

# Humanistic Counselling as a Mediation Model for Reducing Learning Disengagement

Nur Nafisa Salsabila<sup>1</sup>, Devi Mariatul Qiptiah<sup>2</sup>

<sup>1,2</sup>Moch. Sroedji University, Jember, Indonesia

---

## Article Info

### Article history:

Received 2025-12-03

Revised 2025-12-10

Accepted 2025-12-16

---

### Keywords:

Humanistic counseling  
mediation

Learning disengagement

Student engagement recovery

---

## ABSTRACT

Learning disengagement among Indonesian school learners reflects a gradual breakdown of internal learning connections, involving the loss of personal meaning in learning, prolonged emotional saturation, self-doubt, and weakened psychological attachment to the school environment. This study conceptualises humanistic counselling as a mediating psychological process that restores students' self-systems before behavioural engagement reappears. Using a qualitative design oriented to conceptual model development and analyzed through thematic synthesis, the research integrates core humanistic principles, including unconditional acceptance, empathic exploration, and reflective, non-directive dialogue, as internal enablers of learner recovery. The study formulates the Humanistic Counselling Mediation Pathway Model, identifying key psychological mediators, including reconstructed learning meaning, improved self-concept, emotional clarity, and renewed academic belonging. These internal processes are presented as antecedent mechanisms that logically precede the reduction of avoidance and withdrawal behaviours, allowing engagement indicators to return as behavioural consequences rather than as direct enforcement. The model offers an innovative contribution by explaining how engagement restoration is driven by intrapersonal psychological reconstruction, thereby strengthening the scientific narrative of counselling not merely as responsive support but as a preparatory transformation mechanism within Indonesian school behavioural learning contexts.

*This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



---

## Corresponding Author:

Nur Nafisa Salsabila

Moch. Sroedji University, Jember, Indonesia

Email: [22020155016@umsj.ac.id](mailto:22020155016@umsj.ac.id)

---

## 1. INTRODUCTION

Learning disengagement has emerged as a persistent challenge in educational systems worldwide, characterised by cognitive withdrawal, emotional detachment, and declining participation in learning activities [1], [2]. This phenomenon reflects a deeper disruption than low achievement alone, as learners gradually lose personal connection with

the learning process, stop investing effort, and display avoidance toward academic responsibilities [3]. Theoretically, disengagement develops when students fail to construct internal value from education, weakening both self-system processes and learning agency over time [4].

Conceptually, learning disengagement involves observable behavioural indicators, including reduced participation, procrastination, classroom avoidance, and passive compliance without psychological investment [5]. It also manifests internally through the erosion of belonging, curiosity, self-efficacy, and learning meaning [6]. Drawing from the Self-Regulated Learning theory by Barry Zimmerman, disengagement can be interpreted as the breakdown of regulatory mechanisms that normally sustain motivation, control, and personal learning initiative, particularly when environmental stressors overwhelm psychological resources [7].

In Indonesia, cases of disengagement among school learners have been increasingly associated with burnout symptoms, academic alienation, and the absence of meaningful learning relationships [8]. Students facing prolonged stress often struggle with emotional expression and gradually disconnect from academic involvement due to fatigue, pressure, and the feeling that schooling provides little personal relevance beyond formal obligations [9]. Reports from school counselling practitioners indicate that this withdrawal intensifies in learning environments dominated by evaluative pressure rather than emotional support, reinforcing disengagement cycles rather than disrupting them.

Previous empirical research has widely explored psychological pedagogical interventions to re-engage learners [10]. Studies highlight the roles of motivational beliefs, task values, corrective feedback, and instructional expectations in driving engagement quality [11]. Research on teacher expectations, grounded in social cognitive perspectives, further shows that instructor beliefs and interaction styles strongly shape student engagement. Albert Bandura posits that learning behaviour is reinforced through modelled expectations and environmental responses, meaning that students may remain behaviorally present but psychologically distant when relational-emotive components are absent. However, many studies conclude that most interventions target motivation or regulation outcomes directly, leaving a limited conceptualisation of how counselling processes can serve as the psychological mechanism that mediates internal transformation rather than merely imposing external solutions.

