



From Laughter to Learning: Using Humor in Contextual Teaching to Foster Engagement in College Students

Hazhira Qudsyi*, Ahmad Rusdi

Faculty of Psychology, Universitas Islam Indonesia, Yogyakarta, Indonesia

*Corresponding Author. Email: hazhira.qudsyi@uii.ac.id

Abstract: This study aims to explore the integration of humor into the Contextual Teaching and Learning (CTL) approach as a learner-centered strategy to support student engagement in higher education. A quasi-experimental one-group pretest-posttest design was employed with 47 undergraduate psychology students enrolled in a Positive Psychology in Schools course. Humor was integrated into CTL through learning materials, assignment instructions, discussions, quizzes, self-reflection activities, and group activities, serving to attract attention, support recall, provide feedback, and create opportunities for humorous breaks. Student engagement and sense of humor were measured before and after the intervention. The data were analyzed using repeated-measures ANOVA. The results indicated significant increases in student engagement ($p = 0.015$, $\eta^2p = 0.122$) and sense of humor ($p = 0.032$, $\eta^2p = 0.096$) from pretest to posttest. These findings suggest the potential value of integrating humor into CTL as a learner-centered pedagogical practice. The study extends previous research on instructional humor by examining its integration within a contextual learning approach rather than treating humor solely as a teacher-delivered instructional technique. However, the absence of a control group and the context-specific focus on a single course limit causal interpretations and the generalizability of the findings. Future research should examine different forms and mechanisms of learner-centered humor using controlled designs and larger, more diverse samples.

Article History

Received: 28-09-2025

Revised: 02-06-2026

Accepted: 17-08-2026

Published: 20-09-2026

Key Words:

Humor; Contextual Teaching and Learning; Higher Education; Positive Psychology; Student Engagement.

How to Cite: Qudsyi, H., & Ahmad Rusdi. (2026). From Laughter to Learning: Using Humor in Contextual Teaching to Foster Engagement in College Students . *Jurnal Kependidikan : Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 12(3), 1103-1113. <https://doi.org/10.33394/jk.v12i3.17742>



<https://doi.org/10.33394/jk.v12i3.17742>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Student engagement is an important concern in higher education because students' active involvement in learning is associated with the quality of their academic experiences and educational outcomes. Engagement reflects students' physical and psychological investment in academic experiences, both inside and outside the classroom (Qudsyi, Husnita, Mulya, Jani, & Arifani, 2020). Why is it important for students to have high engagement? Because it has many positive impacts, including helping students achieve good academic performance, improving social competence, reducing risky behavior (including health), preventing truancy, and reducing delinquent behavior (Qudsyi, Sa'diyah, & Mahara, 2020). However, maintaining students' engagement can be challenging, particularly when learning environments undergo substantial changes. Following the COVID-19 pandemic, the transition from prolonged online learning to face-to-face instruction has required adjustments in teaching and learning strategies to support students' active involvement. This challenge was also experienced in the Positive Psychology in School course at the Psychology Study Program Universitas Islam Indonesia, which had been delivered online for several semesters before returning to face-to-face learning in the 2023/2024 academic year. Therefore,



identifying pedagogical strategies that can facilitate students' active and meaningful participation remains important.

It is undeniable that increasing student engagement in learning is a challenge. Various interventions have been developed to enhance student engagement by addressing its behavioral, emotional, and cognitive dimensions. These interventions differ in terms of objectives, target areas, and populations served. The multidimensional nature of engagement provides several targets for intervention. Some examples of interventions to increase behavioral engagement that have been implemented include programs focused on improving attendance, providing additional academic support, promoting an effective disciplinary climate, and increasing student participation in classroom and school-based activities (Fredricks, Reschly, & Christenson, 2019). Interventions that focus on increasing emotional/affective engagement include strengthening bonds with the school and strengthening students' beliefs about the school's values. Examples of such programs include mentoring, peer-based learning, extracurricular activities, career academies, and small schools. Meanwhile, some examples of interventions to increase cognitive engagement include cognitive strategy instruction, goal setting, promoting growth mindsets, and project-based learning (Fredricks, Reschly, & Christenson, 2019).

