

# Student Engagement : Good Practice Respect Diverse Talents and Ways of Learning

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## ABSTRACT

**Abstract** – Student engagement is one of the important and crucial factors that must be considered by students in learning in order to optimize the student experience, in order to optimize the overall student experience and enhance the quality of learning outcomes, which is the student's own academic success. Every student possesses unique characteristics and learning styles. It is essential for students to recognize their individual strengths and weaknesses. Understanding these differences helps create an environment that respects diverse learning styles and talents. Proper training that encourages mutual respect and acknowledges the various talents and learning approaches of each student plays a vital role in realizing academic success. Several variables influence the training, such as curriculum, student involvement, and campus support where each contains indicators that support its latent variables. Each of these indicators supports the main variable: Student Engagement: Good Practice Respects Diverse Talents and Ways of Learning. The data material used for this paper is obtained from the experiences of the students. Feedback from the students is collected through questionnaires as a tool for the survey. The Student Experience Survey (SES) is the survey we utilize to gather student feedback and measure the level of student engagement. The survey responses, as a form of feedback from students, can be used for evaluation and as learning materials for the future.

**Keywords** – Student engagement, respects, diversity, survey

## I. INTRODUCTION

Student experience is the experience experienced by students in the scope of education. Student experience is often a matter of debate in educational institutions. In fact, student experience is considered a new discipline. In this case, students experience debates about universities, educational goals, student voices, and also the course of learning itself. Therefore, to find a solution to the existing debate, the policy uses a different model, namely making "student as consumer" or "student as customer". Using the "student as consumer" model means making students a top priority in the world of

education, and as in the world of marketing, students as customers so that student satisfaction becomes one of the many issues that exist.

In this case, student experience is the center of all initiatives in an educational institution. Therefore, students are the benchmark for evaluating the quality of education, so feedback from students is needed. One method that can be used to get feedback from students is the student experience survey, where we can receive and analyze feedback from students. The results of the student experience survey can be used as a support for improving educational institutions, as a benchmark for evaluating existing policies, as a guide for universities to provide better quality and conduct research to meet student needs.

Respect diverse talent and ways of learning is the 7<sup>th</sup> principle of GTP (Good Teaching Practice). It has a major influence on learning because the main factor of learning is students have a variety of ways of learning. In this case, how students learn can be interpreted as the way students choose to collect, organize and process information which is divided into 3 main groups: auditory, visual, and kinesthetic. To meet these needs, the teacher's role is needed, which is an important component, where the teacher must be able to know how to learn from one student to another and consider learning methods that can be used. This also can have a good impact because it can solve problems of differences in the results of everyone's thinking in a good way. The impact given by the attitude of Respects diverse talents and ways of learning-on-learning practices is the reason for the importance of Respects diverse talents and ways of learning. Therefore, it is necessary to conduct research using a survey method to evaluate which factors have a major influence on increasing Respect for diverse talents and ways of learning.

The problem we're trying to find is what latent variable can be a measurement of student engagement in the context of appreciating diversity of talents and ways of

learning. And the purpose of this research is to know which variables can measure student engagement in the context of appreciating the diversity of talents and ways of learning accurately.

## II. LITERATURE REVIEW

### A. Student Engagement : Good Practice Respects Diverse Talents and Ways of Learning

Learning process in the classroom required high mobility to create an effective creative process, but some teachers ignore the background of the student's abilities. This will be a problem when forcing the students to swallow raw material not involving their effective domains. It should be understood that students have the social skills to support diverse learning processes, and teachers should consider that as an important factor to achieve their learning objectives. Teachers must understand the background of a student's social skills so they can provide appropriate support. Students who receive learning support have a higher chance of getting higher grades and maintaining their motivation. (Hadi, Sarah, RR. Sri, Widdy & Wawan, 2021)

In the study by Massey et al. (2011) stated, "knowledge of learning styles can enhance the ability of faculty to build on student experiences and construct new learning opportunities". Csapo and Hayen (2006) also stated that an important element in effective teaching is understanding learning styles and the role of learning styles in the teaching or learning process. Teachers could use student's learning style as a group selection technique and research has shown that this technique is more effective than self-select technique (Bachman, 2010). Tyndall (2017) also claimed that the alignment of teaching and learning styles in the classroom results in students achieving higher grades.