A major research gap remains in positioning humanistic counselling as the mediating pathway linking personal learning, meaning, and re-engagement behaviour among school learners. While humanistic therapy has been conceptually established through works such as Client-Centred Therapy (CCT) by Carl Rogers, few educational studies operationalise this approach as a mediator that strengthens self-construction and learning identity before behaviour improves. The existing literature still lacks integrated empirical models that explain how unconditional acceptance, empathic exploration, and meaning-making counselling bridge the psychological detachment experienced by disengaged learners in formal classrooms.

This research, therefore, proposes humanistic counselling as a mediation model to reduce disengagement by reconstructing self-meaning, academic belonging, and emotional awareness prior to behavioural learning recovery. The study introduces an innovative pathway in which humanistic counselling enhances self-concept, emotional clarity, and personal

---

learning meaning, leading to decreased withdrawal and avoidance behaviour, and ultimately restoring engagement indicators such as class participation, task initiative, and autonomy. This contribution extends counselling's role beyond outcome-focused treatment to a psychological transformation mechanism in Indonesian school learning contexts.

## **2. METHOD**

This study used a qualitative research design with a conceptual model development orientation, aiming to formulate a humanistic counselling mediation framework to reduce learning disengagement among Indonesian school learners. The design centres on analysing the phenomenon of learning disengagement, interpreting humanistic counselling principles, and integrating both into a solution framework grounded in educational behavioural realities. The researcher took a fully engaged role in literature selection, interpretative coding, theme formulation, and the construction of a conceptual model.

The research data were derived from counselling and learning disengagement scholarship that examines student withdrawal, motivational decline, classroom participation issues, emotional detachment in learning, and counsellor relational approaches. These studies were not generalised as part of a systematic literature review, but served as conceptual evidence bases for identifying patterns of psychological change in humanistic counselling, particularly mechanisms that precede reductions in disengaged learning behaviour. Additional insights from interviews referenced in prior publications on school counsellors were used to ensure alignment with counselling realities in Indonesian schools.

The model construction analysis followed a thematic synthesis procedure, in which extracted concepts were coded, compared, and clustered to identify relational counselling mechanisms, emotional reconstruction processes, shifts in self-meaning, and precursors to learner re-engagement. These themes were integrated to form a mediation model that explains how internal psychological processes triggered during humanistic counselling sessions align with observable reductions in learning disengagement behaviours in Indonesian school environments. The final output is a conceptual mediation model validated through logical thematic convergence, counselling theory credibility, and contextual consistency with schooling conditions in Indonesia.

## **3. RESULTS AND DISCUSSION**

### **3.1. Results**

#### **Psychological Roots of Learning Disengagement in the Indonesian School Context**

Learning disengagement among school learners in Indonesia cannot be understood solely through a decline in academic output but must be traced to disruptions within students' internal systems [12]. Empirical literature consistently indicates that disengagement begins when learners fail to integrate personal meaning into learning tasks, reducing school participation into a procedure rather than a personally valued activity [13]. This breakdown weakens the learning agency, as students no longer perceive schooling as a platform for growth but as an obligation devoid of self-narrative connection. Over time, the inability to internalise learning value leads to gradual cognitive withdrawal, in which learners are physically present but no longer mentally engaged.

---

At the intrapersonal level, students often experience persistent self-doubt, academic insecurity, and a distorted self-concept as capable learners [14]. This internal dissonance intensifies particularly for students who lack emotional vocabulary or have limited opportunities for reflective self-exploration in learning environments. When emotional states such as fatigue, frustration, or helplessness are not acknowledged, they accumulate into emotional numbness, further disconnecting learners from the affective elements that normally sustain motivation. Many Indonesian counselling reports describe students expressing phrases of “*apa gunanya belajar kalau aku tetap tidak dipahami,*” reflecting emotional barriers preceding behavioural withdrawal.

The internal mechanism of disengagement also involves psychological burnout symptoms, particularly chronic mental saturation characterised by prolonged loss of curiosity, diminished intrinsic motivation, and low self-efficacy [15]. Unlike temporary learning boredom, burnout-linked disengagement persists even when learning difficulty fluctuates. Indonesian school learners commonly report feeling “*lelah duluan sebelum mulai*” when facing academic assignments, a signal not of incapability but of reduced psychological resources to initiate regulatory effort. This condition demonstrates that disengagement is not always rooted in learning inability but in the collapse of motivational-affective energy needed to begin [16].

