



Received: 07-04-2025  
Accepted: 17-05-2025

## International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

### Classroom Design on Student Learning Engagement towards Holistic Academic Performance

<sup>1</sup> Leovigildo Lito D Mallillin, <sup>2</sup> Butch DA Dollison

<sup>1</sup> Professor, Faculty of Languages and Literature, Philippine Normal University, Manila, Philippines

<sup>2</sup> Master Teacher I, Imelda Elementary School, SDO- Malabon City, Philippines

Corresponding Author: **Leovigildo Lito D Mallillin**

#### Abstract

The study aims to explore classroom design on student learning engagement towards holistic academic performance among the respondents.

Descriptive qualitative research design is utilized to analyze the classroom design on student learning engagement towards holistic academic performance. The study comprised twenty (20) respondents only.

Results show that classroom design and impact of student learning engagement improves individual performance to guide towards academic achievement of the learners, show

that promotion of student engagement controls and demonstrates content over the learning process, promote participation, enthusiasm, and mastery of concept, show that foster student learning engagement organizes and creates conducive classroom teaching adequate for better atmosphere among students as centers of learning, and show that student engagement learning towards holistic academic performance is likely to engage in the academic success and achievement to lead for better health and mental outcome in teaching connection and sense of belongingness.

**Keywords:** Classroom Design, Student Learning Engagement, Academic Performance, and Promotion of Student Performance

#### Introduction

The classroom design on student learning engagement towards holistic academic performance is an integral content and understanding of the visual tool in learning which leads to the achievement of students based on teaching intervention in the educational setting (Mallillin, 2022, pp. 99-121) <sup>[17]</sup>. It develops a responsible classroom design for student learning capacity in their academic performance. It explores and influences classroom learning effects. It assesses and utilizes the expression, collaboration, and inquiry progress of student learning engagement classroom design in the academic performance based on the domains of learning (Mallillin, 2020, pp. 1-11) <sup>[12]</sup>. It employs the model of classroom design based on the needs of students as centers of learning process and power. It indicates perceptions on classroom design, engagement activities, and students centered learning (Pan, 2023, p. 2461) <sup>[28]</sup>. In addition, classroom design on students learning engagement plays a significant role in the educational achievement for the various educational institutions and influences the profound implication of student engagement learning outcome in the academic performance structure domain and strategies of teaching (Mallillin, *et al.* 2021) <sup>[18]</sup>. It promotes student engagement in the educational system. It analyzes the pressing interest of the classroom design for student learning engagement and the impact of academic excellence in the educational system organization practice and transformation (Mallillin, & Caranguian, 2023, pp. 131-141) <sup>[21]</sup>. It offers various perspectives on student engagement concepts to explore critical thinking learning processes. It explores the fundamental learning success in the academic performance of students (Li, & Xue, 2023, p. 59) <sup>[11]</sup>.

On the other hand, promotion of classroom design on student engagement addresses proper learning process through art of questioning and instructions for activities to explain the learning process. It develops student engagement activities of sustainable development learning literacy and integration for students' competency (Mallillin, n.d.). It involves classroom design in the learning engagement of students respectively. It carries a promotion for students in transforming learning through their academic performance. The promotion of classroom design motivates students to enjoy learning engagement towards holistic academic performance (Mallillin, *et al.* 2023, pp. 41-52) <sup>[23]</sup>. It processes the learning engagement development of

