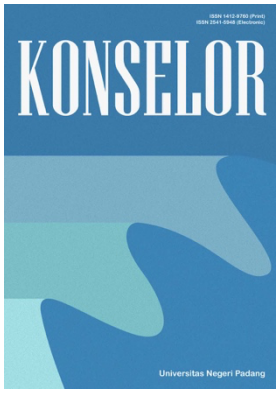
Universitas Negeri Padang & Ikatan Konselor Indonesia
Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang
Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.
☎+62 (0754) 41650; Website: http://pps.fip.unp.ac.id/; jk@konselor.org / info@konselor.org

Volume 13 Number 3 2024



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)
Editor: Afriyadi Sofyan

Publication details, including author guidelines
URL: https://counselor.ppj.unp.ac.id/index.php/konselor/about/submissions

The Effect of Teacher Engagement on Student Boredom in Elementary School: Implications for School Counseling Practices

Ropiah Tul'adawiyah•, Juntika Nurihsan, & Nandang Budiman
Universitas Pendidikan Indonesia, Bandung, Indonesia.

Article History
Received: Sunday, July 21, 2024
Revised: Sunday, August 11, 2024
Accepted: Saturday, September 21, 2024

How to cite this article (APA)
Tul'adawiyah, R., Nurihsan, J., & Budiman, N. (2024). The effect of teacher engagement on student boredom in elementary school: Implications for school counseling practices. KONSELOR, 13(3), 284–296. https://doi.org/10.24036/0202413392-0-86

The readers can link to article via https://doi.org/10.24036/0202413392-0-86

Correspondence regarding this article should be addressed to:
Ropiah Tul'adawiyah. Educational Psychology, Postgraduate school, Universitas Pendidikan Indonesia. Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia. Email: ropiahtuladawiyah21@upi.edu

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

ISSN 1412-9760 (Print)
ISSN 2541-5948 (Electronics)

Original Article

KONSELOR
Volume 13 Number 3 (2024)
https://doi.org/10.24036/0202413392-0-86

The Effect of Teacher Engagement on Student Boredom in Elementary School: Implications for School Counseling Practices

Ropiah Tul'adawiyah♦, Juntika Nurihsan, & Nandang Budiman

Universitas Pendidikan Indonesia, Bandung, Indonesia.

Abstract: This study aims to determine the effect of teacher involvement on elementary school students' boredom and its implications for guidance and counseling practices in schools. Using a quantitative approach with a correlational design, data were collected from 454 elementary school students in Bandung City who completed questionnaires on teacher engagement and boredom levels. The results of the analysis showed that teacher engagement, especially on the emotional aspect, has a negative influence on student boredom, i.e. the higher the teacher engagement, the lower the student boredom. This finding highlights the importance of the teacher's role in creating an active and interactive learning atmosphere to reduce student boredom. The practical implication is that school counselors can support teachers by providing training to strengthen emotional and cognitive engagement and encourage the development of students' social skills to create a conducive and enjoyable learning environment. This study recommends further research to explore other factors that influence student boredom and to examine the influence of teacher engagement in different educational contexts.

Key Words: Teacher Engagement; Student Boredom; Elementary School; Educational Practices

INTRODUCTION

Fun and engaging learning is an essential requirement in the teaching and learning process. Students who feel happy and not stressed tend to be more ready to follow learning well, which ultimately supports improved learning outcomes and positive character building. Conversely, a monotonous and uninteresting learning atmosphere often leads to *boredom*, a state in which individuals feel dissatisfied due to the lack of stimulation.

Boredom is a common problem faced by students in classrooms, which if ignored can be detrimental to the learning process. In Indonesia, this boredom is getting worse, especially during the covid-19 pandemic which has worsened online learning conditions. Based on a report by Suara.com, 40% of parents stated that their children's motivation to learn has decreased, with 70% of that due to boredom and lack of interaction in online learning. In fact, a UNICEF survey in 2020 also showed that 32% of students faced obstacles in online learning, due to the lack of teacher guidance, thus showing that the importance of direct interaction to prevent boredom. This also underlines the relevance of research on boredom in the Indonesian educational context.

According to Daschmann et al. (2010), there are more than 48% of students in the classroom experiencing boredom, while Pekrun et al. (2007) reported that the average student feels bored almost half the time. Boredom is often caused by a loss of interest and attention to learning activities, which can be triggered by a lack of variety or relevance of materials, as well as uninteresting teaching styles.

♦**Corresponding author:** Ropiah Tul'adawiyah. Educational Psychology, Postgraduate school, Universitas Pendidikan Indonesia. Jl. Dr. Setiabudi No.229, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat 40154, Indonesia. Email: ropiahtuladawiyah21@upi.edu

(Liu et al., 2022). As a result, boredom not only decreases motivation and academic achievement, but also increases the risk of absenteeism and dropping out of school (Daschmann et al., 2011; Robinson, 1975). Therefore, effective strategies are needed to understand and overcome boredom in the learning process, especially at the primary school level, in order to create a learning environment that supports student success and well-being.

At the primary school level, many factors cause students to feel bored, such as excessive tasks and monotonous teaching methods. According to Ubaidillah (2024) the amount of tasks often makes students feel bored and tend to ignore their tasks, so creating a more positive learning environment is very important to increase learning motivation and reduce boredom. The preliminary study in one of the public elementary schools in Bandung City found that some students easily distracted their attention, quickly felt bored, often wanted to end the learning activity immediately, and often asked when the break time arrived. This is thought to be caused by the teacher's monotonous and less interactive teaching style, where the teacher gives more instructions and tasks without in-depth explanations, with conventional lecture methods that do not involve students. This condition shows the importance of the teacher's role in creating learning variations that are relevant to students' interests and needs, so that they remain actively engaged in the learning process.

