



Fostering Indonesian language teachers' assessment practices: The mediating role of emotional engagement in relationship mindfulness and psychological capital

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Abstract

Teachers' assessment practices are vital for developing school organization, including teacher performance and students' achievement. This study aims to investigate teachers' assessment practices through mindfulness, psychological capital, and emotional engagement, along with discovering a novelty in mediating the role of emotional engagement on the relationship between mindfulness and psychological capital with teachers' assessment practices. The researchers created a Likert scale model questionnaire and shared it with 522 government-employed Indonesian language teachers of senior high school determined by accidental sampling from eleven city in Riau Province, Indonesia. Structural equation modeling supported by correlational, descriptive, and common method bias analyses is used in data analysis. Mindfulness, psychological capital, and emotional engagement were found having a direct influence on teachers' assessment practices. Furthermore, emotional engagement has mediated the indirect influence of mindfulness and psychological capital on teachers' assessment practices. It has been established that a novel model of emotional engagement mediates the impact of mindfulness and psychological capital on teachers' assessment practices. As an implication, teachers' assessment practices can be increased through improved mindfulness, psychological capital, and emotional engagement. Therefore, the new empirical model can be discussed in-depth and critically before being used and modified by researchers and practitioners in the future.

Keywords: Emotional engagement; Indonesian language teacher; Mindfulness; Psychological capital; Teachers' assessment practices

1. Introduction

Teachers' assessment practices of Indonesian language is critical for the education institution, including teacher in the context of teaching and learning in school organization (Farazouli et al., 2024; Gaikwad et al., 2023; Sukenti et al., 2026). Teacher assessment practices, for example, improves measure student achievement, identify learning difficulties, and provide feedback for improvement (DeCoito & Estaiteyeh, 2022). In the context of language education, teacher assessment practices of Indonesian language related to student learning achievement, and boredom (Sukenti et al., 2025; Qian & Yan, 2026). It indicates that teachers' assessment practices are critical for themselves, students, and school organizations (Farazouli et al., 2024; Zhang et al., 2026). Furthermore, teachers' assessment practices directly impact critical thinking skills, creativity, and communication quality (Dong et al., 2024). Effective teachers' assessment practices provide timely feedback, enabling students to express their ideas in a structured, logical, and persuasive manner (Link et al., 2022; Nugroho et al., 2025; Zheng et al., 2026).

Teachers' assessment practices can be associated by mindfulness, psychological capital, and emotional engagement. A study conducted by Brown et al. (2025) shows that mindfulness significantly associated with assessment practices. Furthermore, Bertieaux et al. (2024) and Sun et al. (2025) indicate that psychological capital is related to teachers' assessment practices. Wang et al. (2025) and Derakhshan (2025) also claim that emotional engagement associated with teachers' assessment practices. The additional research shows that mindfulness and psychological capital have related to teachers' assessment practices (Bertieaux et al., 2024; Porter et al., 2022). Zhang and Fathi (2024), for instance, demonstrate a strong associated between mindfulness and emotional engagement. In addition, Wu (2025) demonstrates that psychological capital is linked to emotional engagement skills.

However, contradictory results are discovered in other research. For instance, Xu et al. (2023) show that assessment practices related to enthusiasm and enjoyment as an emotional engagements indicator. Babatimehin et al. (2025) also demonstrate that teachers' assessment practices links to *acting with awareness* as a mindfulness indicator. In addition, Huang et al. (2022) prove no significant relationship between emotional engagement and mindfulness. Lastly, other studies indicate that mindfulness and communication competence affect self-efficacy as an indicator of psychological capital (Gordani & Sadeghzadeh, 2023). The inconsistency of the research results requires scientific clarification so as not to cause confusion among academics and practitioners. Based on the urgency, this study aims to investigate the predicts of mindfulness, psychological capital, and emotional engagement on teachers' assessment practices; mindfulness and psychological capital on teachers' assessment practices; and discovers new things (novelties) concerning emotional engagement plays a mediating role in the impact of mindfulness and psychological capital on teachers' assessment practices to their professions.

Although previous studies have extensively examined the direct effects of mindfulness, psychological capital, and teacher engagement on instructional outcomes, limited attention has been given to how these constructs interact to influence teachers' assessment practices (Burić & Kim, 2021; Fathi et al., 2024; Han & Wang, 2021). Existing research predominantly focuses on general teaching effectiveness, teacher well-being, occupational commitment, or student achievement, leaving assessment practices as a relatively underexplored domain, particularly within language education contexts (Xu & Brown, 2024; Yan et al., 2021). Furthermore, relationship mindfulness has rarely been investigated as an antecedent of assessment-related behaviors, despite its potential to enhance teachers' awareness, responsiveness, and reflective judgment in professional practice (Emerson et al., 2024; Frank et al., 2022). Another notable gap concerns the insufficient understanding of emotional engagement as a mediating mechanism through which mindfulness and positive psychological resources influence teachers' professional behaviors and decision-making processes (Burić & Kim, 2021; Greenier et al., 2021). Consequently, there remains a need for an integrative model that simultaneously examines the relationships among relationship mindfulness, psychological capital, emotional engagement, and assessment practices to provide a more comprehensive explanation of how Indonesian language teachers can improve the quality of their assessment implementation.

The present study differs from previous research in several important ways. First, while earlier studies have generally examined mindfulness, psychological capital, emotional engagement, and teaching outcomes as separate constructs, this study integrates them into a unified explanatory framework focused specifically on Indonesian language teachers' assessment practices (Fathi et al., 2024; Han & Wang, 2021). Second, previous research has primarily emphasized teacher effectiveness, well-being, and job performance, whereas this study targets assessment practices, a critical yet comparatively underexplored dimension of teacher professionalism (Yan et al., 2021). Third, relationship mindfulness is conceptualized as an interpersonal psychological resource associated with assessment behavior, extending beyond the individual-centered perspective commonly adopted in prior mindfulness research (Frank et al., 2022). Fourth, this study introduces emotional engagement as a mediating mechanism, providing a deeper understanding of how relationship mindfulness and psychological capital contribute to effective assessment practices. Finally, by focusing on Indonesian language teachers within a specific educational and cultural context, this study extends the predominantly Western-oriented literature on teacher assessment, positive psychology, and mindfulness in education.

The proposed model represents a meaningful contribution because it advances the literature beyond simple direct-effect relationships by explaining the psychological mechanisms through which relationship mindfulness and psychological capital enhance teachers' assessment practices. Specifically, the model positions emotional engagement as a mediating variable, offering a more nuanced understanding of how interpersonal awareness and positive psychological resources are translated into effective assessment behaviors (Greenier et al., 2021; Han & Wang, 2021). This integrative framework bridges three important theoretical domains – mindfulness theory, positive

organizational behavior, and teacher engagement—within the context of educational assessment, an area that has received limited scholarly attention. Moreover, the model contributes to teacher professional development research by identifying emotional engagement as a key psychological pathway that can be strengthened through institutional interventions and professional learning programs (Burić & Kim, 2021; Fathi et al., 2024). By focusing on Indonesian language teachers, the model also provides contextually relevant evidence from a non-Western educational setting, thereby enhancing the generalizability and cultural relevance of existing theories concerning teacher assessment, engagement, and professional effectiveness.