teaching pedagogy for better achievement of learning and progress. It mobilizes the promotion of classroom design for the implication and significant students' engagement and creativity (Dedieu, & Plé, 2023, pp. 1104-1117) <sup>[3]</sup>. Furthermore, the promotion of classroom design of student engagement enriches the learner in the traditional classroom setting for a flexible learning process. It challenges utilization of traditional teaching methods in the trend of advanced technology to maintain better academic performance. It exhibits and conveys classroom design for learning during teaching discussion based inquiries among students instructions in teaching and learning effectiveness (Mallillin, 2024, pp. 120-132) <sup>[15]</sup>. It increases academic performance of students' learning activity which is a motivating factor among the learners. It encourages students' learning involvement in curiosity and learning atmosphere. It fuses students' generated promotion goals of learning and thinking (Valderama, *et al.* 2022, pp. 1-6) <sup>[32]</sup>. Indeed, classroom design fosters and creates student learning engagement in shaping the learning environment and promotes critical thinking to encourage interaction inside the classroom. It develops the classroom environment in the academic performance of students as centers of learning. It recognizes the pivot factors and role of classroom design and setting for student learning engagement outcome practice in the school system and leadership (Mallillin, & Caday, n.d.) <sup>[19]</sup>. It evaluates the positive classroom design for the academic performance and student engagement learning outcome. It nurtures classroom design for better learning spaces on a professional program of teaching and learning comprehension for students as centers of learning. It contributes to the insights and nuances of the educational system in teaching, learning instructional development, professional practices, and initiatives. It interplays the classroom setting for teachers as conducive for learning outcome (Arifin, *et al.* 2024, pp. 151-159) <sup>[1]</sup>. In contrast, classroom design fosters and creates student learning engagement to understand and to converge evidence for student learning engagement towards academic performance outcome. It influences students' learning trajectory to focus on the assessment and evaluation of students in their academic performance. It emphasizes the necessity of the skills, mindset, and experiences in teaching and learning conflict resolution and goal setting of the educational system concept, theory, and framework (Mallillin, 2023, pp. 1-17) <sup>[13]</sup>. It thrives for adaptive classroom design and updates scientific knowledge to mobilize educational policy and action. It supports and measures the expanded definition of classroom design and performance development accountability and purpose of student engagement learning. It promotes better curricula in the educational setting towards academic performance of students (Porter, *et al.* 2023) <sup>[29]</sup>.

Moreover, classroom design engages students in absorbing the content meaning of the lesson in putting work and intellectual learning ideas and challenges. It engages students to be motivated and excited in the learning process inside the classroom. It helps in the development of classroom active interaction of learning and become part of the comprehensive learning process of students involving educational drive and engagement of learning implementation and readiness (Mallillin, *et al.* 2020). It influences classroom design and collaborative learning engagement of students' learning performance influences. It

engages in the development of collaboration learning performance of students. It observes and utilizes student behavior aligns with classroom design for better learning and academic performance. It evaluates the structure of classroom design to foster better learning (Qureshi, *et al.* 2023, pp. 2371-2391) <sup>[30]</sup>. Hence, classroom design engages students effectively that is appropriate for effective learning process and transformative pedagogy of teaching. It includes pedagogy of reflective active learning involvement for experiential learner-centered activity. It discusses the perception and experiences of interdisciplinary active learning through classroom design pedagogy. It innovates assessment of student active learning integration knowledge (Mallillin, *et al.* 2020). It creates active learning acquisition for students' participation insights and design of learning and teaching to achieve better academic performance. It demonstrates positive perceptions and benefits for students learning engagement and classroom design in adapting to the trends of advanced technology of teaching to equip quality education (Howell, 2021) <sup>[7]</sup>.

Finally, the importance of student engagement and classroom design in learning focuses on the increased critical thinking and stimulation of students. It adopts the instruction and approach for students as centers of learning opportunity success and objectives of the learning course and academic performance inside the classroom. It gains and increases development change and opportunity to upgrade traditional methods of teaching inside the classroom. It emerges opportunities and changes the innovation of teaching pedagogy from good, better, and best. It provides classroom design teaching assessment for the progress of academic performance of students. It transforms and designs student learning and experiences to promote interaction inside the classroom for students to think critically and enhances learning to the fullest (Hall, *et al.* 2024, pp. 677-691) <sup>[6]</sup>. In addition, the importance of student engagement and classroom design in learning influences the improved classroom design for student learning pedagogy in teaching. It motivates students to examine potential classroom design in teaching and learning to achieve progress in the academic performance of the learners. It examines the plan for teaching pedagogy and method of learning initiatives and professional development. It assesses the integration of teaching and learning based on the needs of students as centers of learning (Sanguinetti, 2024) <sup>[31]</sup>.

