

Factors Influencing the Learning Process: An Interdisciplinary Study (Psychological, Sociological, and Pedagogical)

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ABSTRACT

This article aims to identify and analyze various factors that play a role in shaping the learning process of learners through an interdisciplinary approach that combines psychological, sociological, and pedagogical aspects. This study uses a descriptive qualitative method based on literature studies, by examining various scientific references such as books, journals, and relevant academic documents. The findings show that the learning process is the result of an interaction between psychological factors such as emotions, interests, and cognitive function; sociological factors such as group dynamics, family support, and cultural values; as well as pedagogical factors such as teaching methods, the role of teachers, and the learning environment. The results of this study not only highlight the importance of cross-disciplinary understanding, but also emphasize the need for the integration of theory and practice in designing learning strategies that are responsive to the needs of learners holistically.

INTRODUCTION

Learning is a fundamental process in the world of education that plays an important role in supporting the formation of students' intellectual, emotional, and social capacity. (Dec 2024) Various educational theories assert that this process is influenced by a number of factors that interact with each other. (Dafit 2024) From the psychological side, elements such as motivation, attention, and individual mental development are the main determinants in readiness and success of learning (Simanjuntak 2016). Meanwhile, sociological factors such as the dynamics of social relations, community norms, and family influences also provide the context that shapes student learning behavior (Salfiyadi, Introduction to Cultural Sociology 2024). On the other hand, pedagogical approaches including instructional design, teacher-student interaction, and evaluation strategies also have a significant role in facilitating an effective learning experience.

However, in the current educational context, the integration of these three perspectives is often not optimally implemented. A fragmented approach that tends to make the learning process unable to answer the complexity of student needs as a whole. Many learning practices are still stuck on outcome orientation, without delving deeper into the psychosocial conditions of students or adapting pedagogical approaches to diverse student characteristics.

Therefore, this study was prepared as an effort to expand the conceptual understanding of the factors that affect the learning process from an interdisciplinary perspective. By combining psychological, sociological, and pedagogical analyses, this article aims to contribute to the development of educational strategies that are more reflective, contextual, and oriented towards the holistic development of learners. It is hoped that these findings can be a reference for educators, researchers, and policy makers in creating a learning ecosystem that is responsive to the challenges of the times.

LITERATURE REVIEW

Theory of Cognitive Development (Psychological)

Theory Name: *Theory of Cognitive Development* – Jean Piaget (1952)

Theory Explanation:

A person's learning process is greatly influenced by his stage of cognitive development, according to Piaget. Children gain knowledge through hands-on experience and active interaction with their environment. According to Piaget, humans grow in four phases: sensorimotor, preoperative, concrete, and formal. The process of accommodation and assimilation is essential for building new knowledge schemes. This emphasizes how important learning methods must be in accordance with the mental development of students.

Theory of Symbolic Interactionism (Sociological)

Nama Theory: *Interactionism Symbolism* – George Herbert Mead (1934); Herbert Blumer (1969)

Theory Explanation:

According to this theory, the process of social interaction and interpretation of meaning shapes individual behavior. In the learning process,

symbolic communication, such as language and social expression, forms the meaning of a concept or material. How students perceive and interpret learning activities is influenced by their social environment, especially the norms of their schools, teachers, and peers. The formation of strong motivation and learning identity is supported by positive interactions.

Social Constructivism Theory (Pedagogic)

Theory Name: *Social Constructivism* – Lev Vygotsky (1978)

Theory Explanation:

Vygotsky emphasized that the learning process is a social activity that takes place in a cultural environment and interacts with each other. The concept of Zone of Proximal Development (ZPD) says that effective learning occurs when students get help to complete tasks that are more difficult than they are capable of with the help of a teacher or peer. According to the approach of social constructivism, students not only passively receive knowledge, but also play an active role in improving their understanding by speaking, cooperating, and reflecting.

No hypothesis (qualitative study)

Because this study is qualitative and does not center on hypothesis testing, exploratory methods are used to understand the phenomenon as a whole rather than showing statistical correlations between variables.

Contextual Framework: Mind Map (Interdisciplinary Studies)

Here is a visual overview of the frame of mind in the form of a mind map, which represents the integration of three main perspectives: psychological, sociological, and pedagogical.

