

Learning Motivation as a Relational Experience: Rethinking Student Engagement in Madrasah Education

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Abstract

Student learning motivation is one of the important aspects of the learning process because it is related to student involvement during learning activities. However, learning in schools still often shows a gap between the delivery of material and the emotional involvement of students in the classroom. This study aims to understand how teacher interaction, learning atmosphere, and participatory learning activities shape student learning motivation in the madrasah environment. The research uses a qualitative approach with a case study type. Data collection was carried out through learning observations, in-depth interviews, and documentation during learning activities. The research informants consist of teachers, students, and madrasah heads who are directly involved in learning activities. The analysis was developed following the interactive model of Miles, Huberman, and Saldaña which places the processes of data condensation, data presentation, and interpretation extraction as parts that take place continuously during the study. The results show that students' motivation to learn develops through more open interpersonal relationships between teachers and students, a comfortable learning atmosphere, and learning that gives students a wider space for participation. Group discussion activities, project-based learning, and non-stressful communication make students more courageous to express their opinions and engage in learning. In addition, the teacher's personal approach helps students feel more valued and comfortable during the learning process. This study shows that learning motivation is not only influenced by learning methods, but also by the quality of social interaction that develops during learning in the classroom.

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INTRODUCTION

The learning process in high school increasingly shows that there is a gap between the delivery of learning materials and the emotional involvement of students during learning activities. Many students are physically present in class, but not all feel connected to the learning process they follow every day. This situation can be seen from the low courage of some students in expressing their opinions, the involvement of discussions that are still dominated by certain groups, and the learning atmosphere that sometimes takes place too formal and rigid. Several studies explain that students' learning motivation is not only influenced by learning methods, but also related to the quality of teacher interaction, learning comfort, and social relationships that develop during learning (Luo & Derakhshan, 2024; Maulidy & Sanjani, 2025; Vadeboncoeur et al., 2021). The interpersonal relationship between teachers and students in learning also has an influence on learning comfort and student involvement in learning (Banks & Smyth, 2021; Ridho et al., 2025; Solihin & Wijaya, 2024). This situation shows that the learning process cannot be understood only as a material delivery activity, but also as a social space that shapes the learning experience of students while in class.

Discussions about learning motivation and student involvement have developed in various educational studies over the past few years. A number of studies show that learning that provides

a wider space for participation tends to increase student learning engagement compared to one-way learning (Lauermaun & Berger, 2021; Li et al., 2024; Ryu, 2022). Other research also explains that positive relationships between teachers and students affect students' courage to engage in learning activities and class discussions (Peña, 2025; Schürer et al., 2025; Solihin & Wijaya, 2024). In addition, collaborative learning and experiential activities are considered to be able to help students build a sense of belonging to the learning process they are undergoing (Gallop et al., 2023; Hellgren, 2025; Seifert & Bar-Tal, 2023). However, most studies still focus more on learning strategies, academic outcomes, or the effectiveness of certain learning methods. The discussion of how daily interactions in the classroom shape students' learning motivation has not received much in-depth attention. In fact, the atmosphere of communication that develops during learning is often a factor that affects students' comfort and courage to engage in the learning process.

Attention to participatory learning and learning motivation is indeed increasing, but the relationship between teachers' interpersonal interactions, classroom atmosphere, and students' emotional experiences during learning is still not well explained contextually. Many studies separate the discussion of learning methods from the dynamics of social relations that develop in the classroom. In practice, student learning engagement is not only influenced by the learning model that teachers use, but also by the way teachers build communication, respond to students, and create a non-stressful learning atmosphere. This condition is important in the madrasah environment because the learning process often develops through closer social relationships between teachers and students. This research seeks to fill this space by examining how teacher interaction, learning atmosphere, and participatory learning activities shape students' learning motivation during learning activities. The focus of the research is not only directed at formal learning methods, but also at learning experiences and simple forms of interaction that emerge during daily learning activities in the classroom.

