

# Arief Darmanegara Liem

## List of Publications by Year in descending order

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Version: 2024-02-01

58  
papers

3,205  
citations

186265

28  
h-index

161849

54  
g-index

61  
all docs

61  
docs citations

61  
times ranked

2395  
citing authors

| #  | ARTICLE  | IF  | CITATIONS |
|----|--|-----|-----------|
| 1  | The role of self-efficacy, task value, and achievement goals in predicting learning strategies, task disengagement, peer relationship, and achievement outcome. <i>Contemporary Educational Psychology</i> , 2008, 33, 486-512.        | 2.9 | 555       |
| 2  | Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. <i>Journal of Adolescence</i> , 2012, 35, 1111-1122.   | 2.4 | 225       |
| 3  | Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. <i>Journal of Educational Psychology</i> , 2013, 105, 728-746.  | 2.9 | 200       |
| 4  | Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. <i>Teaching and Teacher Education</i> , 2012, 28, 503-513.  | 3.2 | 179       |
| 5  | Methodological Measurement Fruitfulness of Exploratory Structural Equation Modeling (ESEM): New Approaches to Key Substantive Issues in Motivation and Engagement. <i>Journal of Psychoeducational Assessment</i> , 2011, 29, 322-346. | 1.5 | 160       |
| 6  | Adaptability: Conceptual and Empirical Perspectives on Responses to Change, Novelty and Uncertainty. <i>Australian Journal of Guidance and Counselling</i> , 2012, 22, 58-81.  | 0.4 | 130       |
| 7  | The role of arts participation in students' academic and nonacademic outcomes: A longitudinal study of school, home, and community factors. <i>Journal of Educational Psychology</i> , 2013, 105, 709-727.                             | 2.9 | 129       |
| 8  | The relationship between future goals and achievement goal orientations: An intrinsic-extrinsic motivation perspective. <i>Contemporary Educational Psychology</i> , 2010, 35, 264-279.  | 2.9 | 123       |
| 9  | The Motivation and Engagement Scale: Theoretical Framework, Psychometric Properties, and Applied Yields. <i>Australian Psychologist</i> , 2012, 47, 3-13.  | 1.6 | 112       |
| 10 | Peer relationships and adolescents' academic and non-academic outcomes: Same-sex and opposite-sex peer effects and the mediating role of school engagement. <i>British Journal of Educational Psychology</i> , 2011, 81, 183-206.      | 2.9 | 92        |
| 11 | Task- and self-related pathways to deep learning: The mediating role of achievement goals, classroom attentiveness, and group participation. <i>British Journal of Educational Psychology</i> , 2008, 78, 639-662.                     | 2.9 | 91        |
| 12 | Academic personal bests (PBs), engagement, and achievement: A cross-lagged panel analysis. <i>Learning and Individual Differences</i> , 2010, 20, 265-270.   | 2.7 | 91        |
| 13 | Boarding School, Academic Motivation and Engagement, and Psychological Well-Being. <i>American Educational Research Journal</i> , 2014, 51, 1007-1049.   | 2.7 | 80        |
| 14 | Educating for twenty-first century competencies and future-ready learners: research perspectives from Singapore. <i>Asia Pacific Journal of Education</i> , 2017, 37, 425-436.   | 2.1 | 76        |
| 15 | The Big-Fish-Little-Pond Effect and a National Policy of Within-School Ability Streaming. <i>American Educational Research Journal</i> , 2013, 50, 326-370.  | 2.7 | 61        |
| 16 | Personal best goals and academic and social functioning: A longitudinal perspective. <i>Learning and Instruction</i> , 2012, 22, 222-230.  | 3.2 | 60        |
| 17 | Student perceptions of self-efficacy and teacher support for learning in fostering youth competencies: Roles of affective and cognitive engagement. <i>Journal of Adolescence</i> , 2018, 68, 1-11.                                    | 2.4 | 60        |
| 18 | Values, achievement goals, and individual-oriented and social-oriented achievement motivations among Chinese and Indonesian secondary school students. <i>International Journal of Psychology</i> , 2008, 43, 898-903.                 | 2.8 | 54        |

