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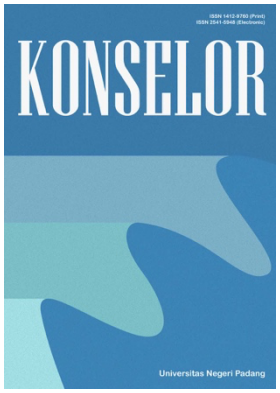

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Agentic Engagement in Education: A Systematic Review of Its Characteristics, Factors, and Impacts (2011–2024)

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Agentic Engagement in Education: A Systematic Review of Its Characteristics, Factors, and Impacts (2011–2024)

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Abstract: This systematic literature review examines the concept of agentic engagement, a form of proactive student involvement in learning defined by self-directed behaviours such as expressing preferences, seeking clarifications, and actively shaping the instructional environment. Previous research on engagement has predominantly focused on behavioural, emotional, and cognitive dimensions, making agentic engagement—which was introduced in 2011—a novel branch in the study of student engagement. Consequently, this review analyses studies published between 2011 and 2024, sourced from five major databases: Sage Journals, ScienceDirect, Scopus, SpringerLink, and Taylor & Francis. We identified and thoroughly reviewed a total of 15 eligible articles across three key dimensions: (1) characteristics of students exhibiting agentic engagement, (2) factors contributing to the development of agentic engagement, and (3) the impacts of agentic engagement on students' learning. Additionally, an in-depth analysis addresses ways to enhance agentic engagement through an intervention called the Autonomy-Supportive Intervention Program (ASIP). This analysis suggests that agentic engagement is a vital educational aspect, benefiting students by fostering academic resilience, self-efficacy, motivation, and school adjustment, while also reducing test anxiety. Teachers can cultivate supportive learning environments that foster student agentic engagement with the help of ASIP. The implications of agentic engagement extend beyond traditional classroom settings, providing valuable insights into student-centred practices that encourage self-determination and active participation. Furthermore, understanding agentic engagement can guide teachers in gaining deeper insights into their students and help them identify those who require greater encouragement or motivation. Additionally, counsellors can design targeted interventions to enhance agentic engagement in learning. This literature review highlights the transformative potential of agentic engagement in education, especially in school settings, and suggests promising avenues for future research.

Key Words: Agentic engagement; Student engagement; Autonomy-Supportive Intervention Program (ASIP); Academic resilience; Self-determination

INTRODUCTION

According to a 2023 survey, the dropout rate among high school students (SMA/SMK/MA or equivalent) in Indonesia reached 1.03%, surpassing the rates in elementary (0.11%) and middle schools (0.98%), making it the highest among all educational levels (Statista Indonesia, 2023). In the 2019/2020 academic year, there were 65,318 students who dropped out of middle and high schools in Indonesia (Makarim & Primana, 2023). Dropout rate is one of the factors predicted by engagement, alongside improved performance, which serves as a driver of learning, academic achievement, and the quality of

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students' social interactions, aligning with increased student well-being in learning environments (Reeve et al., 2023; Zendarski et al., 2020; Truta et al., 2018). In educational settings, student engagement or school engagement is a multidimensional critical factor, serving as a behavioral indicator of the motivational process, enabling students to contribute to the progression of their learning (Olana & Tefera, 2022).

The concept of student engagement has long been a puzzle for educators and researchers, with ongoing discussions about its nature and complexity, accompanied by critiques regarding the extent to which its theories and operationalization are applied in empirical research (Kahn, 2014; Zepke, 2018). Later, Reeve and Tseng in 2011 proposed a new type of engagement which is agentic engagement, characterized by a more proactive and reciprocal nature, as it influences both the teacher's motivating style and instructional behaviour (Pelletier & Vallerand, 1996; Skinner & Belmont, 1993). For instance, when students exhibit boredom, lack of focus, and minimal effort, teachers tend to reduce their support and increase control over them. Conversely, when teachers provide support for the development of students' interests and personal goals, they become more engaged in classroom learning activities (Reeve & Shin, 2020). Agentic engagement is the fourth dimension of student engagement, which initially includes behavioral engagement, such as task focus, effort, persistence, and the absence of behavioral issues; emotional engagement, which involves interest, enthusiasm, and the absence of negative emotions such as anger, anxiety, or boredom while learning; and cognitive engagement, which pertains to the application of effective learning strategies and self-regulation during learning (Fredricks et al., 2004; Jimerson et al., 2003).

In terms of behavioral, emotional, and cognitive engagement, teachers typically offer learning activities, such as reading books or completing assignments, and students respond by showing varying levels of effort, enthusiasm, and strategic thinking toward those activities. In contrast, through agentic engagement, students express their opinions and demonstrate personal initiative in a proactive and mutually beneficial manner (Reeve & Shin, 2020). Agentic engagement emphasizes the active role of students in the learning process, where they are not merely recipients of information but also contributors to their own learning experiences (Reeve et al., 2020). This type of engagement generates high-quality motivation, such as autonomy satisfaction, and fosters high-quality support from teachers, such as autonomy support (Reeve et al., 2020). The autonomy satisfaction is one of the basic psychological needs that must first be met within individuals in order for them to become more motivated to act. This underpins the foundation of SDT, which not only focuses on the specific nature of positive developmental tendencies but also examines the social environments that oppose these tendencies (Ryan and Deci, 2000). SDT is a framework for understanding human motivation and personality that integrates traditional empirical methods with an organismic metatheory, emphasizing the significance of humans' evolved internal resources for personality development and behavioral self-regulation (Ryan et al., 1997).

In Indonesia, the national education curriculum, called Kurikulum Merdeka, was initiated in 2020 and has undergone gradual implementation and evaluation since 2021. By 2022, over 300,000 educational institutions across Indonesia has started adopting this curriculum. Kurikulum Merdeka encourages active student engagement in learning and focuses on essential materials as well as the development of student competencies according to their learning achievement phase (Kementrian Pendidikan dan Kebudayaan, 2024). Furthermore, beginning in the 2024/2025 academic year, the Ministry of Education, Culture, Research, and Technology officially eliminated specialization tracks in high schools, including natural sciences, social sciences, and languages (Kompas, 2024). According to Hadiana (2024), this policy allows students greater exploration opportunities to become agents of their own learning, as they can play a more active role in directing their learning process and be accountable for their educational decisions. The more frequently students demonstrate agentic engagement in the classroom—such as taking the initiative to personalize lessons, providing feedback, asking questions, and communicating their needs, interests, and preferences—the more they perceive that teachers are providing autonomy support throughout the semester (Reeve, 2013).