2. Literature Review and Hypothesis Development

2.1. Teachers Assessment Practices

Conceptually, teachers assessment practices arises as a process of collecting information or data about an object, which is then evaluated based on certain criteria to make decisions (Farazouli et al., 2024; Gaikwad et al., 2023). Meanwhile, in the context of education, teachers' assessment practices are processes of assessing teachers that describes information about students' performance abilities in expressing and mastering ideas (content), organizing writing, grammar, conjunctions (connecting words) and logical thinking using good and correct language rules (DeCoito & Estaiteyeh, 2022; Yan & Pastore, 2022). Teachers' assessment practices are the process of collecting various data that can provide information about the development of student learning and determine the abilities of students (Lu et al., 2024). This assessment practices can motivate students to excel. It can be said that assessment is very important in the learning process in schools (Bower et al., 2024; Namakshi et al., 2022). Gaikwad et al. (2023) says that teachers' assessment practices is a process of collecting various data that can provide an overview of student learning development. The description of student learning development needs to be known by teachers so that they can ensure that students experience the learning process correctly (Sukenti et al., 2025; Qian & Yan, 2026). So, it can be concluded that teachers' assessment practices is a process of collecting and information to measure student learning outcomes (Farazouli et al., 2024; Zhang et al., 2026). Yan and Pastore (2022) stated that the main principle of teachers' assessment practices in Indonesian language learning is authentic-based assessment, namely assessment that is based on the reality of students in learning. The assessment must be based on three things, namely attitude assessment, creativity assessment, and knowledge assessment (Sukenti et al., 2026). Three markers of a teacher's assessment practices from an educational perspective are listed by Song and Mukundan (2025), namely formative assessment, summative assessment, and diagnostic assessment. This study defines teachers' assessment practices as their strong desire to identify with and actively assess student learning in a variety of formative assessment, summative assessment, and diagnostic assessment for student progress.

2.2. Mindfulness and Teachers' Assessment Practices

Mindfulness, among other things, associated with teachers' assessment practices. Previous studies have discovered an association between mindfulness and teachers' assessment practices (Brown et al., 2025; Porter et al., 2022). Similarly, research shows that mindfulness associated with assessment competence, measurement competence (de Bruin et al., 2012; Demerouti & Bakker, 2023), and project evaluation skill (Wang, 2023). According to other studies, mindfulness related to organizational assessment practices (Brown et al., 2025; Porter et al., 2022; Wamsler et al., 2026). It addresses that mindfulness is a crucial antecedence of assessment practices, including teachers' assessment practices. Mindfulness refers to the full awareness that arises when a person intentionally pays attention to the present moment, without judgment or judgment (non-judgmental). This practice trains the mind to focus on what is happening now (whether thoughts, feelings, or bodily sensations) with openness and acceptance (de Bruin et al., 2012). Higher mindfulness people are better able to recognize, manage, and control their own emotions as well as those of others (Brown et al., 2025) and helping someone observe negative emotions without being immediately affected or acting impulsively (Demerouti & Bakker, 2023). According to Porter et al.

(2022), people with mindfulness typically possess the abilities and innate composure required to keep an eye on and filter certain emotions that might be harmful to them or others around them. The original definition of mindfulness is the full awareness that arises when a person intentionally pays attention to the present moment, without judgment or judgment (Wang, 2023). de Bruin et al. (2012) identifies five indicators of mindfulness: observing, describing, *acting with awareness*, non-judging of inner experience, and *non-reactivity to inner experience*. To measure the influence of mindfulness on teacher assessment practices, the Job Demands-Resources [JD-R] Theory (Demerouti & Bakker, 2023) was used. This relationship is often studied because high levels of mindfulness help teachers provide more objective, equitable, responsive assessments, and are free from emotional or cognitive bias. This theory is one of the most popular in modern educational studies. Mindfulness is positioned as a personal resource. When teachers have a good level of mindfulness, they are able to manage work stress and administrative demands. Teachers with adequate personal resources are less likely to rush or experience mental burnout when reviewing student assignments. As a result, assessment practices become more thorough, constructive, and objective. Consequently, it is possible to formulate the following hypothesis [H]:

H1: A positive and statistically significant relationship between teacher's mindfulness and teachers' assessment practices.

2.3. Psychological Capital and Teachers' Assessment Practices

Psychological capital also has an impact on teachers' assessment practices. The findings of Sun et al. (2025) research show that psychological capital is related to teachers' professional commitment. Similar research has found that psychological capital related to teachers' learning assessment and measurement skill (Bertieaux et al., 2024; Liu & Du, 2024; Sukenti & Tambak, 2025; Sun et al., 2025). It emphasizes the importance of psychological capital for assessment practices, particularly for teachers. Furthermore, psychological capital has been shown to impact a lot other aspects of assessment and organizational assessment practices. For instance, psychological capital is a significant performance predictor, particularly for academic achievement (Liu & Du, 2024; Sukenti & Tambak, 2025; Sun et al., 2025). Psychological capital and inventive behavior are also connected (Bertieaux et al., 2024; Hartell et al., 2015), job satisfaction, organizational citizenship behavior (Lu et al., 2026), and career outcomes (Williams et al., 2025). Prior empirical work suggests that psychological capital contributes to teachers' learning assessment practices rather than directly demonstrating a general improvement in the overall quality of learning (Sukenti & Tambak, 2026). Psychological capital is essential to people's lives and organizations, as several earlier studies have shown. As such, it has to be continuously explored and debated, especially when it comes to concerns pertaining to teachers' assessment practices. Psychological capital refers to a developable positive psychological state characterized by self-efficacy, hope, optimism, and resilience (Sukenti & Tambak, 2026). According to Luthans and Peterson (2024), psychological capital is positive psychological states that can be raised and developed, rather than traits that are relatively stable and difficult to change. These are basic competencies that are important for employees to build awareness, passion, dedication, and extra effort to achieve efficiency in the workplace (Yue et al., 2025), and psychological resources that can promote personal growth and improve performance (Ekmekci et al., 2025). To measure the influence of psychological capital on teachers' assessment practices is Positive Organizational Behavior [POB] Theory (Luthans & Peterson, 2024). Student assessment practices (such as designing questions, checking essays, providing feedback, and being fair) demand significant mental energy, so teachers' psychological capacities significantly influence the quality of these assessments. The workings of this theory state that a person's performance in the workplace is determined by a positive psychological state. The theory's relevance to assessment is that it is used to measure the extent to which the accumulation of these four psychological capitals improves the accuracy, efficiency, and quality of teachers' instructional assessment practices in schools. Self-efficacy, optimism, hope, and resilience are the characteristics of psychological capital (Luthans & Peterson, 2024). As a result, the following hypothesis can be expressed:

H2: A positive and statistically significant relationship between teacher's psychological capital and teachers' learning assessment.

2.4. Emotional Engagement and Teachers' Learning Assessment

Emotional engagement, among other things, related to assessment practices. Previous studies have discovered an association between emotional engagement and teachers' assessment practices (Abulela et al., 2023; Derakhshan, 2025; Wang et al., 2025). Similarly, related studies suggest that teachers' emotional capacities, motivation, and engagement are associated with broader teaching performance and professional competence, while assessment-related competence is reflected in teachers' curriculum assessment, feedback, and learning assessment practices (Dulay, 2023; Gonzalez-Berruga, 2025; He & Jen, 2025; Jimenez, 2020; Mehmeti et al., 2024; Sukenti & Tambak, 2026). According to other studies, emotional engagement associated with learning measurement (Prayogo et al., 2024; Xu et al., 2023). It addresses that emotional engagement is a crucial antecedence of assessment practices, including teachers. Emotional engagement refers to the reactions, affective attitudes, and emotional connections a person has toward their environment, task, or organization. It reflects a positive psychological connection manifested through interest, enjoyment, enthusiasm, perceived value, belonging, dedication, and satisfaction with the task (Abulela et al., 2023; Anyichie et al., 2023; Kavgacı, 2023). Higher emotional engagement people are better able to recognize, manage, and control their own emotions as well as those of others (Chen et al., 2026) and perceive their own and others' behavioral causes. According to Liu et al. (2024), people with emotional engagement typically possess the abilities and innate composure required to keep an eye on and filter certain emotions that might be harmful to them or others around them. The original definition of emotional engagement is the depth of affective connection, feelings, and psychological bond a person has with a particular object, organization, brand, or task. This dimension describes how a person's emotions drive their commitment, loyalty, and enthusiasm, beyond mere logical or transactional obligations (Dubovi, 2022). Huang et al. (2022) identifies five indicators of emotional engagement: enthusiasm and enjoyment, sense of belonging and identification, commitment and satisfaction, social and interpersonal connection, and dedication and meaningfulness. When teachers have high levels of enthusiasm and enjoyment, sense of belonging and identification, commitment and satisfaction, social and interpersonal connection, and dedication and meaningfulness, they are more competent assessment practices, mastery of subjects, didactics, and pedagogy (Liu et al., 2024). Consequently, it is possible to formulate the following hypothesis:

H3: A positive and statistically significant relationship between emotional engagement and teachers learning assessment.