Based on previous studies, it can be seen that many interventions have been provided to increase student engagement and their impact has been studied. However, the author has not found many interventions that focus on individual traits and their impact on engagement in learning, including sense of humor. The term sense of humor is often used by psychologists to refer to personality traits or individual difference variables (Martin, 2001). Sense of humor refers to differences in individual habits in all kinds of behaviors, experiences, influences, attitudes, and abilities related to entertainment, laughter, jokes, and so on (Martin, 2001).

Humor represents another potentially useful pedagogical strategy. Humor can create a lighthearted learning atmosphere that helps reduce tension and anxiety that may interfere with learning (Strean, 2011). Previous studies have also associated humor in educational settings with student emotions, teacher-student relationships, academic interest, and student engagement (Bieg, Grassinger, & Dresel, 2017; Ellington, 2018; Lu'mu, Cahyadi, Ramli, Ruslan, & Hendryadi, 2023; Masek, Hashim, & Ismail, 2019). These findings suggest that humor may support engagement by creating a more positive classroom atmosphere, attracting students' attention, and facilitating interpersonal interaction during learning.

Humor is essentially about a lighthearted mood that facilitates learning (Strean, 2011). In almost all learning environments, students enter with a certain level of tension, anxiety, and/or resistance. A humorous atmosphere helps eliminate negative emotions that can hinder learning (Strean, 2011). Humor has been extensively studied for its relationship and impact on several variables, both psychological and non-psychological. Some of the impacts of humor on non-psychological variables include a positive effect on student achievement and memory retention (Matthews, 2011), a positive correlation with the quality of teacher-student relationships (Lu'mu, Cahyadi, Ramli, Ruslan, & Hendryadi, 2023), intellectual stimulation (Ellington, 2018), and a positive correlation with teaching effectiveness (Makewa, Role, & Genga, 2011).

Meanwhile, the impact on psychological variables includes being able to predict increased psychological well-being (Ajoke & Sunday, 2020; Wortley & Dotson, 2016), influencing students' emotions (Nurcendani & Wijaya, 2022; Bieg, Grassinger, & Dresel, 2017), having a positive effect on students' self-development and resilience (Pandin, Waloejo, Munir, & Dewi, 2023), positively predicting emotional well-being (Tsukawaki &

Imura, 2022; St-Amand, Smith, & Goulet, 2023), correlating with academic interest (Ellington, 2018), positively predicting students' self-esteem (Tsukawaki & Imura, 2022; Yue, Liu, Jiang, & Hiranandani, 2014), positively correlating with optimism (Yue, Hao, & Goldman, 2010), positively predicting subjective happiness (Yue, Liu, Jiang, & Hiranandani, 2014), positively correlated with student engagement (Lu'mu, Cahyadi, Ramli, Ruslan, & Hendryadi, 2023; Erdogdu & Cakiroglu, 2021; Erdogdu & Cakiroglu, 2021; St-Amand, Smith, & Goulet, 2023; Wortley & Dotson, 2016; Ellington, 2018), and positively correlated with sense of school belonging (St-Amand, Smith, & Goulet, 2023).

Despite this potential, the use of humor in educational settings has predominantly been examined as a teacher-delivered instructional strategy. In this approach, lecturers or teachers are primarily positioned as the producers of humorous materials, comments, examples, or activities, while students mainly receive the humorous stimuli (Makewa, Role, & Genga, 2011; Rianita, Sari, & Yandra, 2023; St-Amand, Smith, & Goulet, 2023). Although teacher-delivered humor can contribute to positive learning experiences, this approach may not fully reflect the principles of learner-centered learning, in which students are expected to participate actively in constructing meaning and engaging with learning activities. Thus, an important gap concerns how humor can be incorporated not only as a teaching style used by lecturers but also as part of students' learning activities. A learner-centered approach to humor may provide students with opportunities to interpret, respond to, and produce humorous elements within the learning process, thereby positioning humor as part of participation rather than merely as an instructional stimulus.