### Research Questions

1. How does classroom design impact student learning engagement in their academic performance?
2. How do you promote student engagement in the classroom as designed to learn in their academic performance?
3. How do classroom design environments foster student engagement and learning towards holistic academic performance?
4. What does student engagement look like in the classroom design for learning and holistic academic performance?

### Theoretical Lens

The research is anchored on the "Professional Development System Theory for Quality Education" as published by Mallillin, & Laurel, (2022) <sup>[22]</sup> as this theory focuses on the classroom design for strategic management and students'

engagement in the academic achievement and performance of the learners. It deals with the quality of education setting concept and professional development in acquiring knowledge for the concept and theory skills in the educational system and organization. It develops concepts in the operation process for teaching and learning inside the classroom for students' engagement. It focuses on the standard requirement of classroom design theory skills competency and instruction based on the needs of students as centers of learning assessment, expectation, and progress in the educational system. It also focuses on the observed theory skills models on student learning engagement in classroom design and behavior among students to obtain better academic achievement and performance. It motivates professional development in the educational system to promote effective teaching and learning. It guides and informs student learning engagement in the classroom design towards academic performance and progress. It mandates the professional development influenced on teachers participation and activities in teaching and learning desired for the academic performance of students. It involves students' impact intended for professional development on classroom design for student engagement in the educational system (Mallillin, 2021) <sup>[16]</sup>.

### Research Design

Qualitative research design is employed in the study that describes the where, what, and who of the experiences from the perspective of classroom design on students learning engagement towards holistic academic performance. It aligns with the theory of educational system on classroom design in teaching and learning for students' academic performance. It analyzes the research questions on how does classroom design impact student learning engagement in their academic performance, how do you promote student engagement in the classroom as design to learning in their academic performance, how do classroom design environment foster student engagement and learning towards holistic academic performance, and what does student engagement look like in the classroom design for learning and holistic academic performance. It reflects the classroom design on student learning engagement growth of qualitative research and development process. It facilitates the enhanced interests of qualitative research discipline. It relies on the guidelines of the qualitative research proposals to ensure the rigor and trustworthiness of the study. It innovates the qualitative research design in addressing the ethical practice based on the predefined criteria in the selection of the sample population size of the study (LaMarre, & Chamberlain, 2022) <sup>[10]</sup>.

### Participants of the Study

The participants of the study are the classroom teachers and lecturers from the Higher Education Institutions (HEIs) who are exposed in classroom design on student engagement in teaching and learning towards holistic academic performance. They are involved in various strategies and techniques in teaching inside the classroom. They are experiencing the advanced trends of classroom design and innovation based on the needs of students as centers in

learning. The participants are based on the criteria set by the researcher to comply with the ethics of research in finding the participants of the study, especially that the participants are involved in classroom design and curriculum in the Higher Education Institutions. The study comprised twenty (20) respondents only.

### Procedures of the Study

The study is guided by the procedures and sequences of the study on classroom design on student learning engagement towards holistic academic performance as follows:

1. **Mapping:** Mapping has been done on the procedures of the classroom design on students' learning engagement towards holistic academic performance to improve the success of the learning process among students as centers of learning in teaching strategies and methods based on the trends of quality education.
2. **Formulation of Instrument:** After the mapping is done, the researcher formulated a questionnaire based on the objectives of the study to come up with concrete results of the study.
3. **Validation of Instruments:** After the construction of instruments, the researcher validated the questionnaire by those experts in qualitative research. All the suggestions of the validators are being considered to improve the substance of the study.
4. **Floating of Questionnaire:** After the validation process, the researcher sends the questionnaire to the respondents who are qualified to answer the instruments through google form taking advantage of the advanced technology which is paperless in the process.
5. **Analysis of the Data:** The collected data based on the instruments is being analyzed through thematic analysis for qualitative research.

### Scope and Delimitation

The study is focused on classroom design for student learning engagement towards holistic academic performance.

