

## Research Article

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# Application of Educational Psychology Principles Encourages Student Engagement in the Learning Process

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**Abstract:** This study aims to describe the application of educational psychology principles at SMPN 3 Central Praya and the perceptions of teachers and students towards its application. This descriptive qualitative study with a case study design involved teachers and students as research subjects, focusing on teachers who actively apply educational psychology principles and students who feel the impact. Data collection was carried out through surveys, in-depth interviews, observations, and documentation, then analyzed through data reduction, data presentation, and drawing conclusions. The results of the study showed the commitment of teachers in creating effective and student-centered learning, reflected in the recognition of the diversity of learning styles, the connection of material with the context of life, and the creation of a conducive learning environment. Problem-based and project-based learning methods and cooperative learning were considered effective. Teachers and students had positive perceptions towards the application of these principles, indicated by increased learning motivation, understanding of the material, active participation, and positive interactions between teachers and students. Thus, the findings of this study confirm that the application of the principles of educational psychology has a positive impact and is a strong foundation for improving the quality of learning at SMPN 3 Central Praya.

**Keywords:** Teachers and Students; Perception; Educational Psychology; SMPN 3 Central Praya.

## Introduction

Education, as the main foundation for the progress of a nation, has a crucial role in shaping the quality of human resources. Superior human resources are a key to the progress and resilience of a nation to face global challenges. In essence, education is one of the human learning processes to gain knowledge, where in the process humans try to build various skills to be applied in real life. Education is not only aimed at gaining knowledge and skills, but also to build good character and etiquette. Thus, it can be concluded that education is not only equipped with knowledge and skills, but also trained to become responsible citizens who are able to face global challenges.

As a long-term investment, education not only stimulates cognitive aspects but also affective and psychomotor aspects. An effective learning process will form new nerves, develop

problem-solving skills, and form self-identity. Educational psychology has an essential role in forming quality human resources through an effective learning process and supported by a conducive learning environment. By applying psychology in the world of education, it will form intellectual, emotional, and social intelligence. The intellectual, emotional, and social intelligence possessed by students can develop with the existence of a conducive and effective learning environment (Syafa'ati et al., 2021). Sensitivity to the learning conditions of each student can stimulate effective learning strategies to achieve the maximum potential of each student. In addition, education also plays a role in forming character, values, and attitudes that will be the basis for decision-making in the future. Thus, education is not only about the transfer of

knowledge, but also about the development of the whole person.

Based on this, Government Regulation of the Republic of Indonesia No. 57 of 2021 concerning National Education Standards also regulates that the education process is carried out by supporting the implementation of active, creative, collaborative, enjoyable, and effective learning. In line with that, Permendikbudristek of the Republic of Indonesia No. 47 of 2023 concerning Education Management Standards states that learning programs are designed flexibly, clearly, and simply according to the context and characteristics of students. Thus, psychology in the education process plays a very important role in understanding individual characteristics, so that the learning process can be adjusted to the needs and preferences of students with the aim of creating an effective and efficient learning process.

Psychology is defined as a science that studies the manifestations of the soul/mind, self, and behavior (Hafizallah et al., 2024), namely in the form of behavior and processes or functions. Psychology is the scientific study of all aspects of mental life and behavior of organisms, especially humans. By using scientific methods, psychology seeks to uncover the factors that influence human thoughts, emotions, and actions. It was also conveyed by Nur Hidayah et al., that psychology etymologically refers to the study of the soul in various symptoms, processes, and backgrounds (Sinaga, 2023).

Educational psychology is a dynamic discipline that continues to participate in developments in the era, especially in the world of education (Andriyani et al., 2024). Educational psychology makes a very significant contribution to education by building a comprehensive framework for understanding the learning process and development of students (Nasution et al., 2023). Understanding the psychological factors of each student can influence the learning process,

especially in creating an inclusive learning environment and designing learning strategies that are tailored to the individual needs of students. This indicates that educational psychology seeks to investigate the characteristics of behavior and individual development in the field of education (Putra et al., 2023).