In addition to the learning method, the dense curriculum and demands for academic achievement also cause students to be bored. Long study hours, many assignments, and less varied teaching methods make students feel burdened. Teachers who only focus on material completion and academic targets often rely on the lecture method without paying attention to the condition or level of student understanding, so the classroom atmosphere becomes monotonous and boring. As a result, students lose the ability to stay focused and motivated during lessons, which ultimately adversely affects the success of the teaching and learning process.

Boredom that afflicts students also has an impact on teachers. Boredom experienced by students can affect teacher performance, which can lead to stress, emotional exhaustion, and burnout (Frenzel et al., 2009). Teachers who face students who are prone to boredom are also at risk of experiencing decreased well-being and teaching effectiveness, which ultimately impacts the quality of learning provided (Yan et al., 2023).

Boredom comes from the English "bored or boring", which means boredom or tiredness of something or dissatisfaction. In the dictionary of psychology, boredom is a state of fatigue or a feeling of boredom resulting from a lack of engagement with stimuli in the environment in the most undesirable conditions of daily life and is often identified by individuals as the cause of feelings of distress, the opposite of interest (VandenBos, 2007). According to Vodanovich & Kass (1990) boredom is a feeling of disinterest and lack of engagement in learning activities. The onset of boredom is often associated with a lack of external stimuli (Vodanovich & Kass, 1990). Previous research, by Pekrun et al. (2007) showed that lack of variety in learning activities is closely related to boredom in students. The negative impact of boredom on students' learning processes and outcomes is diverse. The negative impact of boredom on learning processes and outcomes involves a decrease in students' intrinsic and extrinsic motivation, resulting in a lack of enthusiasm, initiative, and effort (Daschmann et al., 2011).

Definitions of boredom include a less stimulating environment, attention problems, perception of time passing slowly, insufficient challenge and meaning, and low arousal paired with dissatisfaction. (Vodanovich & Watt, 2015). Persistent boredom in the classroom can lead to trait boredom and decrease motivation for goal setting, making life choices, and lifelong learning (Cui et al., 2017). Mikulas & Vodanovich (1993) defined boredom as a state of lack of arousal and dissatisfaction associated with a less stimulating situation, emphasizing that boredom arises when the learning material does not match the student's level of knowledge or interest. Vodanovich & Kass (1990) defined boredom in five main factors, namely external stimulation, internal stimulation, affective response, perception of time and contraint. Boredom often arises from a lack of external stimulation that precludes variety and challenge in activities, as well as internal stimulation that is essential for maintaining individual interest through personal activity or thought (Vodanovich & Kass, 1990). In addition, negative affective responses, such as discomfort and disinterest, often occur when boredom affects mood, exacerbated by perceptions of time that feel slow, as well as the presence of contraints that limit activity and cause anxiety (Pekrun & Stephens, 2010; Vodanovich & Kass, 1990).

https://doi.org/10.24036/0202413392-0-86

These factors suggest that boredom can arise from a lack of stimulation and emotional interaction in the learning process. If boredom continues to increase, students are not only at risk of losing interest but are also likely to avoid learning stimulation, which is often associated with symptoms of depression or severe stress (Vodanovich et al., 1991). In addition, boredom is also related to students' emotional problems, such as insecurity and anxiety, which can affect their engagement in learning activities (Vodanovich et al., 2005). Therefore, addressing boredom in the learning environment is important so that it does not further impact on students' well-being and academic achievement.

School counselors play an important role in addressing students' boredom by providing emotional support and helping them develop effective coping skills. Through counseling interventions, students are given the opportunity to express their feelings and find ways to be more engaged in the learning process. Counseling programs that focus on developing intrinsic motivation and stress management can help reduce boredom as well as improve students' mental well-being, which ultimately contributes positively to their academic performance. Research by Agustina et al. (2019) showed that Guidance and Counseling (BK) teachers can overcome students' learning boredom by providing motivation, special attention, counseling services through role-playing techniques, assignments, assertive techniques, and working with parents, homeroom teachers, and subject teachers. In addition, varied and innovative teaching methods can also reduce student boredom. Despite the limited resources and curriculum in Indonesia, teachers can implement strategies such as the use of visual media, project-based learning and educational games. So it is expected to help teachers create a more interesting and enjoyable learning experience for students.

In this case, teacher engagement can be a potential solution to overcome student boredom. Schaufeli et al. (2002) defined teacher engagement as a positive state of mind characterized by vigor, dedication, and absorption in the teaching process. This theory of teacher engagement is a development of work engagement by William Khan. Kahn (1990) identified three main dimensions of work engagement, namely cognitive, emotional, and physical. The cognitive dimension includes teachers' efforts to design and deliver challenging and relevant learning materials. The emotional dimension involves teachers' ability to build positive relationships with students and create a safe and supportive learning environment. The physical dimension includes the teacher's presence and active participation in classroom activities. Effective interactions between teachers and students across these three dimensions can help overcome student boredom. Engaged teachers tend to be more enthusiastic, dedicated, and flexible in responding to students' needs and interests. (Klassen et al., 2012). Engaged teachers use interesting and innovative learning methods, which can increase student engagement and reduce boredom.

Previous research, such as that conducted by Fathi et al. (2021), showed that teachers' emotional and cognitive interactions, which are influenced by psychological factors such as self-efficacy and emotion regulation, have a significant impact on teaching quality. Teachers who are able to manage their emotions well tend to be more active in teaching, create a dynamic learning environment, and provide interesting learning experiences for students. Daschmann et al. (2014) found that the causes of boredom in the classroom are often identified by teachers and students together, with boredom caused by a lack of variety in teaching and a monotonous teaching style.

