....

STUDENTS ENGAGEMENT PROFILES IN ENGLISH FOREIGN LANGUAGE CLASS

Oleh
Mimin Aminah
English Education Study Program, Universitas Subang, Subang
Email: miminaminah@unsub.ac.id[1]

Abstract

Engagement is an important aspect to increase learning outcomes. No matter how great the teaching methods or media are, they will not be optimal without students involvement in the learning process. Data shows that the level of student engagement influences students' grade point average, hereafter GPA. Data was obtained from university students in their second year of undergraduate education who tried to explore the relationship between the GPA obtained by students by comparing it with observation data on their level of engagement with the learning they received. Data shows that students with GPAs at high, moderate and low levels are directly proportional to the level of student engagement in learning. Based on research findings, the factor that could be behind the increase in GPA is that students' learning engagement influences students' level of awareness, curiosity and persistence in learning. So that students with good learning engagement will be aroused by curiosity about a topic, try to find additional information and solutions to solve problems, and be able to persist with the challenges they are trying to solve.
Keywords: Engagement Profiles, English Foreign Language, Grade Point Average

PENDAHULUAN

The engagement profile of students will influence aspects of their behavior in learning, both in the form of their behavioral patterns during learning and their efforts to complete learning projects. This is in line with Fredricks, Blumenfeld, and Paris (2004), student engagement can be considered a multidimensional construct that unites three components: behavioural, cognitive, and emotional. Behavioural engagement refers to participation and involvement in academic and social activities. Alterations in this dimension can predict dropout (Archambault et al. 2009). Emotional engagement encompasses reactions to teachers and classmates, and cognitive engagement involves the effort to comprehend complex ideas and master difficult skills (Fredricks, Blumenfeld, and Paris 2004).

Student engagement has a pivotal influence on educational and occupational outcomes. It is positively connected with desirable learning outcomes, such as critical thinking and grades (Carini, Kuh, and Klein 2006). It is in line with the research observation result that students who have strong engagement with learning will be directly proportional to getting good grades, this is because they will try harder in learning, they will try to explore what they do not understand, the further they search and learn, this will automatically improve critical thinking so that they will try as hard as they can to find answers the complex questions.

Moreover, Student engagement is also associated with lower dropout rates (Archambault et al. 2009). In line with the previous explanation which shows that students with high engagement tend to get good grades in learning, psychologically this will increase the student's level of self-confidence. Along with a feeling of confidence in the achievements that have been obtained, there is less possibility of feeling stressed about the learning process that is faced, so that it will also

....

…………………………………………………………………………………………....

reduce the dropout rate of students from an educational institution.

Furthermore, Aminah, et. al. (2023) stated In today curriculum no more teacher centered at class, the curriculum demand student active learning through teaching learning process. The curriculum demands teaching modules that apply the project-based learning method or case-method which in principle requires students to be more active in learning, required to complete certain projects as a condition for completing certain subjects. Therefore, academic self-efficacy plays a big role in study achievement. Apart from other supporting aspects as explained by Kahu and Nelson (2018) examine student engagement as an active process within an educational interface. In this interface, the student is in a set of relationships with multiple educational settings, and the student experience is influenced by four psychosocial mechanisms: academic self-efficacy, emotions, belonging, and well-being.

Moreover, Academic self-efficacy refers to students' belief in their capacity to perform given tasks (see also Schunk and Pajares 2004) and is a result of a subjective appraisal of the situation (Kahu and Nelson 2018). Belonging relates to students' connectedness to the institution, staff, and other students (see also Thomas 2012). Well-being is treated as a relative state on a continuum, measured against stress (Kahu and Nelson 2018). Emotions are situated and dynamic and result from a subjective appraisal of the situation (see also Fredrickson and Cohn 2008). These mechanisms are thought to explain differences between students. Furthermore, the framework defines the immediate (e.g. knowledge and skills) and long-term outcomes (e.g. retention and work success) of student engagement.

Based on explanation above it can be seen that The student engagement profile influences many aspects of learning, especially aspects of student learning behavior which have a direct influence on student learning outcomes. Teachers should be mentors who direct learning outcomes. In essence, students are the main determinants of learning achievements themselves.