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|----|---|-----|-----------|
| 19 | College seniors' theory of their academic motivation.. Journal of Educational Psychology, 2008, 100, 812-828.   | 2.9 | 50        |
| 20 | Problem solving and immigrant student mathematics and science achievement: Multination findings from the Programme for International Student Assessment (PISA).. Journal of Educational Psychology, 2012, 104, 1054-1073.                                   | 2.9 | 49        |
| 21 | Academic and social achievement goals: Their additive, interactive, and specialized effects on school functioning. British Journal of Educational Psychology, 2016, 86, 37-56.  | 2.9 | 48        |
| 22 | Sociocultural antecedents of academic motivation and achievement: Role of values and achievement motives in achievement goals and academic performance. Asian Journal of Social Psychology, 2012, 15, 1-13.   | 2.1 | 47        |
| 23 | Student Engagement: Current State of the Construct, Conceptual Refinement, and Future Research Directions. Educational Psychology Review, 2022, 34, 107-138.  | 8.4 | 43        |
| 24 | Regulatory Focus as an Explanatory Variable for Cross-Cultural Differences in Achievement-Related Behavior. Journal of Cross-Cultural Psychology, 2015, 46, 171-190.  | 1.6 | 40        |
| 25 | The role of adaptability in promoting control and reducing failure dynamics: A mediation model. Learning and Individual Differences, 2015, 38, 36-43.   | 2.7 | 37        |
| 26 | Exploring the relationships between academic buoyancy, academic self-concept, and academic performance: a study of mathematics and reading among primary school students. Educational Psychology, 2019, 39, 1068-1089.                                      | 2.7 | 37        |
| 27 | Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement Across Time. Journal of Higher Education, 2013, 84, 640-674.   | 2.7 | 35        |
| 28 | School-Based Intervention for Test Anxiety. Child and Youth Care Forum, 2016, 45, 1-17.   | 1.6 | 35        |
| 29 | Content and Structure of Values in Middle Adolescence: Evidence From Singapore, the Philippines, Indonesia, and Australia. Journal of Cross-Cultural Psychology, 2011, 42, 146-154.   | 1.6 | 33        |
| 30 | Task performance in small group settings: the role of group members' self-efficacy and collective efficacy and group's characteristics. Educational Psychology, 2017, 37, 1082-1105.  | 2.7 | 25        |
| 31 | Young people's responses to environmental issues: Exploring the roles of adaptability and personality. Personality and Individual Differences, 2015, 79, 91-97.   | 2.9 | 22        |
| 32 | The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills: A study of high school and elementary school students in different national contexts. Learning and Instruction, 2022, 80, 101619. | 3.2 | 19        |
| 33 | Extending antecedents of achievement goals: The double-edged sword effect of social-oriented achievement motive and gender differences. Learning and Individual Differences, 2013, 23, 249-255.   | 2.7 | 18        |
| 34 | Cultural Factors Relevant to Secondary School Students in Australia, Singapore, the Philippines and Indonesia: Relative Differences and Congruencies. Australian Journal of Guidance and Counselling, 2009, 19, 161-178.                                    | 0.4 | 16        |
| 35 | Academic Self-Concepts in Ability Streams: Considering Domain Specificity and Same-Stream Peers. Journal of Experimental Education, 2015, 83, 83-109.   | 2.6 | 13        |
| 36 | An expectancy-value perspective of civic education motivation, learning and desirable outcomes. Educational Psychology, 2013, 33, 283-313.  | 2.7 | 12        |