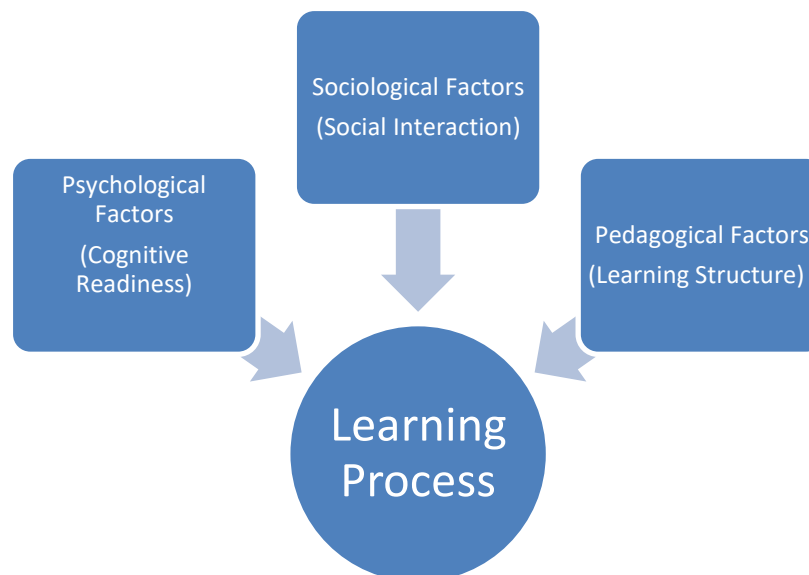


Figure 1. Conceptual Framework (Mind Map)

METHODOLOGY

This study uses a qualitative approach with a descriptive method that aims to explore in depth various factors that affect the learning process from a psychological, sociological, and pedagogical perspective (Litatif 2018). Data was collected through a literature study that included a review of academic literature, such as reference books, journal articles, and relevant previous research results in the three fields of study (Sugiyono 2005). The information obtained is then analyzed thematically and compiled into an interdisciplinary framework of understanding the learning process, taking into account theories of cognitive development, social interaction, and pedagogical principles. This approach was chosen to provide a comprehensive and contextual picture of how various internal and external factors influence each other in the learning process, without intervention on the variables studied.

RESEARCH RESULTS

Analysis Steps

This research was carried out through thematic analysis based on an interdisciplinary literature review classified into three domains: psychological, sociological, and pedagogical. The analysis process is carried out in the following stages:

1. Data Categorization

The literature is categorized based on key themes that reflect psychological, sociological, and pedagogical factors.

2. Literature Screening

Only academic references that are relevant and have contributed to the learning theories used, such as Piaget's theory, Vygotsky, and Symbolic Interactionism, are included in the analysis.

3. Giving Evaluative Scores

Each finding from the literature was analyzed and assessed based on its contribution to the understanding of the learning process using the Three-Box Method, with the score intervals presented in Table 1.

Table 1. The Three-Box Method

<i>Scores</i>	<i>Criteria</i>
50,00 – 100,00	<i>Low</i>
100,01 – 150,00	<i>Medium</i>
150,01 – 200,00	<i>High</i>

This criterion is used to assess the contribution of factors to the learning process, based on literature synthesis and thematic coding. Scores are given to the following components:

G = Psychological influences

C = Sociological influence

I = Pedagogical influence

Nx = Interaction between the three

Interdisciplinary Assessment Formula

Each category (psychological, sociological, pedagogical) is integrated through the following formula:

$$Y = G + C + I + N_x \tag{1}$$

Information:

Y = Total influence on the learning process

G = Psychological factors (e.g., motivation, emotions, cognition)

C = Sociological factors (e.g., social support, school culture)

I = Pedagogical factors (e.g., teaching strategies, scaffolding)

N_x = Interaction between the three dimensions

Key Qualitative Findings

Based on the thematic results and concept mapping from the literature studied, the following conclusions were obtained:

Table 2. Key Qualitative Findings

Factor	Key Sub-Factors	Average Score	Category
Psychological	Cognitive Development, Intrinsic Motivation	145,00	Medium
Sociological	Social Interaction, Class Norms	155,00	High
Pedagogis	Scaffolding, Teaching Strategies	162,00	High

Interpretation:

- 1) Pedagogical factors have the strongest influence on the learning process because they directly involve teaching techniques and support in ZPD.
- 2) Sociological factors occupy an important position, especially in creating a collaborative and contextual learning atmosphere.
- 3) Psychological factors remain significant, especially in the motivation and mental readiness of students.