It is limited to the answer of the research questions on how does classroom design impact student learning engagement in their academic performance, how do you promote student engagement in the classroom as design to learning in their academic performance, how do classroom design environment foster student engagement and learning towards holistic academic performance, and what does student engagement look like in the classroom design for learning and holistic academic performance.

### Results

Presented here is the thematic analysis based on the gathered data and core ideas are presented for concrete analysis. The responses of the respondents are gathered based on the following categories: General when similarities of response fall on 50% and above among the respondents, Typical when similarities of response fall on 25-49% among the respondents, and Variant when similarities of respondents fall on 24% and below. The text verbatim is included in the analysis of the research data to support the idea of the study.

**Table 1:** Thematic Analysis and Core Ideas on Classroom Design on Student Learning Engagement Towards Holistic Academic Performance Among the Respondents

Themes	Response of the Respondents	Core Ideas
1. Classroom Design and Impact of Student Learning Engagement	General	<ul style="list-style-type: none"> <li>improves students' performance</li> <li>visual tool in learning engagement</li> <li>intellectual effort in studying</li> <li>conducive for learning</li> </ul>
2. Promotion of Student Engagement	General	<ul style="list-style-type: none"> <li>foster student learning</li> <li>increase lesson input</li> <li>insights in the classroom activities</li> <li>interaction in teaching and learning</li> </ul>
3. Foster Students Learning Engagement	General	<ul style="list-style-type: none"> <li>adequate learning atmosphere</li> <li>respond to classroom interaction</li> <li>foster inclusive learning</li> <li>learning structure outcome</li> </ul>
4. Student Engagement Learning Towards Academic Performance	General	<ul style="list-style-type: none"> <li>academic success and achievement</li> <li>challenges of learning</li> <li>impact in the learning process</li> <li>focus on critical thinking</li> </ul>

### 1. Classroom Design and Impact of Student Learning Engagement

The classroom design and impact of student learning engagement plays a significant role in the educational achievement of the various educational institutions that influences the profound implication learning outcome in the academic performance of the learners' structure domain and strategies of teaching. It promotes student engagement in the educational system. It analyzes the pressing interest of the classroom design for student learning engagement impact of academic excellence in the educational system organization practice and transformation. It offers various perspectives on student engagement concepts for students to explore critical thinking learning processes. It explores the fundamental learning success in the academic performance of students (Li, & Xue, 2023, p. 59) <sup>[11]</sup>. The participants say that:

*"It improves student individual performance in the classroom design in teaching and learning guide towards academic achievement of the learners". T1, P18 & P2*

*"It provides visual tools in the learning engagement of students in a greater sense of learning and understanding content of teaching conducive for students". T1, P16 & P4*

*"It engages students' learning engagement to put intellectual effort in studying through challenges and ideas in teaching inside the classroom". T1, P14 & P6*

*"It expresses conducive for classroom learning and a feeling for students that class learning is free from any noise that could affect academic performance of students". T1, P12 & P8*

### 2. Promotion of Student Engagement

The promotion of classroom design motivates students to enjoy learning engagement towards holistic academic performance. It processes the learning engagement development of teaching pedagogy for better achievement of learning and progress. It mobilizes promotion of classroom design for the implication and significant students' engagement and creativity. It challenges the utilization of

traditional teaching methods in the trend of advanced technology to maintain better academic performance. It exhibits and conveys classroom design for learning during teaching discussion based inquiries among students' instructions in teaching and learning effectiveness. It increases academic performance of students' learning activity which is a motivating factor among students. It encourages students' learning involvement in curiosity and learning environment. It fuses on students' generated promotion goals of learning and thinking (Valderama, *et al.* 2022, pp. 1-6) <sup>[32]</sup>. The participants say that:

*"It promotes student learning engagement control and demonstrates content over the learning process, promoting participation, enthusiasm, and mastery of concept". T2, P17 & P3*

*"It encourages students to increase lesson input and planning to allow direction of learning engagement in the classroom setting in teaching and motivation to the fullest". T2, P15 & P5*

*"It creates an opportunity for students to voice insights in the classroom activities such as work groups, individuals, and pair groups of the tasks implementation teaching and learning". T2, P13 & P7*