Beyond internal fatigue, the emotional suppression culture embedded in many schooling settings reinforces disengagement by normalising silence as compliance rather than discomfort. Students who withdraw tend to receive corrective academic responses while their emotional needs remain unaddressed. When learners internalise emotions as non-academic variables outside formal consideration, they increasingly detach emotionally to avoid vulnerability. This creates a cycle in which students disengage to avoid emotional discomfort, yet remain unrecognised because schools interpret withdrawal as a loss of motivation, not as motivational saturation [17].

At the relational level, disengagement also emerges from students’ sense of academic belonging, which is often fragile in hierarchical classroom interactions. Many learners describe the teacher-student relationship as a series of transactional exchanges driven by achievement demands, disciplinary rules, and performance signals. At the same time, teacher authority is an essential pedagogical structure; the dominance of authority-based interaction without emotional reciprocity limits opportunities for mutual meaning-making [18]. This fosters relational distancing, with students perceiving educators as task distributors rather than learning companions.

Classroom socialisation dynamics further contribute to disengagement through peer-comparison climates that emphasise ranking, visible competence gaps, and achievement symbolism. These environments reduce learners’ psychological safety to express academic struggle or personal frustrations. As a result, students withdraw socially from learning conversations, fearing judgment from both teachers and peers [19]. The diminishing of safe relational space reinforces disengagement not through direct exclusion, but through perceived emotional risk in participating.

The Indonesian educational context amplifies disengagement risks due to structural learning cultures emphasising uniform performance standards, competitive achievement

---

norms, and outcome-driven evaluation systems [20]. While these structures aim to improve learning quality, they may unintentionally marginalise affective learning elements such as empathy, learner emotional expression, and the integration of personal meaning. This integration of internal fatigue, relational distancing, and evaluative learning pressure reveals that learning disengagement roots in Indonesia operates as multilayered, interconnected disruptions in which the psychological self-system collapses first, and disengaged behaviour follows as a rational avoidance adaptation. An unmet internal need for meaning, belonging, and emotional acknowledgement in schooling.

### **Humanistic Counselling Principles as Engagement Recovery Enablers**

Humanistic counselling demonstrates strong conceptual potential as a psychological enabler for reactivating learners' connection to education, particularly through the counsellor's role as a relational anchor. The principle of unconditional positive regard fosters an interaction climate where learners feel accepted without performance-based conditions [21]. In many Indonesian educational environments, support is commonly delivered in directive or corrective ways, whereas humanistic counselling offers a contrasting relational stance that legitimises students' inner experiences as valid components of the learning journey [22]. This relational acceptance allows psychological defences to soften, enabling learners to re-engage with academic processes without the fear of emotional exposure or judgment.

The counselling space created through empathic exploration enables students to articulate emotions that have previously been submerged beneath academic pressure narratives. Emotional clarity is achieved not by labelling feelings for the learner, but by guiding them to uncover emotional states through reflective dialogue independently. This process helps learners differentiate between emotional exhaustion and learning incapability, a distinction that is often blurred in classroom settings [23]. Understanding emotions at this level restores students' sense of ownership over their learning identity, as they begin to recognise that withdrawing from learning was not a lack of ambition but a response to unresolved internal strain.

Humanistic counselling also works as a reconstructive self-system dialogue that reshapes students' perceptions of themselves as learners [24]. Reflective, non-directive conversations engage learners in personal meaning-making rather than delivering externally structured interpretations. This reintegration of self-meaning allows schooling and learning tasks to return into students' internal value systems, shifting their orientation from obligation compliance toward purposeful participation. This transformation is crucial, as meaning construction becomes the psychological fuel that sustains renewed engagement rather than merely momentary increases in motivation.

Before observable engagement behaviours recover, humanistic counselling strengthens the learner's sense of academic belonging by positioning the counsellor as a psychologically safe figure within the learning ecology [25]. Academic belonging is rebuilt through relational security, emotional articulation, and recognition of self-concept, establishing internal readiness before behavioural reactivation. This confirms counselling's function not as a direct engagement treatment but as a bridging mechanism that repairs the

---

psychological scaffolds necessary for class participation, task initiative, and autonomy to resurface organically in the learner's educational involvement.

