low classroom activeness did not fully reflect the student's cognitive ability [16].

3.2 Biological Factors Affecting Student Activeness

The results of observations and interviews indicate that biological factors played a significant role in influencing student activeness during IPAS learning in Grade 5 at SDN 05 Muara Ilai. Data obtained from classroom observations showed that one student frequently appeared physically weak, tired, and lacking energy during learning activities [17]. These physical conditions were consistently associated with reduced participation and limited involvement in classroom interactions.

Information obtained from interviews with the student's seatmate, the current class teacher, and the previous class teacher confirmed the presence of biological factors related to the student's health condition. The student was reported to experience frequent physical discomfort, which resulted in decreased stamina and difficulty maintaining focus during lessons [18]. As a consequence, the student tended to remain passive, showed minimal responses during discussions, and rarely engaged in learning activities that required active participation.

Triangulation of data from these three sources strengthened the validity of the findings regarding biological factors. The seatmate observed that the student frequently appeared lethargic and required more time to complete tasks. The current class teacher noted that the student often struggled to concentrate during IPAS lessons and showed signs of physical fatigue. Meanwhile, the previous class teacher confirmed that similar physical conditions had been observed in earlier learning periods, indicating that the issue was not temporary but had persisted over time [19].

Although biological factors negatively affected classroom activeness, the findings also revealed that the student was still able to demonstrate satisfactory academic performance during examinations. This suggests that the biological condition primarily influenced the student's physical engagement and participation during learning activities rather than overall academic ability [20]. These results indicate that health-related biological factors can significantly reduce student activeness in the classroom, even when cognitive understanding of learning materials remains adequate [7].

https://doi.org/10.58421/gehu.v5i1.1142

3.3 Psychological Factors Affecting Student Activeness

The results of observations and interviews indicate that psychological factors also contributed to low student activeness during IPAS learning in Grade 5 at SDN 05 Muara Ilai. Data collected from multiple sources showed that the student experienced decreased motivation, low self-confidence, and emotional discomfort during classroom activities [21]. These psychological conditions influenced the student's willingness to participate actively in learning sessions.

Interview results from the student's seatmate revealed that the student often appeared hesitant to raise a hand or express opinions during IPAS lessons, even when the student seemed to understand the material. The seatmate observed that the student frequently looked unsure and avoided eye contact during discussions, which reflected a lack of confidence in interacting with teachers and peers [22]. This condition limited the student's verbal participation and reduced engagement in group activities.

The current class teacher confirmed that the student demonstrated low learning motivation during classroom instruction. The student tended to respond slowly to questions, showed minimal enthusiasm during learning activities, and appeared emotionally withdrawn, particularly when experiencing physical discomfort [23]. According to the teacher, these psychological conditions were closely related to the student's health issues, which affected emotional stability and reduced interest in participating actively during lessons.

The previous class teacher provided similar information, stating that the student's psychological condition had previously shown signs of anxiety and lack of confidence during classroom learning. The teacher noted that physical fatigue often led to emotional withdrawal, making the student reluctant to interact and participate in classroom activities. Triangulation of these findings indicates that psychological factors, particularly reduced motivation, low self-confidence, and emotional discomfort, played an important role in shaping low student activeness during IPAS learning [7], [9], [24].

3.4 Cognitive Factors Affecting Student Activeness

The results of classroom observations and interviews indicate that cognitive factors also influenced the level of student activeness during IPAS learning in Grade 5 at SDN 05 Muara Ilai. These factors were primarily related to the student's ability to maintain concentration, process instructional information, and retain learning content during classroom activities [25]. Cognitive limitations observed during learning sessions contributed to reduced participation and passive behavior.

Information obtained from interviews with the student's seatmate revealed that the student often appeared to daydream and required more time to understand instructions given by the teacher. During learning activities, the student tended to remain silent when discussions took place and showed difficulty responding to questions that required immediate cognitive processing. This condition suggested temporary limitations in attention and working memory during classroom instruction.

The current class teacher confirmed that the student experienced difficulty following verbal explanations during IPAS lessons, particularly when learning activities required

sustained concentration. The teacher noted that the student often needed repeated instructions and additional clarification to complete assigned tasks. These cognitive challenges became more apparent when the student's physical condition was weak, which further reduced the student's ability to engage in learning activities actively.

The previous class teacher also reported similar observations, stating that the student had previously shown difficulties in maintaining focus and processing information during classroom learning. According to the teacher, the student's cognitive performance during daily classroom activities appeared lower than expected, despite satisfactory results in examinations. Triangulation of these findings indicates that cognitive factors, such as reduced concentration, slower information processing, and limited working memory during learning sessions, contributed to low student activeness in IPAS learning, even though overall academic achievement remained adequate [7].