*"It allows us to explore presentation and discussion for better interaction in teaching and learning for students to develop self-confidence". T2, P11, & P9*

### 3. Foster Students Learning Engagement

The classroom design fosters and creates student learning engagement to understand and converge evidence that influences trajectory to focus on the assessment and evaluation of students in their academic performance. It emphasizes the necessity of the skills, mindset, and experiences in teaching and learning conflict resolution and goal setting of the educational system concept, theory, and framework. It thrives for adaptive classroom design and updates scientific knowledge to mobilize educational policy and action. It supports and measures the expanded definition of classroom design and performance development accountability purpose of student engagement learning. It



promotes better curricula in the educational setting towards academic performance of students (Porter, *et al.* 2023) <sup>[29]</sup>. The participants say that:

***“It organizes and creates conducive classroom teaching adequate for the learning atmosphere among students as centers of learning”. T3, P17 & P3***

***“It fosters classroom development involvement in shaping students to respond to classroom interaction in the improved learning process and academic performance”. T3, P16 & P6***

***“It creates an inclusive learning environment and embraces multiple perspective modes of expression, content of the course, variety of teaching methods, task options, and better interaction in teaching”. T3, P15 & P5***

***“It supports the organization of students' learning structure outcome, efficiency, transparency, accessibility, and resources in the classroom design and engagement towards holistic academic performance of students”. T3, P14 & P6***

#### **4. Student Engagement Learning Towards Academic Performance**

The classroom design engages students effectively that is appropriate for effective learning process and transformative pedagogy of teaching towards academic performance. It includes pedagogy of reflective active learning involvement for experiential learner-centered activity. It discusses the perception and experiences of interdisciplinary active learning through classroom design pedagogy. It innovates assessment of students' active learning integration knowledge. It creates active learning acquisition for students' participation insights and design of learning and teaching to achieve better academic performance. It demonstrates positive perceptions and benefits for student learning engagement and classroom design in adapting to the trends of advanced technology of teaching to equip quality education (Howell, 2021) <sup>[7]</sup>. The participants say that:

***“It is likely to engage in academic success and achievement to lead for better health and mental outcome teaching connection and sense of belongingness”. T4, P16, & P3***

***“It engages students to absorb content lessons to make intellectual effort and meaning of ideas and challenges of learning and feel motivated to the fullest”. T4, P14 & P4***

***“It plays an integral role for student learning engagement based on classroom design for a better impact learning process and attention to the student comprehension process”. T4, P12 & P7***

***“It increases attention to move and focus on the critical thinking learning process and students' engagement opportunity for the student-centered approach and success”. T4, P10 & P9***

#### **Discussion**

It shows that classroom design and impact of student learning engagement improves student individual performance towards academic achievement of the learners. It also provides visual tools in the learning engagement of students in a greater sense of learning and understanding content of teaching conducive for students. It recognizes the students' learning engagement for effective instruction components and prerequisites for learning pedagogy and challenges. It promotes a learning engagement approach among students' emotional, cognitive, and behavioral improvement. It provides guides and implementation for instruction in teaching and learning approaches inside the classroom. It improves students' achievement and learning engagement in the promotion of learning experiences. It recognizes effective instruction among students as centers of learning in the educational system. It also improves academic achievement, interest and satisfaction. It focuses on the classroom design and continuous activities for academic performance of the learners (Gu, *et al.* 2022) <sup>[5]</sup>. On the other hand, classroom design and impact of student learning engages students learning to put intellectual effort in studying through challenges and ideas in teaching inside the classroom. It expresses a conducive for classroom learning and feeling for student class learning that is free from any noise that could affect academic performance of students. It influences and deepens learning performance and collaboration of students. It provides an impact on the positive effect of collaborative learning, social presence, and student-lecturer interaction. It influences active collaborative learning and interaction for student involvement and learning outcome (Mudrikah, *et al.* 2024) <sup>[26]</sup>.