### Humanistic Counselling Mediation Pathway Model

The core finding of this study is synthesised into the Humanistic Counselling Mediation Pathway Model, which conceptually explains humanistic counselling as a psychological mechanism that reduces learning disengagement among Indonesian school learners. Counselling works by rebuilding learning meaning, emotional awareness, self-concept, and academic belonging as internal mediators that logically precede reductions in withdrawal and avoidance behaviour. Engagement recovery thus emerges after the self-system is strengthened, rather than through direct behavioural enforcement.

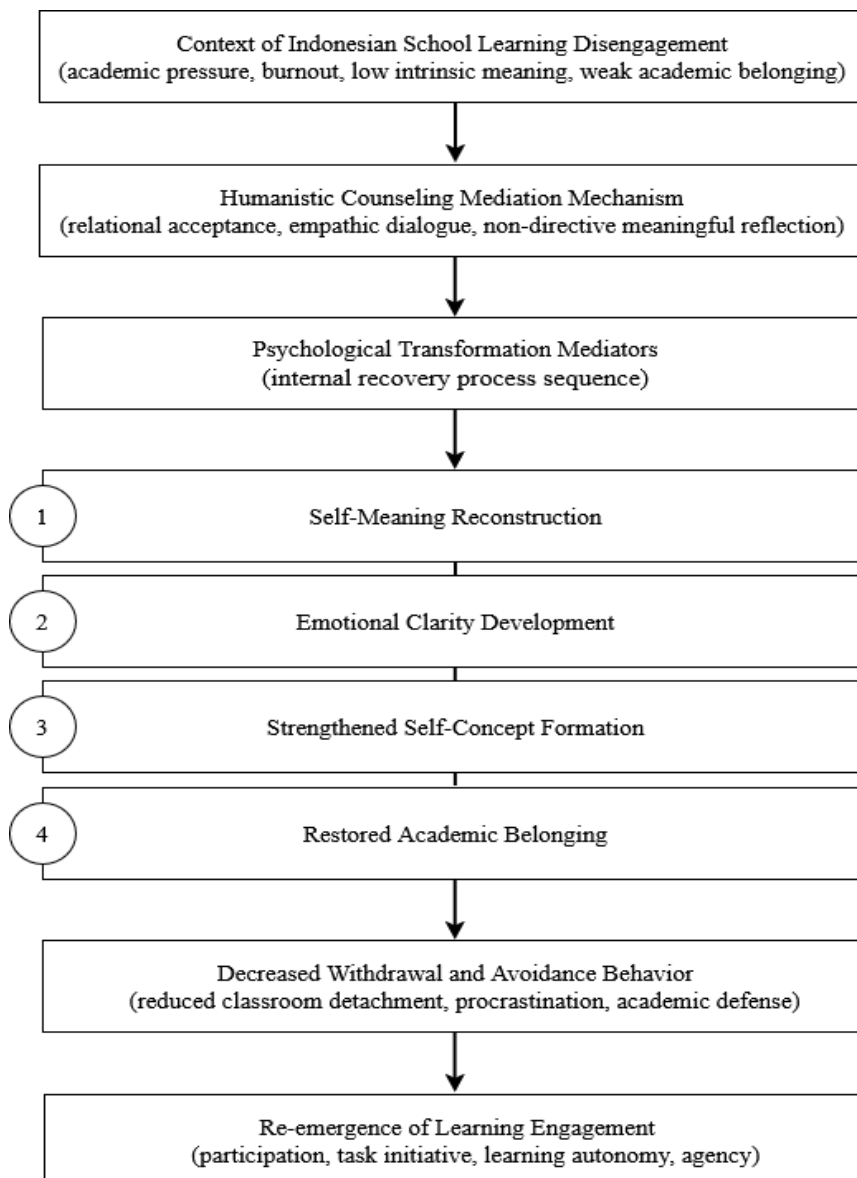


Figure 1. Humanistic Counselling Mediation Pathway Model

**Sources:** Synthesised model analysis grounded in disengagement constructs [1], learning, withdrawal, and burnout perspectives [2], academic belonging mediators from M. Boekaerts, and humanistic counseling foundations [21].