DISCUSSION

To explain in depth the various factors that affect the learning process from an interdisciplinary perspective, the author begins by examining various expert opinions and the results of previous research that discuss the psychological, sociological, and pedagogical dimensions in the context of learning. Furthermore, the author examines in detail the main terms and concepts related to these three aspects and how each contributes to forming a comprehensive and integrated learning process. Finally, the author compiles a critical summary of the roles, limitations, and relationships between psychological, sociological, and pedagogical factors, as well as linking them to practical applications to improve the effectiveness of learning in the world of education today.

(Faizah 2024) (Faizah 2024)

In the learning process, we cannot be separated from two important concepts, namely discipline and indiscipline. Discipline is an attitude and behavior that reflects obedience, obedience, and responsibility to the rules and norms that apply in the learning environment. Discipline is an important foundation in creating a conducive and productive learning atmosphere. Students who are

disciplined tend to have high self-awareness, are able to manage time, and show commitment to the study assignments given. Discipline is not just about obeying rules, but it is also a form of self-control and maturity in thinking and acting to achieve optimal learning goals.

On the other hand, indiscipline refers to attitudes or behaviors that do not obey the rules or rules that have been agreed upon in the school environment. This behavior can have a negative impact on the learning process both for the individual concerned and the classroom environment as a whole. Indiscipline does not just happen, but is influenced by various interrelated factors, especially in terms of psychology, sociology, and pedagogy.

From a psychological point of view, indiscipline reflects the presence of disturbances in an individual's internal processes, such as low motivation to learn, lack of self-control, emotional imbalance, or personality problems. When students lack strong intrinsic motivation or have difficulty understanding the benefits of learning, they tend to exhibit behavior that deviates from established norms.

From a sociological point of view, indiscipline is a reflection of failure in the socialization process, both in the family, peers, and school community. A permissive social environment, weak parental supervision, peer pressure, or a mismatch between cultural values and school values can cause students to not internalize norms that should be behavioral guidelines.

Meanwhile, according to pedagogy, indiscipline is often closely related to the quality of learning management by educators. Monotonous learning strategies, authoritarian approaches, or a lack of positive relationships between teachers and students can trigger boredom and rejection from students. Failure to build dialogical communication and learning that is relevant to students' needs can also lead to deviant behavior in the learning process.

Thus, in understanding the phenomenon of learning, we cannot ignore these three factors: psychological, sociological, and pedagogical. The three interact with each other and form a complex system that influences the way students learn, act, and respond to the educational process. Therefore, an interdisciplinary approach is needed to create a more human, contextual, and transformative learning process.

Psychological Factors That Affect the Learning Process

The psychological aspect has a significant influence on the learning process. Some of the main factors that fall into this category include motivation, interests, personality, and intelligence. Motivation is an internal force that encourages a person to learn and persevere in learning activities. Students with intrinsically motivated tended to have higher perseverance and a strong curiosity. While interest is related to attention and interest in certain materials; high interest in certain subjects can improve the quality of comprehension and retention of information (A.M. 2011).

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Sociological Factors Affecting the Learning Process

Sociological factors are related to the social context in which students live and study. Social environments, such as family, peers, and surrounding culture, have a profound influence on the passions, attitudes, and values that are internalized in the learning process. The family is the first socialization agent that shapes attitudes towards education. Emotional, economic, and academic support from family plays a major role in a student's learning success. Peers can be motivators or even inhibitors, depending on the values and norms that develop within the group. Culture, in this case the values of a particular community or ethnicity, also influences views on education and learning priorities (Nasution 2004).

Social dynamics in the classroom, such as interaction between students, power relations, and student involvement in groups, can influence learning behavior and academic outcomes. Social inequality, discrimination, or conflict between groups can disrupt a healthy learning atmosphere. Therefore, social approaches to learning need to consider fairness, inclusivity, and collaboration (Hargreaves 1967).

Pedagogical Factors That Affect the Learning Process

Pedagogical factors refer to aspects that are directly related to teaching practices and teacher-student interaction. One important aspect is teaching strategy, which includes the methods, techniques, and media used in learning. Strategies that are relevant to student characteristics can increase learning effectiveness.

