

## Student Engagement for Students of Psychology Study Program, Universitas Indonesia Membangun

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### ABSTRACT

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The highest level of completing school education is tertiary education. Not many students do not continue their education to university, so they choose to look for work and some choose to work to be able to pay for college. With so many students who are not only preoccupied with lecture matters but participate in activities outside of lecture activities such as participating in organizations both on and off campus and working part-time. But in reality, they often have difficulty dividing their time. This study aims to determine the perception of the situation that keeps them involved in the learning process (student engagement) in Inaba University's Psychology Study Program students. Student engagement consists of two dimensions, namely campus engagement and class engagement. The research was conducted on 87 students of the INABA University Psychology Study Program. The measuring tool used is Student Engagement Scale from Gunuc & Kuzu. The research results show that student engagement INABA University Psychology Study Program students are at a low level of 59%. In addition, dimensions of campus engagement and class engagement INABA University Psychology Study Program students, both of whom are at a low level.

*Keywords: Student Engagement, Campus Engagement, Class Engagement*

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### 1. INTRODUCTION

In advancing a nation requires a high quality of society and quality of education for the nation to be able to compete at the global level. For this reason, education is an important aspect of the progress of a nation. The highest level of completing school education is tertiary education. The expected learning process is to provide opportunities for students to develop and increase their potential. This increase is manifested in attitudes, knowledge, and skills needed to live independently and for society, as a nation, and to contribute to the well-being of others. But at this time, many students are not only preoccupied with lecture matters but participate in activities outside of lecture activities such as participating in organizations both on and off campus and working part-time.

INABA University (Indonesia Builds) has regular morning and evening class programs. This morning class is in demand by regular morning students who have just graduated from high school. Meanwhile, afternoon classes are more in demand by students who are busy working part-time. In the learning process, the emphasis is on completing quizzes and doing assignments in each meeting session through learning.

But in reality, there are still many students who are late and don't even fill in and do their assignments for various reasons. One of them, is they often forget to do it and work over the line deadline which has been specified. In group assignments, some students still did not contribute to their group members. During the learning process in class, students rarely ask questions or provide feedback while studying in class and tend to be passive only listening to the lecturer explaining or their fellow students giving presentations.

The results of interviews with several working students indicated that they found it difficult to divide their work and study time, because several students worked two shifts, morning work and night work. This resulted in students entering lectures automatically online while working in the office. It is not uncommon for work time to collide with study time, so they prioritize work more often than study. This also provides reasons for not being able to continue studying because they need more work to support their lives, whereas if they only focus on studying, they cannot pay for college either. In addition, students who are active in organizations also often prioritize their activities outside of lectures rather than being present in the learning process in class. Students become less focused on capturing lecture material and being active in the teaching and learning process. This shows the lack of student involvement during the learning process. The active involvement of students on campus is very important. With active student involvement, it is hoped that the learning process will take place effectively. Student involvement in the lecture process is called student engagement [1].

[2] defined student engagement as the quality of efforts made by students to continue educational activities to contribute to the desired results. Definity on student engagement focuses on activities inside and outside the classroom and student participation in the learning process [3]. However, it can be said that student involvement is much more than that. The concept of student involvement is defined as the quality and quantity of students' psychological, cognitive, emotional, and behavioral reactions to the learning process, as well as academic and social activities in the classroom and outside the classroom. To achieve maximum results from the learning process.

Student engagement is the willingness of students to mobilize their energy and emotions through effective activities and actively participate in the form of interest in lessons and lecturers and even staff on campus ([4][2][5][6][7]).

Seeing the description of the problem, the researcher is interested in knowing student engagement on students. The formulation of the problem in this study is: "How is the description of student engagement to students at the University of Indonesia Build (INABA).

## 2. METHODS

Participants in this study were the entire population of morning and evening class students, in the Psychology Study Program at INABA University, totalling 87 people. Data collection was carried out using instruments Student Engagement Scale from [8] with two dimensions viz-campus engagement and class engagement consisting of 58 items favourable. Participants were asked to answer using a Likert scale of 5 range, with number 5 as the highest score. In distributing this questionnaire is carried out in a manner online use Google Forms for 1 (one) month.

## 3. RESULTS AND DISCUSSION

This research was able to capture as many as 87 participants (students) of the INABA University Psychology study program with the demographic details of the participants as follows:

**Table 1.** Participant Demographic

Information	Data	
	Information	Persentase (%)
	Number of people	

Gender	Women	69	79.3%
	Man	18	20.7%
Age	18 - 25 year	78	90%
	26 - 35 year	8	9%
	36 - 45 year	1	1%
Class Program	Morning Class	25	29%
	Afternoon Class	62	71%
	<b>Total</b>	<b>87</b>	<b>100%</b>

Based on the table above, it can be concluded that the majority of participants were women with a frequency of 69 people (79.3%), aged 18-25 years with a frequency of 78 people (90%), and were in the afternoon class program with a frequency of 62 people (71%).

After knowing the participant's demographic data, further research was conducted on the per-dimensional participant categories. It was concluded that 49 students (56%) were at campus engagement which is low and 47 students (54%) are at class engagement The low one. Further information can be seen in the following table:

**Table 2.** Student Category

Dimensions	Category (Score range)	n	%
	Low (<79,3)	49	56%
Class Engagement	Height (>158,8)	40	46%
	Low (<158,8)	47	54%

Furthermore, to find out more per-dimensional student categories seen from gender and class programs can be examined in the following table:

**Table 3.** Categories of Student Dimensions Campus Engagement

Information	Category (Score range)	n	%
Low	38	44%	
Man	Height	6	7%
	Low	12	13%
Morning Class	Height	10	12%
	Low	15	17%
Afternoon Class	Height	27	31%
	Low	35	40%
Total		87	100%

Based on table 3 it is known that the majority of female and male participants were on campus engagement The low one. Likewise in the morning and evening class programs, the majority of participants were both at campus engagement the low.