The model illustrates that psychological reconstruction serves as the initial gateway to reducing disengagement, enabling students to regain emotional clarity and self-meaning before behavioural engagement is reactivated. The humanistic counselling process allows learners to reinterpret academic pressure not as a personal threat but as a manageable learning condition once self-systems are restored. Reduced withdrawal behaviour is therefore positioned after internal psycho-emotive recovery, demonstrating counselling's mediational precedence.

Humanistic counselling principles grounded in Carl Rogers emphasise relational acceptance, empathic emotional articulation, and self-directed meaning construction as core internal mediators. These concepts conceptually validate why engagement improves indirectly: humanistic counselling repairs learners' psychological belonging within the learning ecology before recovery of task behaviour. This confirms counselling's role as a mechanism, not enforcement.

In Indonesian schooling contexts, in line with national counselling practice norms, disengagement is strongly linked to academic alienation and a sense of meaning loss. The model offers a new conceptual understanding: learning engagement resurfaces through internal acceptance and meaning restoration, extending counselling's role as a transformational bridge for Indonesian school learners.

### **3.2. Discussion**

Humanistic counselling is not positioned in this study as an instant treatment to enforce students' return to learning, but rather as a psychological transformation mechanism that precedes behavioural recovery. The humanistic counselling process works by creating a relational space where learners are guided to reconstruct personal meaning in learning, regain clarity toward their emotional states, and rebuild a more adaptive self-view as capable learners [26]. Disengagement behaviours such as withdrawal and avoidance are interpreted not merely as motivational failures, but as rational consequences of meaning loss and unresolved emotional fatigue. For this reason, the counselling role is placed at the front of the recovery sequence, focusing on strengthening the learner's self-system before expecting changes in observable academic behaviour.

This positioning differs from common psychological-pedagogical interventions, which often aim to improve learning engagement by directly regulating motivation or academic discipline outputs. While these approaches emphasise outcome-driven learning recovery, humanistic counselling introduces a mediating precedence, assuming that students must first experience internal psychological repair to regain a sense of value, safety, and emotional ownership. Engagement recovery thus becomes a downstream consequence of restored meaning, emotional awareness, and self-construction, not the result of externally imposed participation demands. This conceptual framing highlights counselling's function as an internal mediation bridge, transforming psychological detachment into renewed readiness for learning engagement.

Disengagement in Indonesian school learning has long been approached through direct behavioural or motivational interventions, yet many learners continue to withdraw despite these efforts. This signals a deeper issue in how psychological recovery is

---

conceptualised within engagement research. From this point, the study offers a different framing, viewing humanistic counselling not as a quick remedial action but as a process that first enables internal psychological repair. This shift in perspective opens the space to understand counselling as a mechanism that prepares learners' inner systems before learning behaviour begins to improve.

The new contribution of this research lies in highlighting humanistic counselling as a mediating bridge, not only as a treatment for engagement outcomes, but also in asserting that counselling works. The study focuses on explaining why the reduction in disengagement is theoretically logical. The model identifies that psychological constructs, including self-meaning, emotional awareness, and academic belonging, emerge as internal mediators that precede behavioural change. This means engagement recovery is not assumed to be a direct counselling effect, but rather a consequence of earlier internal reconstruction.

What differentiates this study from previous disengagement interventions is the emphasis on a causal internal change sequence rather than engagement outcomes alone. Many interventions attempt to regulate motivation or learning discipline directly, assuming learners are psychologically ready to re-engage [27]. However, this study challenges that assumption by placing intrapersonal affective recovery at the front of the pathway. Engagement behaviour is then understood as something that resurfaces organically once learners regain meaning, emotional clarity, and a sense of belonging in learning spaces.

By linking internal transformation to behaviour readiness, this model fills a conceptual gap in school counselling research. It extends counselling scholarship by showing that learners disengage not only because they cannot regulate their learning, but also because meaning systems break down first. In doing so, the research offers an innovative direction where disengagement reduction is explained through therapeutic psychological precedence, placing emotional acceptance and meaning reconstruction as the engine of re-engagement. This contribution strengthens both the theoretical understanding and the practical counselling positioning in disengagement recovery studies.