The curriculum approach also plays an important role. A flexible, contextual, and competency-based curriculum provides space for students to develop their potential to the fullest. In addition, the interaction between teachers and students greatly determines the quality of the teaching and learning process. Teachers who are able to build positive communication and supportive relationships can create a conducive learning climate (Sudjana 2009).

Learning models, such as cooperative learning, problem-based learning, or differential learning, provide alternatives that can be tailored to the needs of students. A personalized learning approach and good classroom management are also key factors in creating a conducive learning environment (Darling-Hammond 2020).

A Historical Review of Interdisciplinary Perspectives in Education

Education cannot be separated from the influence of various complementary disciplines, especially psychology, sociology, and pedagogy. An interdisciplinary approach in education emerged as a way to integrate insights from the three fields so that it can provide a broader and deeper picture of the learning and teaching process (Triwiyanto, 2014). Over time, the development of education shows how these three perspectives are intertwined and enrich the theory and practice of education today.

In the aspect of educational psychology, there has been an important shift from the theory of behaviorism that emphasizes the influence of stimuli on perceived behavior, to constructivism which views learning as an active process in

which students build knowledge through interaction and reflection (Pasaribu 2022). Constructivism places attention on cognitive and social aspects in learning, pays attention to the role of cultural and social contexts, and makes teachers facilitators who support the active involvement of students (Salfiyadi 2024).

The influence of sociology in education also developed through classical and modern thought. Functionalism theory sees education as an important mechanism for instilling value and maintaining social order (Salfiyadi 2024). However, conflict theory criticizes this function by highlighting how education can reinforce social inequality through the influence of class, culture, and social access. Thus, sociological studies provide an understanding that education is part of a complex and non-neutral social structure.

Pedagogy as a science of teaching practice has evolved along with advances in psychology and sociology, moving from a teacher-centered approach with rigid methods to a more holistic and humanist approach (Hafsah 2023). Modern pedagogy prioritizes the importance of creating a learning environment that is inclusive and responsive to the psychological and social needs of students, with teachers playing an active role in the learning process (Hariyono 2024).

Overall, interdisciplinary developments in education have formed an important foundation for understanding the learning process as a whole, focusing not only on knowledge transfer, but also on character development, social skills, and student empowerment. This approach encourages innovation in educational policies and practices that are adaptive to social changes and the needs of the times, so that they can produce more meaningful and sustainable education.

Psychopedagogical Overview: The Relationship between Developmental Psychology Theory and Pedagogical Strategies

The psychopedagogical approach combines our understanding of students' psychological development with the application of appropriate learning strategies to create successful and meaningful learning (Santrock (2017). The use of concrete material at the concrete operational stage is an example of how Piaget's theory of cognitive development (J. Piaget 1970) emphasizes the adjustment of material according to stages. (L. S. Vygotsky 1978) emphasizes the role of scaffolding and social interaction in the Proximal Development Zone (ZPD), while (Bruner 1966) points out how important the material is presented in a variety of representations. Thematic-integrated learning, collaborative projects, and discussions are examples of responsive and contextual pedagogical strategies that enhance students' participation and social-emotional skills (Eggen 2012) (Mulyasa 2013) (CASEL. 2020). According to (Slavin 2018) teachers must have a good understanding of students' learning styles and characteristics. They must also be able to create a safe and inclusive learning environment to support students' academic and personal progress.

Developmental Psychology in Education

Developmental psychology is a field that studies how behaviors change throughout life, specifically about cognitive, social, and emotional aspects that are critical for education to create effective learning strategies (Santrock (2017). At the concrete operational stage, children learn to think logically about real things, so

learning must be adapted to this stage according to (J. Piaget 1970). (L. S. Vygotsky 1978) developed the concept of Proximal Development Zones (ZPD), which emphasized the role of social interaction. ZPD allows children to acquire higher abilities through tutoring, also known as scaffolding. (Erikson 1968) emphasizes the importance of the industrial versus inferiority stage to build the confidence of elementary school-age children and provide emotional support during times of adolescent identity crisis. According to (Kohlberg 1981), moral development can be divided into three stages. He emphasized that ethical discussions and case studies are essential for moral learning. Understanding these concepts helps educators create learning strategies that support students' cognitive, social, emotional, and moral development.