This research was conducted in the madrasah environment which shows the efforts of teachers to build a more open and participatory learning atmosphere. The main focus of the research was directed at how students responded to teacher communication, group learning activities, and personal approaches used during learning. This research also seeks to understand how students interpret learning comfort, class engagement, and learning motivation through their first-hand learning experiences. Through this focus, this research contributes to the study of education and learning by placing classroom interaction as an important part of the student learning experience, not just a supporting element of formal learning. In addition, this study expands the discussion of participatory learning by showing that student learning engagement often develops through simple interpersonal relationships that occur naturally during learning.

A learning atmosphere that provides a more open communication space often makes students feel more comfortable to be involved in learning. Students not only respond to the subject matter, but also respond to the way the teacher speaks, pays attention, and builds relationships during the learning process. In some situations, students appear to be more active when the classroom atmosphere is less formal and the teacher responds more positively to their participation. This situation shows that learning motivation develops through learning experiences that make students feel heard and appreciated while in class. Therefore, this research is focused on understanding how interpersonal interaction, learning atmosphere, and participatory learning activities shape students' learning motivation in daily learning activities in the madrasah environment.

RESEARCH METHOD

This research focuses on how teachers build students' learning motivation through learning interactions, classroom atmosphere, and participatory learning activities during the learning process. The learning situation in the classroom shows the existence of social and emotional dynamics that cannot be understood only through the measurement of numbers or statistical

approaches. Therefore, a qualitative approach is seen as more appropriate because it is able to provide space to understand students' learning experiences as they occur naturally in the school environment (Luescher et al., 2021; Mae B. Cutor, 2025; Wright et al., 2024). This research uses a type of case study research because it focuses on one educational environment with distinctive characteristics of interaction and learning practices (Lowe & Deborah, 2025). The madrasah environment was chosen because the learning process that takes place shows a fairly close relationship between the teacher's approach, student learning comfort, and student involvement during learning. Through this design, this study seeks to understand how teacher communication, learning atmosphere management, and interpersonal approach affect students' learning motivation in daily learning activities. This approach also allows researchers to understand students' learning experiences from the perspective of teachers, students, and madrasah leaders in the same learning context.

Data collection was carried out through classroom learning observations, in-depth interviews, and documentation during learning activities. Observations were made to understand the interaction patterns between teachers and students, student involvement during learning, and students' responses to learning activities provided by teachers. Several observations were made during group discussions, class presentations, and project-based learning activities to see changes in student participation during learning. Interviews involve teachers, students, and madrasah heads because each has different experiences and views on students' learning motivation in the school environment. The teacher explains the learning practices and approaches used during teaching, while the students explain the learning experiences they feel during the learning. The head of the madrasah gave an explanation of the learning atmosphere and the school's support for the development of student learning activities. Interaction with the informant takes place gradually so that the interview atmosphere is more open and less formal. To maintain the credibility of the research, information obtained through interviews, class observations, and documentation is compared repeatedly through source triangulation and interaction triangulation during the data interpretation process (Holter, 2022; Sheard, 2022; Wojnicka & Nowicka, 2024).

Table 1. Research Informant

Informant Code	Role in the School Environment	Relevance to Research Focus
GP-NA-02	Subject teacher	Describe classroom interactions and student learning motivation approaches
GP-RF-03	Subject teacher	Describe the implementation of problem-based and collaborative learning
GP-LN-04	Homeroom teacher	Explain a personalized approach to students' learning needs
SW-AR-03	Students	Describe the experience of participation and the comfort of learning in the classroom
SW-AR-05	Students	Describe the project-based learning experience
SW-RK-02	Students	Describe the experience of communicating with the teacher during learning
KM-MH-01	Head of madrasah	Explain the school's support for the development of the learning climate

The research lasted for approximately three months in the active semester of learning. Most of the activities observed took place in group learning, class discussions, and student presentation activities during the learning process. Some informal conversations outside of learning hours also help researchers understand students' learning experiences and the atmosphere of interaction that develops during daily learning activities in the school environment. The analysis process was carried out in stages since the data collection took place. Learning notes, interview conversations, and classroom situations are read repeatedly to understand the patterns of interaction that affect student learning engagement. Data interpretation develops through the process of grouping learning experiences, student responses, and forms of teacher communication

that emerge during learning. To maintain the connection between the data, the interpretation process is carried out by comparing the experiences of various learning situations and the perspective of the participants. The analysis was developed following the interactive model of Miles, Huberman, and Saldaña which places the processes of data condensation, data presentation, and interpretation extraction as parts that take place continuously during the study (Miles et al., 2015).