2.5. Mindfulness and Teachers' Emotional Engagement

Mindfulness associated with emotional engagement in addition to assessment practices. According to academics, mindfulness has an impact on emotional engagement (Lundh, 2020; Tao, 2022). Similar research has found that mindfulness is linked to emotional engagements (Zhang & Fathi, 2024) and communication ethics (Zhi & Wang, 2025), as well as virtual communication (Shuai et al., 2025). This demonstrates that the ability to manage mindfulness effectively with others is a prerequisite for emotional engagement. In real life, teachers who possess high levels of self-awareness, for instance, are self-assured, realistic in their assessment of their skills, and aware of their feelings and how to use them to inform judgments (Lundh, 2020; Wang & Jin, 2025). Additionally, they exhibit a great degree of openness, acting honestly and being willing to express themselves. Similarly, high relationship management among teachers is manifested in appropriately placing emotions by considering social situations, interacting intensely, and using persuasion, leadership, negotiation, and dispute resolution skills to build teamwork (Wang, 2023; Zhi & Wang, 2025). This tends to stimulate their supportiveness and positivity, expressing open-mindedness and willingness to listen to opposing viewpoints and provide support, as well as

being positive and praising others with whom you interact. Consequently, it is possible to put up the following hypothesis:

H4: A positive and statistically significant relationship between mindfulness and teachers' emotional engagement.

2.6. Psychological Capital and Teachers' Emotional Engagement

Psychological capital may also have an impact on teachers' emotional engagement. Although prior studies related to psychological capital affecting emotional engagement are difficult to come by; however, similar studies have been discovered. Psychological capital, for example, has been linked to emotional engagement skill in a study by Tjimuku et al. (2025). Other research has found a link between psychological capital and emotional competence (Biswal et al., 2025) and willingness to emotional engagement (Wu, 2025). Previous research indicates that psychological capital is an important prerequisite for emotional engagement. In reality, teachers with a strong psychological capital, as evidenced by self-efficacy, optimism, hope, and resilience (Biswal et al., 2025), emotional effectively with students (Wu, 2025), as evidenced with openness, empathy, support, positivity, and equality (Shuai et al., 2025). For example, a teacher with height of optimism who has a clear assessment of a particular situation and understands what can be done in that situation is more likely to be positive and praise others with whom they interact (Luthans & Peterson, 2024). Other teachers who have strong hope, which manifests in confidence in achieving their goals and finding a way to overcome difficulties, tend to be supportive, as evidenced by open-mindedness and willingness to listen to opposing viewpoints and provide support (Zhi & Wang, 2025). Based on the preceding research and argument, the following hypotheses can be developed:

H5: A positive and statistically significant relationship between psychological capital and teachers' emotional engagement.

2.7. Mediating Role of Emotional Engagement

Research on how emotional engagement mediates the impact of mindfulness and psychological capital on teachers' assessment practices remains elusive. However, several previous research results that lead to the role of mediation. The research results by Aldbyani et al. (2025) and Zhong et al. (2024) prove that mindfulness and psychological capital significantly related to emotional engagement, while the study by Morgan et al. (2022) reveal that emotional engagement associated with teachers' assessment practices. Some of the results of this study confirm the role of emotional engagement as a mediator variable for the influence of mindfulness and psychological capital on assessment practices. To prove the relationship between mindfulness and teachers' assessment practices through emotional engagement, researchers generally use a combination of theories of work psychology, emotion, and education. The primary theory used to encompass and explain this mediation mechanism is the Job Demands-Resources Theory (Demerouti & Bakker, 2023). This theory is the most dominant framework used to explain this mediation model in the school environment. Mindfulness is positioned as a personal resource. This inner resource helps teachers manage high job demands such as the burden of assessment administration. Mediation based on the JD-R model, strong personal resources (mindfulness) will trigger motivational processes that increase work engagement, particularly emotional engagement. When teachers feel emotionally engaged (enthusiastic, caring, and concerned about students), this results in optimal performance, which in this context is manifested in fair, objective, and formative assessment practices. Thus, it can propose the hypothesis as follows:

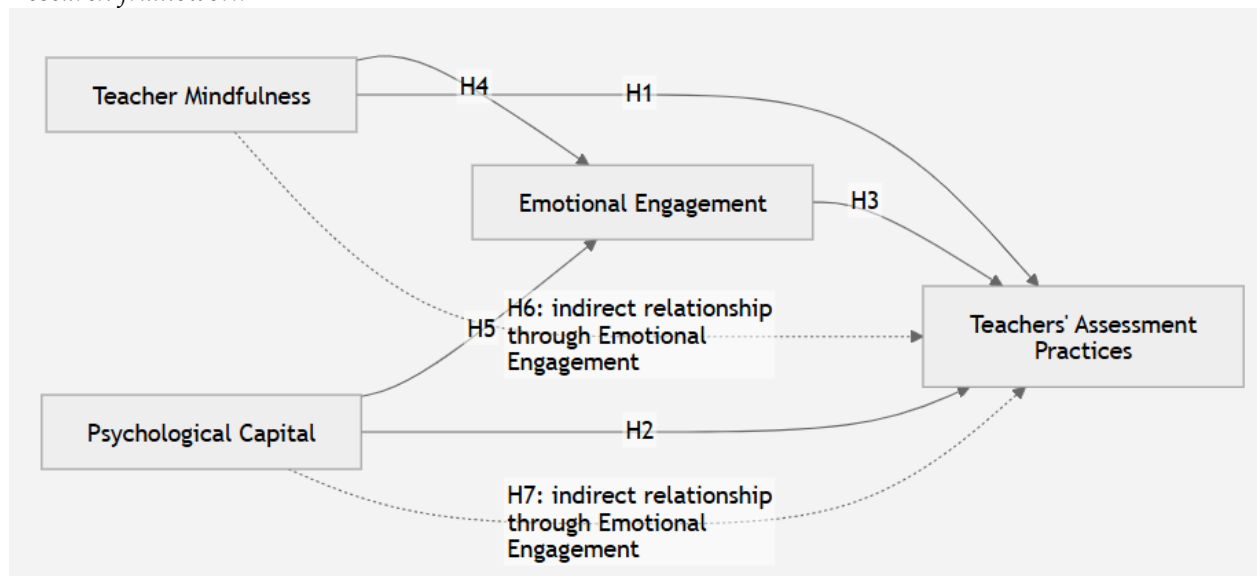
H6: A positive and statistically significant relationship between mindfulness and teachers' assessment practices through emotional engagement.

H7: A positive and statistically significant relationship between psychological capital and teachers' learning assessment through emotional engagement.