In practice, the motivating style provided by teachers is not always autonomy-supportive, as it exists on a continuum ranging from highly controlling to highly autonomy-supportive (Rigby et al., 1992). Consequently, intervention programs have been initiated to alter teachers' beliefs about the effectiveness and difficulty of adopting autonomy-supportive styles, resulting in teachers learning to

become more autonomy-supportive. Furthermore, changes in their motivating style persist long after the initial intervention program (Reeve et al., 2014; Su & Reeve, 2011).

Through a review conducted for the development of this systematic literature review (SLR), the researcher identified several critical research gaps, including a lack of in-depth theoretical insights into agentic engagement, which remains underexplored (Brod et al., 2023). Additionally, Patall (2024) highlighted the insufficiency of research on agentic engagement, emphasizing the importance of future studies to better understand the nature, function, antecedents, consequences, and conditions of agentic engagement when seeking to enhance individual outcomes across various contexts, including education. Thus, this paper aims to explore the concept of agentic engagement more deeply, particularly in schools, addressing the gap between the demands of educational curricula, which emphasize active student participation, and the insufficient knowledge among teachers and other school staff, such as counselor, on how to create a school atmosphere that fosters such engagement. For teachers, understanding agentic engagement is beneficial for planning effective teaching strategies to enhance students' learning outcomes. For counselor, understanding agentic engagement enables them to collaborate with teachers in encouraging students to become more actively engaged in the classroom. Therefore, the following research questions are proposed to guide the analysis of this SLR: 1. What characteristic of students who engage agentically in their learning process? 2. Which factors contribute to the development of agentic engagement? 3. What are the impacts of agentic engagement on students' learning process?

METHOD

The type of study conducted in this research is a systematic literature review. A systematic literature review is a comprehensive review of a clearly formulated research question that employs systematic and explicit methods to identify, select, and critically appraise relevant studies and collect and analyse data from the studies included in the review. (Moher et al., 2009).

During the data collection phase, the researcher implemented both inclusion and exclusion criteria. The inclusion criteria specified articles published between May 2011 and October 2024, written in English, and classified as empirical or primary studies, document types were article or research article, with the study participants required to be students across various school levels. Conversely, exclusion criteria ruled out articles published before May 2011 or after October 2024, articles not in English, studies that were not empirical or primary, and document types such as news articles, literature reviews, book reviews, or reports, and participants were not students.

After the initial automatic application of those criteria, 33 were obtained for further screening, of these, 18 articles were subsequently excluded due to non-student participants (n=15), differing research contexts (n=2), or incongruent study outcomes (n=1). In conclusion, only 15 articles met the eligibility criteria for systematic analysis.

Procedures

The method employed in this SLR study follows the PRISMA 2020 flowchart (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), which improves upon the 2009 version (Page et al., 2021). PRISMA 2020 includes updated reporting guidelines that reflect advancements in methods for identifying, selecting, evaluating, and synthesizing studies, such as in Systematic Literature Reviews and Meta-Analyses (Page et al., 2021).

The manual filtering process was conducted by a single reviewer. A focused single-reviewer approach to abstract screening could be deemed appropriate in cases where a citation is disqualified for multiple reasons or relies on more clearly defined exclusion criteria (Waffenschmidt et al., 2019). To ensure objectivity, the inclusion and exclusion criteria were clearly defined, and all decisions were transparently documented. Articles with different research scopes, such as those focusing on unrelated populations or utilizing secondary data, were excluded. These steps were taken to maintain the relevance of the analyzed data and to minimize interpretive bias that could result from findings misaligned with the study's focus.

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The initial keyword search across the databases yielded 6,583,006 results. Following the application of predefined automatic inclusion and exclusion criteria, along with a final manual filtering process, only 15 articles were found to meet the eligibility criteria for full review. Out of the 15 articles, only two are categorized as qualitative research. The search string and its boolean operators employed in the search across these databases were "Agentic Engagement" **OR** "Engaged Agentically" **AND** Student* **OR** Learner* **OR** Pupil* **AND** School* **NOT** "Higher education" **OR** College OR Universit*.