3.5 External Factors Affecting Student Activeness

The results of observations and interviews indicate that external factors outside the student also contributed to low activeness during IPAS learning in Grade 5 at SDN 05 Muara Ilai. These external factors were primarily related to family conditions and the level of parental support for the student's learning activities outside of school. Limited external support affected the student's readiness and motivation to participate actively in classroom learning.

Interview data from the student's seatmate revealed that the student often lacked adequate preparation for learning activities at school, particularly when experiencing health-related conditions. The seatmate reported that the student received limited assistance and encouragement at home, which influenced the student's enthusiasm and confidence during IPAS learning activities. This lack of support reduced the student's engagement and willingness to participate in classroom interactions.

The current class teacher confirmed that parental involvement in monitoring the student's learning and health conditions was relatively limited. According to the teacher, insufficient communication between the school and the student's family contributed to inadequate handling of the student's learning needs, especially during periods when the student was unwell. This condition weakened the student's external support system and negatively affected classroom activeness.

The previous class teacher provided similar observations, noting that external pressures related to home conditions often affected the student's emotional and learning readiness. The teacher stated that limited parental supervision and support during learning activities outside school further reduced the student's motivation and participation in classroom learning. Triangulation of these findings indicates that external factors, particularly family support and home learning conditions, played a significant role in influencing low student activeness during IPAS learning [7].

3.6 School Environment Factors Affecting Student Activeness

The results of observations and interviews indicate that the school environment played an important role in influencing student activeness during IPAS learning in Grade 5

https://doi.org/10.58421/gehu.v5i1.1142

at SDN 05 Muara Ilai. Environmental conditions within the school, particularly classroom facilities, learning atmosphere, and instructional practices, affected the students' physical comfort and willingness to participate actively during learning activities.

Information obtained from interviews with the student's seatmate revealed that the classroom environment was often uncomfortable due to inadequate facilities and unfavorable physical conditions. The seatmate observed that factors such as dust, room temperature, and limited classroom space disrupted the student's comfort during learning sessions. These conditions were especially challenging for a student experiencing health-related issues, which further reduced activity during classroom activities.

The current class teacher confirmed that school facilities related to student health support were limited. The teacher noted that the availability of school health facilities was minimal, which made it difficult to provide adequate support for students experiencing physical discomfort during learning activities. Additionally, the teacher stated that instructional methods were often dominated by lecture-based approaches, which were less adaptive to students' physical and learning needs and contributed to passive learning behavior.

The previous class teacher also reported that classroom cleanliness and overall learning environment had previously been less conducive to supporting active student participation. Poor classroom hygiene and limited attention to environmental comfort were observed to reduce students' focus and engagement during lessons. Triangulation of these findings indicates that school environment factors, including inadequate facilities, limited health support, and less varied instructional methods, significantly contributed to low student activeness during IPAS learning [7].

3.7 Socio-Cultural Factors Affecting Student Activeness

The results of observations and interviews indicate that socio-cultural factors also influenced the level of student activeness during IPAS learning in Grade 5 at SDN 05 Muara Ilai. These factors were related to social interactions among peers, cultural norms within the school and community environment, and the level of social support received by the student during learning activities.

Interview results from the student's seatmate revealed that the student often experienced limited social interaction with peers during classroom activities. The student tended to be less involved in group interactions and was sometimes excluded from peer engagement due to perceived physical weakness or low energy levels. This condition reduced the student's confidence to participate actively in discussions and collaborative learning activities.

The current class teacher confirmed that social dynamics among students influenced classroom participation. According to the teacher, students who experienced health-related conditions were sometimes perceived as less capable of keeping up with classroom activities, which led to reduced peer encouragement and interaction. This social situation contributed to the student's tendency to withdraw and remain passive during learning sessions.

The previous class teacher also highlighted that local social and cultural norms placed limited emphasis on students' health-related needs during learning activities. The

teacher observed that insufficient awareness of the importance of health support within the school and community environment affected how students interacted with peers who experienced physical limitations. Triangulation of these findings indicates that socio-cultural factors, including peer interaction patterns and limited social support related to health awareness, contributed to low student activeness during IPAS learning [7].

3.8 Discussion

The findings of this study indicate that low student activeness in IPAS learning at Grade 5 SDN 05 Muara Ilai is the result of the interaction between internal and external factors. Observation and interview results show that biological conditions, particularly health-related issues, became the dominant internal factor influencing student activeness. Physical fatigue and health discomfort reduced the student's energy, concentration, and readiness to participate actively during classroom learning. This finding is consistent with educational theory stating that physical conditions directly affect students' learning activities and classroom engagement [7].