Implications of Pedagogical Strategies Based on Developmental Psychology Theory

It is essential for educators to understand the theory of psychological development as they create learning strategies that are appropriate to their students' developmental stages. Piaget emphasized that students aged 7 to 11 should do concrete activities. Vygotsky points out the importance of social interaction and guidance through scaffolding and group discussions. Erikson emphasized that emotional support is essential for fostering the confidence of elementary school-age students through academic and social success. On the other hand, Kohlberg's theory of moral development can be applied to foster empathy and critical thinking through ethical discussions and group reflection. Learning that is not only cognitive but also social, emotional, and moral is supported by the integration of these theories. As a result, education plays a role in shaping the character and potential of students as a whole.

Psychopedagogical Overview: The Important Role of Students' Understanding of Psychology in Choosing the Right Learning Method

In education, the psychopedagogical approach emphasizes that an understanding of the psychological aspects of students, including their cognitive, emotional, social, and motivational development, is essential (Zidan 2009). Learning methods must be adapted because each student has different learning styles and emotional states. As explained by (J. Piaget 1970), the stage of cognitive development determines the way students understand the material. Elementary school students learn to think concretely, while junior high school students start to think abstractly.

To increase motivation and engagement, a safe environment and a humanistic approach are needed. Emotional problems such as anxiety can hinder readiness to learn (Rogers 1969). Kinesthetic students prefer approaches such as hands-on, project-based learning, and role-playing. Students with high anxiety prefer small discussions and a personal approach. Cooperative learning supports social development. Techniques such as cooperative learning (PBL) and self-directed projects help students become more independent and self-actualized.

Psychopedagogical Overview: Synergy between Psychological and Pedagogical Approaches in Facilitating Effective Learning

The psychopedagogical review emphasizes that pedagogical and psychological approaches must be combined to make learning effective, adaptive, and meaningful. The psychological approach pays attention to the cognitive, emotional, and motivational state of the students. On the other hand, the pedagogical approach concentrates on the design and implementation of learning (Santrock (2017) (Tomlinson 2017). The synergy of the two increases engagement and learning outcomes and allows learning to be tailored to students' mental and social readiness (Schunk 2020) (Hattie 2018). For example, methods adapted to cognitive stage (J. Piaget 1970), the fulfillment of motivational needs, and a multimodal approach that accommodates social interaction (L. S. Vygotsky 1978) are the best ways to achieve optimal learning outcomes. By tailoring the workload and individual needs of students, this approach can be applied successfully in online learning and inclusive classrooms. Therefore, psychopedagogical integration helps responsive, empathetic, and transformative learning that is appropriate to student development in the contemporary era.

Conceptual Comparison between Psychological, Sociological, and Pedagogical Factors

Learning is a very complex and ever-changing process, so it cannot be fully explained through one perspective alone. In the realm of education, psychological, sociological, and pedagogical factors play simultaneously and complement each other, although each has different roles, advantages, and limitations in understanding and optimizing learning processes and outcomes (Koerniantono 2020).

From a psychological point of view, the focus is on the internal aspects of the individual. These factors include various mental processes such as motivation, attention, perception, memory, intelligence, and cognitive development, as well as emotional aspects such as confidence and anxiety. Theories of educational psychology place the mental and emotional states of learners as an important foundation in the way they receive and process information. For example, without adequate motivation, learning effectiveness will decrease even if the material is delivered well (Deak 2024). However, psychological approaches tend to be limited if they only look at learning as an internal process without considering the social and cultural context which also has a great influence.

In contrast, the sociological approach views learning in a broader social framework. This approach emphasizes that learning is influenced by social interactions, cultural norms, social structures, and power relations in society (Salfiyadi 2024). For example, factors such as socioeconomic background, family culture, and interaction with peers greatly determine access and quality of learning. Theories such as functionalism see education as a means of maintaining social values and preparing individuals to contribute to society, while conflict theories highlight how education can reproduce social inequality (Toron 2024). While providing an important understanding of external influences on the learning process, sociological perspectives often lack the focus on learners' internal psychological processes.

Pedagogical factors act as a link between psychological and sociological theory and teaching practice. Pedagogy is the art and science of teaching that focuses on the methods, strategies, and approaches used by teachers to support the learning process. Pedagogy integrates an understanding of learners' motivations, learning styles, and psychological needs with an awareness of their social and cultural backgrounds. Teachers who are able to integrate psychological and sociological aspects tend to create an inclusive, adaptive, and effective learning environment. However, pedagogy requires a strong foundation of psychological and sociological theories so that teaching approaches remain relevant and sensitive to the diversity of students.