Indeed, promotion of student engagement fosters student learning engagement control and demonstrates content over the learning process, promoting participation, enthusiasm, and mastery of concept. It also encourages students to increase lesson input and planning to allow direction of learning engagement in the classroom setting for teaching and motivation to the fullest. It engages on the concern of quality education for student achievement. It describes the process of understanding and promotion of classroom-based model engagement in a synergistic interaction for active learning and motivation. It integrates motivation and components of promotion for student learning engagement conditions and integration appropriate for the challenges and design tasks inside the classroom. It helps students to feel for holistic learning integration such as psychomotor, kinetic, affective, and cognitive. It provides intervention on school-based on academic success of students. It addresses the aspects of educational transition belief and culture from good, better, and best (Barkley, 2018, pp. 35-57) <sup>[2]</sup>. In addition, promotion of student engagement creates an opportunity for students to voice insights in the classroom activities such as work groups, individuals, and pair groups tasks implementation for teaching and learning. It allows students to explore presentation and discussion for better interaction in teaching and learning for students to develop self-confidence. It challenges the school transition of the academic pathway of student engagement and development system. It advocates the need for mentoring the school-based and classroom design suited in the instructional support process. It mentors the improvement of expectation and influences efficiency knowledge in the promotion of

student engagement and learning process (Martins, *et al.* 2024) <sup>[25]</sup>.

Notably, fostering student learning engagement organizes and creates conducive classroom teaching adequate for better atmosphere among students as centers of learning. It also fosters classroom development involvement in shaping students to respond for the classroom interaction in the improved learning process and academic performance. It continuously increases the significance of fostering or helping students' need and support for effective novice learning. It challenges the concept in providing support among the learners in the educational system to foster potential literacy of learning in the various educational institutions. It develops a platform to enhance effective student learning engagement in fostering empirical contribution application of the designed classroom towards academic performance of students. It evaluates the proposed effect of the resourceful inside the classroom to foster better learning (Ng, *et al.* 2024) <sup>[27]</sup>. In addition, it creates an inclusive learning environment and embraces multiple perspective modes of expression, content of the course, variety of teaching methods, task options, and better interaction in teaching. It also supports organizing student learning structure outcome, efficiency, transparency, accessibility, and resources in the classroom design and engagement towards holistic academic performance of students. It emerges on the school competency and focuses in the educational system to create inclusive diversity and promotion for equitable privilege for students as centers of learning. It explores to foster strategy in a diverse awareness and inclusivity with the educational system process and setting to equip quality of education in the global world. It recognizes the classroom design competency identity such as experiences and background in the various school organizations (Eden, *et al.* 2024, pp. 383-392) <sup>[4]</sup>.

Finally, student engagement learning towards academics is likely to engage academic success and achievement to lead for better health and mental outcome teaching connection and sense of belongingness. It also engages students to absorb content lessons to make intellectual effort and meaning of ideas, challenges of learning, and feel motivated to the fullest. It involves collaborative learning through shared knowledge elaboration and representation in the learning engagement for the academic performance of students. It is a process and systematic activities, ideas, and efforts in obtaining mutual deep learning and synergy in teaching. It is a crucial factor to promote problem solving skills, critical thinking in various perspectives, and challenges in the learning process. It identifies the impact of learning outcome engagement of students. It leads to sufficient good practice, aspiration, connection, and experience for student learning engagement (Huri, *et. al.* 2024, pp. 7031-7036) <sup>[8]</sup>. Lastly, it plays an integral role for student learning engagement based on classroom design for a better impact learning process and attention to the student comprehension process. It also increases attention to move and focus on critical thinking learning processes and students' engagement opportunities for student-centered approach and success. It provides analysis on student learning and insights. It engages in the learning performance of students as centers of learning. It bridges the knowledge gap between student-engagement challenges in the learning process. It integrates to engage learning analysis and limitation for the improved system of teaching from good,

better, and best. It engages the learning analysis for emotional, behavioral, collaborative, and cognitive learning for the improved performance of students (Johar, *et al.* 2023, p. 7849) <sup>[9]</sup>.