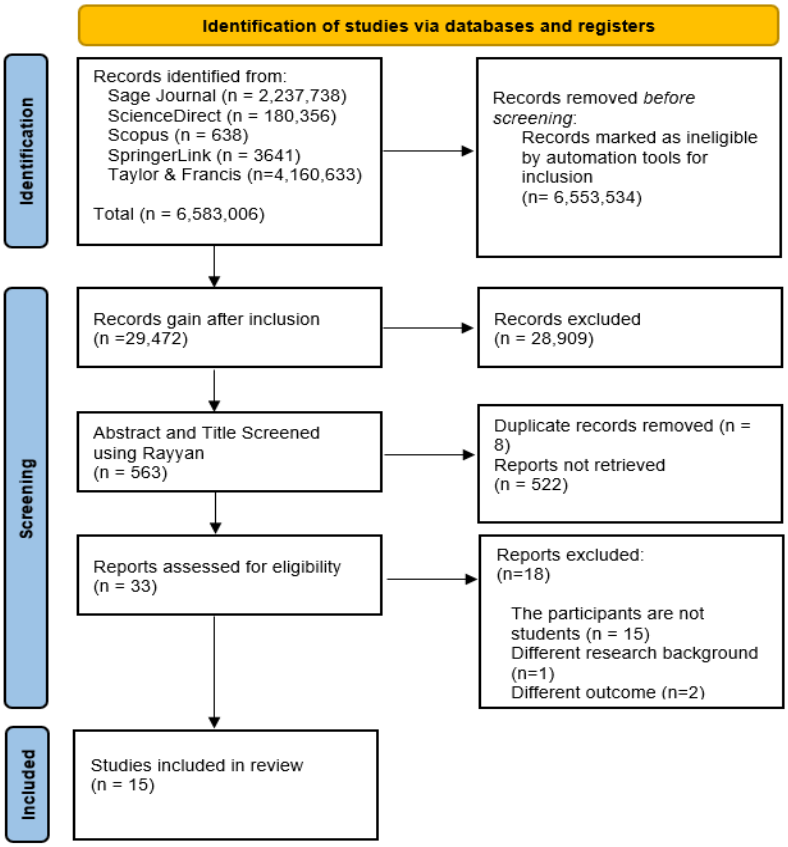

Figure 1. PRISMA Flowchart in this SLR Procedures

Materials

The databases utilized in this Systematic Literature Review (SLR) include Sage Journals, ScienceDirect, Scopus, SpringerLink, and Taylor & Francis. The keywords employed in the search across these databases were "Agentic Engagement", "Engaged Agentically"," Students", "School". The inclusion criteria for this review were English-language articles or research papers published between 2011 and 2024 that focused on exploring the concept of agentic engagement in school settings, as the concept of Agentic Engagement was first introduced in 2011 by Johnmarshall Reeve and Ching-Mei Tseng.

Data Analysis

Based on Figure 1, the Boolean logic search string initially yielded 6,583,006 articles before the inclusion and exclusion criteria were applied. The screening process concluded with 15 articles deemed eligible for full examination. All 15 articles focused on the concept of agentic engagement within school settings. Most of these studies elaborated on the characteristics of agentic engagement, particularly in the learning process, as well as the internal and external factors influencing agentic engagement, with a strong emphasis on the teacher's role, often supported by interventions aimed at enhancing students'

agentic engagement. Additionally, a subset of the articles highlighted agentic engagement as a predictor of student outcomes in the learning process, emphasizing its benefits.

The extracted data, which resulted 15 articles in final, were then analyzed based on thematic synthesis. Thematic synthesis is recognized as a well-established approach that ensures a clear and transparent connection between the conclusions drawn and the content of the primary studies, thereby maintaining adherence to the core principles traditionally emphasized in systematic reviews (Thomas & Harden, 2008). Given that, this article is secondary research type, which does not involve the direct data collection, such as interviews, a coding framework was not employed. Instead, a supporting tool for data synthesis called Rayyan was used.

RESULTS

Characteristic of Student Performing Agentic Engagement

Agentic engagement as the fourth type of student engagement which proposed by Reeve and Tseng (2011) is characterized by learners who take initiative before a learning activity begins. These students actively participate by expressing their opinions, informing teachers about their needs, asking questions, and sharing their preferences and interests—regarding both what to do and how to do it, rather than passively accepting the materials and instructions provided by teachers, agentically engaged students contribute to shaping the teaching and learning process. They offer insightful suggestions, seek thorough explanations, and request constructive solutions to problems, all of which enhance their learning environment (Matos et al., 2018; Reeve & Shin, 2020) and also confident in performing laboratory activities in science class (Fletcher, 2016). Other studies suggest that agentic engagement is referred to by alternative terms, such as the agentic dimension (Veiga et al., 2015) and the agentic component (Maralani et al., 2018), through agentic engagement, students actively select, contribute, and communicate in their learning process, thereby fulfilling their basic psychological needs. Conversely, Mameli et al. (2019) propose that the concept of agency and responsibility are two crucial aspects of adolescent students. Agency encompasses the attitude to transform situated practices through both words and actions, while responsibility highlights the subjective experience of self-regulation and internal commitment.

The shift from traditional offline to online learning that occurred during the pandemic requires students take on increased responsibility and control over their own knowledge and skill acquisition, frequently in the absence of direct teacher supervision (Jansen et al., 2020; Zhou et al., 2021). In online learning, students who apply agentic engagement typically take the initiative to choose the activities they will participate in and select the learning content necessary to achieve their desired outcomes. They effectively seek assistance through technology and online resources, which ultimately enhances their likelihood of successful learning (Rieber, 2016; Almusharraf & Bailey, 2021; Kim & Song, 2023). Consequently, autonomous online learning necessitates a greater degree of agency from learners to create an appropriate learning context for themselves (Gu et al., 2024). Erss et al. (2024) assert that agency extends beyond being a mere learning component within the educational context; it is also a vital life skill applicable to both professional and personal spheres. Their study on Estonian students revealed that individuals could cultivate agency-related competencies through various work experiences, such as participation in student work camps, paid employment, and voluntary unpaid work. These experiences help students develop the courage and self-awareness to express their thoughts and enhance their social skills, enabling them to engage effectively in classroom discussions such recognize opportunities to provide support and assistance to their peers (Erss et al., 2024; Goagoses et al., 2021).

To conclude, students who perform agentic engagement will show their proactivity towards learning in their classroom such as, expressing their opinions, informing teachers about their needs, asking questions, sharing their preferences or interests, offering insightful suggestions, seeking thorough explanations, request constructive solutions to problems, confident in performing laboratory activities. In online learning, they will initiatively choosing the activities they will participate in and select the learning content and also effectively seeking assistance through technology and online resources. The characteristic of agentic engagement is further supported by students' social experiences in the

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workplace, as these activities foster their autonomy and sense of responsibility. These qualities, in turn, enable them to engage more effectively in classroom discussions, such as by recognizing opportunities to offer support and assistance to their peers.

Factors Contribute to the Development of Agentic Engagement

In their exploration of self-determination theory, Reeve (2012) discusses how students' internal resources interact with classroom environments to produce varying levels of engagement. The theory suggests that when individuals are autonomously motivated in their actions, rather than being externally controlled, they experience greater interest, enthusiasm, and confidence, which in turn lead to improved performance and persistence (Ryan & Deci, 2000). The fulfilment of basic psychological needs plays a critical role in fostering this autonomous motivation, allowing students to adopt a proactive, agentic attitude towards their own learning environment and processes (Mameli et al., 2019). Furthermore, the basic psychological needs for autonomy and relatedness may explain the connection between teachers' instructional styles and students' agentic engagement, particularly when autonomy-supportive teaching practices are employed (Cohen et al., 2020; Reeve et al., 2020). Raley et al. (2019) identified a somewhat distinct pattern in their study on adolescent students with disabilities where satisfaction of relatedness and agentic engagement were significant predictors of overall self-determination, whereas the other basic psychological needs, namely autonomy and competence, did not demonstrate any notable influence.