Contextual Teaching and Learning (CTL) provides a relevant framework for addressing this gap. CTL emphasizes meaningful connections between academic material and learners' previous knowledge, experiences, and real-life contexts (Johnson, 2014). Its implementation involves meaningful work, self-regulated learning, collaboration, critical and creative thinking, individual development, and authentic assessment. These characteristics position learners as active participants in making meaning from their learning experiences. Integrating humor into CTL may therefore extend the role of humor from a teacher-centered technique toward a learner-centered pedagogical practice. In this approach, humorous elements can be embedded in learning materials, discussions, assignments, reflection activities, and other classroom experiences while allowing students to engage with humor in relation to their own contexts. Such integration is particularly relevant to the Positive Psychology in School course because students are expected to apply positive psychology concepts to themselves and their environments. Moreover, humor is recognized as one of the character strengths associated with the virtue of transcendence (Peterson & Seligman, 2004), making humor both a pedagogical resource and a relevant content area within Positive Psychology.

Based on this rationale, the present study examined the integration of humor into a CTL approach as a learner-centered strategy in the Positive Psychology in School course. Specifically, this study aimed to examine whether the implementation of CTL incorporating humor could increase student engagement among undergraduate psychology students. Changes in students' sense of humor were also examined as a manipulation check to assess whether the intended humor-based intervention was reflected in participants' responses. The study contributes to the literature by extending research on instructional humor beyond predominantly teacher-centered practices and by examining its integration within a contextual, learner-centered learning approach. In doing so, this study offers a pedagogical perspective on how humor can be incorporated into higher education learning not merely as a teaching style, but as part of a meaningful and participatory learning process.



Research Method

This study employed a quasi-experimental, non-randomized one-group pre-test post-test design. Participants were 47 undergraduet students enrolled in the Positive Psychology in School course in the Psychology Study Program, Universitas Islam Indonesia. The participants consist of 10 males (21.28%) and 37 females (78.72%), aged 19-24 years. The sample was selected using convenience sampling, in which participants were recruited based on their accessibility (Golzar, Noor, & Tajik, 2022). Initially, 53 students were enrolled in the course. One student did not attend the first lecture, four students did not complete either the pre-test or post-test, and one student did not complete the post-test. Therefore, data from 47 students were included in the analysis.

Student engagement was measured using the Student Engagement Scale developed by Junianto, Bashori, & Hidayah (2020). This scale consists of 11 items covering three dimensions of student engagement: behavioral engagement (3 items), emotional engagement (4 items), and cognitive engagement (4 items). This scale has a reported Cronbach's Alpha of 0.835 (Junianto et al., 2020). Sense of humor was measured using the Multidimensional Sense of Humor Scale (MSHS) adapted by Febriana (2014). The adapted scale consists of 20 items covering four dimensions: humor production (8 items), social uses of humor (4 items), attitudes toward humor and humorous people (4 items), and uses of humor for coping (4 items). The reported Cronbach's Alpha coefficients for these dimensions were 0.927, 0.857, 0.548, and 0.644, respectively. Sense of humor was measure as a manipulation check to examine whether the implementation of humor within the CTL-based learning process was reflected in changes in participants' sense of humor.

The intervention integrated humor into the Contextual Teaching and Learning (CTL) approach used in the Positive Psychology in School course. CTL was implemented through eight components: making meaningful connections, doing meaningful work, engaging in self-regulated learning, collaborating, thinking critically and creatively, fostering individual growth and development, achieving high standards, and using authentic assessment (Johnson, 2014). These components were operationalized through lectures, demonstrations, videos or documentation, individual and group assignments, self-reflection, group discussions, case analysis, questioning, and peer-rating activities.

Humor was integrated into the learning process based on the approach of Erdogdu and Cakiroglu (2021), with techniques adapted from Berk (2021) and activities inspired by Streaan (2011). The use of humor served four purposes: attracting attention, supporting recall, providing feedback, and providing humor breaks. Humorous elements were incorporated into lecture slides and learning documents, assignment instructions, discussion activities, quizzes, question-and-answer sessions, and selected classroom activities. Humor was also incorporated into student-oriented activities, including self-reflection and group discussions, so that humor was not solely delivered by the lecturer but could also be engaged with and produced by students.

The intervention was designed to complement rather than alter the academic content of the course. In particular, humorous elements were used to create a lighter learning atmosphere, stimulate participation, and connect learning activities with students' experiences within the contextual learning framework.

The research procedure was conducted as part of the Positive Psychology in School course. At the beginning of the study, students received an explanation of the research project and were asked to provide consent to participate. Before the learning intervention, participants completed the student engagement and sense of humor measures as a pre-test. The intervention was then implemented across 13 course meetings. During these meetings,

the Positive Psychology in School course was conducted using CTL activities with the integration of humor as described above. At the 14th meeting, participants completed the same two measures as a post-test.