The conceptual mediation model offers practical implications for school counselling by serving as a blueprint for counsellors to prioritise internal psychological reconstruction before targeting learning behaviours. Counsellors guided by humanistic principles, inspired by the theorist Carl Rogers, can use this model to structure counselling sessions, beginning with rebuilding personal learning meaning, legitimising affective expression, and fostering adaptive self-concept formation. This ensures that students receive psychological readiness support before engagement scaffolding, making counselling a preparatory mechanism rather than a reactive academic service.

Schools across Indonesia can potentially reduce disengagement when guidance and counselling services function as a supportive environment for learning identity formation, not only for academic problem-solving [28]. When counselling emphasises belonging, emotional ownership, learner meaning reconstruction, and self-value discovery, students regain attachment to learning processes before class participation or task initiation is expected. This shift extends counselling eligibility beyond symptom response to a psychologically grounded engagement catalyst, enabling schools to disrupt disengagement

---

cycles through internal transformation rather than relying solely on external motivational enforcement.

As a conceptual qualitative inquiry, this study acknowledges that the proposed mediation model has not yet undergone statistical testing, meaning the conclusions operate at a theoretical and contextual level rather than at a population-based level. The generalizability of the findings is therefore limited to conceptual behavioural patterns grounded in prior empirical insights and in humanistic counselling foundations. While this limits numerical validation, it maintains scientific legitimacy, as disengagement reduction is interpreted through psychological mechanisms rather than statistical effect-size assumptions.

Another limitation lies in the reliance on secondary conceptual evidence, which means that variations in disengagement experiences across provinces, school types, or socio-cultural learning conditions in Indonesia may not be fully captured by this model. The model assumes a universal sequence of internal recovery, yet individual or institutional differences may influence the intensity or pacing of mediation pathways. This opens future opportunities to empirically test or locally recalibrate the model for micro-context implementation.

Despite these limitations, the primary strength of this research remains its theoretical rigour and contextual fit, offering a mediation framework grounded in counselling psychology that aligns with Indonesian school learners' psychological needs. The model contributes less as an empirical endpoint and more as an explanatory solution narrative, providing a validated conceptual lens that strengthens the positioning of humanistic counselling in disengagement research and offers a foundation for future empirical advancement in engagement recovery studies.

#### **4. CONCLUSION**

The alignment between what drives learning disengagement, how counselling functions, and how engagement returns is clearly supported by the conceptual findings of this study. Disengagement among Indonesian school learners is shaped by a gradual loss of personal learning meaning, unspoken emotional fatigue, weakened self-concept, and fragile academic belonging, all of which occur before withdrawal becomes a visible learning behaviour. The study shows that humanistic counselling provides the foundational psychological support needed to repair these internal self-systems first, allowing students to regain emotional clarity, reconnect learning to personal value, and rebuild their sense of place in the learning environment. As a result, reductions in avoidance and learning withdrawal emerge as logical downstream changes, followed by the organic return of class participation, task initiative, and learning autonomy.

The study provides a future direction for engagement recovery research by establishing humanistic counselling as a conceptual foundation for school disengagement solutions, while acknowledging the need for empirical testing in local educational contexts. Further studies may expand the model by integrating multi-site counselling case exploration, school-level implementation trials, and the inclusion of additional psychological variables, such as learning identity, resilience, and affective counsellor-student bonding dynamics. The application prospects include developing structured counselling roadmaps for school

---

guidance services and advancing explanatory mediation models that investigate internal transformation processes as primary engagement recovery engines, offering both contextual scalability and theoretical enrichment for broader educational counselling development.

## ACKNOWLEDGEMENTS

The author extends heartfelt gratitude to Moch. Sroedji University, a private university in Jember, Jawa Timur, Indonesia, has become more than an academic institution; it is a space where knowledge, character, and personal purpose intertwine to shape the writer's life journey. The author expresses deep appreciation to the lecturers whose guidance has illuminated not only intellectual paths but also the humanistic understanding behind learning and self-growth. Thank you to all who accompanied the author in this process and turned the pursuit of knowledge into a meaningful life chapter, where education is lived as a transformative journey, rooted in connection, insight, and personal becoming.