RESULT AND DISCUSSION

Results

The Role of Teachers in Building a Learning Climate

The role of teachers in human resource management in the educational environment is not only related to teaching activities in the classroom, but also includes the ability to build a learning atmosphere that is able to generate student learning impulses in a sustainable manner. Students' learning motivation in the context of madrasah is influenced by the way teachers manage learning interactions, provide personal attention, and create healthy emotional relationships with students. In practice, teachers not only carry out academic functions, but also carry out social and psychological functions related to the comfort of student learning. A conducive learning situation is generally characterized by open communication, respect for students' opinions, and active student involvement during learning. This condition shows that the quality of teacher management in the classroom has a direct relationship with the emergence of enthusiasm, confidence, and student involvement in following the learning process.

Student learning motivation arises when teachers are able to present a non-stressful classroom atmosphere and provide space for students to be actively involved. Some students admitted that it was easier to understand the material when the teacher not only focused on delivering the material, but also paid attention to the psychological condition of the students during the learning process. The explanation shows that the teacher's approach is a decisive factor in shaping student learning comfort. One of the teachers explained that a personal approach is often used to maintain students' enthusiasm for learning, especially when the classroom conditions start to be passive. "Sometimes the children can actually take lessons, it's just that they are afraid of making mistakes or being embarrassed to speak. Usually I talk to them before starting the lesson so that they are more comfortable learning (GP-NA-02)." A similar explanation was also conveyed by students who felt that the learning atmosphere changed when the teacher provided a more open discussion space. "If the teacher is relaxed but still serious, usually friends are more active. So don't be afraid to ask questions when the lesson is going on (SW-AR-03)." This information was reinforced by the head of the madrasah who said that the formation of a learning climate is the main concern in the management of learning in madrasahs. "Teachers are directed not only to pursue the finished material, but also to ensure that students are comfortable during the learning process (KM-MH-01)."

The learning conditions that emerge show that students' learning motivation is not formed instantly through the provision of learning materials alone. Teachers' involvement in building more open communication is actually a dominant factor in increasing student participation during learning. Closer interpersonal relationships make students feel valued and less stressed when attending classes in class. Explanations from some informants show that students tend to be more active when teachers use a non-rigid approach. This situation can be seen from the increased courage of students to ask questions, express opinions, and engage in group discussions. Teachers also not only function as material presenters, but also play a role in maintaining the stability of the learning atmosphere so that it remains conducive and not monotonous. This condition shows that human resource management in the context of education cannot be separated from the ability of teachers to build social relationships with students. The better the relationships built during learning, the greater the chance of learning motivation to emerge from within the students.

Learning conditions show a change in the pattern of interaction between teachers and students during the learning process. Teachers do not immediately start learning by delivering material, but open learning through light conversations to build students' attention. In some classes, the seating position of students is also changed to suit the form of learning activities such as group discussions and presentations. The classroom atmosphere looks more active when the teacher gives students the opportunity to express their opinions openly. Some students seem to be more courageous to speak than the one-way learning conditions. In addition, teachers have given simple appreciation in the form of direct praise several times when students are able to answer questions or express opinions in front of the class. Another condition found showed that teachers tended to approach students who looked passive during learning. This approach is carried out personally without showing a reprimand directly in front of the class. This situation makes students look more comfortable participating in learning until the end of the learning activity.

Departing from these conditions, the form of learning atmosphere management found during the study is presented in **Table 2**.