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|----|---|-----|-----------|
| 37 | Self-related beliefs and their processes: Asian insights. <i>Educational Psychology</i> , 2014, 34, 529-537.  | 2.7 | 11        |
| 38 | Academic Momentum at University/College: Exploring the Roles of Prior Learning, Life Experience, and Ongoing Performance in Academic Achievement across Time. <i>Journal of Higher Education</i> , 2013, 84, 640-674.                           | 2.7 | 11        |
| 39 | The role of arts-related information and communication technology use in problem solving and achievement: Findings from the programme for international student assessment.. <i>Journal of Educational Psychology</i> , 2014, 106, 348-363.     | 2.9 | 10        |
| 40 | Structural and concurrent validity of the International English Mini-Markers in an adolescent sample: Exploring analytic approaches and implications for personality assessment. <i>Journal of Research in Personality</i> , 2014, 53, 182-192. | 1.7 | 10        |
| 41 | Student, home, and school socio-demographic factors: links to school, home, and community arts participation. <i>Australian Educational Researcher</i> , 2016, 43, 221-244.   | 2.3 | 10        |
| 42 | A Longitudinal Analysis of Physical and Psychological Wellbeing amongst Late Adolescents: Exploring the Transition from School to Postschool Life. <i>Australian Educational and Developmental Psychologist</i> , 2012, 29, 17-43.              | 0.5 | 9         |
| 43 | What Happens to Physical Activity Behavior, Motivation, Self-Concept, and Flow After Completing School? A Longitudinal Study. <i>Journal of Applied Sport Psychology</i> , 2010, 22, 437-457.   | 2.3 | 8         |
| 44 | Fostering student engagement in schools: International best practices. <i>School Psychology International</i> , 2017, 38, 121-130.  | 1.9 | 8         |
| 45 | Academic performance and assessment. <i>Educational Psychology</i> , 2019, 39, 705-708.   | 2.7 | 8         |
| 46 | Describing the values of Filipino adolescents: a comparison with pan-cultural norms. <i>Journal of Tropical Psychology</i> , 2014, 4, .   | 0.3 | 6         |
| 47 | Social and Emotional Learning in Singapore's Schools: Framework, Practice, Research, and Future Directions. , 2017, , 187-203.  |     | 6         |
| 48 | Implicit beliefs of ability and maladaptive learning: does self-efficacy matter?. <i>Educational Psychology</i> , 2019, 39, 153-168.  | 2.7 | 5         |
| 49 | Profiles of Antisocial Behavior in School-Based and At-Risk Adolescents in Singapore: A Latent Class Analysis. <i>Child Psychiatry and Human Development</i> , 2020, 51, 585-596.   | 1.9 | 5         |
| 50 | Perceived school goal structure, achievement goals and emotions in teaching of Singapore teachers. <i>Asia Pacific Journal of Education</i> , 2020, 40, 344-355.  | 2.1 | 5         |
| 51 | Order processing of number symbols is influenced by direction, but not format. <i>Quarterly Journal of Experimental Psychology</i> , 2022, 75, 98-117.  | 1.1 | 4         |
| 52 | Promoting Mastery-Approach Goals to Support the Success of the "Teach Less, Learn More" Educational Initiative. , 2016, , 277-302.  |     | 2         |
| 53 | The Effects of Culture and Sex on Students' Approaches to Learning: Inspiring Insights from David Watkins' Intellectual Inquiries. , 2016, , 217-233.   |     | 2         |
| 54 | Achievement and motivation. <i>Educational Psychology</i> , 2021, 41, 379-382.  | 2.7 | 1         |

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|----|---|-----|-----------|
| 55 | Perceived competence and coping strategies. <i>Educational Psychology</i> , 2022, 42, 275-277.  | 2.7 | 1         |
| 56 | Goal complexes: Integrating achievement goals as standards and self-attributed motives as reasons underlying goal pursuit. <i>Social Psychology of Education</i> , 2022, 25, 845-880. | 2.5 | 1         |
| 57 | Preliminary Evidence for Validity of the Bahasa Indonesian Version of Study Process Questionnaire. <i>Psychological Reports</i> , 2007, 100, 333-338.                                 | 1.7 | 0         |
| 58 | Latent Variable Modeling in Educational Psychology. , 2013, , 187-216.  |     | 0         |