The pre-test and post-test scores for student engagement and sense of humor were analyzed using repeated-measures analysis of variance (RM-ANOVA) in JAMOVI. Prior to hypothesis testing, the normality assumption was assessed using the Shapiro–Wilk test of residuals. Partial eta squared (η^2p) was reported as the effect-size estimate for the RM-ANOVA.

Results and Discussion

Assumption Check

Prior to hypothesis testing, the normality of the residuals was assessed using the Shapiro–Wilk test. The results indicated that the residuals did not significantly deviate from normality, $W = 0.977$, $p = .098$. Therefore, the normality assumption for the subsequent RM-ANOVA was considered satisfied.

Changes in Sense of Humor

A repeated-measures ANOVA was conducted to examine changes in participants' sense of humor between the pre-test and post-test. The analysis indicated a significant change in sense of humor across the two measurement occasions, $F(1, 46) = 4.907$, $p = .032$, $\eta^2p = .096$. The mean score increased from 60.23 at pre-test to 62.21 at post-test. These findings indicate that participants' sense of humor increased following participation in the CTL-based learning process incorporating humor.

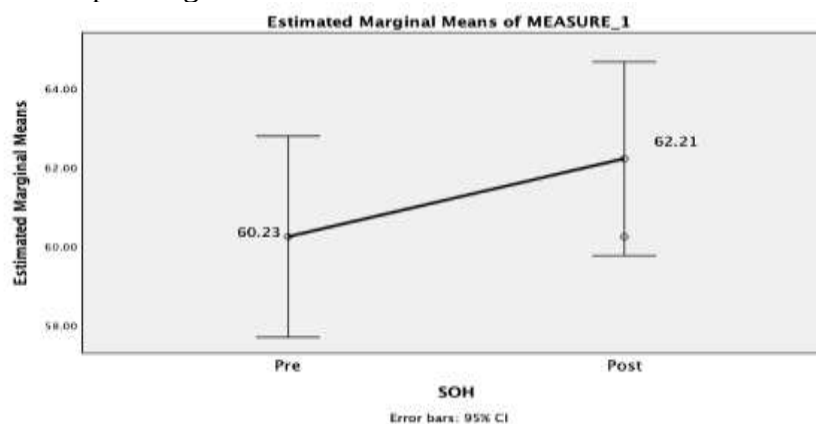


Figure 1. Illustration of Sense of Humor (pre-test post-test)

Changes in Student Engagement

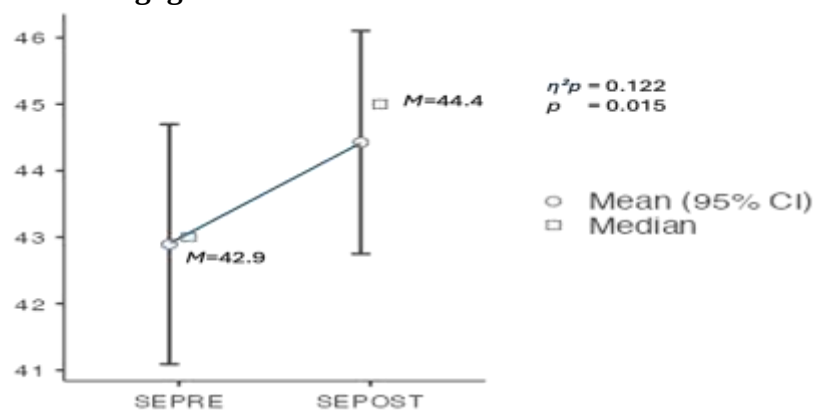


Figure 2. Illustration of Student Engagement (pre-test post-test)

A repeated-measures ANOVA was also conducted to examine changes in student engagement from pre-test to post-test. The analysis showed a significant increase in student engagement, $F(1, 46) = 6.41$, $p = .015$, $\eta^2p = .122$. The mean student engagement score increased from 42.90 at pre-test to 44.40 at post-test.

Analysis Controlling for Participant Characteristics

An additional linear mixed model was examined to determine whether the change in student engagement remained after statistically controlling for gender, age, and students' activities outside the course. The effect of time remained significant, with engagement increasing from pre-test to post-test ($p = .015$). None of the controlled variables significantly predicted student engagement: gender ($p = .141$), organizational activity ($p = .341$), part-time employment ($p = .494$), and age ($p = .491$).