Vodanovich & Kass (1990), identified that boredom stems not only from a lack of variety in learning activities, but also from a lack of emotional and cognitive engagement in the learning process. When teachers are not passionate in delivering the material, or fail to create an emotional connection with students, boredom becomes more likely. Therefore, understanding how teacher engagement, which includes physical (passion), emotional (dedication) and cognitive (absorption), can affect student boredom is important in creating a conducive and effective learning environment, especially in primary schools.

Although many studies on teacher engagement have been conducted overseas, research on this subject in Indonesia, particularly at the elementary school level, is limited. Therefore, this study aims to investigate the effect of teacher engagement perceived by students on their boredom, by referring to the five factors identified by Vodanovich & Kass (1990). The focus of this study differs from previous research that generally assesses teacher engagement from the perspective of teachers or other parties. By featuring students' perceptions of teacher engagement, this study is expected to provide new insights that are relevant and important in the context of education in Indonesia. This study is also expected to

make a significant contribution in enriching the literature regarding the effect of student-perceived teacher engagement on boredom, as well as providing practical guidance for teachers to improve teaching quality and reduce boredom in the classroom.

METHOD

This study adopts a quantitative approach with a correlational design, aiming to analyze the influence of teacher engagement (X) and boredom (Y) on elementary school students. The data collection method used was a questionnaire survey, with correlational statistical analysis to evaluate the association between variables and predict the results (Creswell & Guetterman, 2019).

Participants

The target population was primary school students in Bandung City, Indonesia with a total of 48,951 students in public primary schools in the even semester of 2023/2024 (Bandung City Education Office, 2024). The sample was drawn using a convenience sampling technique, which is the selection of participants based on their willingness to participate in the study (Creswell & Guetterman, 2019). This study was conducted in several public elementary schools in Bandung City that could be reached and accessed by researchers. Focusing on 5th and 6th grade students (aged 9-13 years) from several public elementary schools in Bandung city that the researcher could reach. This selection was based on the uniformity of the curriculum and the stage of student development according to the theory of Piaget (1999)**,** which students are already able to reason systematically about abstract concepts.

The sample size was determined using the sampling error formula with reference to the Fowler table (Creswell, 2012). From the initial 826 respondents, a person fit order test was conducted using the Winstep application, resulting in a final sample of 454 students after eliminating inconsistent respondents. Data collection was carried out through questionnaires that took place from August 7 to 8, 2024

Table 1. Respondent Demographics

Demographics	Categories	Frequency	Percentages
Grade	5 Elementary School	225	49,56%
	6 Elementary School	229	50,44%
Gender	Female	242	53,30%
	Male	212	46,70%
Age	9 years	1	0,22%
	10 years	102	22,47%
	11 years	220	48,46%
	12 years	129	28,41%
	13 years	2	0,44%

Procedures

This research procedure consists of three main stages. First, the preparation stage, in which, the researcher prepared all the research needs, including conducting a literature study on the variables to be studied, determining the theory to be used, and compiling research instruments. The researcher formulated research questions and objectives, determined research methods, and calculated the minimum sample required while preparing a research proposal. In addition, the instrument was tested on 100 direct paper-based students, who were not the main respondents of the study. In the process of filling out the questionnaire, there was a letter of consent that confirmed the participants' willingness to participate in this study. The research had also received permission from the school principal.

Second, the implementation phase, where the researcher contacted the participants through the target schools, ensuring that they understood the purpose of the study and the procedures. The survey was administered in two forms, namely online using google form and directly paper-based, with more respondents choosing the paper method. The data collection process was conducted on August 7-18, 2024 with a total of 454 respondents. Participants were guaranteed confidentiality and given clear

https://doi.org/10.24036/0202413392-0-86

instructions on how to fill out the questionnaire. The data obtained was then analyzed for misfit using the Rasch Model with the help of Winstep software. After that, the data was processed and analyzed statistically, including scoring, data transformation, validity and reliability tests, classical assumption tests, and data analysis using SPSS and regression analysis.

Finally, the stage in which, the researcher compiles a description of the research results, interprets the results, makes conclusions, and compiles a research report according to quantitative research standards. The results of the study are expected to make a significant contribution in enriching the literature and providing practical guidance for teachers to improve teaching quality and reduce boredom in the classroom.

Instrumentations

The instrument used in this study consists of two main sections, namely Teacher Engagement and Boredom, each of which is designed to measure students' perceptions. The Teacher Engagement instrument, named Scale of Students' Perspectives on Elementary School Teacher Engagement, was developed by the researcher and organized based on the definitions and dimensions proposed by Schaufeli et al. (2002) dan Kahn (1990). with 34 items covering physical, cognitive, and emotional dimensions. The response scale uses a four-point Likert system (1-4), with the items divided into two categories, namely favorable (F) and unfavorable (UF). The instrument was tested through expert validation of Educational Psychology, and readability test to 20 students, as well as through a pilot test with 100 respondents. The results of the pilot test showed good reliability with a Cronbach's Alpha value of 0.70, which is in the moderate category, this category is based on the Rasch Model (Sumintono & Widhiarso, 2014). While item reliability reached 0.97, with 28 valid items for further research.