## Conclusions

It shows that classroom design and impact of student learning engagement improves individual performance learning to guide towards academic achievement of the learners where it provides visual tools in the learning engagement of students in a greater sense of learning and understanding content of teaching conducive for students. This includes to engage students learning to put intellectual effort in studying through challenges and ideas in teaching inside the classroom and expresses conducive for classroom learning and feeling that is free from any noise that could affect academic performance of students.

It shows that promotion of student engagement controls and demonstrates content over the learning process, promotes participation, enthusiasm, and mastery of concept where it encourages students to increase lesson input and planning to allow direction of learning engagement in the classroom setting and motivation to the fullest. This includes creating an opportunity for students to voice insights in the classroom activities such as work groups, individuals, and pair groups tasks implementation for teaching and learning where it allows students to explore presentation and discussion for better interaction in teaching and learning to develop self-confidence.

It shows that fostering students' learning engagement organizes and creates conducive classroom teaching adequate for learning atmosphere among students as centers of learning where it involves shaping students to respond to classroom interaction in the improved learning process and academic performance. This includes creating an inclusive learning environment and embraces multiple perspective modes of expression, content of the course, variety of teaching methods, task options, and better interaction in teaching. In addition to supporting and organizing students' learning structure outcome, efficiency, transparency, accessibility, and resources in the classroom design and engagement towards holistic academic performance of students.

It shows that student engagement learning towards holistic academic performance is likely to engage in the academic success and achievement to lead for better health and mental outcome in teaching connection and sense of belongingness where it engages students to absorb the content of the lesson to make intellectual effort and meaning of ideas and challenges of learning to care about the lesson excited to learning and feel motivated to the fullest. This includes to play an integral role for student learning engagement based on classroom design for a better impact in the learning process and attention of student comprehension process where it increases attention to move and focus on critical thinking learning process and engagement opportunity for student-centered approach and success.

## References

1. Arifin A, Suryaningsih SS, Arifudin O. The Relationship between Classroom Environment, Teacher Professional Development, and Student Academic Performance in Secondary Education. *International Education Trend Issues*. 2024; 2(2):151-159.