## REFERENCES

- [1] L. Chipchase *et al.*, "Conceptualising and Measuring Student Disengagement in Higher Education: A Synthesis of the Literature," *International Journal of Higher Education*, vol. 6, no. 2, p. 31, Mar. 2017, doi: 10.5430/ijhe.v6n2p31.
- [2] B. Sridharan, A. Amrollahi, J. McKay, and V. Bicudo de Castro, "How do cognitive and social factors shape learning? Unpacking the roles of procrastination, social disengagement, academic burden and prior knowledge," *Studies in Higher Education*, pp. 1–15, Sep. 2025, doi: 10.1080/03075079.2025.2536588.
- [3] K. Lund Dean and J. P. Jolly, "Student Identity, Disengagement, and Learning," *Academy of Management Learning & Education*, vol. 11, no. 2, pp. 228–243, Jun. 2012, doi: 10.5465/amle.2009.0081.
- [4] R. C. Anderson *et al.*, "Student agency at the crux: Mitigating disengagement in middle and high school," *Contemp Educ Psychol*, vol. 56, pp. 205–217, Jan. 2019, doi: 10.1016/j.cedpsych.2018.12.005.
- [5] L. Chipchase *et al.*, "Conceptualising and Measuring Student Disengagement in Higher Education: A Synthesis of the Literature," *International Journal of Higher Education*, vol. 6, no. 2, p. 31, Mar. 2017, doi: 10.5430/ijhe.v6n2p31.
- [6] U. C. Okolie, C. Ochianwata, N. Ochianwata, P. A. Igwe, and G. O. Okorie, "Perceived supervisor support and learner's career curiosity: the mediating effect of sense of belonging, engagement and self-efficacy," *Higher Education, Skills and Work-Based Learning*, vol. 11, no. 5, pp. 966–982, Oct. 2021, doi: 10.1108/HESWBL-09-2020-0207.
- [7] T. J. Cleary and B. J. Zimmerman, "A Cyclical Self-Regulatory Account of Student Engagement: Theoretical Foundations and Applications," in *Handbook of Research on Student Engagement*, Boston, MA: Springer US, 2012, pp. 237–257. doi: 10.1007/978-1-4614-2018-7\_11.
- [8] L. B. Singh, A. Kumar, and S. Srivastava, "Academic burnout and student engagement: a moderated mediation model of internal locus of control and loneliness," *Journal of International Education in Business*, vol. 14, no. 2, pp. 219–239, Sep. 2021, doi: 10.1108/JIEB-03-2020-0020.
- [9] W. Walsham, T. T. Perlman, and D. Sihotang, "Unraveling the Threads: A Comprehensive Exploration of the Interplay between Social Isolation and Academic Stress Among Students," *Law and Economics*, vol. 17, no. 3, pp. 237–255, Oct. 2023, doi: 10.35335/laweco.v17i3.47.
- [10] L. J. Nicholson and D. W. Putwain, "The importance of psychological need satisfaction in educational re-engagement," *Res Pap Educ*, vol. 33, no. 2, pp. 169–186, Mar. 2018, doi: 10.1080/02671522.2016.1271004.
- [11] Z. Gan, F. Liu, and H. Nang, "The Role of Self-Efficacy, Task Value, and Intrinsic and Extrinsic Motivations in Students' Feedback Engagement in English Learning," *Behavioral Sciences*, vol. 13, no. 5, p. 428, May 2023, doi: 10.3390/bs13050428.
- [12] B. B. Moreeng, "Student (Dis) Engagement in Learning amid the Economic Crisis: Challenges and Coping Strategies," *Pakistan Journal of Life and Social Sciences (PJLSS)*, vol. 22, no. 2, 2024, doi: 10.57239/PJLSS-2024-22.2.001154.