Table 2. Forms of Learning Climate Management and Its Impact on Student Motivation

Forms of Learning Management	Practices Carried Out by Teachers	Impact on Students
Personal approach	The teacher opens communication before learning begins	Students are more open during learning
Flexible class settings	Seating position is adjusted to the learning activity	Increased interaction between students
Direct appreciation	Teacher praises student participation	Increased student confidence
Open discussion	Teachers give space to ask questions and express opinions	Students are more active during learning
Passive student mentoring	Teachers approach students personally	Students are more comfortable with lessons

The role of teachers in building a learning climate has a strong influence on the emergence of student learning motivation. An open and non-stressful learning situation makes it easier for students to be involved in the learning process. The relationship between teachers and students also shows that an interpersonal approach is an important part of learning management in madrasas. Learning conditions show that students are more active when teachers not only focus on delivering material, but also pay attention to the comfort of students learning during the learning process. Simple forms of attention such as personal communication, appreciation of students' opinions, and providing discussion space have been proven to help increase student engagement in the classroom. Thus, human resource management in the context of education is seen not only related to administrative aspects, but also concerns the ability of teachers to build a learning environment that supports the development of student motivation.

Implementation of Innovative Learning Methods

The implementation of innovative learning methods is a form of human resource management that is directed to increase student involvement during the learning process. The change in learning patterns that were previously more teacher-centered began to shift towards learning that gives students more space to be actively involved. This condition can be seen through the use of learning methods that place students as the main part in the process of searching, processing, and delivering information. The application of problem-based learning, project-based learning, and cooperative learning shows that there are efforts to build a more participatory and contextual learning atmosphere. In addition to encouraging learning engagement, the method also provides opportunities for students to develop critical thinking skills, cooperation, and the courage to express opinions. In the context of learning in madrasas, the use of innovative methods is not only directed at academic achievement, but also at the formation of a more active and meaningful learning experience for students.

The implementation of learning shows that students are more easily involved when the learning process does not only contain one-way material explanations. Some teachers have begun to reduce the method of full lectures and give students room to discuss, solve problems, and organize assignments in groups. This situation makes learning more dynamic than the previous learning pattern. One of the teachers explained that the use of problem-based learning makes students more active in asking questions and looking for answers to the material they are learning. "If it is only explained continuously, usually children are quick to be silent and passive. But when given a case or problem that is close to their lives, students ask a lot of questions and start discussing themselves (GP-RF-03)." This information was reinforced by students who admitted that they were more interested in participating in learning when given project assignments rather than just receiving material from teachers. "Usually I am more enthusiastic if there is a practice assignment or making a group video. So we didn't just listen to the explanations, but we also worked directly on (SW-AR-05)." Other information was also conveyed by the subject teacher who assessed that group learning made students who were previously less active begin to be involved in the learning process. "Children who are usually silent slowly start talking when studying in groups. They are more courageous to express their opinions than when asked themselves (GP-NA-02)."

Student involvement in learning is seen to increase when teachers start to apply learning methods that give students a wider space for participation. Activities such as group discussions, problem-solving, and project preparation make students not only passively accept the material, but also engage in the process of thinking and cooperation during learning. This situation shows a change in the pattern of learning interaction in the classroom. The informant's information shows that the use of innovative learning methods has an influence on students' courage in expressing opinions. Students who previously tended to be silent were seen to start to be active when learning was carried out in groups or practice-based. This condition shows that learning involvement is not only influenced by the learning material, but also by the way teachers manage student learning activities in the classroom. In addition, learning that is linked to real situations makes it easier for students to understand the material being studied. The connection between the material and everyday experience makes students feel that learning has benefits that are close to their lives. This situation shows that the implementation of innovative learning methods not only increases student learning activities, but also helps build students' interest in the learning process itself.