METHOD

This research conducted descriptive qualitative research design. Based on Sugiyono (2010) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. In addition, Gay, et.al., (2012) stated that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. The phenomenon that analyzed is students GPA range ang their engagement profile. This research designed in the first semester, the students were asking to write a text talking about themselves. Their text and their engagement level then analyzed by the researcher. The second analysis was taken from comparing students' engagement level and their taken GPA. This stage is important to make sure the students engagement profile and the effect on their GPA.

Participants

This research was conducted in second year of University students. It employed purposive sampling by selecting the participants from students on purpose (Gay, Mills, & Airasian, 2009; Silverman, 2005). Purposive sampling also aims to ensure that the data being analyzed is valid, because the sample selection will be in accordance with the student characteristics needed for analysis. Therefore, The participants were taken from 3 stages of students' GPA achievement, particularly the low, moderate and high score students. Every degree consisted of 2 students.

Procedure of Collecting Data

Data is taken by analyzing text written by the students. The text contains their profiles as students, starting from personal profiles to

…………………………………………………………………………………………...

…………………………………………………………………………………………………

reasons for choosing a study program. The text will be analyzed focusing on their level of engagement with the study program and learning activities. The data obtained was then grouped into high, moderate and low levels. After getting an information of their engagement level, the next data that was analyzed was the student's GPA in the second year of study. From this data, we tried to analyze the effect of engagement level on students' GPA.

Data Analysis

The data shows significant effect of GPA achievement from different student engagement level. details are shown in the following table:

Table 1.1 High Engagement Level

Participants	Achievement Level	Engagement Indicator
Student 1	High (4.00)	…I enrolled in the University of Subang because I wanted to become a teacher and introduce English to future to children, students as well as students. Also introduce a fun and more understandable learning method. And I hope the methods, I use will help everyone….
Student 2	High (3.95)	…Since senior high school I've always loved English, cause I think if someone who speak English is really cool,and I wanna be cool too. Besides that I have dream to travel the world, that's why I'm here studying English…

The first table shows that students' statements that show a high level of engagement are characterized by good perception and high interest in the chosen study program, relevant future goals and even having a far-reaching vision of what they will be in the future. In the analysis of the high level of engagement here, it can be seen that the level of awareness is also high because it is driven by the thought that what he does now will be needed to support his goals in the future.

Table 1.2 Moderate Engagement Level

Participants	Achievement Level	Engagement Indicator
Student 3	Moderate (3,46)	Honestly, I'm very excited to start college and get new knowledge that is broader. I chose English Education major because I like things related to English. I took this major at the Subang University because I have a career plan to be a teacher in the future. Apart from being interested in English, my hobby is reading fiction in my spare time. My future plan is to attend elementary classes and prepare for a bachelor's degree. I also hope when I can increase my foreign language knowledge in this college. I hope to have a productive semester and improve my skills
Student 4	Moderate (3,34)	Since in high school, I have loved hearing English and anything about languages. So here I am, studying linguistics, especially English. Usually, I need time to listen to English vocabulary, my goal is to be useful to

…………………………………………………………………………………………………..

………………………………………………………………………………....

		other people whether I'm a teacher or whatever.

The second table shows a group with a moderate engagement level. From this table, data is obtained that this student has an interest in the study program they chose, the difference being that this student does not have a clear vision, he is limited to following what he likes. In simple terms, it can be seen from the statement "I also hope when I can increase my foreign language knowledge in this college" shows that interest is limited to the desire to improve abilities with a clear vision of the expected goals. The second level moderate sample statement states "my goal is to be useful to other people whether I'm a teacher or whatever". This statement shows almost the same thing. Both of the students stating the desire to be useful, helpful, develop one's abilities but there is no clear vision for the future.

Table 1.3 Low Engagement Level

Participants	Achievement Level	Engagement Indicator
Student 5	Low (2,95)	*...I was a very industrious child but somehow since junior high school, I've been lazy After that I wanted to change for the better, I attended high school and became a leader too ...*
Student 6	Low (2,65)	-

The third table shows students from low engagement levels who do not show state

interest in the chosen study program. In the first sample, however, it shows that their motivation is to increase their own capacity, without specifically stating or showing engagement with the study program. Moreover, the second sample did not complete his writing project, this is considered to indicate a low level of persistence resulting from a low level of engagement. Another indicator that also shows a low level of engagement is low attention during class meetings.