2. Barkley EF. Terms of engagement: Understanding and promoting student engagement in today's college classroom. *Deep active learning: Toward greater depth in university education*, 2018, 35-57.
3. Dedieu L, Plé E. A sustainable development project including a role-play: Analysis of teachers' intentions to promote students' engagement. *Environmental Education Research*. 2023; 29(8):1104-1117.
4. Eden CA, Chisom ON, Adeniyi IS. Cultural competence in education: Strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*. 2024; 6(3):383-392.
5. Gu J, Tang L, Liu X, Xu J. Promoting pre-service teacher students' learning Engagement: Design-based research in a flipped Classroom. *Frontiers in Psychology*. 2022; 13:810275.
6. Hall T, Millar M, O'Regan C. Designing futures through student engagement: A policy futures perspective. *Policy Futures in Education*. 2024; 22(4):677-691.
7. Howell RA. Engaging students in education for sustainable development: The benefits of active learning, reflective practices and flipped classroom pedagogies. *Journal of Cleaner Production*. 2021; 325:129318.
8. Huri AS, Sahae JP, Prince AM, Srivastava R. Collaborative Learning Communities: Enhancing Student Engagement And Academic Achievement. *Educational Administration: Theory and Practice*. 2024; 30(5):7031-7036.
9. Johar NA, Kew SN, Tasir Z, Koh E. Learning analytics on Student Engagement to Enhance Students' learning performance: A systematic review. *Sustainability*. 2023; 15(10):7849.
10. LaMarre A, Chamberlain K. Innovating qualitative research methods: Proposals and possibilities. *Methods in psychology*. 2022; 6:100083.
11. Li J, Xue E. Dynamic interaction between student learning behaviour and learning environment: Meta-analysis of student engagement and its influencing factors. *Behavioral Sciences*. 2023; 13(1):59.
12. Mallillin LLD. Different Domains in Learning and the Academic Performance of the Students. *Journal of Educational System*. 2020; 4(1):1-11.
13. Mallillin LLD. Educational system theory, concept, and framework. *Asian J. Soc. Sci. Leg. Stud*. 2023; 5(1):1-17.
14. Mallillin LLD. Integrating Literacy Strategy in Uplifting Competency of Students: A Guide for Comprehensive Learning.
15. Mallillin LLD. Instructional teaching theory: Basis for effective teaching device in learning. *Eureka: Journal of Educational Research*. 2024; 2(2):120-132.
16. Mallillin LLD. Teacher theory and adaptable model: An application to teaching profession. *European Journal of Education Studies*. 2021; 8(12).
17. Mallillin LLD. Teaching and learning intervention in the educational setting: Adapting the teacher theory model. *International Journal of Educational Innovation and Research*. 2022; 1(2):99-121.
18. Mallillin LLD, Cabaluna JC, Laurel RD, Arroyo PAC, Señorón Jr TM, Mallillin JB. Structural domain of learning and teaching strategies in the academic performance of students. *European Journal of Education Studies*. 2021; 8(9).
19. Mallillin LLD, Caday MAT. Educational Leadership Practice Theory in the School System.
20. Mallillin LLD, Carag EA, Mallillin JB, Laurel RD. Integration of knowledge through online classes in the learning enhancement of students. *European Journal of Open Education and E-learning Studies*. 2020; 5(1).
21. Mallillin LLD, Caranguian RG. Management of Educational System and Practice: A Guide to Academic Transformation. *British Journal Arts and Humanities*. 2023; 5(3):131-141.
22. Mallillin LLD, Laurel RD. Professional development system theory for quality education. *European Journal of Education Studies*. 2022; 9(8).
23. Mallillin LLD, Mallillin JB, Ampungan YD, Lipayon IC, Mejica MM, Burabo JZ. Instructional design for effective classroom Pedagogy of teaching. *Eureka: Journal of Educational Research*. 2023; 1(2):41-52.
24. Mallillin LLD, Mendoza LC, Mallillin JB, Felix RC, Lipayon IC. Implementation and readiness of online learning pedagogy: A transition to COVID 19 pandemic. *European Journal of Open Education and E-learning Studies*. 2020; 5(2).
25. Martins J, Rosário P, Cunha J, Núñez JC, Vallejo G, Moreira T. How to help students in their transition to middle school? Effectiveness of a school-based group mentoring program promoting students' engagement, self-regulation, and goal setting. *Contemporary Educational Psychology*. 2024; 76:102230.
26. Mudrikah S, Pitaloka LK, Setiyani R. Exploring the Impact of Collaborative Learning and Student Engagement on Student Learning Performance: A Comprehensive Analysis of Influencing Factors. *Economic Education Analysis Journal*. 2024; 13(1).
27. Ng DTK, Xinyu C, Leung JKL, Chu SKW. Fostering students' AI literacy development through educational games: AI knowledge, affective and cognitive engagement. *Journal of Computer Assisted Learning*, 2024.
28. Pan HLW. Advancing Student Learning Power by Operating Classrooms as Learning Communities: Mediated Effects of Engagement Activities and Social Relations. *Sustainability*. 2023; 15(3):2461.
29. Porter SC, Jackson CK, Kiguel S, Easton JQ. Investing in Adolescents: High School Climate and Organizational Context Shape Student Development and Educational Attainment. *Research Summary*. University of Chicago Consortium on School Research, 2023.
30. Qureshi MA, Khaskheli A, Qureshi JA, Raza SA, Yousufi SQ. Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*. 2023; 31(4):2371-2391.
31. Sanguinetti H. Exploring the Implications: The Impact of Universal Design for Learning on Student Engagement and Motivation in Diverse Classroom Environments, 2024.
32. Valderama AMC, Garcia MB, Tuazon JBD. Promoting student thinking and engagement through question-based and gamified learning. In 2022 IEEE 14th International Conference on Humanoid, Nanotechnology, Information Technology,

Communication and Control, Environment, and Management (HNICEM) (pp. 1-6). IEEE, December, 2022.