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Student Engagement in Learning : The Impact of Depression, Self-Efficacy, Resource Management, Emotional and Cognitive Factors

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Abstract: This study aims to analyze the influence of depression, self-efficacy, resource management, and emotional and cognitive factors on student learning engagement. This study uses a quantitative approach, with data collection techniques in the form of questionnaires. Respondents of this study were 171 high school students who were determined by the Convenience Sampling technique. The data analysis technique used is a multiple linear test using SPSS by conducting prerequisite tests consisting of normality test, linearity test, multicollinearity test, and heteroscedasticity test. The results of this study indicate that depression, self-efficacy, resource management, emotional factors, and cognitive factors significantly affect student learning engagement. However, emotional and cognitive factors partially do not affect learning engagement. The implications of this study are the importance of knowing students' mental health, developing self-efficacy and resource management skills, strengthening students' emotional and cognitive factors, and implementing programs that must be implemented in every school to improve student learning engagement.

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Introduction

Education in Indonesia is increasingly changing with curriculum changes. The ever-changing curriculum makes teaching and learning activities change, too. Currently, Indonesian education is implementing an independent curriculum. There is a change in curriculum, of course, and several challenges will arise, one is student adjustment to the new curriculum, where learning is no longer teacher-centered but student-centered (Rahmayumita et al., 2023). Implementing an independent curriculum requires students to create or carry out a project that is expected to improve their skills and make students more active in discussing with their friends regarding the project to be implemented (Armadani et al., 2023). Therefore, teachers must be able to involve students in learning by providing opportunities to participate, ask questions, and discuss during learning activities (Wahyuni, 2022). This shows that in the independent curriculum, student learning involvement in the classroom is very important.

Student engagement, according to Skinner & Pitzer in Nurrindar & Wahjudi (2021), is defined as the ability of students to involve themselves in the learning process cognitively, emotionally, and behaviorally. Halimah et al. (2017) state that learning engagement is an act of manifestation of desire shown through student behavior, cognition, and emotions. Student involvement is important in the process of teaching and learning activities. Student learning engagement in learning has a significant impact on learning success (Sakti et al., 2023). Learning engagement can have an impact on perseverance and active involvement during the learning process, which directly affects the achievement of successful learning (Heo et al.,

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2022). According to Fredricks & Mc Colskey in Purba et al. (2021), student engagement is defined as a meta-construction that includes behavioral, emotional, and cognitive engagement

Based on the results of an interview with one of the high school teachers in the city of Semarang, Central Java, there is a problem in student learning engagement. Students still pay less attention to the subject matter taught by the teacher. There are still many students who chat with their friends when learning is taking place. Students are not actively discussing the material being studied. Students only answer questions when appointed by the teacher. From this explanation, it shows that student learning engagement at school is still low.

Student engagement in learning is influenced by internal factors and external factors. Internal factors that influence student learning engagement are factors that come from within themselves, which consist of the dimensions of a sense of autonomy, a sense of relatedness, and a sense of competence (Halimah et al., 2017). External factors that influence student learning engagement are factors that come from outside, such as the family environment, interactions with teachers, relationships between students, school climate, and school regulations (Nasution et al., 2024). One of the internal factors that affect student learning engagement is the level of mental health, such as depression.

Depression is a disorder that has characteristics with the main symptoms being loss of interest, depressive affect, reduced concentration, decreased self-confidence, decreased appetite, and the ability to harm oneself (Mangngi et al., 2021). The COVID-19 pandemic phase makes learning online, and when it is over, students can return to school, and of course, students must adapt again to the new curriculum. The adjustments made by students in the new curriculum turned out to be able to decrease student achievement. Depressed students will be more silent and reluctant to socialize with others, so participation in their learning will decrease. The research of Sakti et al. (2023) revealed no significant relationship between the level of depression and the level of student involvement in school. In the study of Barseli et al. (2018), it was stated that there is an influence between academic stress and student learning outcomes.

In addition to students' psychological conditions, self-efficacy also affects students' learning engagement. Self-efficacy, according to Friedman & Schustack, is an expectation and belief about how competent students can perform behavior in certain situations (Astuti & Pratama, 2020). Self-efficacy is a belief in the ability to perform an action or behavior to obtain the expected goal (Bandura, 1997). Self-efficacy is also one of the internal factors that can affect student learning engagement. Increasing academic self-efficacy in students can affect student activeness to bring up student engagement during the learning process; this is because students feel able to do the tasks given so that they can present student engagement (Putri & Prasetyaningrum, 2023). This means that when students have a good level of self-efficacy, students will be more focused on participating in learning at school and student engagement at school will be maximized (Handayani et al., 2023).