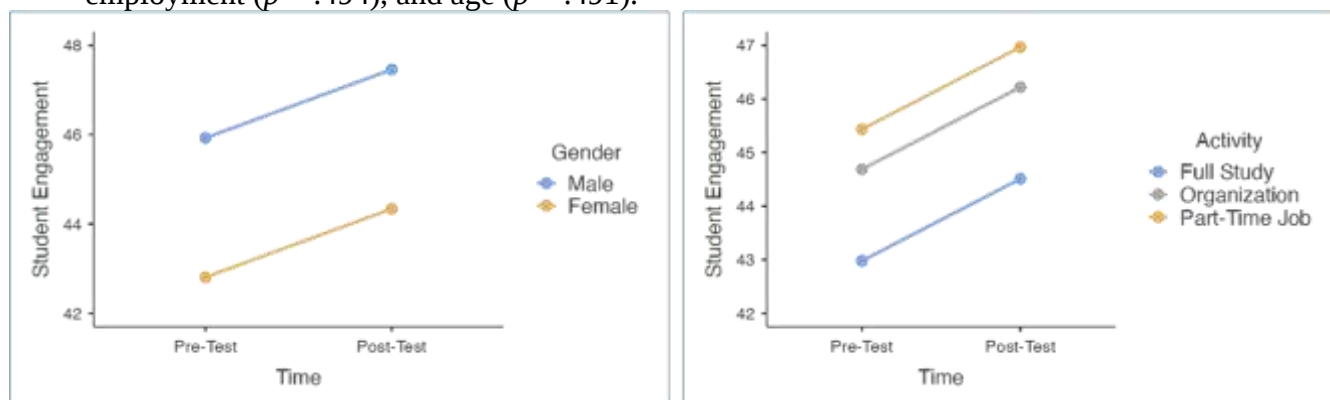


Figure 3. Illustration of the results of the student engagement analysis after controlling for gender and activity variables.

Discussion

This study examined the integration of humor into a Contextual Teaching and Learning (CTL) approach and its association with changes in student engagement in a Positive Psychology in School course. The findings showed increases in both student engagement and sense of humor following the intervention. The findings are consistent with previous studies indicating that humor can contribute to student engagement (Masek, Hashim, & Ismail, 2019; Lu'mu et al., 2023; Mai, 2024; Noor, Fuzi, & Samsuri, 2024) and that CTL can facilitate active student involvement in learning (Rosalina et al., 2024). The present findings extend these studies by examining humor as an element embedded within a contextual learning approach rather than treating humor and CTL as separate pedagogical strategies.

These findings certainly provide a significant contribution regarding how the application of humor in CTL learning can increase student engagement. These findings also strengthen previous research, where the use of humor in learning can be applied not only in the context of direct teaching, but also through several other learning methods (Hendriks, 2021; Rianita, Sari, & Yandra, 2023; Ngai, et al., 2025; Zhou & Lee, 2025). Humor is something that is closely related to individual life, there must be an element of humor in every aspect of an individual's life. And this is very much in line with the philosophy of CTL learning, where CTL learning emphasizes the connection between the material being studied and the learner's real life, so that learning can be more meaningful (Rosalina, Widyaswarani, Saputra, Nurcholis, & Luthfiana, 2024). Furthermore, CTL learning with humor can increase student engagement, as it is very possible that this research is also related to the material students learn in Positive Psychology in School lectures. Humor itself is a character strength, a positive trait that is a key area of study in Positive Psychology (Peterson & Seligman,



2004). Humor is a character strength that may not be considered particularly relevant, but it is often demonstrated in school contexts (Wagner, Pindeus, & Ruch, 2021).

One possible explanation for the observed increase in engagement concerns the emotional function of humor in the learning environment. Humor may create a lighter classroom atmosphere and reduce tension or anxiety that can interfere with students' involvement in learning (Strean, 2011). From the perspective of the Broaden-and-Build Theory of positive emotions, positive emotional experiences can broaden individuals' momentary thought-action repertoires and contribute to the development of personal and social resources. Applied to the present context, humorous elements may have created positive emotional experiences that allowed students to approach classroom activities with greater openness, cognitive flexibility, and willingness to participate. In a CTL classroom, these emotional experiences may be particularly relevant because students are expected to connect academic content with their own experiences, collaborate with peers, and actively engage in meaningful learning activities.