In the school context, educational psychology plays a crucial role in understanding the learning process of students, factors that influence motivation and achievement, and the development of effective learning methods (Afati et al., 2022). The application of the principles of educational psychology allows educators to create a conducive learning environment, adapt teaching methods to the diverse learning styles of students, and provide the psychological support needed to achieve the optimal potential of each individual. Through the role of psychology, it can help students to develop independence, understand individual differences and improve their ability to adapt to the learning environment (Hasanah et al., 2023).

Thus, educational psychology becomes an important foundation in efforts to improve the quality of education and realize more meaningful learning goals. According to Sumadi Suryobroto (Rahmadi et al., 2023), some of the scopes of educational psychology include knowledge, disposition, and behavioral processes. Educational psychology plays a role as a fundamental foundation in mapping the dynamics of learning in the modern era. A deep understanding of the cognitive, emotional, and social processes of students is key for educators in designing effective and relevant learning strategies. So educators need to understand their role in learning with learning materials (Hamzah et al., 2023).

By applying the principles of educational psychology, educators can create a conducive learning environment, adjust teaching methods to students' learning styles, and motivate students to

achieve their maximum potential, so that learning objectives can be achieved optimally (Purwowidodo & Zaini, 2023). The relevance of educational psychology is increasingly crucial in the context of 21st-century education which is marked by the rapid development of technology and the demand for critical, creative, and collaborative thinking skills. Educational psychology seeks to uncover the factors that influence students' learning processes, both internally and externally. However, the basic goal of educational psychology is to understand how teaching and learning works more effectively and in a focused manner (Sinaga, 2023).

Based on this, educational psychology can be said to be a discipline that provides a strong scientific foundation in understanding the complexity of students' learning processes better and more effectively (Syafintinas et al., 2024). By applying psychological principles, educators can dig deeper into how individuals absorb, process, and store information, because educators are required to develop the potentials possessed by students optimally (Surawan, 2020).

Through a deep understanding of the cognitive, affective, and psychomotor factors that influence learning, it is important to pay attention to the psychological aspects of students, so that educators can design effective and efficient learning strategies (Lindawali, 2023). Differentiated learning strategies are one of the learning processes that adopt the principles of educational psychology, taking into account the diversity of students. The differentiated learning process assisted by various technology media platforms as learning media will meet the diversity of students, such as learning styles, learning interests, preferences and different levels of ability in each student (Makmun et al., 2023).

There are several learning strategies applied with the principles of educational psychology, namely the cooperative learning approach which has been proven to improve

student competence holistically, covering social, cognitive, and affective aspects, through the creation of a learning environment that encourages cooperation and problem solving (Munzillah & Budiyo, 2024). The constructivist approach also applies the principles of educational psychology, because it facilitates students to actively build knowledge through direct experience, thus stimulating the development of creativity and deep understanding (Ratu Pranatalia et al., 2024). In addition, the problem-based and project-based approaches also utilize the principles of cognitive psychology to stimulate critical thinking and problem solving, as well as the principles of social psychology to facilitate interaction and collaboration among students (Nurmantoro et al., 2022).

Teachers, as the spearhead in the educational process, have a very strategic role in implementing the principles of educational psychology. By understanding the characteristics of cognitive, affective, and psychomotor development of students, teachers can carry out their duties and responsibilities, namely forming superior and intelligent students, both intellectually and spiritually, and being able to guide, teach, and inspire students to learn effectively to face the challenges of the industrial revolution 4.0 era (Siswanto et al., 2024).

In the digital era, it is very important for a teacher to master various technologies that can be utilized in the learning process to enrich the learning process and increase student engagement. This ability is important to create a learning process that is more interactive, effective, and relevant to the diverse needs of students (Silvester et al., 2024). Adequate mastery of technology will enable teachers to create a more flexible learning environment, where students can learn at their own pace and learning style.

Comprehensive social support, involving active collaboration between schools and parents

and recognition of the diversity of students' backgrounds, is a key factor in increasing the effectiveness of educational programs (Yuliana et al., 2024). Thus, close collaboration with parents is an important factor in the success of educating students. Because teachers not only equip students with knowledge and skills, but also help them grow into whole and characterful individuals.