According to research by Mukaromah et al. (2018) stated that self-efficacy has a positive effect on student learning engagement where students with high self-efficacy will be more excited when learning in class and vice versa, students with low self-efficacy will feel bored when learning. In addition, the research of Nurrindar & Wahjudi (2021) stated that there is a significant influence between self-efficacy on student learning involvement. This is in line with the research of Handayani et al. (2023) which states that self-efficacy has a positive and significant effect on student learning involvement. If students have strong self-efficacy, they will tend to never give up and be resilient in facing every difficulty so that they can get good learning results. This is not in line with Fadilah & Rafsanjani (2021) research which states that there is no effect of self-efficacy on student learning outcomes.

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In addition, resource management, such as time management and self-regulation, can also affect student learning engagement because resource management is an important factor in successful learning (Kurniawan et al., 2024). Time management is the organization and planning of time used for daily activities so that individuals can make good use of time effectively and efficiently (N. S. Putri et al., 2022). Learning certainly requires a lot of time, which means that students must be able to manage their time well and that time can be used for learning involvement. Students who can manage their time well are able to control themselves and complete academic demands towards the goals they want to achieve (Handayani et al., 2023). Students need to improve their time management so that their learning engagement can increase. This improvement is certainly not limited to thinking strategies but also to the idea of time management strategies and their application (Handayani et al., 2023).

In addition to time management, self-regulation is also important in the student learning process. Self-regulation is the ability to direct oneself in the activity of monitoring cognitive processes by oneself (Pattynama et al., 2019). Harris et al. (2015) revealed that in learning, it is proven that self-regulation can predict academic achievement, academic motivation, self-efficacy, and goal setting. This means that time management and self-regulation in resource management are able to influence student learning engagement (Heo et al., 2022). The research of Handayani et al. (2023) showed that there is a positive and significant influence between time management and student learning engagement. This is in line with research by Sya'roni et al. (2021), which states that time management is important in supporting the success of students in the field of education. However, research by List & Nadasen (2017) states that there is no significant correlation between time management and student GPA.

In addition to the three internal factors above, there are emotional factors that influence learning engagement. Emotional factors are conditions that can influence a person's actions to carry out an activity. Emotional competence is related to positive beliefs, cognitive responses, and behaviors that impact academic achievement and is considered an important aspect of individual success (Corbi et al., 2020). The emotional dimension has an important role in strengthening positive relationships with learning activities (Nasution et al., 2024). Emotional engagement helps students understand the values of learning activities, which can ultimately increase their motivation and ability to overcome academic challenges (Christanty & Cendana, 2021). A person will not be able to use their cognitive abilities according to their maximum potential without emotional intelligence (Azis, 2021). Given the lack of research on emotional factors in learning engagement, it is important to conduct this study.

In addition to emotional factors, students' cognitive factors also affect students' learning engagement. Cognitive factors refer to the knowledge students have from education from the secondary level (Al-Sheeb et al., 2019). Cognitive factors include learning, understanding, applying, investigating, describing, integrating, and assessing something for a specific purpose (Mawardi et al., 2022). Each individual has different cognitive abilities according to their level of development. Students who are able to maximize their cognitive abilities will improve their learning achievement. This is because most learning activities depend on the level of thinking and remembering, so cognitive factors are important for learning success (Zakiah & Khairi, 2019). The lack of research related to cognitive factors on learning engagement makes this research important to do.

Social cognitive theory (Bandura, 1997) reveals that high and low self-efficacy will affect anxiety and avoidance behavior. A person will avoid activities that will make things worse because they do not have the ability to manage risky aspects (Rustika, 2012). In

addition, social cognitive theory recognizes that social factors influence the way humans think and act and that cognitive processes influence actions, emotions, and motivation (Tarsidi, 2010). The social cognitive theory emphasizes the importance of interactions between cognitive factors, individual behavior, and the existing environment, but when learning takes place, there is no direct interaction between individuals and their environment; for example, individuals make observations of the behavior of others and then imitate them (Putri et al., 2024).

Many studies have discussed the influence of depression, self-efficacy, and resource management on student learning engagement (Desideria & Prasetyaningtyas, 2024; Heo et al., 2022; Kurniawan et al., 2024; Pattynama et al., 2019; Sakti et al., 2023; Tomas & Poroto, 2023), but few have examined the influence of emotional and cognitive factors on student learning engagement. This study involves emotional and cognitive factors as a result of suggestions from research Heo et al. (2022) that it is possible that both factors are able to influence learning engagement. This suggests the need for further exploration of how emotional and cognitive factors can contribute to improving student learning engagement. This research introduces a new model that integrates emotional and cognitive factors to identify how they influence student learning engagement by dividing into two groups, high and low. With this approach, more comprehensive findings on the dynamics between emotional and cognitive factors in increasing students' participation in the learning process are expected.