On the other hand, Erss et al. (2024) offer a nuanced perspective, highlighting that beyond gender, school level, and the language of instruction, teacher agency support as a critical factor in explaining variations in student agency between schools using Estonian and Russian as languages of instruction. Notably, Russian-speaking students rated their teachers' support for promoting student agency lower than their Estonian peers. The teacher agency support somehow called Autonomy Supportive Motivating Style (ASMS) can enhance students' intrinsic motivation and promote student engagement in online learning (Li et al., 2022). Due to the increased autonomy required in online learning environments, learners must take more agency for shaping their own learning conditions. Consequently, students with well-developed self-regulated learning (SRL) skills tend to exhibit higher levels of agentic engagement in these settings. This finding aligns with previous research, which demonstrated that self-regulated learning abilities during remote and virtual learning have a positive influence on agentic engagement (Hensley et al., 2021; Verstege et al., 2019). It appears that when students perceive a learning environment as being structured to foster encouragement and inspiration, this perception can significantly enhance their engagement, leading to increased participation in the educational process (Espejo, 2018). Similarly, Bryson and Hand (2007) assert that students are more likely to be actively engaged when supported by teachers who cultivate appropriate learning environment, set high expectations, offer intellectual challenges, and remain readily accessible for discussions regarding academic progress.

The appropriate learning environment acknowledge agentic engagement and self-efficacy as its agency-based motivational constructs (Reeve & Tseng, 2011; Maralani et al., 2018), suggested that self-efficacy may be a crucial factor in encouraging students to engage agentically in science learning. Students who reported higher self-efficacy in understanding scientific definitions, formulae, and theories, employing advanced scientific approaches, completing laboratory and hands-on tasks, applying school science to real-life situations, and engaging in discussions with others, tended to exhibit deeper behavioral, agentic, cognitive, emotional, and social engagement during classroom science learning (Lin 2021). As students' social skills develop throughout their social lives, the significance of peer respect and adherence to peer norms becomes more prominent from early to middle adolescence.

High self-concept is undoubtedly an asset that promotes engagement among adolescents, but its positive impact may be diminished during middle adolescence due to the increasing emphasis on the peer respect and conformity to peer norms. Adolescents with higher self-concept always reported high cognitive, affective, behavioural, and personal agency engagement than did adolescents with lower self-concept (Veiga et al., 2015). This situation is a bit different in primary school, where students tend to show more social interaction, because of this, social achievement goals have a stronger impact on their behavior, emotions, and active involvement in class (Goagoses et al., 2021).

In summary, multiple factors can serve as predictors of agentic engagement in students. These include the fulfillment of basic psychological needs for autonomy through teachers' autonomy-supportive motivational styles, a conducive learning environment fostered by teachers who set high expectations, provide intellectual challenges, and are accessible for discussions about academic progress. Additionally, student-centered factors such as self-regulated learning, self-efficacy, high self-concept, and social achievement goals also contribute to the presence of agentic engagement.

Impacts of Agentic Engagement on Students' Learning

According to Reeve (2020), the core function of agentic engagement is to give students a self-initiated pathway to make academic progress that consist of two primary aspects: (1) to foster high-quality self-motivation, such as autonomy satisfaction, and (2) to elicit high-quality support from teachers, such as autonomy support. An increase in agentic engagement serves as an indicator of academic resilience, making academic progress, enhance their skills, and achieve high levels of academic success, such as attaining superior course grades, while heightened agentic disengagement is considered a marker of academic vulnerability (Reeve et al., 2020). Among adolescent students, agentic engagement has been shown to uniquely contribute to increased motivation, self-efficacy, and school adjustment (Reeve, 2014). In the context of online learning, students' agentic engagement can impact their academic expectations and motivation, serving as a predictor of academic success (Kim & Song, 2023; Patall et al., 2021).

In specific major, such as science, researchers have acknowledged that when students are engaged in the learning activities, it may link to their active participation and positive learning outcomes in schools and result in the persistence of long-term involvement in future science related majors and careers. Because students' deep engagement in science has been regarded as a significant antecedent in contributing positive outcomes and performance (Fredricks et al., 2016).

One of the outcomes is school test and study conducted by Maralani et al., (2018) on 289 math-physics and basic sciences female students in two high schools in Hamedan, Iran found that agentic engagement could predict low test anxiety through the mediation of basic psychological need on autonomy. In wider context, agentic engagement can foster students' experience of "cultural congruence," which refers to "the extent to which students feel their socio-cultural and personal identities are supported during their participation in activities" (Lawson & Lawson, 2013). In conclusion, agentic engagement offers significant benefits to students' academic experiences, including fostering resilience, academic success, enhanced motivation, self-efficacy, and improved school adjustment through active participation. Moreover, agentic engagement is a predictor of reduced test anxiety and promotes students' experience of cultural congruence.

Table 1. Summary of articles included in this literature review

Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
Gu et al., (2024)	Examining the effects of Autonomy-Supportive Motivating Style (ASMS) and Controlling Motivating Style (CMS) on Agentic Engagement, with Self-Regulated Learning as a moderator.	School students (n=425) in Guangzhou, China	Agentic Engagement Scale (Reeve and Tseng, 2011) Online Self-Regulated Learning Questionnaire (OSLQ; Barnard et al., 2009)	Autonomous Supportive Motivating Style and Controlling Motivating Style played a pivotal role in fostering students' agentic engagement There was a positive correlation between students' self-regulated learning (SRL) abilities and their engagement.
Erss et al., (2024)	Examining the relationship between teacher agency, students' perseverance, and external work	9060 students (8380 in EIL schools and 680 in RIL	Agency was measured by a five-item scale adapted from Reeve (2013) Perceived support was measured by a	The key findings of the study highlight the complexity of the student agency phenomenon, which can be defined in multiple ways and can only be predicted through the