Based on this, it can be understood that educational psychology can help in identifying and overcoming various learning problems that occur in educational units. So that the principles of psychology are very essential to be implemented in the world of education. SMPN 3 Praya Tengah is one of the schools that is committed to implementing various principles of educational psychology in various aspects of learning, such as understanding individual differences in students, designing effective learning processes, and building positive relationships between educators and students.

## Literature Review

Education plays a critical role in shaping the development of human resources and, ultimately, the future of a nation. Human resources are considered the backbone of any society's resilience, enabling the nation to navigate and thrive in the face of global challenges. As discussed by various scholars, education is not merely the transmission of knowledge, but a holistic process that encompasses cognitive, emotional, and social development, as well as character formation (Syafa'ati et al., 2021). Education has long been viewed as an essential factor for equipping individuals with the necessary tools to succeed in life, and its objectives extend beyond academic knowledge, emphasizing the development of responsible citizens capable of making informed decisions in a rapidly evolving world.

In line with this, educational psychology plays a crucial role in the learning process. Educational psychology applies psychological theories to educational settings, seeking to understand how individuals learn and how learning can be optimized. It involves the study of the cognitive, emotional, and social development of learners, and how these factors influence their educational experiences (Hafizallah et al., 2024). The integration of psychology into education helps foster an environment that supports the full development of students, enhancing both their academic and personal growth (Nasution et al., 2023).

## The Role of Educational Psychology in Effective Learning

Educational psychology provides an essential framework for understanding how learning processes are influenced by psychological factors such as motivation, cognitive development, and social interactions (Andriyani et al., 2024). The application of psychological principles in education is integral to creating an effective learning environment that considers the diverse needs of students. Educational psychology helps educators tailor learning strategies to accommodate different learning styles, which is essential in fostering an inclusive and supportive educational environment (Putra et al., 2023). The use of psychological principles, such as motivation theory and social learning theory, allows for the design of teaching methods that cater to both individual differences and the broader classroom dynamics.

Motivation, as a psychological concept, plays a key role in students' learning outcomes. Studies have shown that when students are motivated—whether intrinsically or extrinsically—they are more likely to engage deeply with the learning material, leading to improved academic performance (Afiati et al., 2022). Furthermore, understanding the emotional

and social factors that affect learning enables educators to develop better support mechanisms for students, thus enhancing their overall academic experience (Hasanah et al., 2023).

### **Psychological Approaches to Learning: Cooperative and Constructivist Methods**

In the context of the classroom, the role of educational psychology extends to the development of various teaching strategies that improve student engagement and learning outcomes. The use of cooperative learning and constructivist methods are rooted in psychological principles, where students are encouraged to collaborate and actively engage with the content being taught. According to Munzillah & Budiyo (2024), cooperative learning helps improve students' cognitive, social, and emotional competencies, as it encourages active participation, problem-solving, and teamwork. By working together, students develop critical thinking and interpersonal skills, which are essential in the 21st-century education landscape.

Similarly, the constructivist approach to learning, which emphasizes active learning and the construction of knowledge through hands-on experience, is another teaching method supported by psychological principles. As Ratu Pranatalia et al. (2024) explain, constructivism promotes deeper understanding by allowing students to build their knowledge based on their prior experiences and real-world application, fostering critical and creative thinking. This method aligns with the psychological theory that learning is a process of making sense of the world and integrating new information with existing knowledge (Nurmantoro et al., 2022).

### **The Impact of Technology on Educational Psychology**

In the digital era, technology has become an important tool for enhancing the application of

educational psychology in the classroom. Digital platforms, learning management systems, and multimedia tools provide innovative ways for students to engage with educational content. Research by Yuliana et al. (2024) emphasizes the importance of technology in creating interactive and dynamic learning environments, where students can engage with content at their own pace and according to their learning styles. Furthermore, technology enables teachers to provide personalized learning experiences that cater to the individual needs of students, making the learning process more inclusive and effective.