By knowing the influence of depression level, self-efficacy, resource management, and emotional and cognitive factors, educational institutions are expected to be able to take appropriate action to improve the situation of students so that students are able to get better and be actively involved in learning. Educational institutions are expected to pay more attention to students when problems arise. Based on this explanation, this study aims to analyze the effect of depression, self-efficacy, resource management, and emotional and cognitive factors on student learning engagement. This research is expected to provide useful insights for teachers, parents, and policymakers to design more effective interventions to support student learning engagement and achievement, especially by considering complex emotional and cognitive influences.

Research Method

This study used a quantitative approach with a survey method. The primary data used was obtained from direct surveys of students of SMA Muhammadiyah 1 Semarang, totaling 301 students. The sample used in this study amounted to 171 students, who were calculated using the Slovin formula. The technique used in this sampling is the Convenience Sampling technique (Uyanto, 2009). This study contains five independent variables, namely depression, self-efficacy, resource management, emotional factors, and cognitive factors, and one dependent variable, namely learning engagement. The instrument used to collect data consists of 59 items that include: (1) depression (9 items); (2) self-efficacy (8 items); (3) resource management (5 items); (4) emotional factors (11 items); (5) cognitive factors (19 items); (6) learning engagement (7 items) with a Likert scale value of 4.

The depression measurement instrument was adapted from "Symptoms of anxiety and depression among health and social science students: A multicenter study" by Pinho et al. (2025), which contains questions used to measure a person's level of psychological health. The self-efficacy, resource management, and learning engagement instruments were adapted from "Influences of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19" by Heo et al. (2022), while the emotional

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and cognitive factors instrument was adapted from "Cognitive and emotional facets of test anxiety in African American school children" by Carter et al. (2008).

The question items were tested for feasibility using the validity test and reliability test, which obtained that all items were valid and reliable because the sig value <0.05 and the AOV value> 0.07 (Sugiyono, 2015). Furthermore, the data analysis technique used is the multiple linear test using SPSS by conducting prerequisite tests consisting of normality test, linearity test, multicollinearity test, and heteroscedasticity test.

Results and Discussion

Table 1 below provides a statistical description of the variables used in this study. Of all the samples in this study, as many as 171 samples obtained the results that the maximum largest value was in the variable Cognitive factors, while the smallest or minimum value in this study was in the depression variable.

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation	Variance
Depression	171	9.00	27.00	16.6667	4.04388	16.353
Self Efficacy	171	16.00	32.00	25.1170	3.42281	11.716
Resource Management	171	10.00	20.00	15.3743	2.09768	4.400
Emotional Factors	171	22.00	44.00	32.5029	5.59451	31.299
Cognitive Factors	171	34.00	76.00	52.2515	9.56101	91.413
Learning Engagement	171	14.00	28.00	21.9240	3.00393	9.024

Classical Assumption Test

In the classical assumption test, there are 3 parts that need to be done, namely the normality test, the multicollinearity test, and the heteroscedasticity test. Based on the results of the One-Sample Kolmogorov-Smirnov Test, the data is normally distributed because the sig. value is 0.200 which is > 0.05. The multicollinearity test shows that the VIF value is < 10 and the tolerance value for all variables is > 0.01, this indicates that there is no multicollinearity and no correlation between the independent variables. Then, the heteroscedasticity test shows that the significance value of all variables is > 0.05, which means that there is no heteroscedasticity in this study.

Hypothesis Test

The Effect of Depression, Self-Efficacy, Resource Management, Emotional Factors and Cognitive Factors on Student Learning Engagement

Table 2. Summary

Model Summary

Model	R	R Square
1	.712[a]	.508

Based on Table 2, it is known that the R Square value is 0.508. which means that the contribution of the influence of depression variables, self-efficacy, resource management, emotional factors, and cognitive factors to the learning engagement variable is 50.8%. The remaining 49.2% is explained by other variables besides the research variables. The effect of independent variables on the dependent variable is partially determined by the t-test.

