

Building a Supportive Learning Environment: The Role of Psychology in Increasing Student Motivation and Engagement

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Abstract: A conducive and supportive learning environment is essential in increasing student motivation and engagement. Psychology, as a science that studies human behavior and mental processes, has an important role in understanding and creating an effective learning environment. The aim of this research is to understand how psychology can play a role in building a supportive learning environment, as well as to explore effective strategies in increasing student motivation and engagement in it. In this study, research was conducted using a qualitative method with a literature study approach as a data collection technique. After the data is collected, data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawing. The findings of this research show that psychology plays an important role in understanding students' needs and characteristics, building positive relationships between teachers and students, and creating a conducive learning atmosphere. Strategies for building a supportive learning environment based on psychological understanding include providing meaningful and relevant learning, giving students opportunities to learn actively and independently, providing positive and constructive feedback, building positive relationships between teachers and students and creating a learning atmosphere. conducive and safe.

Keywords: Learning Environment, Psychology, Motivation, Student Engagement.

INTRODUCTION

A conducive learning environment refers to a learning atmosphere in the school environment that supports and facilitates the teaching and learning process. This environment must be created and maintained so that students can grow and develop optimally during the educational process (Singh & Priya, 2015; Turk et al., 2022). In a conducive learning environment, factors such as safety, comfort, social support, and adequate learning resources must be carefully considered. This conducive environment allows students to focus, participate actively, and feel motivated to learn (Asiyai, 2014; Zubiri-Esnaola et al., 2020). This allows educational goals to be achieved effectively and efficiently, because a supportive atmosphere facilitates an optimal learning process for each individual in the school environment (Qureshi et al., 2023). Therefore, creating and maintaining a conducive learning environment is an important aspect in ensuring good quality education.

A conducive and supportive learning environment has a very important role in increasing student motivation and involvement in the learning process. When students are in an environment that facilitates learning well, they tend to feel more motivated and actively involved in learning activities (Ryan & Deci, 2016). A conducive environment creates a comfortable, safe atmosphere, and encourages collaboration and interaction between students and teachers (Che Ahmad et al., 2017). This allows students to feel more confident and encouraged to take part in the learning process. Factors such as adequate facilities, a positive classroom atmosphere, social support from teachers and classmates, and the use of interesting and relevant learning methods play a major role in creating a conducive learning environment. When students feel supported and appreciated, they tend to be more motivated to learn and participate actively in class discussions, group assignments, and other learning activities.

Psychology as a science that studies human behavior and mental processes has an important role in understanding and creating an effective learning environment. Educational psychology is a field of science that helps us understand various aspects of education, including children's cognitive development, learning motivation, effective teaching strategies, and management of the learning environment (Roth & Jornet, 2017). Educational psychology makes it possible to understand differences in learning styles and individual needs, allowing for more inclusive and responsive

education (Borich & Tombari, 2021).

Previous research by (Ryan & Deci, 2016) shows that it was found that autonomous motivation is more likely to develop in environments where individuals feel satisfaction with three basic psychological needs: competence, relatedness, and autonomy. The research also investigated the relationship between mastery and performance goals and intrinsic and extrinsic goals in relation to autonomous and controlled motivation. In addition, strategies that educators can use to support the fulfillment of students' basic psychological needs are discussed, especially if the educator is similarly supported. The conclusion is that educational outcomes are often focused on performance achievement, while quality learning and growth tend to occur in supportive environments.

Another study by (Zhou et al., 2019), showed that autonomy support obtained from parents, teachers, and peers had a positive and significant impact on students' psychological need satisfaction. Although the influence of all three social agents contributed uniquely, the greatest impact was seen in autonomy support provided by parents. Although the model limited the influence of the three social agents to be balanced, students' psychological need satisfaction significantly predicted students' motivation for self-determination and level of engagement. In addition, need satisfaction also acted as a mediator in the relationship between autonomy support from the three social agents and students' motivation and engagement. The findings suggest that the model shows strong consistency in terms of gender differences. The results highlight the importance of paying attention to the roles of these three social agents in the development of multi-level interventions aimed at increasing students' motivation and engagement in the school environment.

Based on the description of the background to the problem, researchers are interested in conducting research with the title "Building a Supportive Learning Environment: The Role of Psychology in Increasing Student Motivation and Engagement". This research provides a solid theoretical foundation for further research in the field of educational psychology, especially those related to efforts to improve the quality of learning in various educational contexts. The aim of this research is to understand how psychology can play a role in building a supportive learning environment, as well as to explore effective strategies in increasing student motivation and engagement in it.

MATERIALS AND METHODS

Students are individuals who are participating in education, both in formal and informal contexts. They are a reflection of the next generation of the nation who should have the confidence to express their aspirations and desires. In addition, what is very important is that students are also expected to achieve good performance and understand the subject matter deeply (Firman et al., 2020). Student learning success is strongly influenced by the learning environment. A safe, orderly, and comfortable learning environment at school is very important so that the learning process can take place well. This learning environment is included in external factors that affect learning activities at school, and can play a role in determining the high and low achievement achieved by students (Kutsyuruba & Hussain, 2012).