3. Research Framework

This research framework was built based on several relevant previous research results, namely mindfulness, psychological capital, and emotional engagement affecting teacher's assessment practices (Brown et al., 2025; Liu & Du, 2024; Porter et al., 2022) and mindfulness and psychological capital impacts teachers' assessment practices (Demerouti & Bakker, 2023; Williams et al., 2025). The results of their research show the opportunity for the role of emotional engagement in mediating the influence of mindfulness and psychological capital on teachers' assessment practices as a novelty that needs to be proven empirically. According to Job Demands-Resources Theory (Demerouti & Bakker, 2023), personal resources and job resources play a role in increasing work engagement, which ultimately results in better performance. In the context of this research, relationship mindfulness and psychological capital can be positioned as personal resources that help teachers manage work demands, build positive interpersonal relationships, and maintain a healthy psychological state. These resources then increase emotional engagement, namely teachers' emotional involvement in their professional duties. When teachers have a high level of emotional engagement, they tend to be more enthusiastic, focused, and responsible in implementing assessment practices, including planning, implementing, and using assessment results effectively (Liu et al., 2024; Luthans & Peterson, 2024). Thus, JD-R Theory explains that emotional engagement functions as a psychological mechanism that connects relationship mindfulness and psychological capital with the improvement of Indonesian language teachers' assessment practices. The causal relationship between these variables is visualized in the research framework as Figure 1.

Figure 1
Research framework



4. Method

4.1. Research Design

To analyze the relationship between variables, this research used a quantitative method and an ex post facto approach (Creswell & Creswell, 2018). The analysis is conducted using Structural Equation Modeling [SEM] to measure the impact of variables. SEM analysis is based on two measurement models, namely, the outer model and the inner model. Outer model measurement is based on assessing convergent validity and discriminant validity. Convergent validity is conducted by measuring composite reliability, Cronbach's alpha, and extracting the average variance extracted. While discriminant validity ensures that each unit represents its concept and does not overlap, discriminant validity is measured using the Fornell-Larcker criterion. After conducting the outer model test, the next step is to conduct inner model tests to examine the

research hypothesis. Hypothesis testing uses the t value or p-value, the leading indicator of the examined structural model (Hair et al., 2014).

4.2. Participant

The study sample consisted of 522 government-employed Indonesian language teachers working in senior high schools across 11 regencies and cities in Riau Province, Indonesia. The participants were from Pekanbaru City, Dumai City, and the regencies of Kampar, Indragiri Hulu, Indragiri Hilir, Pelalawan, Siak Sri Indrapura, Bengkalis, Kepulauan Meranti, Rokan Hilir, and Rokan Hulu. Participants were recruited using convenience sampling and took part voluntarily by completing the study questionnaire (Widodo, 2021). Of the participants, 64.18% were women, 35.82% were between 46 and 55 years of age, 85.63% held a bachelor's degree, 87.16% were married, and 44.25% had more than 16 years of teaching experience. Because convenience sampling was used, the sample may not fully represent the broader population of Indonesian language teachers in Riau Province. Therefore, the external validity and generalizability of the findings should be interpreted with caution.

4.3. Instruments

This research uses a questionnaire instrument in a Likert scale format that offers five possible responses, ranging from strongly disagree (score 1/4 1) to strongly agree (scoring 1/4 5). The questionnaire was developed by the researcher themselves based on widely accepted indicators/theoretical dimensions from experts. For mindfulness indicators include: observing [Obsr], describing [Desc], acting with awareness [AcAwr], non-judging of inner experience [N-JIE], and non-reactivity to inner experience [N-RIE] (de Bruin et al., 2012). Psychological capital is made up of four indicators: resilience [Res], optimism [Opt], hope [Hop], and self-efficacy [S-E] (Luthans & Peterson, 2024). The traits of emotional engagement are: enthusiasm and enjoyment [E-Enj], sense of belonging and identification [SeBel], commitment and satisfaction [Co-Sa], social and interpersonal connection [SoIC], and dedication and meaningfulness [D-M] (Huang et al., 2022). For teacher assessment practice indicators includes: Formative assessment [FoA], summative assessment [SuA], and diagnostic assessment [DiAs] areas of a teachers' assessment practices (Song & Mukundan, 2025). Before being used for research, the questionnaire was tested on 30 trial samples to determine its validity and reliability. The validity test uses the Product Moment Pearson correlation formula, while the reliability test uses the Cronbach's Alpha formula.

The measurement items used in this study were developed through a rigorous multi-stage process to ensure content validity, construct relevance, and contextual appropriateness. First, an extensive review of the literature was conducted to identify validated scales (Hair et al., 2022) measuring relationship mindfulness, psychological capital, emotional engagement, and teachers' assessment practices. Items were adapted from established instruments while maintaining their conceptual consistency with the original constructs. Second, the wording of the items was revised to fit the context of Indonesian language teachers and educational assessment practices. Third, the initial item pool was evaluated by a panel of experts in educational psychology, teacher education, and educational assessment to assess content validity, clarity, and relevance. Based on their feedback, several items were modified, refined, or removed to improve comprehensibility and contextual suitability. Following expert validation, a pilot study was conducted with a small group of Indonesian language teachers to examine item clarity, readability, and preliminary psychometric properties (Kline, 2023; Sarstedt et al., 2024). Participants were invited to provide feedback regarding ambiguous wording and item interpretation. The pilot data were subsequently analyzed to identify problematic items with low item-total correlations or poor factor loadings. Necessary revisions were then made before the final survey administration. Finally, the refined instrument was subjected to confirmatory factor analysis and reliability testing to establish construct validity, convergent validity, discriminant validity, and internal consistency reliability prior to hypothesis testing (Hair et al., 2022; Sarstedt et al., 2024).

The mindfulness questionnaire consists of ten items, such as 'I fight for unmet life goals by harnessing the power of my emotions,' 'I actively go above and beyond to assist students in solving issues,' and 'I have no trouble forming social bonds with a variety of people,' with corrected item-total correlation coefficient [CI-TCC] range of .378 to .715 and an alpha coefficient [AC] of .874. Psychological capital comprises twelve items, including 'I believe I can adjust to challenging new assignments at school,' 'I think I can offer different perspectives on how to handle unresolved school issues,' and 'I think I'll be able to adjust to the demands of future teaching assignments,' with CI-TCC range of .441 to .851 and AC of .898. Emotional engagement questionnaire consists of ten items, such as 'I fight for unmet life goals by harnessing the power of my emotions,' 'I actively go above and beyond to assist students in solving issues,' and 'I have no trouble forming social bonds with a variety of people,' with corrected item-total correlation coefficient range of .403 to .933 and an alpha coefficient of .950. Finally, teachers' assessment practices comprises nine items for instance, 'I often make updates to the topic assessment,' 'I take into account the traits of the students when imparting the assessment of material,' and 'Throughout the assessment practices process, I consider the student's actual psychological state,' with CI-TCC range of .447 to .755 and AC of .862. All items have CI-TCC > .361, indicating validity (Hair et al., 2022). The AC is also greater than .70, indicating reliability (Kline, 2023; Sarstedt et al., 2024). As a result, every questionnaire is reliable and valid, making them appropriate for gathering data for research projects.