Table 3. Coefficients

Coefficients				
Model		B	Sig	Description
1	(Constant)	8.693	.000	
	Depression	-.135	.003	Influential

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Coefficients				
Model		B	Sig	Description
	Self Efficacy	.360	.000	Influential
	Resource Management	.391	.000	Influential
	Emotional Factors	.696	.130	No effect
	Cognitive Factors	-.218	.555	No effect
a. Dependent Variable: Engagement				

Depression on learning involvement is -0.135 with sig 0.003 <0.05, which means depression has a negative and significant effect on learning involvement. Self-efficacy on learning engagement is 0.360 with a sig of 0.000 <0.05, which means that self-efficacy has a positive and significant effect on learning engagement. Resource management on learning engagement is worth 0.391 with a sig of 0.000 < 0.05, which means that resource management has a positive and significant effect on learning engagement, emotional factors on learning engagement of 0.696 with sig 0.130> 0.05, which means that emotional factors have no effect on learning engagement, cognitive factors on learning engagement of -0.218 with sig 0.555> 0.05, which means that cognitive factors have no effect on learning engagement.

Table 4. ANOVA

ANOVA			
Model		F	Sig
1	Regression	34.937	.000[b]

Based on Table 4, it is known that the F test value has a sig value of 0.000, which means that the variables of Depression, Self-Efficacy, Resource Management, Emotional Factors, and Cognitive Factors have a significant influence on Learning Engagement in SMA Muhammadiyah 1 Semarang students (0.000 <0.05).

Discussion

The results showed that depression has a significant and negative influence on learning engagement, so H1 is supported, which means that the higher the level of depression that occurs in students, the lower the level of student learning engagement. According to Bandura's social cognitive theory (Rustika, 2012), depression has an important impact on learning. Depression often reduces the level of self-efficacy because they feel less competent in facing learning challenges. The decline in individual confidence levels will certainly affect student learning engagement. In addition, individuals who experience depression will reduce their motivation, interest, and concentration and, hinder them in the learning process. Low motivation and interest make students feel uninterested, unconcerned, and even lacklustre in the learning process. Students with low motivation tend to withdraw from learning and other academic activities. When problems occur with an individual's mental health, it can change the individual's life for the worse. Therefore, there is a need for special attention from educational institutions regarding the mental health of students today. The results of this study are supported by research by Barseli et al. (2018) which states that there is an influence between academic stress on student learning outcomes. Research by Moreira de Sousa et al. (2018) also revealed that high levels of depression can interfere with students' ability to engage in academics. This is in line with the research of Ji et al. (2021), which states that depression reduces the level of student concentration, which affects student engagement. Research by Sinval et al. (2025) also stated that depression has a significant effect on student academic engagement.

In terms of self-efficacy, it shows that self-efficacy plays an important role in learning engagement, which means that H2 is supported. This is supported by research by Nurrindar &

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Wahjudi (2021), Handayani et al. (2023), and Desideria & Prasetyaningtyas (2024), which state that self-efficacy affects student learning engagement. Self-efficacy is one of the important factors that influence student learning engagement. Individuals who have a high level of self-efficacy will feel much more confident in mastering learning problems and existing tasks. According to Bandura's social cognitive theory, self-efficacy is related to the level of motivation, self-regulation, and resistance to failure. High motivation will make students tend to be more active in exploring topics, seeking additional information, and even striving to get good grades, and of course, they will participate more actively in the learning process. Then, good self-regulation will encourage students to be able to make students set clear goals, check the strategies to be used, self-evaluation, and self-adjustment. This will make students more focused on what they are learning, focus on the task, and ignore distractions, and, of course, will increase learning engagement in the learning process. Resilience to failure is also an important aspect. Students who are able to deal with failure will not be easily discouraged. Failure will make students learn from the mistakes they have made and increase their efforts in the future. With the resilience of failure, students will be more motivated and continue to be involved in the learning process.

In terms of resource management, it shows that resource management has a significant effect on learning engagement, which means that the better resource management an individual has, the better the level of individual learning engagement. In this case, it shows that H3 is supported. This finding supports the results of previous research which found similar facts (Heo et al., 2022). Resource management in this study discusses time management and self-regulation. One of the factors that influence time management is the social environment. The existence of support from people around can affect how individuals manage their time. Individuals with a good and supportive social environment will feel motivated and able to manage their time to achieve the desired goals. This will play an important role in encouraging students to be more actively involved in the learning process. Self-regulation is also important for students in the learning process. Individuals with good self-regulation will have goals in learning, so they will make plans in the form of ways or strategies to achieve the expected goals. Individuals who are able to develop good self-regulation skills will be better able to manage their behavior, emotions, and thoughts to achieve the desired goals, despite facing many obstacles. Both factors are very important for student academic success. This is supported by research Pathuddin et al. (2025) which states that students who are able to manage their time well will achieve higher learning outcomes. In addition, Tomas & Poroto (2023) research also shows that self-regulation will significantly influence students in managing their own learning process through various approaches, which can later have an impact on learning engagement.