The integration of humor into CTL may also be understood through Self-Determination Theory. CTL emphasizes students' active participation, meaningful work, collaboration, self-regulated learning, and opportunities to think critically and creatively. These characteristics can provide conditions that support students' basic psychological needs for autonomy, competence, and relatedness. Humor may complement these conditions by creating a less threatening environment in which students can participate and interact with others. When humorous elements are not limited to lecturer-delivered jokes but are also incorporated into student activities, students can become active participants in shaping the social and emotional character of the classroom. Thus, learner-centered humor may support engagement not simply by making learning entertaining, but by contributing to an environment in which students can participate more actively and comfortably.

The contextual nature of CTL is also important in understanding the findings. Humor was integrated into lecture materials, assignment instructions, discussions, self-reflection activities, and other classroom activities rather than being used only as an occasional humorous interruption. This approach is consistent with the central principle of CTL, which connects learning with students' experiences and contexts (Johnson, 2014). Humor itself is closely connected to everyday experiences and can therefore become a contextual resource through which students interpret and respond to learning experiences. The use of humor in this study consequently represents an attempt to move instructional humor beyond a lecturer-centered teaching style toward a more learner-centered learning practice.

The specific context of the Positive Psychology in School course may have further supported the integration of humor. The course requires students to apply positive psychology concepts to themselves and to school-related contexts. Humor is also recognized as a character strength within the virtue of transcendence (Peterson & Seligman, 2004). Therefore, humor in this learning context was not entirely external to the subject matter. Instead, students encountered humor both as an element of the learning process and as a positive psychological construct relevant to the course content. This contextual congruence may have helped students perceive humor as a meaningful part of learning rather than merely as entertainment. Nevertheless, because the present study did not directly assess students' perceptions of the relationship between course content and humorous activities, this explanation should be considered a plausible interpretation rather than a demonstrated mechanism.

The increase in sense of humor provides additional evidence that the intended humor-based intervention was reflected in participants' responses. Sense of humor was included as a



manipulation check because the intervention was designed to expose students to and encourage engagement with humorous elements throughout the learning process. The increase suggests that the intervention was accompanied by changes in the measured construct. However, the findings should not be interpreted as demonstrating that increased sense of humor itself caused the increase in student engagement. Both variables were measured across the same pre-test and post-test period, and the study design does not allow their causal relationship to be established.

The additional analysis controlling for gender, age, and students' activities outside the course showed that the change in engagement remained statistically significant. This suggests that the observed pattern was not readily explained by differences in these participant characteristics. However, these findings should be interpreted cautiously because the study did not include a control group and the sample was obtained through convenience sampling. The additional statistical controls therefore strengthen the robustness of the observed association but do not eliminate alternative explanations for the pre-test to post-test change.

From a pedagogical perspective, the findings suggest that humor can be positioned as more than a lecturer's communication style or an occasional classroom icebreaker. When integrated into CTL, humor can become part of a broader learner-centered learning environment in which students interact with learning materials, peers, and their own experiences. This perspective extends previous discussions of instructional humor by highlighting the possibility of students becoming participants and producers of humorous elements in learning. Such an approach is particularly relevant for psychology education, where learning activities often require students to reflect on their own experiences and connect psychological concepts with everyday contexts.

Overall, the findings support the potential value of integrating humor into contextual and learner-centered learning. However, the results should be interpreted as evidence of pre-test to post-test change rather than definitive evidence of a causal effect. Future studies using control or comparison groups, larger and more diverse samples, and designs that examine specific types or mechanisms of humor are needed to determine whether and how learner-centered humor contributes to student engagement.

Conclusion

This study examined the integration of humor into a Contextual Teaching and Learning (CTL) approach as a learner-centered strategy in a Positive Psychology in School course. The findings showed significant increases in student engagement and sense of humor from pre-test to post-test following the implementation of the intervention. These findings suggest that integrating humor into CTL may support student engagement by incorporating humorous elements into learning materials, assignments, discussions, reflection activities, and other participatory learning experiences. The study contributes to research on instructional humor by extending its application beyond predominantly teacher-delivered humor toward a more learner-centered and contextually embedded learning practice. However, the one-group pre-test–post-test design and absence of a control group limit causal interpretation of the findings. Thus, the observed changes should be understood as pre-test to post-test changes associated with the intervention rather than definitive evidence of a causal effect.