Additionally, according to a number of experts, a self-report questionnaire employed in a cross-sectional survey study like this one ignores the problem of common method bias [CMB], which is one cause of measurement inaccuracy (Podsakoff et al., 2003). The common method variance [CMV] produces an observable and real correlation between constructs, or variables; this difference is known as the CMB (Baumgartner et al., 2024). CMV has the ability to sometimes increase the apparent connection above the true correlation. CMV therefore poses a challenge to the validity and reliability of study findings (Baumgartner et al., 2024; Ding et al., 2023), and measures to limit and mitigate CMV are suggested through procedural and statistical modifications. In order to identify the potential for CMV, this study used the correlation matrix approach and the statistical processes of Harman's single factor test (Howard et al., 2024; Kock & Dow, 2025). Harman's single-factor test indicates that the correlation coefficient between constructs (variables) is less than 0.9 percent (Howard & Henderson, 2023) and that the total variance extracted by one factor is 45.341 percent, which is less than the suggested threshold of 50 percent (Kock & Dow, 2025). This indicates that no CMV (CMB) was found in the study's data, so allaying any worries regarding the possibility of CMV (CMB) (Howard et al., 2024).

4.4. Procedures

This article begins with determining the problem and research objectives, followed by a literature review, hypotheses, and the development of a conceptual research framework. After that, a research instrument was developed in the form of a questionnaire based on theoretical indicators from experts. Before being used to conduct research, the questionnaire was preliminary tested on a limited sample (30 teachers) with characteristics similar to those of the research sample. The aim is to determine the validity of the statement items and the reliability of the questionnaire. After all the items in each questionnaire were valid and reliable, the questionnaire was used to collect research data on 522 teachers through surveys by distributing questionnaires via email and the WhatsApp application. The research lasted for four months, from May to August 2025. In the introduction to the questionnaire, participants were informed about the research objectives and consented to the information (data) provided for research and scientific publication purposes with the concession that their privacy would be kept confidential. Only questionnaires filled out completely and correctly and obtained participant consent were used for research data.

4.5. Data Analysis

Data supported by correlational, descriptive, and common method bias analysis are analyzed using structural equation modeling [SEM]. The significance of the direct and indirect effects (mediation) was assessed using the T test and the Sobel test (Z) (Abu-Bader & Jones, 2021). For CMB, descriptive, and correlational analysis, SPSS version 22 was utilized, while LisRel 8.80 was used for SEM analysis. Data supported by descriptive statistics, correlational analysis, and common method bias assessment were subsequently analyzed using structural equation modeling to examine the proposed relationships among the study variables. Prior to hypothesis testing, descriptive and correlational analyses were conducted to evaluate data distribution, variable associations, and preliminary patterns, while Harman's single-factor test was employed as an initial diagnostic procedure for assessing potential common method bias. The significance of both direct and indirect effects was evaluated using the t-test and Sobel test (Z) to determine the mediating role of emotional engagement (Abu-Bader & Jones, 2021). SPSS version 22 was used for descriptive, correlational, and CMB analyses, whereas LISREL 8.80 was employed to estimate the measurement and structural models. The use of SEM is particularly appropriate because it enables the simultaneous examination of complex relationships among latent constructs, accounts for measurement error, and provides a comprehensive assessment of both direct and mediation effects, thereby enhancing the rigor and validity of causal inferences in educational and psychological research (Hair et al., 2022; Kline, 2023; Sarstedt et al., 2024).

5. Findings

5.1. Descriptive and Correlational Analysis

As present in Table 1, the results of descriptive analysis show the mean values from the lowest to highest of mindfulness: Obsr 1/4 8.29, Desc 1/4 8.45, AcAwr 1/4 8.63, N-JIE 1/4 8.65, and N-RIE 1/4 8.73; psychological capital: Hop 1/4 12.46, Opt 1/4 12.89, Res 1/4 13.23, and S-E 1/4 13.37; emotional engagement: E-Enj 1/4 8.35, SeBel 1/4 8.44, Co-Sa 1/4 8.63, SoIC 1/4 8.91, and D-M 1/4 9.05; and teachers' assessment practices: FoA1/4 13.09, SuA1/4 13.18, and DiAs1/4 13.43. The standard deviation values for mindfulness, from lowest to highest: Obsr 1/4 1.187, Desc 1/4 1.266, AcAwr 1/4 1.322, N-JIE 1/4 1.386, and N-RIE 1/4 1.391; psychological capital: S-E 1/4 1.284, Res1/4 1.286, Opt1/4 1.346, and Hop 1/4 1.461; emotional engagement: E-Enj 1/4 .963, SeBel 1/4 .988, Co-Sa 1/4 1.055, SoIC 1/4 1.064, and D-M 1/4 1.278; teachers' assessment practices: FoA 1/4 1.412, SuA 1/4 1.428, and DiAs 1/4 1.576. In most cases, the mean value exceeds the standard deviation number. It accurately depicts all of the data in good shape. In the meantime, the correlation analysis's findings demonstrated that, with a coefficient correlation range of .18 to .79, every indicator of the research variables had a significant association with other variable indicators at the level of $p < .01$. This requirement demonstrates the reciprocal relationship between all indicators. On the other hand, all coefficient correlations less than .80 suggest that the multicollinearity phenomena are not taken into account.

5.2. Confirmatory Factor Analysis

Table 2 displays the findings of the confirmatory factor analysis. All factor loading values [λ] exceed .30 (Kline, 2023), and the t-values are higher than the critical value (≥ 1.65). These results indicate that all indicators are valid and can be used to measure their respective latent constructs. Construct reliability [CR] and variance extracted [VE] were subsequently examined to assess the internal consistency and convergent validity of the measurement model. All variables achieved VE values greater than .50 and CR values exceeding .70 (Hair et al., 2022), indicating satisfactory convergent validity and strong construct reliability. Furthermore, the high factor loadings demonstrate that the indicators adequately represent their underlying constructs, thereby supporting the measurement model's stability and precision. The satisfactory CR and VE values also suggest that the constructs explain a substantial proportion of the variance in their indicators, which is essential for ensuring the quality of latent variable measurement

Table 1
Descriptive and correlational analysis

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Mindfulness																			
1. Obsr	8.45	1.266	—																
2. Desc	8.73	1.187	.64**	—															
3. AcAwr	8.65	1.322	.53**	.79**	—														
4. N-JIE	8.29	1.391	.46**	.59**	.70**	—													
5. N-RIE	8.63	1.386	.47**	.69**	.75**	.66**	—												
Psychological capital																			
6. S-E	13.37	1.284	.33**	.39**	.36**	.29**	.35**	—											
7. Opt	12.89	1.346	.39**	.42**	.37**	.34**	.35**	.62**	—										
8. Hop	12.46	1.461	.32**	.43**	.44**	.43**	.39**	.45**	.70**	—									
9. Res	12.23	1.286	.39**	.47**	.43**	.38**	.41**	.74**	.76**	.59**	—								
Emotional engagement																			
10. E-Enj	9.05	.988	.33**	.41**	.37**	.31**	.38**	.38**	.47**	.41**	.48**	—							
11. SeBel	8.63	1.055	.30**	.34**	.34**	.32**	.36**	.37**	.42**	.44**	.50**	.49**	—						
12. Co-Sa	8.35	1.064	.35**	.30**	.32**	.33**	.34**	.34**	.44**	.42**	.47**	.38**	.54**	—					
13. SoIC	8.44	.963	.24**	.23**	.18**	.25**	.22**	.26**	.35**	.31**	.34**	.34**	.36**	.32**	—				
14. D-M	8.91	1.278	.27**	.36**	.31**	.27**	.32**	.33**	.42**	.33**	.43**	.72**	.38**	.34**	.44**	—			
Teachers' assessment practices																			
15. FoA	13.09	1.412	.34**	.40**	.39**	.41**	.41**	.40**	.52**	.55**	.55**	.42**	.41**	.31**	.43**	.60**	—		
16. SuA	13.43	1.428	.29**	.39**	.39**	.37**	.41**	.47**	.51**	.52**	.58**	.44**	.39**	.21**	.36**	.59**	.70**	—	
17. DiAs	13.18	1.576	.30**	.34**	.41**	.35**	.36**	.38**	.41**	.47**	.46**	.31**	.37**	.35**	.36**	.45**	.59**	.71**	—

Note. ** $p < .01$; Obsr: Observing; Desc: Describing; AcAwr: Acting with Awareness; N-JIE: Non-Judging of Inner Experience; N-RIE: Non-Reacting to Inner Experience; Res: Resilience; Opt: Optimism; Hop: Hope; S-E: Self-Efficacy; E-Enj: Enthusiasm and Enjoyment; SeBel: Sense of Belonging and Identification; Co-Sa: Commitment and Satisfaction; SoIC: Social and Interpersonal Connection; D-M: Dedication and Meaningfulness; FoA: Formative Assessment; DiAs: Summative Assessment.

in SEM studies. Collectively, these findings confirm that the measurement model meets contemporary psychometric standards and provides a robust foundation for testing the structural relationships among the study variables (Hair et al., 2022; Sarstedt et al., 2024).