The synergistic relationship between these three factors is essential to build holistic learning, which not only focuses on the cognitive aspect, but also includes the social and emotional development of learners. Through the integration of psychological, sociological, and pedagogical factors, teachers can comprehensively understand students as individuals with mental and emotional needs, who live in a specific social context, and who learn through interaction with the environment and the teacher's guidance. For example, understanding the psychological state of learners allows teachers to design teaching strategies that increase motivation and confidence. On the other hand, understanding social and cultural backgrounds allows materials and methods to be taught in a relevant and easily accepted manner by a variety of students (Toron 2024).

In practice, if these three aspects are ignored or not considered at the same time, the learning process can be less than optimal. For example, if you only focus on psychological aspects such as motivation without considering the social context of the students, the learning process can fail to reach students who face social barriers. On the other hand, focusing too much on sociological factors without paying attention to psychological needs and the right teaching methods can make the learning process ineffective and less enjoyable.

Therefore, a deep understanding of the contributions and limitations of each factor is indispensable so that the learning process can be designed with a holistic approach that places the success and well-being of students as the main goal. Education that harmonizes these three factors is able to create a learning environment that not only improves knowledge and skills, but also builds character, social attitudes, and students' readiness to face life's challenges.

Implications in Educational Practice: The Importance of Understanding Student Psychology in Building Individual Learning Strategies

Understanding student psychology is becoming an essential part of an effective learning approach in the modern educational era that emphasizes personalization, differentiation, and inclusion. It is evident that a homogeneous approach cannot address a wide range of student characteristics, including cultural backgrounds, learning preferences, cognitive abilities, and emotional states.

Students' learning styles, cognitive development, interests, and mental states vary. For example, visual students prefer to look at images or videos to get information, while kinesthetic students prefer to perform tasks in person. (L. S. Vygotsky 1978) emphasized that teaching is essential in the Proximal

Development Zone, where the material is tailored to the student's abilities and readiness.

Emotional well-being also greatly affects academic performance. Students who experience psychological distress are more likely to experience difficulties in their learning and attention processes. Therefore, to create a broad and inclusive learning process, learning strategies must be responsive to students' cognitive, social, and emotional states.

Individual Learning Strategies Based on Student Psychology

Here are some forms of learning strategies that are tailored to the psychological characteristics of students:

Table 3. Psychological Characteristics of Students

Psychological Characteristics of Students	Relevant Individual Learning Strategies
Visual learning style	Use infographics, videos, and mind-mapping
High anxiety about tests	Implementation of formative assessments, light quizzes, and emotional support
Students with a high interest in practice	<i>Project-based learning</i>
Students with introverted tendencies	Individual assignments, written reflections, and online forums
Students with low motivation	Providing short-term targets, rewards, and meaningful learning

Learning methods that take into account student psychology are flexible, contextual, and meaningful because they can be adjusted to individual needs. Learning becomes more effective when methods are tailored to students' learning styles, their cognitive abilities, and their emotional states (Tomlinson 2017). In addition, this method increases students' independence and intrinsic motivation by choosing appropriate learning strategies and making the proximal development zone an emotionally safe learning environment (L. S. Vygotsky 1978). However, the dense curriculum, number of students per class, time constraints, and lack of resources and professionals often make it impractical. Therefore, the implementation of this strategy requires policy support, resource availability, and teacher training.

Implications in Educational Practice: The Role of Teachers in Creating a Social Environment That Supports Learning

In modern education, the teacher's job encompasses many things, from delivering lessons to creating a positive and inclusive classroom environment. (L. S. Vygotsky 1978) explains that supportive social interactions and a safe emotional environment are essential for students' health and cognitive development. Discrimination and social conflict can reduce students' desire and learning achievement. Twenty-first-century education emphasizes the importance of empathy, collaboration, and leadership that grows in a welcoming classroom environment (CASEL. 2020). In addition to establishing classroom rules that

support a culture of mutual respect, teachers serve as role models by showing empathy, fairness, and respect for differences. Teachers help create a conducive learning atmosphere by building personal relationships and encouraging cooperation through a cooperative approach. A restorative approach to dealing with conflict invites students to talk and think about constructive ways to solve problems. This approach makes the classroom's social environment the foundation for transformative learning.