Recommendation

The findings suggest that lecturers can integrate humor into Contextual Teaching and Learning (CTL) through learning materials, assignments, discussions, reflection activities, and other participatory learning experiences. Rather than relying solely on lecturer-delivered

humor, learning activities can provide opportunities for students to interpret and produce humorous elements in ways that are relevant to their experiences and learning contexts. At the institutional level, higher education institutions can support learner-centered pedagogy by providing lecturers with opportunities to develop creative and contextually appropriate teaching strategies, including the constructive use of humor in classroom learning. Such implementation should remain sensitive to students' diverse perceptions of humor and avoid humor that may create discomfort or exclude particular students.

Future research should employ controlled experimental or quasi-experimental designs, such as comparison-group or randomized designs, to provide stronger evidence regarding the effects of humor-integrated CTL on student engagement. Studies with larger and more diverse samples across different courses, disciplines, and educational contexts are also needed to improve generalizability. Future studies may further examine different forms of humor and the psychological mechanisms through which learner-centered humor may influence engagement, such as positive emotions, autonomy, competence, and relatedness. Measuring students' perceptions of the humor used in learning and their involvement in producing humorous elements may also provide a more detailed understanding of how humor functions within contextual and learner-centered learning.

References

- Ajoke, O. O., & Sunday, I. E. (2020). The association between sense of humour and psychological well-being among undergraduates. *J Hum Ecol*, 71(1-3), 1-7.
- Berk, R. A. (2021). Top 20 evidence-based humor techniques for online teaching: Building on a half-century of research and practice. *International Journal of Technology in Teaching and Learning*, 17(2), 62-83.
- Bieg, S., Grassinger, R., & Dresel, M. (2017). Humor as a magic bullet? Associations of different teacher humor types with student emotions. *Learning and Individual Differences*, 56, 24-33.
- Ellington, T. (2018). *Student perceptions of instructor humor as a predictor of student intellectual stimulation, academic interest, and engagement*. University of the Pacific, College of the Pacific Communication. Stockton, California: University of the Pacific.
- Erdogdu, F., & Cakiroglu, U. (2021). The educational power of humor on student engagement in online learning environments. *Research and Practice in Technology Enhanced Learning*, 16(9), 1-25.
- Febriana, I. (2014). *Pengaruh kepribadian dan Sense of humor terhadap psychological well-being (Studi pada jurnalis di DKI Jakarta)*. Jakarta: Fakultas Psikologi Universitas Islam Negeri Syarif Hidayatullah.
- Fredricks, J. A., Reschly, A. L., & Christenson, S. L. (2019). Interventions for student engagement: Overview and state of the field. In A. L. Reschly, & S. L. Christenson, *Handbook of student engagement interventions: Working with disengaged students* (pp. 1-11). Academic Press.
- Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language Studies*, 1(2), 72-77.
- Hendriks, A. M. (2021). The laughing classroom: Humor, teaching, and learning. *Jurnal Koinonia*, 13(1), 55-62.
- Johnson, E. B. (2014). *CTL: Contextual teaching and learning*. Bandung: Penerbit Kaifa.
- Junianto, M., Bashori, K., & Hidayah, N. (2020). Validitas dan reliabilitas skala student engagement. *Jurnal RAP (Riset Aktual Psikologi)*, 11(2), 239-249.