Table 2

The results of the confirmatory factor analysis

<i>Variable and Indicator</i>	<i>k</i>	<i>k²</i>	<i>t</i>	<i>e</i>	<i>CR</i>	<i>VE</i>
Mindfulness						
Obsr	.61	.40	15.40	.61	.887	.639
Desc	.85	.74	24.01	.26		
AcAwr	.92	.83	26.23	.17		
N-JIE	.76	.56	19.56	.44		
N-RIE	.83	.67	22.26	.33		
Psychological capital						
S-E	.76	.59	19.99	.41	.881	.649
Opt	.84	.72	23.29	.27		
Hop	.69	.48	17.33	.52		
Res	.90	.81	25.48	.18		
Emotional engagement						
E-Enj	.90	.81	23.20	.19	.771	.527
SeBel	.56	.31	13.07	.68		
Co-Sa	.44	.20	10.11	.80		
SoIC	.43	.18	9.32	.83		
Teachers' assessment practices						
FoA	.76	.59	19.35	.41	.857	.661
SuA	.92	.83	24.13	.17		
DiAs	.76	.59	19.58	.40		

Note. Obsr: Observing; Desc: Describing; AcAwr: Acting with Awareness; N-JIE: Non-Judging of Inner Experience; N-RIE: Non-Reactivity to Inner Experience; Res: Resilience; Opt: Optimism; Hop: Hope; S-E: Self-Efficacy; E-Enj: Enthusiasm and Enjoyment; SeBel: Sense of Belonging and Identification; Co-Sa: Commitment and Satisfaction; SoIC: Social and Interpersonal Connection; D-M: Dedication and Meaningfulness; FoA: Formative Assessment; SuA: Summative Assessment; DiAs: Diagnostic Assessment.

5.3. Goodness of Fit Analysis

Results of the goodness of fit [GOF] displayed in Table 3 indicated that three indicators (Chi-Square, Sig. Probability, and RMSEA) did not meet the eleven criteria measurement standards, while eight did (GFI, NFI, NNFI, AGFI, CFI, RFI, Chi-Square normed, PNFI). According to Hair et al. (2022), Chi-Square requires additional testing because it is highly sensitive to big sample numbers (>200). Consequently, Chi-Square does not provide a sufficient probability value, as was the case in this investigation with a sample of 522 teachers in this study. However, since the remaining eight criteria are satisfied, it can still be accepted (fit).

Table 3

The goodness of fit statistics

<i>The goodness of fit index</i>	<i>Cut of value</i>	<i>Result</i>	<i>Information</i>
Absolute fit measures			
Chi-square	$\chi^2 < \chi^2_{table}$	673.78	Poorly
Sig. probability	$p > .05$	.00	Poorly
GFI	$\geq .09$	.87	Good
RMSEA	$\leq .08$	.08	Poorly
Incremental fit measures			
NFI	$> .90$	.95	Good
NNFI	$\geq .90$	.95	Good
AGFI	$\geq .90$	.92	Good
CFI	$\geq .90$	.96	Good
RFI	$\geq .90$	.94	Good
Parsimony fit measures			
Chi-square normed	1 - 2 or < 3	1.19	Good
PNFI	0 - 1	.79	Good
The goodness of fit index	Cut of value	Result	Information

5.4. Hypothesis Testing

The hypothesis testing results are presented in Figure 2 and Figure 3, and summarized in Table 4 indicating that mindfulness, psychological capital, and emotional engagement are significantly direct associated with teachers' assessment practices ($c 1/4 .16$, $c 1/4 .49$, $b 1/4 .17$; $p < .01$). Furthermore, mindfulness and psychological capital significantly direct predicts teachers' emotional engagement ($c 1/4 .21$, $c 1/4 .53$; $p < .01$). However, psychological capital ($c 1/4 .49$; $c 1/4 .53$) directly predicts teachers' emotional engagement and assessment practices greater than mindfulness ($c 1/4 .16$; $c 1/4 .21$). It indicates that psychological capital has a dominant effect than mindfulness. Therefore, psychological capital needs to be prioritized in enhancing teachers' emotional engagement and assessment practices.

Figure 2

Standardized structural model

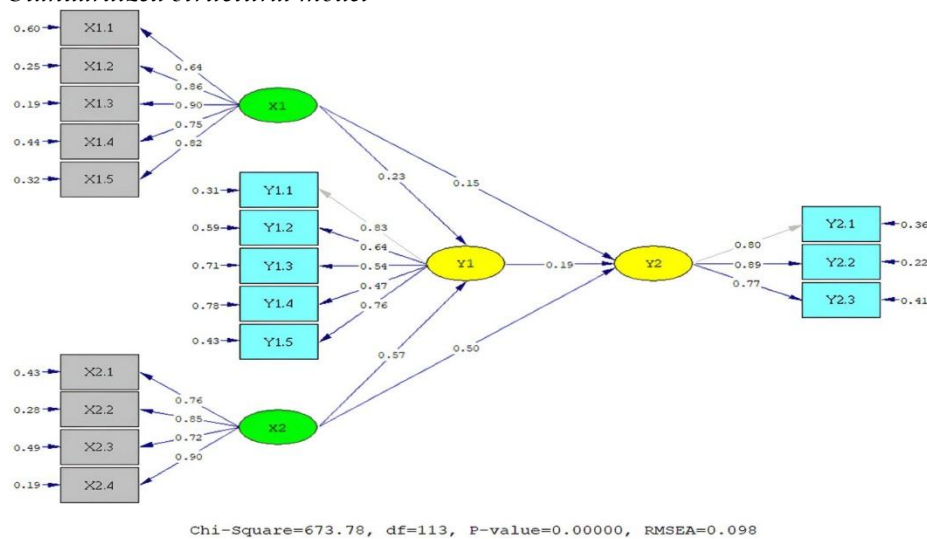
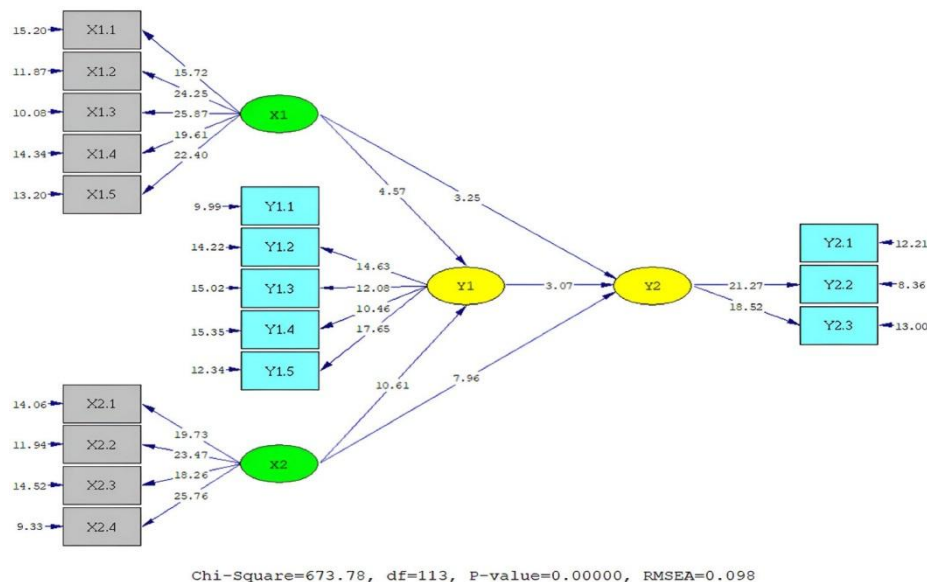