The Boredom instrument adapts the School Boredom Proneness Scale for Children developed by Carrington (2019), it consists of 15 items measuring five dimension is external stimulation, internal stimulation, affective response, time perception, and constraints. The instrument also uses a four-point Likert scale, which is also grouped into favorable and unfavorable items, which are scored according to the direction of measurement. The instrument was translated into Bahasa Indonesia and tested for validity and reliability through pilot testing and linguist testing, as well as readability testing in an Indonesian context. The pilot test results showed good reliability with a Cronbach's Alpha value of 0.78, which is in the good category, according to the categories in the Rasch Model (Sumintono & Widhiarso, 2014), and item reliability of 0.97, which indicates excellent item quality, none of which are invalid and suitable for use to measure boredom variables. For measurement reliability on research data involving 454 respondents, the item reliability and person reliability values each show very good and consistent results. The Teacher Engagement instrument has an item reliability of 1.00 and person reliability of 0.81, while the Boredom instrument has an item reliability of 0.99 and person reliability of 0.79, both of which show excellent reliability for use in this study.

Rasch modeling was chosen as the research method because it is able to produce data free from measurement error, making it effective in testing validity and reliability. The Rasch model directly connects students as respondents with the measured items (Sumintono & Widhiarso, 2014). The validity criteria used by Sumintono & Widhiarso (2014). The validity criteria used by Sumintono & Widhiarso (2014), include, Mean Square (MNSQ) outfit value accepted between 0.5 and 1.5; Z-Standard (ZSTD) outfit value between -2.0 and +2.0; and Point Measure Correlation (Pt Mean Corr) outfit value between 0.4 and 0.85. Meanwhile, reliability was tested based on the categories of person and item reliability values, with reliability categories ranging from "excellent" (> 0.94) to "weak" (< 0.67). The reliability test also used Cronbach Alpha coefficient analysis with similar categories.

Data Analysis

This study used regression analysis to analyze the data collected. Before conducting regression analysis, researchers conducted several preliminary steps such as data tabulation, data transformation, and assumption tests. The data obtained in the form of Likert ratings are then interpreted or given weighted values according to the type of item (favorable or unfavorable). After all items are given a weighted value, the data is summed based on each respondent. Data transformation is carried out

because regression analysis requires interval or ratio data. Ordinal data from the student perspective teacher involvement instrument, student perspective teaching creativity, and boredom were transformed into interval data using the Rasch model with the help of Winstep software, then processed using SPSS to test classical assumptions and regression analysis. Furthermore, a classical assumption test was conducted to ensure data uniformity with the regression model. First, the normality test is carried out to determine the distribution of the data. In this study, the normality test used the Kolmogorov-Smirnov Test with a significance level of 5% ($\alpha = 0.05$). The results show normal data distribution (Sig. 0.200 > 0.05). Second, the heteroscedasticity test is conducted to test whether there is an inequality of the remaining variation in the regression model. The test results showed no heteroscedasticity in the teacher engagement variable (Sig. 0.329 > 0.05). Third, multicollinearity test was conducted to test whether there is a correlation between independent variables in the regression model. The results showed no multicollinearity, with a teacher engagement tolerance value of 0.762 (>0.10) and a VIF value of 1.313.

Based on the results of the normality test, the data is feasible to analyze with regression. This study used simple regression analysis to examine the effect of teacher involvement (X1) on boredom (Y) in public elementary school students in Bandung City. The regression model used is $Y = \beta 0 + \beta X$, where β refers to teacher involvement and Y refers to boredom. The hypotheses of this study are: H_0 (there is no influence between teacher engagement on student boredom in public elementary schools in Bandung City) and H_1 (there is an influence between teacher engagement on student boredom in public elementary schools in Bandung City).

RESULTS

This study analyzed the influence between teacher engagement and boredom among public elementary school students in Bandung city. The results of the score analysis were divided into three categories, namely low, medium, and high, providing a comprehensive picture of how students perceive their teachers' engagement in the learning process. Table 2 shows the categorization of teacher engagement from the students' perspective.

Table 2. Categorization of Teacher Engagement from Students' Perspective

Criteria	Score Range	Categories	Frecuency	Precentage
X<(μ-1,0 σ)	X < 82,1	Low	68	15%
(μ-1,0 σ) ≤X< (μ+1,0 σ)	82,1 ≤ X < 98,1	Medium	313	69%
(μ+1,0 σ) ≤X	X ≥ 98,1	High	73	16%

This study analyzed the influence between teacher engagement and boredom among public elementary school students in Bandung city. The results of the score analysis were divided into three categories, namely low, medium, and high, providing a comprehensive picture of how students perceive their teachers' engagement in the learning process.

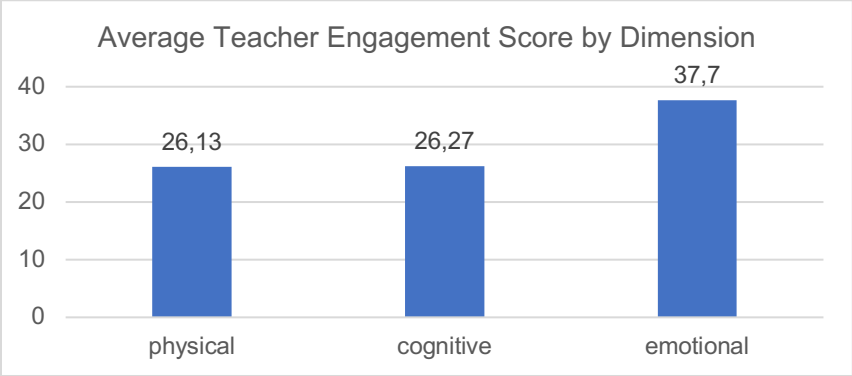


Figure 1. Average teacher engagement score by physical, cognitive, and emotional dimension

https://doi.org/10.24036/0202413392-0-86

An analysis of the dimensions of teacher engagement on Figure 1 shows interesting variations in the average scores. The emotional dimension scored the highest (37.7), followed by the cognitive dimension (26.27) and the physical dimension (26.13). This finding underscores the importance of the emotional aspect of teacher engagement from the perspective of primary school students. The emotional dimension includes key elements such as positive relationships between teachers and students, teachers' ability to motivate students, and teachers' pride in their profession. In contrast, the physical dimension received the lowest score relating to aspects such as teachers' physical activity during teaching, positive physical interactions with students, and effective use of gestures in delivering material. The relatively low scores on this dimension may indicate areas that require improvement in teaching practices in primary schools.