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Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
	experience with student agency in the context of Estonia.	schools) in Estonia	three-item questionnaire adapted from Reeve & Shin, 2020. Perseverance was measured by a three-item questionnaire created by Erss based of Vaughn (2021) and Dweck (2006).	interaction of various contextual, demographic, socio-economic, and personal factors.
Ole & Gallos (2023)	This study sought to investigate the impact of the Feedback Loop Model (FLM) on the conceptual understanding of kinematics and the level of engagement among Grade 12 Senior High School students.	58 students of senior high schools in province of Negros Occidental, Philippines	*Agentic Engagement Scale (AES)* by Reeve and Tseng (2011) The *Physics Concept Test in Kinematics for Senior High School Students* (Ole & Gallos, 2021)	The implementation of FLM (Flipped Learning Model) toward formative assessment fostered students' engagement in various dimensions—agentic, behavioral, emotional, and cognitive—leading to active participation in their online Physics classes, which suggests positive effects on their learning outcomes.
Olana & Tefera (2022)	The aim of this study was to investigate the role of academic self-concept (ASC) in predicting school engagement among adolescent students, employing a cross-sectional research design.	278 students at Ambo secondary school in Ethiopia's Oromia regional state	The four-dimensional school engagement scale by Reeve & Tseng (2011) Academic self-concept questionnaire (ASCQ) by Liu and Wang	The results of the regression analysis demonstrated that socioeconomic status (SES) and academic self-concept (ASC) had a significant impact on the overall school engagement score, as well as on its four dimensions: behavioral, emotional, cognitive, and agentic engagement.
Goagoses et al., (2021)	The objective of the present study was to examine whether the social achievement goals adopted by primary school students can simultaneously predict their behavioral, emotional, and agentic engagement in the classroom.	Namibian primary school students (*N* = 117)	Academic and social achievement goals using Goal Orientation and Learning Strategies Survey (GOALS-S; Dowson & McInerney, 2004) To assess behavioral and emotional engagement using the psychometrically validated self-report scales created by Skinner et al. (2009) To assess agentic engagement, we relied on a self-report scale created and validated by Reeve and Tseng (2011).	Social status goals were found to predict behavioral engagement, whereas social concern goals predicted both emotional and agentic engagement. These findings suggest that social achievement goals represent a distinct construct that can enhance our understanding of student motivation and academic engagement.
Lin (2021)	The primary aim of this study was to explore the relationship between high school students'	478 Taiwanese senior high school students	Science Learning Self-Efficacy (SLSE) by Lin and Tsai (2013) Science Learning Engagement	Engagement among high school science students is inherently multidimensional, and fostering their multi-faceted self-efficacy can be

Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
	self-efficacy and their engagement in science learning, considering multiple dimensions.		Instrument (SLEI) by Fredricks et al., 2016; Fredricks et al., 2004; Reeve & Tseng, 2011).	considered an effective strategy for enhancing their participation in science.
Reeve et al., (2020)	To assess the effectiveness of the student agentic engagement intervention program.	22 teachers and 1,422 students in Korea	Perceived autonomy support is assessed using Learning Climate Questionnaire (LCQ; Williams & Deci, 1996). To assess autonomy satisfaction, Perceived Autonomy (PA) Scale (Standage et al., 2006) was used To assess autonomy dissatisfaction, Psychological Need Dissatisfaction (PND) Scale (Costa et al., 2015) was used To assess students' agentic engagement and disengagement, Agentic Engagement Scale (AES) and Agentic disengagement Scale from the larger AES (Reeve, 2013) were used.	A multilevel structural equation modeling analysis revealed that students whose teachers participated in the ASIP experienced increased autonomy satisfaction and agentic engagement, alongside decreased autonomy dissatisfaction and agentic disengagement.
Cohen et al., (2020)	This study examined the effects of teachers' conditional regard on adolescents' agentic engagement, with a focus on the potential mediating role of students' basic psychological needs for autonomy and relatedness.	30 homeroom teachers and 651 students 7th to 10th grade from five schools in central Israel	Teachers' conditional positive and negative regard were assessed using a modified version of the 10-item parental academic conditional regard scale (Assor and Tal 2012; Roth et al. 2009). Autonomy and relatedness need satisfaction were measured using the 9-item Basic Psychological Needs Scale (BPNS; Filak and Sheldon 2008). Agentic engagement was measured using Reeve and Tseng's (2011) 5-item agentic engagement scale.	The findings revealed that teachers' use of conditional negative regard diminished students' agentic engagement by frustrating their needs for autonomy and relatedness. Similarly, teachers' use of conditional positive regard impeded students' sense of autonomy, which in turn negatively affected their agentic engagement.
Mameli et al., (2019)	The study investigates the extent to which positive school experiences—defined	911 high school students	Basic psychological needs was measured using the Italian translation (Molinari &	Structural equation modeling revealed that the fulfillment of basic needs serves as a positive predictor of agency,

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Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
	in this context as the overall fulfillment of basic needs and the presence of interpersonal justice—affect student agency and responsibility. These factors are subsequently examined as potential mediators between a positive educational experience and two key outcome measures: academic achievement and self-efficacy in career decision-making.	from five urban middle-class schools situated in Northern Italy.	Mameli, 2017) of the Activity Feeling State (AFS; Reeve & Sickenius, 1994; Reeve & Tseng, 2011) Interpersonal justice was measured using The Italian version (Berti, Mameli, Speltini, & Molinari, 2016) of the Teacher Justice Scale (Dalbert & Stoeber, 2006) Agentic engagement was measured using the 10-item Agentic Engagement Scale (Mameli & Passini, 2018) developed and validated in Italy by building on the 5-item scale by Reeve and Tseng (2011). Perceived responsibility for learning was assessed with a 16-item instrument (Zimmerman & Kitsantas, 2005). Academic achievement was evaluated with a single item (Molinari et al., 2013) Career decision-making self-efficacy was evaluated with the Career Decision-Making Self-Efficacy Scale (CDMSE-SF; Betz, Klein,&Taylor, 1996) in its validated Italian version (Lo Presti et al., 2013).	responsibility, academic achievement, and self-efficacy in career decision-making. Additionally, the indirect effect of basic psychological needs on career decision-making self-efficacy, mediated by student agentic engagement and student responsibility, was found to be significant.
Raley et al., (2019)	The objective of this study was to investigate the relationships between constructs derived from Self-Determination Theory (SDT), including agentic engagement, motivation, and the satisfaction and frustration of basic needs, and the Causal Agency Theory, which encompasses self-determination and its fundamental	Adolescents with disabilities (n = 55) aged 12 to 19 years who attended a private school	The Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS; Chen et al. 2015) To measure adolescent motivation in the school context, as defined by SDT, the Academic Self-Regulation Questionnaire (SRQ-A; Ryan and Connell 1989) was used.	Adolescents with disabilities demonstrated greater levels of need satisfaction compared to frustration, along with moderately high levels of self-determination and agentic engagement.

Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
	characteristics—volitional action, agentic action, and action-control beliefs. Additionally, the study examined the application of measures designed to evaluate these constructs in adolescents with disabilities.		The Agentic Engagement Scale (AES; Reeve 2013) Adolescent self-determination was measured using the pilot version of the Self-Determination Inventory	
Fitzpatrick et al., (2018)	This study examined the Negotiated Integrated Curriculum (NIC) initiative in Irish primary schools, which seeks to improve student engagement and agency by enabling learners to actively participate in the development of their curriculum.	51 students (aged 9 – 12 years old) and 3 teachers engaging with NIC across two primary school in Limerick, Ireland.	A picture log, Research observation journal, Field notes Interview question list	The NIC initiative was primarily focused on fostering meaningful student engagement by aligning the curriculum with their socio-cultural identities and personal interests.
Maralani et al., (2018)	The objective of this study is to examine the relationship among agentic engagement, basic psychological needs, and test anxiety through the application of structural equation modeling.	289 math-physics and basic sciences female students in two high schools in Hamedan, Iran.	Academic engagement aspect questionnaire by Reeve & Tseng (2011) Basic psychological Needs Scale (BPNS) by by La Guardia, Ryan, Couchman, and Deci (2000) Ahvaz Inventory Test Anxiety (Abolghasemi, Asadi Moghadam, Najarian, & Shokrkon, 1997).	Agentic engagement had a positive impact on fundamental psychological needs, including autonomy, competence, and relatedness, while it could adversely affect test anxiety through the mediating role of these basic psychological needs.
Halili et al., (2018)	This study aims to investigate students' levels of engagement in learning English literature within both traditional and virtual learning environments.	80 students aged 13-17 in a secondary school in Kuala Lumpur, Malaysia	School Engagement Measure (SEM) developed by Blumenfeld et al. (2005)	In the interim, the utilization of the FROG-VLE has demonstrated that the level of engagement is significantly greater than that observed in traditional classroom settings.
Fletcher (2016)	This study seeks to examine how elements of self-regulated learning theory can be incorporated with the concept of agentic engagement within classroom practices.	126 students at an independent school in the Northern Territory, Australia,	Interview questions list	Students identified by their teachers as low-achieving and/or lacking motivation were perceived by the teachers as surpassing expectations by exhibiting relatively higher levels of motivation, persistence,

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Author	Study Aim	Sample / Country	Instrument	The Result related to *Agentic Engagement*
				effort, and pride in their work than is typically observed.
Veiga et al., (2015)	This study explores the relationship between students' engagement in school and their personal self-concept during adolescence.	685 adolescents 11-17 years old in early and middle school in Portugal	Student's Engagement in School (SES, Veiga, 2013). Piers-Harris Children's Self-Concept Scale (PHCSCS, Piers & Herzberg, 2002).	Among early adolescents, students who possess a high self-concept consistently report greater engagement in cognitive, affective, behavioral, and personal agency activities compared to their peers with a low self-concept.

DISCUSSION

Agentic engagement, which complements the other three aspects in student engagement, functions as one of behavioral indicators within the student motivation process. Consequently, agentic engagement can be interpreted through the lens of Self-Determination Theory (SDT) of student motivation (R. Ryan & Edward Deci, 2000). SDT posits that all students possess three fundamental psychological needs—autonomy, competence, and relatedness—that, when supported in an educational setting, enhance students' classroom functioning. Autonomy, reflects the need for personal ownership of one's actions and for experiences of volition and self-endorsement; competence, denotes the need for optimal challenges and experiences of effectiveness and mastery; and relatedness, represents the need for close relationships and for experiences of belonging and emotional connection to others (Reeve & Cheon, 2021).

The fulfillment of the psychological needs shows a strong positive correlation with student engagement in the classroom, while students' amotivation demonstrates a strong negative correlation with classroom engagement (Aelterman et al., 2012). Collectively, these core psychological needs are conceptualized as psychological nutriments that students require to improve their classroom engagement, learning, and performance, as well as to foster personal growth, such as intrinsic motivation and task enjoyment (Cheon et al., 2012). These three basic psychological needs are supported by the presence of supportive classroom conditions, one of which is the teacher's motivating style during instruction, beacuse motivating style is an essential educational construct where teacher's style affects students' developmental and academic outcomes (E. L. Deci et al., 1981; Reeve, 2009). The self-determination theory delineates three primary sources that shape an individual's interpersonal motivating style. First, motivating style is partly rooted in personality traits, E. Deci & Flaste (1995) suggest that certain individuals possess personality types inclined toward controlling others, with the authoritarian personality serving as a notable example.

The rationale behind autonomy support is that it represents a personal orientation toward others, influencing the tone and quality of all interactions with them. Secondly, autonomy support is an interpersonal approach grounded in learned skills, just as behavior modification—a style marked by control—demands practiced expertise, fostering autonomy in others similarly necessitates intentional, practiced skill. Essential competencies include perspective-taking, emotional acknowledgment, the use of non-directive language, and providing access to information necessary for informed decision-making, among others (E. Deci & Flaste, 1995). Third, the motivational style of teachers is influenced in part by the social context, when teachers experience external pressures, they often respond by applying pressure on their students, thereby exerting more control (Flink et al., 1990). For example, teachers are more inclined to issue directives and seek compliance from students when their own autonomy is constrained by others, such as administrators or researchers (Flink et al., 1990; Maehr & Anderman, 1993). Spesifically, need satisfaction mostly depends on teacher-provided autonomy support which involves the attitudes and actions teachers exhibit during instruction to foster and validate students' perspectives, initiatives, and psychological needs (e.g., "I am your ally; I am here to support you"). Conversely, need

frustration is primarily linked to teacher control, characterized by the interpersonal attitudes and behaviors used to pressure students to think, feel, and behave according to the teacher's directions (e.g., "I am your boss; I am here to change you.") (Reeve, 2016). In other words, autonomy-supportive teaching energizes the "positive side" of students' motivation and functioning, as autonomy support boosts need satisfaction, which subsequently enhances engagement. This is demonstrated in two studies by Sakinah et al. (2023), the first study, involving 333 twelfth-grade students from public high schools in Jakarta, Bogor, Depok, Tangerang, and Bekasi, revealed that intrinsic motivation and perceived teacher autonomy support collectively predict students' agentic engagement in online learning during the pandemic, where they actively attend to ongoing lessons, complete relevant assignments, and maintain seamless communication with teachers and peers through electronic media.