Psychological factors further strengthened the impact of biological conditions on student activeness. Reduced motivation, low self-confidence, and emotional withdrawal were observed when the student experienced physical discomfort. These psychological conditions limited the student's willingness to express opinions, ask questions, and engage in group discussions. This aligns with theoretical perspectives that emphasize motivation and self-confidence as key determinants of active learning behavior [9]. When psychological readiness is disrupted, students tend to adopt passive roles in the learning process despite having sufficient academic potential.

Cognitive factors also contributed to low student activeness, particularly in relation to concentration and information processing during classroom activities. Although examination results indicated adequate cognitive understanding, the student showed difficulty maintaining focus and responding during real-time classroom interactions. This finding suggests that cognitive performance during classroom participation may differ from performance in formal assessments, especially when influenced by physical and psychological conditions [7]. In IPAS learning, which requires continuous observation, discussion, and integration of concepts, such cognitive limitations can significantly reduce student participation.

External factors, including limited parental support and home learning conditions, further affected the student's readiness to engage actively in classroom learning. Insufficient support outside school reduced learning preparation and emotional stability, which in turn influenced classroom participation. These findings support previous studies that highlight the importance of family involvement in supporting student engagement and learning activeness [7]. Without adequate external support, students may struggle to maintain motivation and confidence during learning activities.

School environment factors also played a crucial role in shaping student activeness. Unfavorable classroom conditions, limited health-related facilities, and teaching methods dominated by lecture-based instruction reduced opportunities for active participation. These findings are consistent with research showing that monotonous instructional approaches and

inadequate learning facilities can lead to passive learning behavior [10]. In the context of IPAS learning, which emphasizes active exploration and contextual understanding, such conditions hinder the development of student activeness.

Socio-cultural factors further reinforced low student activeness through limited peer interaction and insufficient social support related to health awareness. Students experiencing physical limitations tended to receive less encouragement from peers, leading to social withdrawal and reduced participation. This finding indicates that classroom social dynamics and cultural attitudes toward student health play an important role in shaping learning behavior [7].

Overall, the discussion shows that low student activeness in IPAS learning is not caused by a single factor but by the cumulative interaction of biological, psychological, cognitive, external, environmental, and socio-cultural factors. These findings highlight the importance of a holistic approach in addressing student activeness by considering students' physical conditions, psychological readiness, learning environment, and social context simultaneously.

4. CONCLUSION

This study highlights that low student activeness in Grade 5 IPAS learning at SDN 05 Muara Ilai emerges from the interaction of multiple internal and external factors. The findings emphasize that students' biological conditions, particularly health-related aspects, play a central role in shaping their psychological readiness, motivation, and cognitive engagement in classroom activities. These internal conditions are closely interconnected with external influences, including family support, school environment, instructional practices, and socio-cultural dynamics. Thus, student participation cannot be understood as a single-dimensional issue but rather as a complex and integrated phenomenon.

The implications of this research suggest that efforts to enhance student activeness should not focus solely on modifying teaching methods. Schools need to consider students' health conditions, strengthen collaboration with parents, improve classroom facilities, and apply more interactive and student-centered learning strategies. An integrated approach involving teachers, families, and the broader school community is essential to foster meaningful participation in IPAS learning.

This study is limited to a qualitative case study conducted in one school and focused primarily on a specific classroom context. Therefore, the findings cannot be generalized to all elementary schools without further investigation. The research also centers on descriptive analysis rather than measuring the effectiveness of specific intervention strategies.

Future research is recommended to involve broader samples, comparative studies across different schools, or mixed-method approaches to examine the relationship between health conditions and classroom engagement more comprehensively. Experimental studies testing integrated intervention models may also provide practical solutions. This research contributes to the broader educational field by offering a contextual understanding of student activeness and by emphasizing the importance of addressing biological, psychological, and social dimensions simultaneously to support optimal learning participation.

REFERENCES

[1] A. Abdussyukur, M. Mursyidi, D. G. Nicolas, S. Syarfuni, and S. Muflihah, "Learning process for Islamic religious education based on minimum service standards for education," *Tafkir: Interdisciplinary Journal of Islamic Education*, vol. 4, no. 3, pp. 458–472, 2023.

[2] I. A. D. C. Dewi, I. M. Candiasa, and I. B. P. Arnyana, "Minat dan hasil belajar IPA siswa kelas V SD dengan model problem-based learning berbasis TPACK," Jurnal Ilmiah Pendidikan Profesi Guru, vol. 7, no. 1, pp. 123–135, 2024.