Furthermore, the results of the analysis of students' boredom scores were also divided into three categories: low, medium, and high. Table 3 provides an overview of the boredom categories.

Table 3. Categorization of Boredom

Criteria	Score Range	Categories	Frecuency	Precentage
X<(μ-1,0 σ)	X < 25,3	Low	83	18%
(μ-1,0 σ) ≤X< (μ+1,0 σ)	25,3 ≤ X < 36,7	Medium	292	64%
(μ+1,0 σ) ≤X	X ≥ 36,7	High	79	17%

The Figure 2 showed that the majority of public elementary school students in Bandung City rated the level of boredom at a moderate level. Specifically, 64% or 292 students gave an assessment in the medium category. Meanwhile, ratings in the low and high categories are relatively balanced, at 18% (83 students) and 17% (79 students) respectively. Analysis of the boredom dimension shows interesting variations in the average scores.

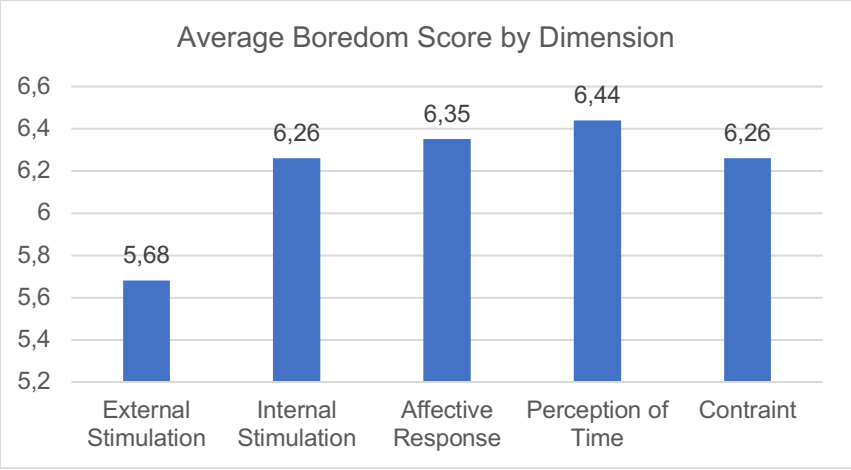


Figure 2 Average Boredom Score

The time perception dimension scored the highest (6.44), followed by the affective response dimension (6.35), the internal stimulation and constraint dimension (6.26), and the external stimulation dimension (5.68). This finding underscores the importance of the time perception aspect in boredom experienced by elementary school students. This dimension is related to how students experience the slow passage of time. In contrast, the external stimulation dimension scored the lowest relating to the need for excitement, change and variety. Furthermore, the results of the simple regression analysis were used to examine the effect of teacher engagement on student boredom. Table 4 below shows the regression test results.

Table 4. Regression Test Results of the Effect of Teacher Engagement on Boredom in Students

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	51.804		18.030	0,000
Teacher Engagement	-0,231	-0,324	-7,272	0,000

The R Square value of 0.105 indicates that teacher engagement has a 10.5% influence on boredom in elementary school students, while 89.5% is influenced by other variables. The magnitude of the effect of teacher engagement on student boredom is shown in column B of the table, which shows a simple regression equation as follows:

Y = 51,804 +(-0,231)X …….. (1)

In the regression equation, 51.804 represents the constant value of boredom (Y) among elementary school children. If teacher engagement is zero or ineffective, the level of boredom among elementary school kids is 51.804. The coefficient of teacher engagement is -0.231, indicating that each increment in teacher engagement (X) results in a reduction in the boredom score among elementary school students by -0.231. The significance value of the constant indicates a specific value.

DISCUSSION

This study stems from the problem of boredom that is often experienced by elementary school children in the learning process. This study shows that teacher engagement has a significant negative influence on student boredom at the primary school level, with a 10.5% contribution to the decrease in boredom. For every increase in teacher engagement score, students' boredom score decreased by 0.231 points. Based on the analysis, the emotional dimension of teacher engagement scored the highest according to students' perceptions, highlighting the importance of positive relationships and motivational support provided by teachers to students in creating an engaging learning environment. In contrast, the physical dimension, which refers to the teacher's physical activity and direct interaction in the teaching-learning process, scored the lowest, indicating room for improvement in this aspect.

This finding is in line with the theory of Kahn (1990) on work engagement that emphasizes the importance of physical, cognitive, and emotional involvement in work. In education, teachers who are physically (passion), cognitively (absorption), and emotionally (dedication) engaged tend to create a more stimulating and interesting learning environment for students. Schaufeli et al. (2002) state that engaged teachers are characterized by passion, dedication and absorption in teaching. These three dimensions contribute to creating a more dynamic and interactive learning experience, thus reducing the likelihood of students experiencing boredom in learning. This is in line with research Skinner et al. (2009) who found that teacher and student academic engagement are correlated. In this study, teacher engagement in the learning process towards students has a negative correlation with boredom in students. Actively engaged teachers tend to create a more interesting and stimulating learning environment, thus reducing the likelihood of students experiencing boredom. However, the results of this study differ from some previous studies conducted at the higher education level, as the focus was on primary school students in Indonesia, and the findings emphasized the importance of teachers' emotional engagement.