Emotional factors in this study have no effect on learning engagement, which means that H4 is not supported. Emotional factors are one of the important factors in student learning engagement. Positive emotions will increase student learning engagement, and conversely, negative emotions will decrease student learning engagement. However, in this study, emotional factors have no influence on student learning engagement, which means that whether the emotional level of students is good or bad, it will not affect student learning engagement. It shows that there are still many other factors that are more important than emotional factors, such as motivation and environment. Students with high motivation tend to be more active in learning because they have the confidence to achieve learning goals (Nasution et al., 2024). Then, the learning environment has a greater influence than emotional factors. Students with positive emotions alone are not able to increase learning engagement if they face external stress, such as family problems and a less supportive school environment.

Therefore, emotional factors alone are unable to influence student learning engagement. This is supported by the research of Kashani et al. (2012), Hansenne & Legrand (2012), and Asikin et al. (2021), which state that emotional intelligence has no effect on student learning outcomes.

In terms of cognitive factors, it shows that cognitive factors have no influence on learning engagement, which means that H5 is not supported. In learning engagement, cognitive factors are important in improving student academics. Cognitive factors include various aspects, such as thinking ability, understanding, learning strategies, and information processing. Students are not able to utilize their cognitive abilities to the fullest if they do not know good learning strategies. In addition, individuals who have high academic intelligence tend to be withdrawn, overly critical and difficult to express their anger (Thaib, 2013). Hence, every individual needs emotional intelligence. Individuals with average cognitive levels but who are able to create effective learning strategies and good emotional intelligence will be more successful in the learning process. These three things must be in harmony to achieve learning success. The research of Kuhlmann et al. (2024) showed that students with low prior knowledge were more active than students with higher knowledge. This shows that cognitive factors alone are not a benchmark for how students are involved in class, but how they are able to manage the cognitive factors they have well.

Simultaneously, there is a significant effect of depression, self-efficacy, resource management, emotional factors, and cognitive factors on student learning engagement, which means that H6 is supported. These five things are important factors and are interrelated with each other in student learning engagement. Students who have symptoms of depression can reduce their level of self-efficacy and interfere with their emotional levels which of course can affect their learning engagement. Good self-efficacy will increase their learning engagement. Then, good resource management can also improve the level of student learning engagement. In contrast to emotional and cognitive factors, both will affect their engagement when they are aligned. Overall, depression, self-efficacy, resource management, and emotional and cognitive factors can influence students' learning engagement. If one of the factors experiences obstacles such as high levels of depression, it will certainly affect other factors, and it will reduce student learning engagement.

This research provides conceptual implications in developing and enriching existing theories related to learning engagement by introducing the relationship between psychological, emotional, and cognitive factors. In addition, this study provides practical implications, including the development of interventions and policies that focus on improving students' psychological well-being, self-efficacy, resource management, and support in the learning context, which can improve students' overall learning engagement.

Conclusion

This study found that depression, self-efficacy, resource management, and emotional and cognitive factors have a significant effect on student learning engagement. High levels of depression can reduce student interest and motivation, which in turn reduces the level of student learning engagement. Good self-efficacy will make students feel confident and increase student learning engagement. Good resource management will also make students more active in the learning process because students are able to manage their time and control themselves better. Meanwhile, good emotional and cognitive factors have no effect on learning engagement when they are not balanced with other factors such as the environment and good learning strategy skills.

The results of this study can be used as an evaluation for educational institutions so that in the future students are able to do better in the learning process. Educational policies should pay more attention to psychological and cognitive factors that can affect student learning engagement. Given that psychological and cognitive factors are very influential on learning engagement, there is a need for programs for student mental health, self-efficacy development, resource management skills, and strengthening students' emotional and cognitive factors that must be implemented in every school. This can create a good school environment that can increase student learning engagement.

Recommendation

The results of this study provide practical implications for several parties, including teachers, principals, and future researchers.

1) Teachers are advised to be more sensitive to the emotional condition of students in the classroom and to help students who experience anxiety or depression to engage in learning. In addition, teachers are able to provide support in improving students' self-efficacy and resource management skills and designing learning activities to understand students' emotional and cognitive factors.
2) School principals are expected to create policies and environments that support mental health and improve teacher professionalism. In addition, principals are expected to implement programs that can help students manage their learning time effectively and develop policies that support efforts to increase student learning engagement.
3) Future researchers are expected to add additional independent variables from external factors, such as peers and the environment outside school. In addition, future researchers should be able to expand the range of research and increase the research sample.

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