The integration of technology into the classroom, however, must be done in a way that aligns with educational psychology principles. Teachers must be equipped with the necessary skills and knowledge to use technology effectively, ensuring that digital tools support the learning process rather than detract from it. Teachers' mastery of technology can enhance the learning experience by providing flexible, interactive, and accessible learning materials, thus improving student engagement and outcomes (Silvester et al., 2024).

### **Challenges in Implementing Educational Psychology Principles**

Despite the advantages, there are challenges in the application of educational psychology in practice. One of the main challenges is the varying levels of access to resources and the diversity of student needs. According to Abdul & Hasan (2025), teachers face difficulties in implementing educational psychology principles when resources are limited, or when there is a large disparity in the academic abilities and learning preferences of students. Additionally, large class sizes and diverse student backgrounds can make it difficult for teachers to apply differentiated teaching methods effectively (Yusuf, 2024).



Another challenge highlighted by Syahara et al. (2022) is the socio-economic factors influencing students' ability to succeed in the educational environment. Family background, particularly in terms of parental involvement and socio-economic status, plays a crucial role in students' academic performance. This further underscores the need for a comprehensive approach to education that includes support for students' psychological and emotional well-being, in addition to academic instruction.

### **The Role of Teachers and Social Support**

Educational psychology also emphasizes the critical role of teachers in creating a positive learning environment. Teachers' understanding of psychological principles enables them to build better relationships with students, create supportive learning spaces, and adapt their teaching methods to meet individual needs. According to Siswanto et al. (2024), teacher-student interactions based on empathy, respect, and understanding of psychological development lead to a more conducive learning environment, promoting student engagement and achievement.

Furthermore, comprehensive social support, involving collaboration between schools, families, and communities, is essential for fostering a holistic educational experience. Effective collaboration between parents and teachers can help address the diverse challenges students face, as well as provide additional resources and support for students in need (Yuliana et al., 2024). The involvement of parents in the learning process not only improves students' academic outcomes but also contributes to their emotional and social development.

### **Method**

This type of research adopts a descriptive qualitative approach with a case study design. Qualitative research methods are research methods used to research the conditions of a

natural (Abdussamad, 2021). The goal is to comprehensively and accurately describe the actual conditions of a phenomenon in its natural context (Fadli, 2021). Meanwhile, the case study design is used because the target of qualitative research with a case study design refers to something that is actual in real life and unique (Ilhami et al., 2024).

Furthermore, the subjects of this study were all teachers and students at SMPN 3 Central Praya. Meanwhile, the objects of research in this study were teachers who actively apply the principles of educational psychology in the learning process and all students who felt the impact of its application. The objects of research are parties who were deliberately selected because they have characteristics or experiences that are relevant to the focus of the research (Suriani et al., 2023).

Based on this, to dig deeper information about the application of educational psychology at SMPN 3 Central Praya, a purposive determination of informants was carried out. Purposive sampling is a technique for determining data source samples with certain considerations (Abdussamad, 2021).

Meanwhile, the data collection techniques used in this study are surveys, in-depth interviews, observation, and documentation. A survey is a way to collect initial information from a sample of individuals through their responses to statements (Simorangkir et al., 2021). Meanwhile, an interview is a meeting of two people to exchange information and ideas through questions and answers so that a meaning can be constructed in a particular topic (Abdussamad, 2021). Meanwhile, observation is a study conducted by researchers to analyze subjects that are physical objects or a process or activity that is ongoing (Ilhami et al., 2024). Meanwhile, documentation is a record of an event that has passed, either in the form of writing, pictures, or works (Abdussamad, 2021). Furthermore, data

analysis is carried out by data reduction, data presentation, and drawing conclusions.

## Results and Discussion

The results of the study at SMPN 3 Central Praya showed that the application of educational psychology principles had a positive impact on the learning process, both from the perception of teachers and students. Teachers at SMPN 3 Central Praya showed a good understanding of the importance of educational psychology principles and tried to apply them in various aspects of learning. This is in line with the findings of Syaftinentias et al. (2024) which stated that the application of educational psychology principles is a foundation for teachers in understanding the complexity of learning and designing effective strategies.