- Lu'mu, Cahyadi, A., Ramli, M., Ruslan, & Hendryadi. (2023). Perceived related humor in the classroom, student-teacher relationship quality, and engagement: Individual differences in sense of humor among students. *Heliyon*, 9, 1-9.
- Mai, T. T. (2024). Impacts of humor as a communication strategy for teachers in the EFL classrooms. *International Conference on Research in Education and Science* (hal. 871-881). Antalya: ISTES Organization.
- Makewa, L. N., Role, E., & Genga, J. A. (2011). Teachers' use of humor in teaching and students' rating of their effectiveness. *International Journal of Education*, 3(2), 1-18.
- Martin, R. A. (2001). Humor, laughter, and physical health: Methodological issues and research findings. *Psychological Bulletin*, 127(4), 504-519.
- Masek, A., Hashim, S., & Ismail, A. (2019). Integration of the humour approach with student's engagement in teaching and learning sessions. *Journal of Education for Teaching*, 45(2), 228-233.
- Matthews, M. L. (2011). *A funny things happened on the way to the hippocampus: The effects of humor on student achievement and memory retention*. Arizona State University. Arizona: Arizona State University.
- Ngai, C. B., Singh, R. G., Huang, Y., Ho, J. Y., Khong, M. L., Chan, E., . . . Koon, A. C. (2025). Development of a systematic humor pedagogical framework to enhance student learning outcomes across different disciplines in Hong Kong. *International Journal of Educational Research Open*, 8, 1-10.
- Noor, N. M., Fuzi, A. M., & Samsuri, N. N. (2024). Learning through laughter: Humor and its effects on student enjoyment & engagement in research classroom. *Journal of Creative Practices in Language Learning and Teaching (CPLT)*, 12(3), 129-149.
- Nurcendani, B., & Wijaya, E. (2022). The effect of teacher's humor types on students achievement emotions during distance learning. *3rd Tarumanegara International Conference on the Application on Social Science and Humanities (TICASH)* (hal. 1501-1506). Atlantis Press.
- Pandin, M. G., Waloejo, C. S., Munir, M., & Dewi, H. K. (2023). The influence of humor on students resilience. *Res Militaris*, 13(3), 1683-1693.
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues*. Washington: American Psychological Association.
- Qudsyi, H., Husnita, I., Mulya, R., Jani, A. A., & Arifani, A. D. (2020). Student engagement among high school students: Roles of parental involvement, peer attachment, teacher support, and academic self-efficacy. *The 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)* (hal. 241-251). Surakarta: Advances in Social Science, Education, and Humanities Research.
- Qudsyi, H., Sa'diyah, S. K., & Mahara, R. (2020). Family functioning, peer support, and student engagement among high school students in central Java Island, Indonesia. *The 7th International Congress On Interdisciplinary Behavior And Social Sciences 2018 (ICIBSOS 2018)* (hal. 145-152). Leiden: CRC Press/Balkema.
- Rianita, D., Sari, F. M., & Yandra, A. (2023). A Double-Edged sword of humour: Students' perspectives on teachers' use of humour in EFL classroom. *Journal of Research and Innovation in Language*, 5(3), 287-298.
- Rosalina, Widyaswarani, E., Saputra, F. A., Nurcholis, R. A., & Luthfiana, A. F. (2024). Implementasi contextual teaching learning dalam pembelajaran untuk meningkatkan keaktifan siswa. *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 30(5), 58-65.



- St-Amand, J., Smith, J., & Goulet, M. (2023). Is teacher humor an asset in classroom management? Examining its association with students' well-being, sense of school belonging, and engagement. *Current Psychology*, 1-16.
- Strean, W. B. (2011). Creating student engagement? HMM: Teaching and learning with humor, music, and movement. *Creative education*, 2(3), 189-192.
- Tsukawaki, R., & Imura, T. (2022). Students' perception of teachers' humor predicts their mental health. *Psychological Reports*, 125(1), 98-109.
- Wagner, L., Pindeus, L., & Ruch, W. (2021). Character strengths in the life domains of work, education, leisure, and relationships and their associations with flourishing. *Frontiers in Psychology*, 12, 1-17.
- Wortley, A., & Dotson, E. (2016). Stand up comics: Instructional humor and student engagement. *Journal of Instructional Research*, 5, 13-18.
- Yue, X. D., Hao, X., & Goldman, G. L. (2010). Humor styles, dispositional optimism, and mental health among undergraduates in Hong Kong and China. *Journal of Psychology in Chinese Societies*, 11(2), 81-96.
- Yue, X. D., Liu, K. W., Jiang, F., & Hiranandani, N. A. (2014). Humor styles, self-esteem, and subjective happiness. *Psychological Reports: Mental & Physical Health*, 115(2), 517-525.
- Zhou, W., & Lee, J. C. (2025). Teaching and learning with instructional humor: a review of five-decades research and further direction. *Frontiers in Psychology*, 16, 1-18.