Learning activities show a variety of learning methods used during the learning process. At some meetings, students seem to be divided into small groups to discuss problems related to the subject matter. During the activity, some students were seen actively looking for information through mobile phones and textbooks they had. The classroom situation seemed more lively than the learning that took place in full lectures. In other activities, several groups of students were seen compiling the results of the assignment in the form of simple presentations and learning videos. Teachers not only monitor the final results of assignments, but also pay attention to the process of cooperation between students during the preparation of the project. This condition makes students look more active in discussing and sharing tasks between group members. In addition, the learning atmosphere shows that students are more courageous to ask questions when the teacher gives the opportunity for open discussion. Interaction between students also looks more intense because learning does not only focus on the delivery of material by teachers. This condition shows that the use of innovative learning methods has an effect on increasing student learning participation during the learning process. Departing from these findings, the implementation of innovative learning methods in increasing student learning engagement is presented in **Table 3**.

The implementation of innovative learning methods has an influence on increasing student learning involvement during the learning process. The use of problem-based, project-based, and groupwork methods makes students more actively participate in learning than learning that only focuses on one-way explanations of the material. This involvement can be seen through increasing students' courage in discussing, expressing opinions, and collaborating with other students during

learning activities. The results also show that learning that is associated with real situations makes students more interested in learning. These conditions show that more participatory learning management helps create a less monotonous learning atmosphere and better supports active student involvement. Thus, the implementation of innovative learning methods is an important part of strengthening students' motivation and learning experience in the madrasah environment.

Table 3. The Implementation of Innovative Learning Methods and Student Engagement Responses

Learning Method	Form of Implementation	Student Engagement Responses
Problem-Based Learning	Students solved contextual problems	Students became more active in asking questions and discussing
Project-Based Learning	Preparation of group projects and learning videos	Students' creativity and collaboration improved
Cooperative Learning	Group discussions and collaborative presentations	Students became more confident in expressing opinions
Digital learning media	Use of videos and online information searches	Students showed greater attention during learning
Open discussion sessions	Teachers provided wider opportunities for interaction	Classroom interaction became more active

Teacher's Personal Approach

The teacher's personal approach to students is an important part of creating a learning process that is able to adapt to the learning needs of each individual. Differences in academic ability, family background, emotional condition, and the way students understand the material cause each student to need different treatment during learning. In these conditions, teachers are not only required to be able to convey the subject matter, but also understand the characteristics of students more deeply so that the learning process runs more effectively. The form of a personal approach can be seen through the teacher's attention to student learning development, more open communication, and the teacher's efforts to adjust the learning method based on the student's conditions in the classroom. This situation shows that the interpersonal relationship between teachers and students has an influence on the comfort of learning and the courage of students in participating in learning. A more humanist approach makes students feel cared for so that the learning process is not only oriented to the completion of the material, but also to the overall development of students.

The personal approach taken by teachers shows that there is an effort to understand students not only from the academic side, but also from their emotional state and behavioral character. Teachers seem to be more careful in giving reprimands and directions to students so that students remain comfortable during the learning process. This condition shows that the communication pattern used by teachers has an influence on students' learning responses. The informant's information shows that students are more open when teachers use a non-judgmental approach. A calmer form of communication makes students not feel pressured when facing learning problems or mistakes during learning. This situation helps build students' confidence to stay engaged in learning activities in the classroom. The learning situation shows that some teachers try to build closer communication with students beyond the delivery of subject matter. On several occasions, teachers were seen talking directly to students who seemed less focused during learning. The conversation is done casually without attracting the attention of other students in the class.

In addition, there are students who seem more comfortable asking questions to the teacher after the class is over than when learning takes place in front of the class. Teachers also seem to give students the opportunity to convey learning difficulties personally when students have not understood certain material. This condition makes the interaction between teachers and students look more open. Other findings show that teachers tend to use different approaches to active and passive students. Students who tend to be quiet are more often given simple questions first before being directed to a broader discussion. This approach makes some students start to look more confident during learning. In addition, teachers' understanding of student character also helps the

classroom management process run more conducive. Teachers can adjust the way of delivering material and interaction patterns based on the conditions of the students they are facing. This shows that a personal approach is an important part of creating a learning atmosphere that is more adaptive to the needs of students.