The effect of teacher engagement on boredom can also be explained through the Self-Determination Theory (SDT) proposed by Ryan & Deci (2000). According to SDT, when teachers are able to fulfill students' basic psychological needs (autonomy, competence, and attachment), this can increase students' intrinsic motivation and ultimately reduce boredom. Engaged teachers tend to be more responsive to students' needs, so they can create a learning environment that supports the fulfillment of these psychological needs. Regression analysis showed that teacher engagement contributed 10.5% to the decrease in student boredom, with each increase in teacher engagement reducing boredom by 0.231 points. From the average score results, it is known that the dimension that has the largest score on

https://doi.org/10.24036/0202413392-0-86

students' perspectives regarding their teacher engagement is the emotional dimension. This can be seen from the average score of the emotional dimension which is higher than the other dimensions.

The emotional dimensions of teacher engagement, such as positive relationships and motivational support, play the most important role according to students' perceptions. In contrast, the physical dimension had the lowest score, indicating room for improvement in the aspect of teachers' physical activity during teaching. This finding is consistent with research by Skinner et al. (2009), which highlights the importance of emotional engagement in education. This study also supports the theory of Kahn (1990) dan Schaufeli et al. (2002) about the important role of physical, cognitive and emotional engagement in reducing boredom. Schaufeli et al. (2002) on the important role of physical, cognitive and emotional engagement in reducing boredom. This dimension relates to how students experience which includes positive relationships with teachers, how students get motivation to learn from teachers, and feel that their teachers teach with pride as teachers.

Therefore, maintaining positive relationships between teachers and students is an important factor in teacher engagement as rated by primary school students. This finding is supported by research by Pekrun et al. (2010) which states that emotional support from teachers can reduce negative emotions such as boredom in students. When students feel valued and emotionally connected to teachers, they tend to feel more motivated to learn and boredom is reduced. This is also in line with the views of Hill & Perkins (1985) regarding the importance of the affective component in the conceptualization of boredom. Research by Frenzel et al. (2009) confirmed that teacher enthusiasm is negatively correlated with boredom in students. However, unlike previous studies that tend to be conducted at the high school or college level, this study focuses on primary education and shows the unique perspective of primary school students in Indonesia.

Teacher emotional engagement has great potential in influencing the affective response and constraint dimensions of student boredom. Constraints are situations that limit student behavior, which can lead to boredom (Vodanovich & Kass, 1990). Emotionally engaged teachers provide more flexibility and freedom for students to express themselves, which reduces feelings of pressure or constraint, and teachers who have a positive relationship with students tend to create a more open and less restrictive learning environment, thus reducing feelings of constraint often associated with boredom (Geiwitz, 1966).

Meanwhile, the smallest dimension in this study is the physical dimension. This can be seen from the results of the lowest average score among other dimensions. The physical dimension relates to the experience felt by students, including teachers' physical activities in the teaching process, including positive physical interactions with students and effective movements or gestures from teachers when teaching. Teachers' active physical involvement in learning has the potential to reduce student boredom, especially in the external stimulation dimension. Based on the findings of Vodanovich & Kass (1990) that one of the factors of boredom is due to lack of external stimulation. Research by Shernoff et al. (2016) suggests that shaping and creating a supportive and challenging classroom environment can be a key way for teachers to encourage student engagement in learning, namely by the complexity of the environment, or the simultaneous presence of environmental challenges and support. In this case, dynamic teacher physical activity, which is characterized by teachers actively moving, can increase student attention and ultimately reduce boredom in students, because it provides interesting variations in the teaching and learning process so that it is not monotonous.

The cognitive dimension in this study, relates to the experience that students feel when learning, teachers concentrate fully when teaching, have enthusiasm in teaching and use effective teaching strategies. Teachers who show enthusiasm in teaching and effective teaching strategies tend to make students more mentally engaged, thus reducing the perception of time running slower for students. This is in line with Csikszentmihalyi's theory (1975) which states that cognitively challenging activities can reduce boredom. So that students are better able to maintain their interest in learning materials. Daschmann et al. (2014) who found that interesting teaching strategies in accordance with the characteristics of teaching that students need, can reduce boredom in students. Cognitively engaged teachers tend to present material in a more interesting and challenging way, thus stimulating students' thinking processes (internal stimulation). This is in line with what states that cognitively challenging activities can reduce boredom. So that students are better able to maintain their interest in learning

materials.which states that cognitively challenging activities can reduce boredom. So that students are better able to maintain their interest in learning materials.

Although this study shows significant results, the results are more limited to elementary school students in Bandung City with convenience sampling method. To increase external validity, future research could consider samples from different regions or education levels. In addition, contextual factors such as curriculum and local culture need to be taken into account when interpreting the results. This finding has implications for policy programs that support improving the quality of teacher engagement, especially in emotional and cognitive aspects. In practice, training teachers in physical and emotional engagement can significantly reduce student boredom. In addition, the implementation of guidance and counseling programs in primary schools can be an intervention to improve students' motivation and mental health. This study has limitations in terms of sample size and geographical focus. In addition, the use of survey methods allows for the possibility of perception bias. Further research with a more comprehensive research design, including direct observation and experiments, is recommended to obtain more valid data.

Implications for Guidance and Counseling Practice in Elementary Schools

The results of this study highlight the importance of teacher engagement, especially in the emotional dimension, in reducing student boredom in primary schools. The findings have direct implications for guidance and counseling practices that aim to create a more positive learning environment and address the challenge of boredom in schools.