Figure 3

T-value structural model



Additionally, mindfulness and psychological capital indirectly associated with teachers' assessment practices mediated by emotional engagement is significant (supported), with $b 1/4 .05$ ($p < .01$) for mindfulness, and $b 1/4 .10$ ($p < .01$) for psychological capital. However, psychological capital (.10) has a dominant indirect (mediation) effect on teachers' assessment practices through emotional engagement than mindfulness (.05). One more, it indicates the vitality psychological capital for teachers' assessment practices, so its existence needs to be maintained and improved continuously in order to make a greater contribution to teachers' assessment practices.

Table 4
Hypothesis testing

Hypotesis	c/b	t/Z value	Decision
H1: Mindfulness (X ₁) on teachers' assessment practices (Y ₂)	.16**	3.21	Supported
H2: Psychological capital (X ₂) on teachers' assessment practices (Y ₂)	.49**	6.86	Supported
H3: Emotional engagement (Y ₁) on teachers' assessment practices (Y ₂)	.17**	3.02	Supported
H4: Mindfulness (X ₁) on emotional engagement (Y ₁)	.21**	4.37	Supported
H5: Psychological capital (X ₂) on emotional engagement (Y ₁)	.53**	10.51	Supported
H6: Mindfulness (X ₁) on teachers' assessment practices (Y ₂) mediated by emotional engagement (Y ₁)	.05**	10.01	Supported
H7: Psychological capital (X ₂) on teachers' assessment practices (Y ₂) mediated by emotional engagement (Y ₁)	.10**	11.34	Supported

Note. * $p < .01$

5. Discussion

The study revealed that mindfulness, psychological capital, and emotional engagement directly associated with the assessment practices of the Indonesian language teacher. It demonstrates how crucial mindfulness, psychological capital, and emotional engagement are in figuring out how committed a teacher is to their assessment practices for professional career. This empirical result suggests that teachers with higher mindfulness are more likely to exhibit better assessment practices of Indonesian language. Therefore, mindfulness will likely boost teachers' assessment practices to their professional careers. This empirical finding aligns with and validates earlier research that suggests mindfulness related to teachers' assessment practices of Indonesian language (Brown et al., 2025; Porter et al., 2022) and negates the research results of Wamsler et al. (2026), which reveal that assessment practices impacts motivation as an mindfulness. In actuality, a teacher's assessment practices to their professional career depends on their mindfulness. Highly self-aware teachers, for instance, consider how knowing one's feelings might inform one's decisions. One can become adept in the material one teaches and keep up with the latest developments in the field by having a realistic assessment of one's abilities and self-confidence (de Bruin et al., 2012; Demerouti & Bakker, 2023; Wang, 2023). Similarly, teachers' professional identity, psychological capital, and emotional intelligence may strengthen their learning assessment practices by supporting their initiative, effort, didactic competence, and ability to transmit assessment knowledge to students. In this sense, the available evidence does not directly show that mindfulness increases assessment competence; rather, it suggests that teachers' professional and psychological resources are associated with the mastery and implementation of formative, summative, and diagnostic assessment practices (Elmawazini et al., 2026; Mehmeti et al., 2024; Sukenti & Tambak, 2026).

This study showed that psychological capital associated with teachers' assessment practices to their professional careers. According to the empirical results, teachers with high levels of psychological capital also have strong levels of assessment practices of Indonesian language; in other words, psychological capital is a reliable tool for promoting assessment practices. This finding is consistent and affirms previous studies that psychological capital significantly related to assessment practices (Bertieaux et al., 2024; Liu & Du, 2024; Sukenti & Tambak, 2025; Sun et al., 2025). In actuality, psychological capital can help teachers deepen their assessment to their professional careers. Strong self-efficacy in teachers is demonstrated by their conviction that they can finish a task successfully, their mastery of the material they teach, and their ongoing review and updating of subject matter (Hartell et al., 2015; Lu et al., 2026; Williams et al., 2025). In addition, teachers with high resilience levels will be interested in helping students resolve problems both within and outside the classroom, including concerns and educational dilemmas (Huang et al., 2026; Owan et al., 2023; Tambak & Sukenti, 2023; Wang et al., 2025). It shows that teachers' assessment practices to mastering and putting into practice topic, didactic, and pedagogic abilities can be increased by all psychological capital indicators (self-efficacy, optimism, hope, and resilience) (Ekmekci et al., 2025; Luthans & Peterson, 2024; Mohafa et al., 2026; Yue et al., 2025).

This study also demonstrated that emotional engagement related to teachers' assessment practices of Indonesian language. Furthermore, teachers who are sense of belonging and identification will be interested in their students' problems and dilemmas, as well as solving educational and disciplinary issues in and out of the classroom (Morgan et al., 2022; Zhang et al., 2025). It demonstrates how all emotional engagement indicators (enthusiasm and enjoyment, sense of belonging and identification, commitment and satisfaction, social and interpersonal connection, and dedication and meaningfulness) can boost teachers' assessment practices to mastering and implementing formative assessment, summative, and diagnostic assessment (Alonso-Tapia et al., 2023; Yang, 2025; Zhou & Hou, 2024). It suggests that teachers' ability to emotional engagement effectively with others strengthens their assessment practices (Derakhshan, 2025). In other word, emotional engagement can help teachers to be more assessment practices to their profession. These findings are consistent and support the study of Zhang et al. (2025) that claim that emotional engagement significantly related to assessment practices and, at the same time, refused the research results of Xing and Teng (2026), which reveal that assessment practices linked to sense of belonging and identification as an emotional engagement indicator. For example, teachers who are enthusiasm and enjoyment, and have a strong sense of belonging and identification to listen to a different view and support it, are more likely to effectively transmit their knowledge to students. Commitment and satisfaction, social and interpersonal connection, dedication and meaningfulness can motivate a teacher to master and apply subject, didactic, and teachers' assessment practices of Indonesian language.

The results of this study also indicated that teachers' emotional engagement is highly impacted by mindfulness. According to the evidence, teachers with height mindfulness tends to evaluate effectively with their teaching for students. In other words, mindfulness can help teacher improve their emotional engagement skills. It supports the findings of scholars (Lundh, 2020; Tao, 2022; Zhang & Fathi, 2024) that mindfulness is linked to social and interpersonal connection and refutes other studies that prove no significant relationship between mindfulness and emotional engagement (Shuai et al., 2025; Zhi & Wang, 2025). However, mindfulness is a disposition that enables teachers to demonstrate emotional engagement skills. Teachers, for example, who have acting with awareness, non-judging of inner experience, and non-reactivity to inner experience, are more likely to sense of belonging and identification, and dedication and meaningfulness (Lundh, 2020; Wang & Jin, 2025). Furthermore, teachers who can appropriately place mindfulness by considering social situations are more likely to be evaluate to listen to others' points of view, provide support, be positive, and praise others (Wang, 2023; Zhi & Wang, 2025).