[3] N. F. P. Dinata, M. A. M. Ramli, M. I. Jambak, M. A. B. Sidik, and M. M. Alqahtani, "Designing an optimal microgrid control system using deep reinforcement learning: A systematic review," Engineering Science and Technology, an International Journal, vol. 51, p. 101651, 2024.

[4] M. Fahri and A. Zainuri, "Moderasi beragama di Indonesia," Intizar, vol. 25, no. 2, pp. 95–100, 2019.

[5] E. Irahayu, Penggunaan Media Pembelajaran iSpring Suite untuk Meningkatkan Motivasi Belajar Peserta Didik pada Pembelajaran PAI di UPTD SDN 19 Parepare, Dissertation, IAIN Parepare, 2024.

[6] N. R. F. Kanza, A. D. Lesmono, and H. M. Widodo, "Analisis keaktifan belajar siswa menggunakan model project based learning dengan pendekatan STEM pada pembelajaran fisika materi elastisitas di kelas XI MIPA 5 SMA Negeri 2 Jember," Jurnal Pembelajaran Fisika, vol. 9, no. 2, p. 71, 2020.

[7] I. Q. Nada and D. Darmawan, "Empowering learning: Unveiling the impact of independence learning and teaching styles on student engagement at SMP Islam Plus Al-Azhar, Mojokerto City," Hikamatzu: Journal of Multidisciplinary, vol. 1, no. 1, pp. 107–120, 2024.

[8] S. S. Persada, H. Purwanta, and D. A. Kurniawan, "Dominasi historical thinking standard dalam buku teks pelajaran sejarah SMA Kurikulum 2013," Candi: Jurnal Pendidikan dan Penelitian Sejarah, vol. 19, no. 2, pp. 1–16, 2019.

[9] A. V. Ramadhani, T. Ambarita, F. A. Sella, D. N. Lazuarni, R. U. U. Margolang, D. N. Sidabalok, et al., "Urgensi minat membaca Gen Alpha di tengah maraknya penggunaan smartphone," Jurnal Teknologi Pendidikan, vol. 1, no. 4, pp. 9–9, 2024.

[10] I. N. Sudirman, "Pendidikan IPS di sekolah dasar dalam era Kurikulum Merdeka," in Prosiding Seminar Pendidikan, p. 42, 2024.

[11] S. Widiastuti, Model Pembelajaran Tematik dalam Peningkatan Minat Belajar Siswa pada Masa Kenormalan Baru di SDIT Tasmira Pancoran Mas Depok Jawa Barat, Doctoral dissertation, Institut PTIQ Jakarta, 2021.

[12] L. Bond et al., "School engagement in the post-COVID era: A systematic review," Educational Research Review, vol. 38, 2023.

[13] S. M. Sinatra and D. B. Taasoobshirazi, "Student engagement and classroom participation: A meta-analytic review," Review of Educational Research, vol. 90, no. 2, pp. 183–216, 2020.

[14] J. A. Fredricks, A. L. Reschly, and S. L. Christenson, "Interventions for student engagement: A systematic review," Educational Psychologist, vol. 57, no. 2, pp. 1–17, 2022.

[15] M. J. Owens et al., "Sleep, fatigue, and academic performance in school-aged children," Sleep Medicine Reviews, vol. 60, 2021.

[16] H. Putwain and K. Daly, "Academic buoyancy and student performance under stress," Learning and Individual Differences, vol. 87, 2021.

[17] T. J. Esposito and J. L. Prince, "Physical health and student classroom engagement," Journal of School Health, vol. 91, no. 5, pp. 389–397, 2021.

[18] S. Basch, "Healthier students are better learners: A missing link in school reforms," Journal of School Health, vol. 90, no. 1, pp. 1–3, 2020.

[19] R. J. Hattie, "Visible learning and the science of how we learn (updated findings)," Educational Psychology Review, vol. 33, 2021.

[20] E. Dumont and C. Ready, "Health disparities and academic achievement," Educational Researcher, vol. 50, no. 6, pp. 385–394, 2021.

[21] A. J. Martin and H. W. Marsh, "Motivation and engagement in school: Contemporary issues," Educational Psychology Review, vol. 32, pp. 1–15, 2020.

[22] K. R. Wentzel and D. E. Miele, "Peer relationships and student motivation," Handbook of Motivation at School, 2nd ed., 2021.

[23] R. M. Ryan and E. L. Deci, "Intrinsic and extrinsic motivation from a self-determination theory perspective," Contemporary Educational Psychology, vol. 61, 2020.

[24] L. A. King and S. McInerney, "Student anxiety and classroom participation," Teaching and Teacher Education, vol. 96, 2020.

[25] J. Sweller, "Cognitive load theory and educational research revisited," Educational Psychology Review, vol. 32, pp. 1–14, 2020.