- 
- [13] K. Schnitzler, D. Holzberger, and T. Seidel, "All better than being disengaged: Student engagement patterns and their relations to academic self-concept and achievement," *European Journal of Psychology of Education*, vol. 36, no. 3, pp. 627–652, Sep. 2021, doi: 10.1007/s10212-020-00500-6.
- [14] Z. Dang and I. W. Wang, "Transforming Self-Doubt: A Three-Pillar Approach Using Dialogical Self-Theory," *J Constr Psychol*, pp. 1–14, Jun. 2025, doi: 10.1080/10720537.2025.2511653.
- [15] H. Shi, "The psychological mechanism of basic psychological need frustration affecting job burnout: a qualitative study from China," *Front Psychol*, vol. 15, Oct. 2024, doi: 10.3389/fpsyg.2024.1400441.
- [16] M. Boekaerts, "Engagement as an inherent aspect of the learning process," *Learn Instr*, vol. 43, pp. 76–83, Jun. 2016, doi: 10.1016/j.learninstruc.2016.02.001.
- [17] M. Mizan and L. Uce, "Pengelolaan Emosi Negatif dalam Konteks Pendidikan Remaja," *Educational Studies and Research Journal*, vol. 2, no. 1, pp. 37–47, Jan. 2025, doi: 10.60036/ah05w331.
- [18] M. Muzeliati, M. Firdaus, and S. Sumianto, "Kerinduan pada Sosok Pendidik," *Indonesian Research Journal on Education*, vol. 5, no. 4, Jun. 2025, doi: 10.31004/irje.v5i4.2737.
- [19] A. H. Nabila, H. H. Mahendra, and F. F. Pratama, "Analisis Interaksi Sosial Dalam Pembelajaran Siswa Kelas V Sdn Cilamajang," *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, vol. 4, no. 4, pp. 203–209, Oct. 2024, doi: 10.51878/elementary.v4i4.3305.
- [20] I. Rafidatuddini and U. A. Izzati, "Budaya Organisasi Yayasan Pendidikan: Kajian Diagnostik Dalam Konteks Organisasi Pendidikan," *MANAJERIAL: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, vol. 5, no. 2, pp. 395–402, Jun. 2025, doi: 10.51878/manajerial.v5i2.5744.
- [21] A. N. Zamzami and D. T. Putri, "Relevansi Teori Belajar Humanistik Carl Rogers dalam Pendidikan Karakter Perspektif Islam," *Thawalib: Jurnal Kependidikan Islam*, vol. 5, no. 2, pp. 311–332, Oct. 2024, doi: 10.54150/thawalib.v5i2.361.
- [22] A. N. Afkari, M. Isriyah, and D. Masyitoh, "The Role Of Existential-Humanistic Counseling Techniques In Overcoming Burnout Among Students In Higher Education," *EDUCATIONE*, pp. 238–247, Jun. 2025, doi: 10.59397/edu.v3i2.92.
- [23] M. Marhamah and Z. Zikriati, "Mengenal Kebutuhan Peserta Didik Diera Kurikulum Merdeka," *Wathan: Jurnal Ilmu Sosial dan Humaniora*, vol. 1, no. 1, pp. 89–106, Feb. 2024, doi: 10.71153/wathan.v1i1.32.
- [24] A. Budiyo, N. Azizah, and D. A. Harumbina, "Konstruksi Praksis Konseling Eksistensial Humanistik dengan Model Budaya Kesultanan Ngayogyakarta," *G-Couns: Jurnal Bimbingan dan Konseling*, vol. 8, no. 3, pp. 1767–1784, Jun. 2024, doi: 10.31316/gcouns.v8i3.5341.
- [25] Allysha Syatifa Fitriana, "Pentingnya Pendekatan Konseling Humanistik dalam Meningkatkan Kesejahteraan Psikologis Siswa," *Jurnal Bimbingan Konseling*, vol. 3, no. 2, pp. 51–57, Aug. 2025.
- [26] D. K. Fromme, "Humanism: Experiential Approaches," in *Systems of Psychotherapy*, New York, NY: Springer New York, 2011, pp. 223–261. doi: 10.1007/978-1-4419-7308-5\_8.
- [27] M. Suryaning and T. Kholisna, "Pelatihan Self Management Untuk Meningkatkan Disiplin Belajar Siswa," *Psikodinamika: Jurnal Literasi Psikologi*, vol. 3, no. 2, Jul. 2023, doi: 10.36636/psikodinamika.v3i2.2189.
- [28] Z. H. Sain, Aulia Luqman AZIZ, and Moses Adeolu AGOI, "Navigating Educational Challenges in Indonesia: Policy Recommendations for Future Success," *Journal Of Digital Learning And Distance Education*, vol. 3, no. 4, pp. 1038–1046, Sep. 2024, doi: 10.56778/jdlde.v3i4.339.
-