Elementary school counselors can support teachers in strengthening emotional engagement with students. Based on the finding that positive relationships between teachers and students play an important role in suppressing boredom, counselors can provide training to teachers to build effective emotional bonds. Emotional support from teachers allows students to feel more valued and motivated, thus increasing their participation in learning. Counselors can also encourage teachers to give positive feedback and recognize student progress, which can strengthen emotional bonds in the classroom. In addition, social skills development and emotion management programs can help students develop useful coping strategies when facing boredom or academic challenges. These programs can include interactive activities such as group discussions, educational games or collaborative projects that enrich the learning process and reduce boredom. With more varied activities, students will be more actively engaged and boredom in learning can be minimized.

Counselor teachers also have a role in providing input on innovative and engaging teaching methods. Based on research showing that teachers' physical engagement is still low, counselors can work with teachers to develop more dynamic approaches, such as project-based learning or contextual learning. These methods allow students to learn through direct experience and are relevant to everyday life. Strategies such as the use of visual media, out-of-class activities and simple experiments can create a more lively and varied learning atmosphere to keep students enthusiastic and motivated.

In other cases, facilitating reflection sessions with teachers allows for a better understanding of the factors that influence student boredom. Through these discussions, teachers can be encouraged to be more sensitive to signs of boredom, such as low participation or difficulty in maintaining concentration during lessons. The counselor can provide guidance on effective strategies to overcome boredom, for example by providing variety in materials and delivery.

The results of this study also highlight the importance of teachers' cognitive engagement in mentally stimulating students. Counselors can work with teachers to develop cognitively challenging learning activities, such as problem solving, logic games, or case simulations, that can stimulate critical thinking and increase students' mental engagement. These cognitively challenging activities are in line with Csikszentmihalyi's concept of flow, which states that students avoid boredom when they engage in activities that require concentration and are appropriate to their abilities.

Counselors can also help create a more flexible and supportive classroom environment to reduce the sense of confinement that often leads to boredom. Counselors can work with teachers to create a more open classroom atmosphere where students feel comfortable to interact and express themselves without fear of judgment or pressure. An open and supportive environment helps build students' confidence and encourages their engagement in learning activities. By implementing these strategies,

https://doi.org/10.24036/0202413392-0-86

guidance and counseling practices in primary schools can play an important role in increasing student engagement and reducing boredom. Counselors' support in fostering positive teacher-student relationships and developing students' social and emotional skills will create a learning environment conducive to students' academic success and well-being in primary schools.

CONCLUSION

This study found that most elementary school students in Bandung City rated their teachers' engagement and their own boredom at moderate levels. A negative correlation was identified between teacher engagement and student boredom: higher teacher engagement is associated with lower student boredom. Emotional aspects of teacher engagement, such as fostering positive relationships and providing motivational support, were particularly effective in creating a more engaging and supportive learning environment, which helps reduce student boredom. These findings highlight the critical role of teachers in fostering an interactive and dynamic classroom atmosphere. Future research should explore additional factors contributing to student boredom and investigate the impact of teacher engagement across diverse educational settings.

ACKNOWLEDGEMENTS

This research was funded by the Ministry of Research and Technology/National Research and Innovation Agency (Kemenristek Dikti) through the Master Thesis Research Funding Assistance Program (PTM), BIMA Dikti 2024. The author extends heartfelt gratitude to the supervisors for their invaluable guidance, the campus staff for their support, and everyone who contributed to the successful completion of this research. Your assistance and encouragement have been greatly appreciated.

REFERENCES

Agustina, P., Bahri, S., & Bakar, A. (2019). Analisis faktor penyebab terjadinya kejenuhan belajar pada siswa dan usaha guru BK untuk mengatasinya. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling*, *4*(1), 96–102. https://jim.usk.ac.id/pbk/article/view/7153

Carrington, T. (2019). Development of a school boredom proneness scale for children. *Educational Specialist*. https://commons.lib.jmu.edu/edspec201019/151

Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition* (P. A. Smith, C. Robb, K. Mason, & M. Buchholtz (eds.); Fourth). Pearson.

Creswell, J. W., & Guetterman, T. C. (2019). Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In *Katie Ostler, Cenveo* (6th ed.). Pearson. https://doi.org/https://lccn.loc.gov/2017051270

Csikszentmihalyi, M. (1975). *Beyond Boredom and Anxiety*. Jossey-Bass Inc. https://singlelogin.re/book/3560101/8de21c/beyond-boredom-and-anxiety.html

Cui, G., Yao, M., & Zhang, X. (2017). The dampening effects of perceived teacher enthusiasm on class-related boredom: The mediating role of perceived autonomy support and task value. *Frontiers in Psychology*, *8*(MAR), 1–11. https://doi.org/10.3389/fpsyg.2017.00400

Daschmann, E. C., Goetz, T., & Stupnisky, R. H. (2010). Students' and Teachers' Perspectives on the Antecedents of Boredom : An Interview Study. *Annual Meeting of the American Educational Research Association*. https://kops.uni-konstanz.de/entities/publication/981cdb5b-93ed-46a8-ae3a-74bc7700ff62

Daschmann, E. C., Goetz, T., & Stupnisky, R. H. (2011). Testing the predictors of boredom at school: Development and validation of the precursors to boredom scales. *British Journal of Educational Psychology*, *81*(3), 421–440. https://doi.org/10.1348/000709910X526038

Daschmann, E. C., Goetz, T., & Stupnisky, R. H. (2014). Exploring the antecedents of boredom: Do teachers know why students are bored? *Teaching and Teacher Education*, *39*, 22–30.