The learning environment is everything related to the place where the learning process is carried out. This environment has a significant impact on the learning process at school because it can form a pleasant learning atmosphere. A conducive learning environment has many benefits, namely a conducive classroom environment, students can avoid boredom, boredom, and psychological stress that can interfere with the learning process. Conversely, a conducive classroom can trigger student interest, motivation and learning endurance, so that learning objectives can be better achieved. To create conducive learning conditions, good social interaction between all individuals in the classroom is essential. Good social interaction allows each individual to form positive relationships without any outside interference.

In the learning system, each party involved has its own role, such as schools, school administration, teachers, and students. In the context of the effectiveness of the learning process, student engagement plays a very important role (Nayir, 2015). Student engagement can be defined as how much students are involved and interested in activities at school. It includes student behaviors and attitudes that demonstrate participation in classroom and out-of-class activities that support their

learning success (da Rocha Seixas et al., 2016). In contrast, student disengagement refers to negative behaviors exhibited by students, such as being inactive in learning, ignoring assignments, switching majors frequently, disrupting friends, or even skipping classes. These behaviors can have significant negative impacts for students, including the possibility of expulsion, which can ultimately result in high dropout rates.

Student engagement in school has three distinct dimensions, all of which have a positive impact on students. These dimensions, as described by (Lam et al., 2014), are behavioral, cognitive, and emotional components.

Behavioral engagement

Behavioral student engagement includes concrete actions that students take in the school environment. This includes aspects such as good class attendance, active participation in learning activities, adherence to school rules, and the ability to complete assignments in a timely manner. This behavioral student engagement demonstrates their commitment to the learning process and creates an environment conducive to academic interaction and growth.

Cognitive engagement

Cognitive engagement focuses on the thought processes and learning strategies students employ in dealing with school tasks. It encompasses passion and perseverance in learning, the ability to self-regulate in managing time and resources, and the tendency to enjoy challenges in learning. This cognitive engagement signals the level of understanding and application of the academic concepts they are learning.

Emotional engagement

Students' emotional engagement includes aspects that are more related to their feelings and attitudes towards the school environment and the learning process. This includes feelings of belonging to the school, high interest in learning, positive perceptions of the values being learned, as well as positive and negative reactions to interactions with teachers, friends and other school activities. Students' emotional engagement plays an important role in shaping their intrinsic motivation to learn and creating a positive climate in the classroom.

Based on these three dimensions, student engagement in all three aspects is interrelated and contributes to meaningful and effective learning for students at school. In this case, to support student engagement in learning, it is important for students to have strong internal motivation. Motivation is the drive that encourages individuals to perform an action or deed, including in terms of learning (Filgona et al., 2020). This encouragement comes from within the individual and aims to achieve a certain goal. This motivational process can affect the level of activeness and direction of a person's behavior, including students (Khairani et al., 2020; Pohan et al., 2020). This means that motivation is a psychological process that affects the level of activity and the general direction of student behavior.

Motivation plays a crucial role in student learning, where high levels of motivation can encourage active engagement in the learning process, while lack of motivation can hinder their participation. When students are highly motivated, they tend to be more mentally and physically prepared to learn, and can direct their learning activities more effectively. Motivation is also an influential factor in maintaining students' learning behavior in the long term. Student engagement often reflects their level of motivation, for example, if students show boredom and lack of interest in completing a task, this could signal a lack of motivation. However, if the student faces challenges in the task and has a strong desire to complete it, this indicates a high level of motivation.

It can thus be understood that through student motivation it naturally encourages student engagement and ultimately contributes to creating an effective learning environment. Therefore, educators need to understand and make efforts to stimulate student motivation, one way to achieve this is through a psychological approach. Psychology is a branch of science that studies human behavior and its relevance in everyday life. As a study of human nature, psychology pays attention to and studies changes in human behavior in various situations and environments. Psychology uses observation and analysis of how humans act and react, and how these individual actions affect everyday life, including in education (Owusu-Darko et al., 2017).

It is known that every individual has physical and psychological diversity, for this reason the role of psychology is very important and useful to be implemented in the world of education. Psychology is considered a very important element in the field of education, especially considering the era of globalization where education plays a key role in the progress of a nation. The presence of quality education is a major determining factor in the development of a country (Bekbolganova & Sarguzhiyeva, 2022; Shestakova et al., 2017). If a country does not advance its education sector, it will find it difficult to compete with other countries and risk being left behind. This emphasizes the importance of understanding individual psychology and learning strategies that suit student characteristics so that the educational process can take place effectively and make a positive contribution to the progress of the nation.