Despite the absence of physical interaction, students continued to have opportunities for active participation during distance learning (Sakinah et al., 2023). The second study by Sakinah (2023) conducted with 409 high school students in Indonesia, found that peer relatedness acts as a moderator in the relationship between teacher autonomy support and agentic engagement. Conversely, teacher control activates the "negative side" of students' motivation and functioning, as it heightens need frustration, leading to increased amotivation (Cheon et al., 2016). For instance, research by Makarim (2023), conducted with 1,474 high school students in Jakarta, indicated that internal locus of control moderates the relationship between perceived controlling teaching style and students' agentic engagement. Thus, the effect of teacher control on agentic engagement is not always negative; it depends on various contextual factors at the time.

Autonomy-supportive teaching involves adopting a student-centered approach and a supportive interpersonal tone that allows teachers to effectively engage in seven autonomy-enhancing instructional behaviors aimed at two key objectives—fostering intrinsic motivation and supporting the internalization of student learning (Reeve & Cheon, 2021). Autonomy support, in this context, entails that an authority figure (e.g., an instructor) considers the other person's (e.g., a student's) perspective, validates their feelings, and provides relevant information and choices, while reducing reliance on pressures and demands (Black & Deci, 2000). Therefore, it is important to design and implement interventions focused on fostering agentic engagement among students in future research (Reeve et al., 2022), as their study involved only 148 undergraduate students enrolled as preservice teachers. In that intervention, agentic engagement was manipulated, which subsequently influenced the students' motivation and learning outcomes.

However, the intervention did not aim to directly enhance agentic engagement, in other words, agentic engagement is not the consequence of the intervention. Thus, direct agentic engagement interventions aim to equip students with the ability to articulate their interests and preferences and communicate their needs to teachers, enabling them to become proactive and constructive "agents" (Bandura, 2006) or "origins" (de Charms, 1976) capable of enhancing their own learning environments. Reeve et al., (2022) suggest that a successful student-centered agentic engagement intervention should achieve two complementary outcomes: (1) fostering students' motivation, such as developing an agentic mindset, satisfying psychological needs, enhancing self-efficacy, and setting personal goals; and (2) delivering skill-based training that enables students to transform their sense of agency into tangible actions. This includes teaching them how to provide input, articulate preferences, and effectively communicate their needs to teachers through methods like modeling, scaffolding, practice, and feedback. Those activities can be supported not only by teachers but also by school counselors, or both can collaborate to create a program aimed at fostering agentic engagement actions.

The primary goal of an agentic engagement intervention is to empower students to cultivate a more supportive learning environment for themselves. This is particularly important as students who receive guidance from autonomy-supportive teachers tend to thrive across various dimensions (Reeve et al., 2022). Thus, agentic engagement can also initially be enhanced by implementing indirect interventions targeting the teacher. Teachers can acquire skills to enhance their autonomy-supportive behaviours toward students, similar to behavior modification, which reflects a controlling approach, fostering others' autonomy also necessitates intentional and practiced skill development (Reeve, 1998; Reeve, 2009). Thus according to Skinner & Belmont (1993), extended training is necessary partly because teachers are unfamiliar with autonomy support as a motivational strategy, and partly because teachers generally adopt only those classroom strategies that they see as plausible and useful as well as

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familiar and practiced. Grounded in the principles of self-determination theory and supported by empirical research, scholars have designed and implemented interventions aimed at providing educators with professional development to strengthen their autonomy-supportive teaching practices (Reeve & Cheon, 2021).

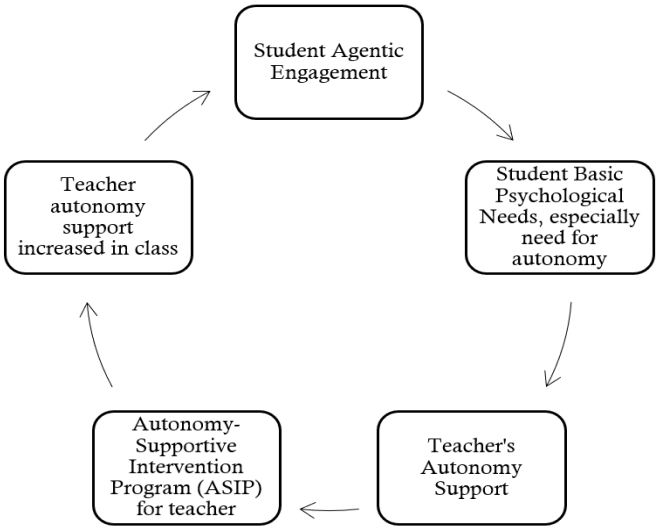

Figure 2. The summarized relationship among agentic engagement, basic psychological needs within Self-Determination Theory (SDT), and ASIP.

Role of ASIP in Agentic Engagement

Autonomy-Supportive Intervention Program (ASIP) is designed to offer teachers professional development opportunities aimed at enhancing the quality of their classroom motivating style, and it is proven highly effective in enhancing students' experiences of autonomy need satisfaction, intrinsic motivation, and internalization within the classroom (Cheon & Reeve, 2015). Moreover, the intervention is significant because it contributes to increase indicators of students' adaptive academic and personal functioning, as well as classroom engagement (Cheon et al., 2018), agency, and initiative (Reeve et al., 2020). The reduction in students' autonomy frustration, autonomy dissatisfaction, and amotivation resulting from the intervention, because it subsequently leads to a decline in various indicators of maladaptive academic and personal functioning, including classroom disengagement (Cheon & Reeve, 2019) and passivity (Reeve et al., 2020). According to Cheon et al., (2012) ASIP was implemented in three phases:

1) Part 1 consisted of a 3-hour workshop-style session. It commenced with a reflective warm-up activity, during which teachers reviewed two distinct teaching scenarios (one depicting a highly autonomy-supportive approach and the other illustrating a highly controlling method). Teachers were then asked to reflect on how these scenarios aligned with their own teaching practices. This was followed by a media-enriched PowerPoint presentation, which explored the nature of student motivation—its definition and origins—along with teachers' motivational strategies, classroom examples of autonomy-supportive instruction, and evidence-based ideas for implementing an autonomy-supportive teaching style.
2) Part 2 occurred six weeks after the initial session and lasted for two hours. It commenced with a concise PowerPoint presentation on autonomy-supportive teaching, which built upon the concepts introduced in Part 1. Following the presentation, teachers participated in a group discussion focused on the autonomy-supportive instructional strategies they had implemented up to that point in the semester. This session facilitated the exchange of ideas, where teachers expressed concerns, identified potential challenges, and shared, suggested, and critiqued specific teaching approaches, often within the context of a particular sport-based activity (e.g., a badminton session).