https://doi.org/10.1016/j.tate.2013.11.009
Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, Reflection, and Burnout among Iranian EFL Teachers: The Mediating Role of Emotion Regulation. *Iranian Journal of Language Teaching Research*, *9*(2), 13–37. https://doi.org/10.30466/ijltr.2021.121043
Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional Transmission in the Classroom: Exploring the Relationship Between Teacher and Student Enjoyment. *Journal of Educational Psychology*, *101*(3), 705–716. https://doi.org/10.1037/a0014695
Geiwitz, P. J. (1966). Structure of Boredom. *Journal of Personality and Social Psychology*, *3*(5), 592–600. https://doi.org/10.1037/h0023202
Hill, A. B., & Perkins, R. E. (1985). Towards a model of boredom. *The British Psychological Society*, 235–240. https://doi.org/10.1525/9780520376236-005
Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, *33*(4), 692–724. https://doi.org/10.5465/256287
Klassen, R. M., Aldhafri, S., Mansfield, C. F., Purwanto, E., Siu, A. F. Y., Wong, M. W., & Woods-Mcconney, A. (2012). Teachers engagement at work: An international validation study. *Journal of Experimental Education*, *80*(4), 317–337. https://doi.org/10.1080/00220973.2012.678409
Liu, H., Li, J., & Fang, F. (2022). Examining the Complexity between Boredom and Engagement in English Learning: Evidence from Chinese High School Students. *Sustainability (Switzerland)*, *14*(24), 1–12. https://doi.org/10.3390/su142416920
Mikulas, W., & Vodanovich, S. (1993). The Essence of Boredom. *The Psychological Record*, *43*, 3–12. https://www.researchgate.net/publication/229059999_The_essence_of_boredom
Pekrun, R., Frenzel, A., Goetz, T., & Perry, R. (2007). The control value theory of achieved emotions: a interactive approach to emotions in education. In *Emotions in Education* (pp. 13–36). Elsevier Academic Press. https://doi.org/10.1016/B978-012372545-5/50003-4
Pekrun, R., Goetz, T., Daniels, L. M., Stupnisky, R. H., & Perry, R. P. (2010). Boredom in Achievement Settings: Exploring Control-Value Antecedents and Performance Outcomes of a Neglected Emotion. *Journal of Educational Psychology*, *102*(3), 531–549. https://doi.org/10.1037/a0019243
Pekrun, R., & Stephens, E. J. (2010). Achievement Emotions: A Control-Value Approach. *Social and Personality Psychology Compass*, *4*(4), 238–255. https://doi.org/10.1111/j.1751-9004.2010.00259.x
Piaget, J. (1999). *Psychology of Intelligence (Routledge Classics)* (2nd Revise). Routledge. https://singlelogin.re/book/934197/34ff9d/psychology-of-intelligence-routledge-classics.html
Robinson, W. P. (1975). Boredom at School. *The British Journal of Educational Psychology*, *45*(2), 141–152. https://doi.org/10.1111/j.2044-8279.1975.tb03239.x
Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037110003-066X.55.1.68
Schaufeli, W. B., Salavona, M., Gonzalez-Roma, V., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, *3*(1), 71–92. https://doi.org/10.1023/A:1015630930326
Shernoff, D. J., Kelly, S., Tonks, S. M., Anderson, B., Cavanagh, R. F., Sinha, S., & Abdi, B. (2016). Student engagement as a function of environmental complexity in high school classrooms. *Learning and Instruction*, 1–9. https://doi.org/10.1016/j.learninstruc.2015.12.003
Skinner, E. A., Kindermann, T. A., & Furrer, C. J. (2009). A Motivational Perspective on Engagement and Disaffection Conceptualization and Assessment of Children's Behavioral and Emotional Participation in Academic Activities in the Classroom. *Educational and Psychological Measurement*, *69*(3), 493–525. https://doi.org/10.1177/0013164408323233
Sumintono, B., & Widhiarso, W. (2014). *Aplikasi Model Rasch untuk Penelitian Ilmu-ilmu Sosial (Bambang Trim (ed.); Revisi)*. Tim Komunikata.
Ubaidillah. (2024). Quality Management in Overcoming Student Boredom. *Proceeding of International Conference on Education, Society and Humanity*, *02*(01), 1008–1012. https://ejournal.unuja.ac.id/index.php/icesh/article/view/7996%0Ahttps://ejournal.unuja.ac.id/index.php/icesh/article/viewFile/7996/2755

VandenBos, G. R. (2007). APA Dictionary of Psychology. In *Reference Reviews* (Second, Vol. 21, Issue 3). American Psychological Association. https://doi.org/10.1108/09504120710737987

Vodanovich, S. J., & Kass, S. J. (1990). A Factor Analytic Study of the Boredom Proneness Scale. *Journal of Personality Assessment*, *55*(1–2), 115–123. https://doi.org/10.1080/00223891.1990.9674051

Vodanovich, S. J., Verner, K. M., & Gilbride, T. V. (1991). Boredom Proneness: Its Relationship to Positive and Negative Affect. *Psychological Reports*, *69*(3), 1139–1146. https://doi.org/10.2466/pr0.1991.69.3f.1139

Vodanovich, S. J., Wallace, J. C., & Kass, S. J. (2005). A Confirmatory Approach to the Factor Structure of the Boredom Proneness Scale: Evidence for a Two-Factor Short Form. *Journal of Personality Assessment*, *85*(3), 295–303. https://doi.org/10.1207/s15327752jpa8503_05

Vodanovich, S. J., & Watt, J. D. (2015). Self-report measures of boredom: An updated review of the literature. *Journal of Psychology: Interdisciplinary and Applied*, 1–33. https://doi.org/10.1080/00223980.2015.1074531

Yan, X. Q., Zhou, Y. Y., Zhang, K., & Cui, G. Y. (2023). Perceived Teacher Enthusiasm and Professional Commitment: The Mediating Role of Boredom and Learning Engagement. *Psychology Research and Behavior Management*, *16*(April), 1149–1163. https://doi.org/10.2147/PRBM.S400137