The Influence of a Positive Social Environment and the Vital Role of Teachers in Building a Conducive Classroom Climate

A safe, open, and respectful classroom environment greatly influences students' cognitive and social-emotional growth. Such an environment facilitates interaction and encourages meaningful, ongoing learning. A supportive environment increases student participation, boosts their confidence, and reduces psychological distress, thereby improving their quality of learning. In addition, social-emotional skills such as self-control, cooperation, and empathy are taught to students, which are critical for long-term success (CASEL, 2020). Through methods such as Circle Time, encouraging positive behavior, and involving students in decision-making, teachers have a strategic role in creating a social climate in the classroom. Therefore, the key to transformative, learner-centered learning is to create a supportive social environment.

Implications in Educational Practice: Integration of Reflective and Responsive Pedagogy to the Psychological and Social Needs of Students

The 21st century educational paradigm prioritizes reflective and responsive pedagogy as a strategic approach to creating humanistic, contextual, and transformative learning. Teachers act as agents of change who actively adapt learning practices to the psychosocial needs of students and continuously evaluate the effectiveness of the methods used. Responsive pedagogy focuses on attention to students' social, emotional, and background conditions, while reflective pedagogy emphasizes evaluating and improving learning strategies to create an inclusive and empowering environment. Curriculum and assessments should be flexible, support adaptive learning as well as measure non-cognitive aspects such as resilience and collaboration. Educational institutions need to prioritize mental health and build a reflective culture through professional learning communities. Practice in the field includes providing space for emotional reflection, diverse expression options, relating material to students' interests, encouraging inclusive group work, and using ice-breaking activities to increase student comfort and engagement. This approach not only improves academic achievement but also builds strong and self-aware student character in the face of the complexities of the modern world.

CONCLUSIONS AND RECOMMENDATIONS

The learning process is a complex phenomenon that is influenced by the interaction of various psychological, sociological, and pedagogical factors. This interdisciplinary approach to understanding the process provides more

comprehensive and contextual insights, allowing educators to design learning strategies that are holistic and adaptive to learners' needs.

Psychological factors such as motivation, interests, personality, and cognitive development stages greatly determine the readiness and effectiveness of learning. Meanwhile, these sociological factors include family support, peer dynamics, and cultural values that form the social framework that influences students' attitudes and learning behaviors. The pedagogical factors are closely related to the role of the teacher, teaching methods, and the learning environment created.

These three factors do not stand alone, but are synerically connected. Therefore, the integration of psychological, sociological, and pedagogical understanding in educational practice is needed to create an inclusive, reflective, and responsive learning environment. Through this approach, education not only transfers knowledge, but also shapes the character, social skills, and emotional well-being of students in a sustainable manner.

ADVANCED RESEARCH

Each research has certain limitations that need to be recognized in order to provide room for the development of future studies. In this study, the qualitative-descriptive approach used provides a broad and in-depth understanding of various factors that affect the learning process. However, there are some limitations to note:

1. Data Source Limitations

The study relied only on secondary literature from books, journals, and scientific articles. No primary data such as interviews or field observations were conducted. Therefore, the findings do not reflect the direct experience of students or educators in the field.

2. Generalization of Findings

Due to its qualitative and literature-based nature, the results of this study cannot be generalized broadly to all educational contexts, especially those with differences in culture, curriculum, or social background.

3. Complex Factor Interactions

Although this study maps the interaction between psychological, sociological, and pedagogical factors, the dynamic relationship between these factors has not been explored in depth due to the limitations of the analysis methods used.

Follow-up research is recommended using mixed methods or qualitative field studies such as in-depth interviews, classroom observations, and FGD (Focus Group Discussion), to capture real dynamics in the learning environment.

1. More Specific Contextual Analysis

It is necessary to conduct studies that focus on specific educational contexts, such as elementary, secondary, or higher education, to see the difference in influence between levels.

2. Intervention and Evaluation Models

Subsequent research can develop a model of learning interventions based on three-dimensional integration (psychological, sociological, and pedagogical) and evaluate its effectiveness quantitatively.

3. Exploration of Other Relevant Factors

Researchers can include new dimensions such as educational technology, digital literacy, or family support as additional factors that may affect the learning process.

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