The teacher's personal approach influences the comfort and involvement of students during the learning process. Teachers' understanding of students' characteristics, emotional states, and learning needs helps create more open and conducive learning relationships. This situation makes students feel more comfortable to be involved in learning and convey the learning difficulties they experience. The results also show that a more humanist approach helps teachers manage the classroom more effectively because students feel understood and valued during the learning process. This condition shows that the management of human resources in the madrasah environment is not only related to the teacher's professional ability to teach, but also the teacher's ability to build interpersonal relationships that support the overall development of student learning. The pattern of relationship between the teacher's personal approach and student learning involvement shows the relationship between the forms of interaction that arise during learning. The relationship is presented in **Figure 1**.

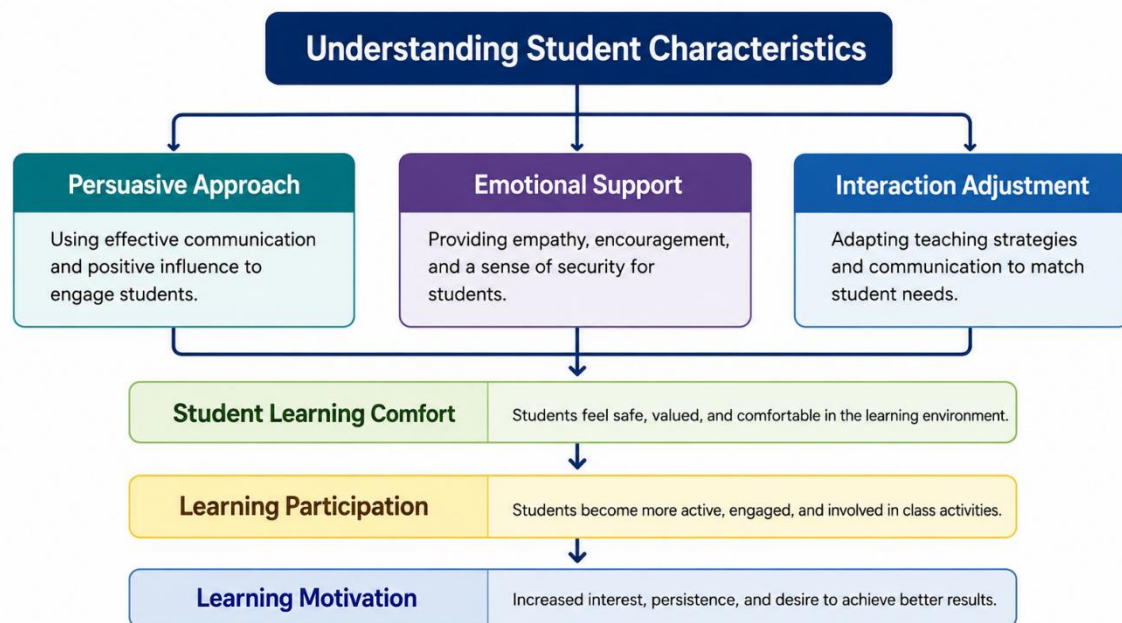


Figure 1. Teacher Personal Approach Framework in Supporting Student Learning Engagement

The teacher's personal approach influences the comfort and involvement of students during the learning process. Teachers' understanding of students' characteristics, emotional states, and learning needs helps create more open and conducive learning relationships. This situation makes students feel more comfortable to be involved in learning and convey the learning difficulties they experience. The results also show that a more humanist approach helps teachers manage the classroom more effectively because students feel understood and valued during the learning process. This condition shows that the management of human resources in the madrasah environment is not only related to the teacher's professional ability to teach, but also the teacher's ability to build interpersonal relationships that support the overall development of student learning.

Discussion

Students' motivation to learn develops through a learning atmosphere that provides a more open interaction space between teachers and students. The learning process no longer runs in a one-way pattern that only places students as recipients of the material. During learning, the relationship that teachers build with students is actually the part that most influences their learning engagement. Students are more courageous to express their opinions when the classroom atmosphere is less stressful and the teacher responds positively to their participation. In some learning situations, light conversations before learning begins make the classroom atmosphere more fluid. Students who previously tended to be silent began to get involved in discussions when the teacher did not immediately start formal learning. This condition shows that learning motivation does not grow only because of academic demands, but also because students feel comfortable in the learning environment. A more open relationship between teachers and students ultimately forms a more active and non-monotonous learning experience during the learning process.