This study also found that psychological capital related to emotional engagement. It demonstrates the tendency of teachers with sufficient psychological capital to be effective evaluators. As a result, psychological capital can be a valuable tool for teachers who want to improve their emotional engagement skills. These findings corroborate previous research that linked psychological capital to emotional engagement (Biswal et al., 2025; Wu, 2025). In practice, teachers who have a strong sense of optimism and can assess situations precisely, objectively, and realistically tend to be upbeat and like to praise others (Shuai et al., 2025; Tjimuku et al., 2025). Furthermore, teachers who have high expectations, manifested in a strong belief that they can achieve their goals and overcome obstacles, have supportive attitudes, such as being open-minded, willing to listen to opposing viewpoints, and proactive in providing support to others, particularly students (Luthans & Peterson, 2024; Zhi & Wang, 2025).

Additionally, this study discovered new empirical information regarding the impact of mindfulness and psychological capital on how teachers' assessment practices of Indonesian language mediated emotional engagement. The findings align with earlier studies that mindfulness related to emotional engagement (Lundh, 2020; Tao, 2022), emotional engagement is influenced by psychological capital (Biswal et al., 2025; Wu, 2025), and emotional engagement related to teachers' assessment practices (Morgan et al., 2022; Zhang et al., 2025). These results led to the development of a novel empirical model that explains how teachers' assessment practices mediated emotional engagement is affected by mindfulness and psychological capital.

A significant factor predicts this new model is how emotional engagement acts as a mediator in converting the presence of mindfulness and psychological capital into positive energy that promotes greater teachers' assessment practices from Indonesian language teachers to their professional careers. This factual information provides valuable insight into the ways in which emotional engagement indicators like enthusiasm and enjoyment, sense of belonging and identification, commitment and satisfaction, social and interpersonal connection, and dedication and meaningfulness (Huang et al., 2022) can support and transmit mindfulness traits like observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience (de Bruin et al., 2012). The degree to which teachers are committed to their assessment practices for professional careers is greatly influenced by psychological capital elements, including self-efficacy, optimism, resilience, and hope (Luthans & Peterson, 2024). From the perspectives of emotional intelligence and psychological capital, these findings offer educational practitioners' useful implications for using emotional engagement as an intermediary strategy to strengthen teachers' assessment practices like formative assessment, summative assessment, and diagnostic assessment (Sarzhanova & Nurgabdeshev, 2025; Song & Mukundan, 2025). It also means that school leaders need to synergize the potential of teachers' mindfulness, psychological capital, and emotional engagement of Indonesian language to increase their assessment practices. These three variables can be developed through training activities, workshops, or sharing sessions accompanied by adequate simulations involving truly expert facilitators. In addition, this new model contributes theoretically to the study of assessment and language education studies, which are central to important questions about mindfulness, psychological capital, emotional engagement, and teachers' assessment practices.

Accordingly, the findings should be interpreted with a degree of caution, as the significant chi-square statistic suggests that the proposed model may not fully capture the complexity of the relationships among relationship mindfulness, psychological capital, emotional engagement, and assessment practices. Although the overall model demonstrated acceptable fit based on multiple complementary indices, the results indicate that additional factors or alternative structural pathways may also contribute to explaining teachers' assessment practices. This limitation highlights the need for further theoretical refinement and empirical validation of the model across diverse educational contexts. Future research should examine the stability and robustness of the proposed framework using larger and more heterogeneous samples, alternative model specifications, and longitudinal research designs. Such efforts would provide stronger evidence regarding the causal mechanisms underlying teachers' assessment practices and enhance the generalizability of the model across different educational settings and cultural contexts (Hair et al., 2022; Kline, 2023; Sarstedt et al., 2024). Longitudinal studies could clarify the temporal ordering of the relationships, while experimental or quasi-experimental designs would provide stronger grounds for causal inference. Employing these designs across different educational settings and cultural contexts would also help determine the extent to which the proposed model is generalizable beyond the present sample (Asare et al., 2025; Davor et al., 2026).

A further limitation of this study concerns the potential predicts of common method bias, as all variables were measured using self-reported data collected through a single cross-sectional survey. Although Harman's single-factor test indicated that no single factor accounted for the majority of the variance, recent methodological literature suggests that this procedure alone is insufficient to conclusively rule out common method bias (Howard et al., 2024; Kock & Dow, 2025). Consequently, the possibility that shared measurement methods may have inflated some of the observed relationships cannot be entirely excluded. Future studies are encouraged to employ more rigorous procedural and statistical remedies, such as collecting data from multiple sources, implementing time-lagged research designs, incorporating marker variables, or applying latent common method factor techniques to further assess and control for method-related variance. These approaches would strengthen the validity of the findings and provide more robust evidence regarding the relationships among relationship mindfulness, psychological capital, emotional engagement, and teachers' assessment practices.

6. Conclusion

This study discovered new empirical data about the critical role that emotional engagement plays in mediating the impact of mindfulness and psychological capital on teachers' assessment practices of Indonesian language. Its role goes beyond other findings, which confirm the significant associated with mindfulness, psychological capital, and emotional engagement on teachers' assessment practices of Indonesian language, as well as the positive predicts of mindfulness and psychological capital on teachers' emotional engagement. These findings provide new insight for teachers to be more concerned with emotional engagement in carrying out their professional duties, especially as mediators who can transmit their mindfulness and psychological capital into positive energy that can raise their assessment practices of Indonesian language. However, unfortunately, this study has several shortcomings that should be discussed and anticipated by researchers. These include the fact that not all theoretical indicators found in the literature were taken into account, that variables that could have affected the relationship between mindfulness, psychological capital, emotional engagement, and assessment practices of Indonesian language teacher were not controlled for, that the study only used self-reported data, and that the study did not examine the empirical reasons why transmits mindfulness and psychological capital toward Indonesian language teachers' assessment practices. Therefore, future research needs to consider theoretical indicators left out of this analysis, allowing for acquiring research findings that could enhance or add a new dimension to this analysis. It's also important to think about using additional data sources, like students, principals, and coworkers. In order to achieve thorough and comprehensive research results, it is necessary to refrain from employing mixed methods (qualitative and quantitative) to elucidate facts that cannot be revealed quantitatively.

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Data availability: We declare that the supporting data for this research are fully available in our archives. Access to the supporting data for this research must be done by requesting and obtaining permission by corresponding with the researcher [corresponding author].

Declaration of generative AI and AI-assisted technologies: We declare that this manuscript did not use generative AI and AI-assisted technologies in the manuscript preparation process.

Declaration of interest: We are the authors declare that we have no competing financial interests or personal relationships that could have appeared to influence the work reported in this paper. The writing of this paper was carried out together and maintained mutual relations with each other in togetherness, and there was no conflict of interest.

Ethics declaration: This study was conducted in accordance with established ethical standards for research involving human participants. Prior to data collection, all participants were informed about the purpose of the study, the procedures involved, their voluntary participation, and their right to withdraw at any time without penalty. Written informed consent was obtained from all participants. Participants' anonymity and confidentiality were strictly maintained. No personal identifying information was collected or disclosed, and all data were used solely for research purposes. The data were securely stored and accessed only

by the research team. This research did not involve any form of deception, physical risk, or psychological harm. The study complies with the ethical principles of respect for persons, beneficence, and justice, and adheres to relevant institutional and national research ethics guidelines.

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