### Data Description of the Application of Educational Psychology Principles in the Learning Process at SMPN 3 Central Praya

The application of psychological principles at SMPN 3 Central Praya shows that teachers are trying to apply various principles of educational psychology in learning. One of these efforts is to accommodate differences in student learning styles through various learning activities involving visual, auditory, and kinesthetic (Makmun et al., 2023). The implementation of learning must be able to accommodate differences in students' learning styles, of course by implementing various learning activities that involve visual, auditory, and kinesthetic. The implementation of learning at SMPN 3 Central Praya is carried out using interesting visual presentations, group discussions, and practical activities for conceptual materials.

During the learning process, teachers also facilitate students' learning needs by using various learning media such as videos, audio, and reading materials that students can choose according to their interests (Makmun et al., 2023). This is

certainly an effort by teachers to build good relationships with students, create an open and respectful classroom atmosphere, and provide freedom for students to explore their interests and talents. The Deputy Head of Student Affairs with the initials "SA" said that he tried to create a learning atmosphere that was relevant to students' daily lives, and provide opportunities for them to be actively involved in the learning process. In addition, he also implemented a reward and recognition system for student achievement, and provided constructive feedback to increase their learning motivation. Efforts to create a conducive and enjoyable learning environment are also a concern for teachers (Latief, 2023), as explained by the teacher with the initials "ZI" that to create a conducive and enjoyable learning environment, she builds good relationships with students, creates an open and respectful classroom atmosphere, and gives students the freedom to explore their interests and talents. In addition, she also designs an attractive and comfortable classroom, and uses various interactive learning media. This is in line with the findings. The Last Supper (2023) which states that supportive teacher-student relationships create a conducive learning environment.

The learning methods used are also diverse, such as problem-based learning and projects (PBL and Project-Based Learning), as well as cooperative learning. A teacher with the initials "TR" said based on his experience, that the most effective learning method is problem-based learning and project-based learning. This method encourages students to think critically, find solutions, and work together in groups. In addition, cooperative learning is also very effective in improving students' understanding of the subject matter. This is supported by empirical studies Nurmantoro et al. (2022) which states that problem-based and project-based approaches combine principles of cognitive and social

psychology to enhance students' critical thinking, problem-solving, and collaboration skills.

Assessment is carried out through various methods, such as written tests, presentations, portfolios, and observations (Abdul & Hasan, 2025; Hidayat, 2022), with an emphasis on students' ability to explain concepts in their own words. Teacher "ZI" explained that she assesses students' understanding through various means, such as written tests, presentations, portfolios, and observations during learning activities. In addition, she also often directs students to explain the concepts they understand in their own words. The teacher also uses formative and summative assessments, because the assessments she uses most often are formative and summative assessments. Formative assessments are carried out periodically to monitor students' learning progress, while summative assessments are carried out at the end of learning to measure student achievement (Ardiansyah et al., 2023). Providing quality feedback is also a concern for teachers in implementing the principles of educational psychology. (Qurniati et al., 2024). The teacher with the initials "TR" stated that he always provides feedback to students after the assessment, both individually and in groups. The feedback he provides is specific, constructive, and focused on improvement. This can encourage students to reflect on themselves and set higher learning goals.

Building good relationships with students is also emphasized in the application of educational psychology principles. Teacher "L" revealed that she builds good relationships with students through open communication, empathy, and mutual respect. She also tries to get to know students personally, so that she can provide the support they need. Creating an interactive classroom atmosphere through various strategies can provide a complex and meaningful learning experience for students, especially in today's digital era. (Azmi et al., 2024). The teacher with

the initials "ZI" also emphasized that creating an interactive classroom atmosphere is very important as a basis for building good relationships with students, so she often uses various strategies such as group discussions, Q&A, educational games, and simulations. This can encourage students to develop their critical thinking skills by asking questions and/or ideas (Saad & Zainudin, 2022). Discussion and problem solving are important things to integrate into learning (Yasin & Novaliyosi, 2023). The teacher with the initials "L" stated that he also often involves students in discussion and problem-solving activities to develop their critical thinking and communication skills. In addition, this activity can also increase students' learning motivation and strengthen their understanding of the subject matter. Heterogeneous class management is carried out through differentiated learning.