Educational Psychology is a principles-based field that focuses on the teaching process. This field aims to discover and apply principles and methods that can increase efficiency in educational contexts. Educational Psychology pays attention to human behavior in the educational environment with the aim that the interaction between educators and learners results in a meaningful and useful learning process, and achieves learning objectives effectively in life. The psychological approach to motivating students involves a deep understanding of the psychological factors that influence their motivation. Psychological factors such as interest in learning, level of self-confidence, perceived self-efficacy and self-regulation have a significant impact on students' level of motivation and engagement in learning (Reeve & Lee, 2014).

Interest in learning reflects students' interest in certain learning materials or activities (Harackiewicz et al., 2016). Students' level of self-confidence refers to their belief in their ability and potential in dealing with learning tasks. Perceptions of self-ability, or self-efficacy, determine the extent to which students feel capable and competent in overcoming learning challenges. Self-regulation includes students' ability to manage their time, attention and learning. By understanding these psychological factors, educators can design learning approaches that suit students' needs and characteristics. This means that educators need to pay attention to and thoroughly understand the psychological factors that drive student motivation.

The main goal of educational psychology is to stimulate and strengthen students' motivation to learn. Through understanding the characteristics of students' psyche, educational psychology is expected to create an environment that can mobilize students' interest in learning. Thus, the goal of educational psychology is to be a key instrument used by educators, counselors, and other educational professionals to design and manage the teaching-learning process. A good understanding of the psychological principles that influence students' learning can help increase their enthusiasm for learning more efficiently and productively. Consequently, this will encourage student engagement in learning.

Based on this psychological understanding, the right strategy to build a learning environment that supports student motivation and engagement includes, first, providing learning that is meaningful and relevant to students' needs. This means that the material taught must have clear significance for students, related to their daily lives or the learning objectives they want to achieve. Presenting relevant learning materials, students will more easily understand the connection between what they are learning and their real life. This will increase students' interest in the lesson and give them additional motivation to learn. When students feel that learning has direct relevance to their needs and interests, they tend to be more motivated to actively engage in the learning process.

Learning that has significance and relevance for students also contributes to improving their understanding of the subject matter as well as the ability to apply it in everyday life situations, while providing opportunities for students to develop independence in the learning process. Providing opportunities for students to learn actively and independently, means giving students an active role in the learning process, where they are encouraged to be active learning subjects and take responsibility for their understanding and achievement.

Providing active learning opportunities, students have the chance to be directly involved in the exploration of subject matter, participate in discussions, and undertake learning activities that require critical thinking and problem solving. This allows them to be directly involved in the learning process, improves their understanding of the subject matter, and increases their motivation as they feel they have control over their own learning. Furthermore, educators can provide positive and constructive

feedback on students' performance and effort in learning. Positive feedback recognizes and reinforces students' achievements, helping them feel valued and motivated to keep trying. It can boost self-confidence and build good relationships between teachers and students. Meanwhile, constructive feedback provides clear guidance on what has been done well and areas where students can improve. It helps students to understand their strengths and weaknesses and provides the necessary direction to improve their performance.

Furthermore, understanding the psychological aspects of students is an important foundation for increasing student motivation and engagement in learning. One of the results of this understanding is being able to build positive relationships between teachers and students. A positive relationship between teachers and students creates a supportive climate in the learning environment. When students feel cared for, listened to and supported by their teachers, they tend to be more open to learning and more motivated to participate in learning activities. They feel comfortable to ask questions, express themselves, and share their ideas, because they believe that their teachers will respond positively and supportively.

Going furthermore, positive relationships between teachers and students help create a conducive and safe learning atmosphere. When students feel accepted and supported in the learning environment, they are more likely to feel comfortable and focused in the learning process. Thus, a deep psychological understanding of students can help teachers build positive relationships with them, which in turn creates a conducive and safe learning environment. This is key to increasing students' motivation and engagement in the learning process, and facilitating their overall growth and development.

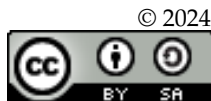
CONCLUSION

A conducive and supportive learning environment plays a crucial role in increasing student motivation and involvement in the learning process. Psychology, as a scientific discipline that studies human behavior and mental processes, has an important contribution in understanding and creating effective learning environments. This research aims to explore the role of psychology in building a supportive learning environment, as well as to research effective strategies in increasing student motivation and involvement in it. By using qualitative research methods, this research adopts data collection techniques through literature study. The collected data was then analyzed through three stages, namely data reduction, data presentation, and drawing conclusions. The research results show that psychology has an important role in understanding students' needs and characteristics, building positive relationships between teachers and students, and creating a conducive learning atmosphere. Psychological factors such as interest in learning, self-confidence, self-efficacy, and self-regulation influence student motivation and engagement. Based on this psychological understanding, strategies for building a supportive learning environment include providing learning that is meaningful and relevant to students' needs, providing opportunities for students to learn actively and independently, providing positive and constructive feedback, building positive relationships between teachers and students, as well as creating a conducive and safe learning atmosphere.

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