3) Part 3 took place another six weeks later, consisting of a group discussion primarily focused on sharing strategies for fostering autonomy in instruction.

Teachers experienced substantial and consistent advantages from their participation in the ASIP and from providing autonomy support which induced increases in students' need satisfaction can account for reductions in their motivation. The benefits encompassed enhanced teaching motivation, including satisfaction of psychological needs, autonomous motivation, intrinsic teaching goals, and harmonious passion as well as improved teaching skills, such as increased teaching efficacy and the ability to foster greater student engagement (Cheon & Reeve, 2015). Also, teachers who participate in ASIP display a more autonomy-supportive and a less controlling motivating style toward their students in the classroom (Cheon et al., 2016). Students whose teachers participated in the ASIP intervention demonstrated improvements across all dependent measures, and decreased need frustration (Cheon et al., 2019). Autonomy-supportive teaching tends to foster the positive aspects of student functioning through need satisfaction, whereas teacher control amplifies the negative aspects of student functioning by inducing need frustration. Teacher neglect or indifference, meanwhile, not only diminishes the positive processes associated with need satisfaction but also generates additional negative processes by denying students the opportunity for need satisfaction (Cheon et al., 2016).

Therefore, SDT informed that are teacher-focused, experimentally structured, and longitudinally designed have demonstrated that teachers participating in the carefully crafted autonomy-supportive intervention program (ASIP) can substantially enhance their autonomy-supportive practices and reduce controlling behaviors toward students, both in instructional settings and beyond. And also their students experience numerous educational benefits, including enhanced need of satisfaction, increased engagement, improved learning outcomes, higher performance, and greater well-being, alongside reduced need of frustration and lower levels of amotivation (Cheon & Reeve, 2015; Aelterman et al., 2014). To foster agentic engagement in the classroom, autonomy-supportive teacher initiates instruction by adopting students' perspectives and integrating their input and suggestions into the day's lesson (Reeve & Halusic, 2009). During learning, teacher implement the following strategies; fostering students' intrinsic motivational resources by engaging and invigorating their psychological needs; using non-controlling language to communicate with flexibility (e.g., offering information about available choices) and reducing coercive pressures (avoiding expressions of obligation, such as "must" or "have to"); providing explanatory rationales to help students understand the personal value of specific requests or activities (e.g., stretching before class); and recognizing and validating negative emotions by acknowledging them while some teacher requests are reasonable, they may still conflict with students' individual preferences (Cheon et al., 2012).

Implication for School Counselor

Based on this literature review, it is expected to serve as a key reference in analyzing and evaluating teaching and learning activities in schools that facilitate the emergence of agentic engagement. Moreover, the teaching and learning process in the classroom can be improved through additional supporting activities, which can be organized by counselor who are capable of designing effective interventions to enhance agentic behaviour (Makarim, 2023), with a particular emphasis on the role of teachers. One example of such an intervention is the Autonomy-Supportive Intervention Program (ASIP). Other initiatives that counselor can create include various interventions and the organization of webinars, seminars, workshops, training programs, and psychoeducational sessions, all of which integrate agentic engagement as a central theme. These resources should be designed for students, teachers, and parents, and be available in both virtual and face-to-face learning contexts. Additionally, other initiatives can target students, parents, and teachers, highlighting the critical role of agentic engagement in learning. Furthermore, teachers, together with counselors, can explore and understand students' motivational drivers to foster greater active participation in the learning process (Sakinah et al., 2023). Therefore, these activities can only be fully successful with support from the government, with the Ministry of Education and Culture serving as the leading body responsible for developing policies to organize educational programs on a large scale in schools across Indonesia (Sakinah, 2023).

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Limitation

There are several limitations of this study, primarily the lack of studies examining agentic engagement within the Indonesian educational context and the absence of direct interventions targeting students to enhance their agentic engagement. Additionally, there is a limited number of qualitative studies in this area, which restricts in-depth insights into students' lived experiences and perspectives on agentic engagement. The author proposes that future research on agentic engagement be conducted at other educational levels, such as higher education, with particular emphasis on countries like Indonesia. This research could be further enriched through the implementation of direct interventions aimed at fostering students' agentic engagement. Additionally, future researchers can explore culturally specific dimensions of agentic engagement, investigating whether agentic engagement is perceived differently in tight and loose cultures across countries.

CONCLUSION

Agentic engagement offers significant benefits in fostering student resilience, academic achievement, intrinsic motivation, and adaptability by promoting active participation in the learning process. Students can engage agentically when their basic psychological needs are fulfilled, particularly their need for autonomy, which is facilitated by teachers' autonomy-supportive practices in the classroom. Therefore, by cultivating an autonomy-supportive environment through the pivotal role of teachers, as emphasized in the ASIP program, students' agentic engagement can be effectively nurtured, because teachers have enhanced their motivating style, shifting towards an autonomy-supportive approach.

Ultimately, agentic engagement contributes to reducing test anxiety, enhancing the experience of cultural congruence, and fostering alignment between students' socio-cultural identities and the academic context. These findings highlight the critical role of fostering agentic engagement in improving educational outcomes and supporting students' holistic development. The process can begin by informing parents through parenting sessions on the importance of their support in students educational journey. Thus, when schools and parents are prepared to collaborate in creating the conducive educational atmosphere for student engagement, policymakers must establish it as a mandate with broader and more sustainable impacts, enforced through stringent regulations.

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