DISCUSSION

Learning engagement influences motivational and behavioral aspects in learning. The higher the level of engagement in accordance with the higher the level of motivation and learning behavior of students in class. learning engagement has been proven to be valid in increasing students' GPA achievement. The results of data analysis show that students who have high learning engagement also have a high GPA. The phenomenon happened because Student engagement influences many other aspects of learning.

The data shows that student learning engagement influences students' level of awareness, curiosity and persistence in learning. These three factors are important in student learning performance, because a high level of awareness will enhance the learning process in class and students tend to provide responses, this shows that students are already at the level of understanding because when giving responses students are trying to clarify and validate what they understand. Curiosity and persistence are also very important in learning, because these two aspects support getting good learning outcomes, especially if completing learning in the form of a project based or case method, where learning will focus on students being able to complete certain projects.

....

CONCLUSION

The findings in the research show that student engagement profiles will influence students' emotional and behavioral aspects. This is an important thing to be concerned about because learning is not only about great methods, great curriculum, professional teachers, more than that, students' internal factors are much more important. because students are the main factor and indicator in successful learning. Students with a good engagement profile tend to be cooperative in the learning process, and in the end will get good results by achieving a high GPA as an indicator of competency achievement in college. Based on research findings, the factor that could be behind the increase in GPA is that students' learning engagement influences students' level of awareness, curiosity and persistence in learning. So that students with good learning engagement will be aroused by curiosity about a topic, try to find additional information and solutions to solve problems, and be able to persist with the challenges they are trying to solve.

REFERENCES

[1]   Aminah, M., Maulida, I., Supriadi, T.F., 2023. "Project Based Learning in Promoting Learner Autonomy". Jurnal Bina Patria 17 (7): 1511-1516. doi: https://doi.org/10.33578/mbi.v17i7.279.

[2]   Archambault, I., M. Janusz, J.-S. Falu, and L. S. Pagani. 2009. "Student Engagement and Its Relationship with Early High School Dropout." Journal of Adolescence 32 (32): 651–670. doi:10.1016/j.adolescence.2008.06.007.

[3]   Carine, R. M., G. D. Kuh, and S. P. Klein. 2006. "Student Engagement and Student Learning: Testing the Linkages." Research in Higher Education 47 (1): 1–32. doi:10.1007/s11162-005- 8150-9.

[4]   Fredrickson, B. L., and M. A. Cohn. 2008. "Positive Emotions." In Handbook of Emotions, edited by M. Lewis, J. M. Haviland-Jones, and L. F. Barrett, 777–796. 3rd ed. New York: Guilford Press.

[5]   Fredricks, J. A., P. C. Blumenfeld, and A. H. Paris. 2004. "School Engagement: Potential of the Concept, State of the Evidence." Review of Educational Research 74 (1): 59–109. doi:10.3102/ 003465430740001059.

[6]   Kahu, E. R., and K. Nelson. 2018. "Student Engagement in the Educational Interface: Understanding the Mechanism of Student Success." Higher Education Research & Development 37 (1): 58–71. doi:10.1080/07294360.2017.1344197.

[7]   Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). Educational research, competencies for analysis and applications. United States: Pearson International.

[8]   Gay, L. R., Geoffrey E. Mills, and Peter W. Airasian. 2012. Educational Research: competencies for analysis and applications. New York: Pearson Education, Inc.

[9]   Satu Nidhyathi , Johanna Annala & Marita Mäkinen (2021): Student engagement profiles in vocational education and training: a longitudinal study, Journal of Vocational Education & Training, DOI: 10.1080/13636820.2021.1879902

[10]   Schunk, D. H., and F. Pajares. 2004. "Self-efficacy in Education Revisited: Empirical and Applied Evidence." In Big Theories Revisited, edited by D. M. McInerney and S. Van Etten, 115–138. Greenwich: Information Age Publishing.

[11]   Silverman, D. (2005). Doing qualitative research: A practical handbook (2 nd Ed.). London: Sage Publications Ltd

[12]   Sugiyono. 2010. Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta

[13]   Thomas, L. 2012. Building Student Engagement and Belonging in Higher Education at A Time of Change: Final

....

………………………………………………………………………………………....

Report from the What Works? Student Retention and Success Programme. London: Paul Hamlyn Foundation.