Classroom management is one of the most important things to apply in the learning process, as are the principles of educational psychology (Yuliza, 2023). The teacher with the initials "F" explained that to manage a heterogeneous class, he implemented differentiated learning. He also provided various tasks and activities that were tailored to the needs and abilities of each student. Thus, teachers need to pay special attention to students who have learning difficulties (Adini et al., 2023; Haelermans, 2022). Handling of discipline problems is done with a positive and consistent approach. The teacher with the initials "ZI" also revealed that to overcome student discipline problems, he applies a positive and consistent approach. He tries to understand the root causes of student behavioral problems, as well as provide clear consequences for inappropriate actions. This is certainly done by involving students in making class rules and giving them responsibility (Azzahro et al., 2025).

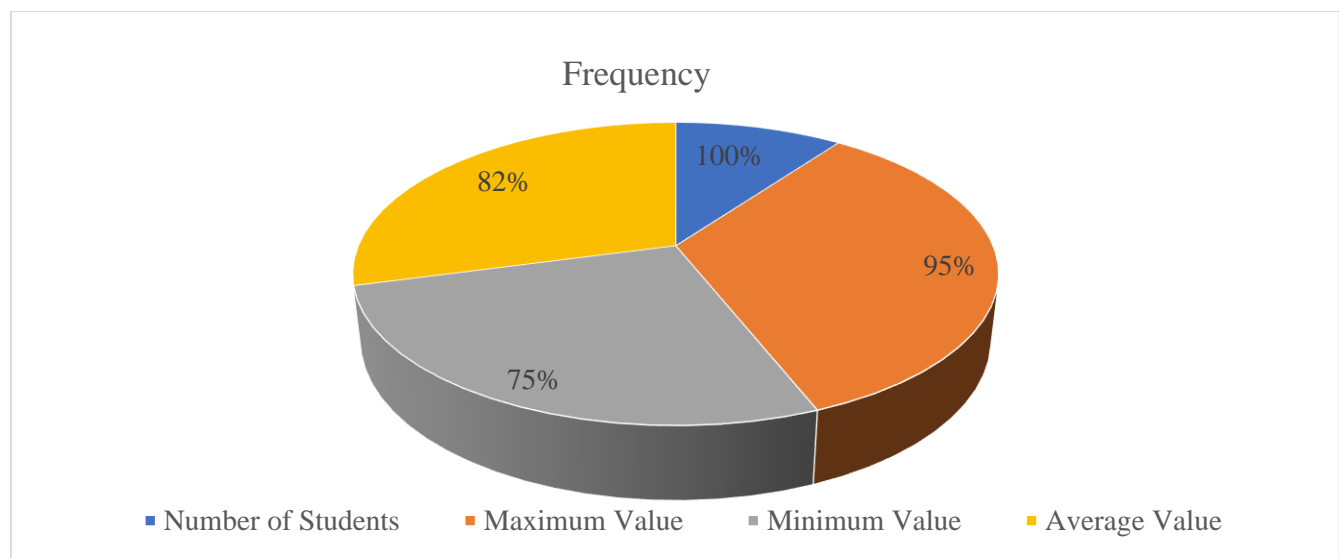


**Description of Teacher and Student Perception Data on the Implementation of Educational Psychology Principles at SMPN 3 Central Praya**

From the students' perspective, there is a strong preference for cooperative and collaborative learning methods. An interview with a student with the initials "A" about fulfilling their learning style explained that most of the learning methods used by teachers are in accordance with their learning style. The student also viewed that he found it easier to understand the material when learning is done interactively and involves group activities. This shows students' preference for active and collaborative learning.(Marcelina et al., 2024). Student initialed “J” reinforces this by explaining that learning activities that make it easier to understand the material are group discussions, presentations, and direct practice. Furthermore, an interview with a student with the initials “D” about learning motivation revealed that, he felt more motivated to learn after the application of educational psychology principles that involved him to actively participate in learning. Learning became

more interesting and relevant to everyday life.(Lasminawati et al., 2023).