Learning that uses a more participatory approach also affects changes in students' learning responses in the classroom (Mahat et al., 2024; Sharma et al., 2023). Group discussion activities, project preparation, and problem solving make students not only listen to the teacher's explanation, but also participate in the thinking process during learning. This situation is related to research Yuan (2024) which explains that student engagement increases when learning provides students with wider opportunities to interact and build a hands-on learning experience. The findings of this study also support the research Zhao (2024) regarding the relationship between learning motivation and student academic engagement. However, this study shows that student learning engagement is not only influenced by learning methods alone. The way teachers build communication during learning is actually a factor that strengthens students' courage to participate (Moannissa, 2025). In some discussion activities, students appear to be more active when learning is associated with their daily experiences. This situation makes learning feel closer to students' lives so that they can easily understand the material being studied.

The personal approach taken by teachers shows that the learning needs of students cannot be treated uniformly. Some students find it easier to follow learning when teachers use a calmer approach and don't put pressure directly in front of the class. A closer relationship makes students more comfortable conveying learning difficulties and conditions they experience during learning (Elliot & Aaen, 2025). The findings are related to the research An (2022) which explains that teachers' perceptions and approaches to students are related to the level of student learning engagement in the classroom. However, this study shows that an interpersonal approach not only has an impact on learning engagement, but also helps to form a sense of security during learning. In some conditions, students who are usually passive begin to look more confident when the teacher gives them the opportunity to speak slowly without pressure. This situation shows that interpersonal relationships in learning have a strong influence on the emergence of students' courage to learn.

The main contribution of this research lies in the understanding that students' learning motivation develops through a combination of teachers' interpersonal relationships, an open learning atmosphere, and participatory learning experiences. So far, the discussion of learning motivation has often emphasized more on learning methods or academic achievements of students. This study shows that learning engagement actually develops through simple interactions that occur during learning. Casual conversations before learning starts, the way teachers respond to students' answers, and non-judgmental forms of communication have all influenced students' courage to engage in learning. These findings are an important contribution to the study of education and learning because they show that the quality of social interaction in the classroom has a direct relationship with the emergence of student learning motivation. In addition, this study shows that innovative learning is more effective when supported by a positive emotional connection between teachers and students. Thus, strengthening the quality of teacher communication can be positioned as an important part of developing more participatory and student-centered learning.

Learning that takes place openly and provides a wider space for interaction makes students not only present to follow the lessons, but also to feel part of the learning process itself. Learning motivation arises through learning experiences that make students feel valued and heard during learning. This situation shows that learning engagement is not always built through complex learning approaches. In some conditions, a more comfortable learning atmosphere is actually the factor that helps students to be actively involved in the classroom. The findings of this study show that the interpersonal relationship between teachers and students has a considerable role in shaping a more lively learning experience. Therefore, the development of learning in schools is not enough to be directed only at mastering learning methods, but also needs to pay attention to the way teachers build communication and closeness with students during the learning process.

CONCLUSION

Students' learning motivation cannot be separated from the quality of interaction that develops throughout the learning process. The findings of this study demonstrate that motivation emerged not only through instructional delivery or the use of innovative learning methods, but also through the way teachers created classroom environments that felt open, supportive, and emotionally safe for students. More participatory learning activities encouraged students to become actively involved during classroom interaction, while personal approaches helped students feel more comfortable expressing opinions and communicating learning difficulties. These conditions indicate that meaningful learning experiences are often shaped through simple forms of interaction that allow students to feel heard and appreciated during lessons. The study also highlights that effective learning environments are not built solely through pedagogical competence, but through teachers' ability to establish communication that supports students' confidence and engagement. Such findings provide an important perspective for educational practice by emphasizing that student participation develops more naturally when classroom interaction is grounded in trust, emotional support, and meaningful engagement. Future studies may further explore how interpersonal communication and classroom culture influence learning motivation across different educational settings and student backgrounds.

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