**Table 4.** Class Engagement Dimension Student Categories

Information	Category (Score range)	n	%
Woman	Height	31	36%
	Low	38	44%
Man	Height	7	8%
	Low	11	12%
Morning Class	Height	11	13%
	Low	14	16%
Afternoon Class	Height	27	31%
	Low	35	40%
Total		87	100%

Based on table 4 it is known that the majority of female and male participants were at class engagement The low one. Likewise in the morning and evening class programs, the majority of participants were both at class engagement the low.

## DISCUSSION

The majority of students are at campus engagement low, meaning that students are less willing to participate in campus life, less emotionally and psychologically involved with campus, less happy and calm on campus, less appreciative of campus, and less willing to contribute to activities on campus. [9] say these students withdraw from campus activities and are considered antisocial. There is also the fact that some afternoon class students who work have difficulty dividing their time between work and study, making it difficult for them to participate in campus activities, even in college they don't fully focus on themselves because studying is online while working.

It's not uncommon for students to prioritize work over studying, so some students find it difficult to get involved in attending lectures, don't get the final grade, and even decide to quit college. Problems dropping out of college or even drop-out have been discussed by Archambault, Janosz, Morizot, & Pagani in [10] that campus engagement is the most important factor in determining the likelihood of a student experiencing drop-out [11]. Finn [10] found a significant relationship between campus engagement and academic success, which is higher campus engagement, then they will be more able to overcome demands and obstacles in carrying out the learning process so that they become more academically accomplished.

The same value on class engagement, the majority of students are in a low category. Based on the preliminary study, students were less focused on capturing lecture material, less involved in the learning process, not diligent in doing and collecting assignments, did not contribute to groups, and were rarely active in class. This needs to be reviewed again, because it is low-class engagement, as mentioned by [12] formed by achievement motivation and goals. You could say students have achievement motivation low, so there is no tendency for them to achieve and engage in academic-

related behaviors, such as pursuing academic activities, doing better activities to reach high levels, being actively involved, and being enthusiastic [12].

It is known that the majority of participants were female. Even though the results of the scores of women and men are still in the same category, namely the low category, it is necessary to discuss the majority of women in this study. In line with [13] which shows that learning motivation is contained in student engagement lower in women than men. This is because most women prefer to study in groups and direct discussions, whereas compared to men who mostly study individually. However, this is different from the results of research by [14] which states that female students have engagement higher because female students usually get higher support from their lecturers.

In the class program, it is known that the majority of participants are in the afternoon class and shows that the majority of these students are at low levels in both dimensions, campus not class engagement-his. [15] state that students who study while working run the risk of creating a distance between students and lecture activities [16]. In addition, with little intensity in lectures and a lot of focus on work, it will put the individual's role as a student at risk. According to [11] when students are faced with college and work problems, they will be vulnerable to adverse effects such as being lazy to study, bored, and even burn-out [16]. This is also in line with the research by [17] on 10 working students, that students feel heavy with excessive activities so they want to leave their college activities, then students also say that students are burdened by the assignments given by the lecturer and sometimes feel unable to complete the assignments given so they don't collect the assignments given by the lecturer [16].

Campus engagement and class engagement at this low cannot be neglected; must be improved for students to achieve higher and superior achievements. Improving these two dimensions can be done by increasing student achievement motivation, building student positive energy, encouraging and/or supporting students to be more actively involved, and protecting from and/or preventing students from feeling (academic) burnout. These things can be done by providing training or workshop so that students are directly involved in improving practice student engagement.

One important thing, that to improve student engagement is to increase the happiness of the students and the happiness of the students. So not only for educational staff, but students are also advised to avoid workload which is the source of burn-out, students need to learn to adjust time and make schedules, and students need to create a group study system or focus group discussion (FGD) To practice being active in groups, students need to maintain a high desire for achievement, and be able to start being active in fun activities on campus such as the organization they are interested in or the UKM they like. For the affective side of himself, students need to be happy, try and think positively, be optimistic, proud, enthusiastic, and love themselves [18]. Ultimately the implementation of this paragraph will bring about improvements and developments in the learning process, achievement, and student resilience in class or on campus [18].

#### 4. CONCLUSION

Based on the results of the discussion that has been put forward, it can be concluded that 49 students (56%) are in campus engagement which is low and 47 students (54%) are in class engagement the low one. This can be increased in students to avoid workload, learn to adjust time, maintain a desire for achievement, and participate in fun activities on campus.

For further research, the researcher suggests adding other variables related to student engagement to better describe student conditions, such as; learning behavior, academic stress, social support, self-efficacy, etc. And further research can also be expected to examine further the factors causing the large number of students who withdraw or apply for study leave that has the most potential based on quality and quantity to provide information or interventions that are useful for students to study until they graduate on time.

For educational institutions, they can provide training on developing student engagement for students from potentially experience academic burnout while studying. For lecturers or students, they can provide verbal support and motivation for each student, as well as information related to the academic potential possessed by students. So that they can increase motivation, build the energy they have to encourage them to be active and protect them from burnout.

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