Interesting, effective and efficient learning is based on several things, one of which is internal and external motivation.(Al-Said, 2023). This is in accordance with what was conveyed by the student with the initials "J" that the factors that motivated him, namely pexams from teachers, success in completing assignments, and healthy competition with classmates. This shows the influence of external factors on motivation.(Rivaldo, 2021).Regarding learning achievement, the student with the initials "H" explained that he felt that his learning achievement had increased after the application of the principles of educational psychology. He found it easier to understand the material and got better grades. This is supported by the statement of the student with the initials "A" who revealed that the learning activities that had the most impact on improving his learning achievement is group discussion and giving challenging assignments. The students' learning achievements can be seen in Figure 1 below.



**Figure 1.** Student Learning Achievement Diagram

Seen from Figure 1 above, the maximum score is 95 and the minimum score is 75 from all

students at SMPN 3 Central Praya. So that the average score is 82.6 which results in student

learning completion of 82%. This shows that the application of educational psychology principles applied in the learning process has a positive impact on the development of student learning achievement. Thus, student-teacher interactions based on the principles of educational psychology can be a supporting factor in meeting student needs (Turk et al., 2022). In line with what was conveyed by the student with the initials "H" that, his relationship with the teacher is very good. The teacher is always willing to help him if he has difficulty understanding the material. The student with the initials "D" added that he feels comfortable asking or expressing opinions in class. The teacher creates an open atmosphere and respects every student's opinion. This shows a positive relationship between the self and teachers and the creation of an open classroom atmosphere. In line with the findings The Last Supper (2024) which states that the cooperative learning approach has been proven to improve students' competence holistically. Students also feel increased motivation and learning achievement after implementing the principles of educational psychology. Active participation in learning makes the material more interesting and relevant to everyday life.

Based on the implementation of learning carried out, the results of this study also found several obstacles in the application of the principles of educational psychology, including time constraints, large number of students, limited facilities, and diverse student conditions, including family problems (Ayu et al., 2024; Yusuf, 2024). This is as conveyed by the teacher with the initials "ZI" who explained that the main obstacle faced in implementing the learning was the lack of time to apply all the principles of educational psychology optimally in the classroom. In addition, this is also supported by the statement of the student affairs deputy with the initials "SA" who explained that the large number of students and limited facilities are also obstacles in creating an ideal learning environment. There

are even several students who are broken homes who are obstacles in its implementation. This shows the complex challenges faced by teachers in creating effective and student-centered learning (Soubra et al., 2022). These constraints are in line with the findings The Untamed (2024) which states that teachers are often faced with time and resource constraints that can hinder the implementation of teaching methods that are in accordance with the principles of developmental psychology. In addition, family and social environmental factors of students can also influence the learning process (Syahara et al., 2022). Therefore, effective strategies and solutions are needed to overcome these obstacles so that the application of educational psychology principles can run optimally and provide a positive impact on student development.

## Conclusion

The application of educational psychology principles at SMPN 3 Central Praya has shown significant efforts in improving the quality of learning. Despite facing challenges such as limited resources and diverse student backgrounds, teachers have succeeded in integrating psychological principles into daily practice. The use of various learning methods, such as problem-based and project-based learning, as well as differentiated learning approaches, demonstrate teachers' commitment to accommodating individual student needs. However, it must be acknowledged that these challenges still require more comprehensive solutions so that the application of psychological principles can run optimally. Teachers' and students' perceptions of the application of educational psychology principles at SMPN 3 Central Praya show that there is harmony in seeing the importance of psychological approaches in learning. Both teachers and students feel the positive impact of the application of these principles, such as increased learning motivation, understanding of the material, and

active participation. Teachers have succeeded in integrating various psychological approaches to create an effective learning environment. These positive results indicate that the application of educational psychology principles can be a strong foundation for improving the quality of learning and achieving better educational goals.

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