The study done by Darwish Abdulrahman (2018) showed several implications for students, educators, and administrators. Knowing their own learning style preferences as a student enables them to adopt learning strategies that are compatible with their learning style preferences, and this would improve their ability to understand the material and improve academically. And by knowing their learning style, it could benefit them for their future career. For teachers, they should use this knowledge to help their students enhance their studies and adopt learning styles in which they are less comfortable. Knowing their learning style would provide them with a wealth of information for designing lectures, assignments, projects, tests, and other items. As for administrators, they can use this information to build curriculum and academic programs.

Some factors that have an impact on respecting diverse talents and ways of learning based on students with grade A and B (Tena, Kelly & Jason, 2015):

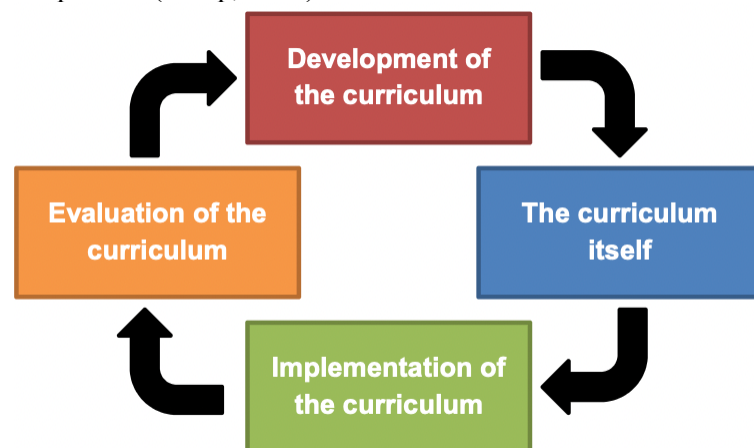
- Past Experiences
- Working at my own pace
- Completing tasks in repetition

- See the pictures/visuals in the book chapter
- Hands -on learning
- Working in a quiet environment

### B. Curriculum

Every education needs a curriculum, and this plays a role in improving the quality of education (Dina, 2020). Curriculum is important in helping the student's study and achieve their goals. A curriculum that respects diversity must have courses built from the student's existing knowledge base and experience. The curriculum's content should follow a logical sequence in which each course builds on prior courses (Paula, 1999).

Curriculum acts as a bridge between education and development. Curriculum is a description of what, why, how and when students should learn. It seeks both to achieve and provide useful learning outcomes for students. By using Ralph Tyler's classic statement of 4 fundamental questions which need to be addressed in the process (Philip, 2016).



By doing this research, we found some indicators that support our latent (curriculum). The indicators are:

1. Character Education
2. Various Learning Method
3. Collaborative Learning
4. Soft Skill Training

### C. Student Involvement

In realizing good practice to be able to appreciate the various talents and ways of learning that exist, it is necessary to involve each student themselves. According to Alexander W. Astin (1984), student engagement refers to the amount of physical and psychological energy students devote to experience in lectures. The more student engagement time, the greater the amount of student learning and personal development.

The participation of students in various campus events makes students more aware of the many differences in

talents and ways of learning among other students. Therefore, the respect between them will gradually materialize.

Based on several previous studies, indicators that can measure student involvement in the campus environment are:

1. Clubs / Organizations
2. Campus events
3. Community Services
4. Mentoring

#### D. Campus Support

Campus has an important role to play in establishing the practice of respecting the different talents and ways of learning from the diversity of students. The campus must be involved in an effort to increase diversity, which is in line with its role as educator and researcher. Research proves that supporting different student encounters in optimal conditions is related to improving student outcomes. (Mary, 2007).

Campus involvement can be manifested in various forms, ranging from campus facilities and regulations to the quality of educators who teach students. The campus plays a role in organizing things in it with all its diversity.

There are several indicators used to measure the level of support from the campus are:

1. Events
2. Role Models Teacher and Staff
3. Rules
4. Dialog Foster
5. Professional Development for Teachers

### III. METHODOLOGY

#### A. Research Design

The type of research design we used is quantitative descriptive research, using a scale to measure "how much you agree with the statement" with 4 types of scales: totally disagree, disagree, agree, and totally agree. We use quantitative method because we're trying to measure the correlation between variables which aims to determine which variables are positively correlated with Student's Respect for diverse talents and ways of learning.

#### B. Data Source

We collect the data by using an online questionnaire in the form of google form which consists of 16 questions.

#### C. Population

Our target population is active undergraduate students at BINUS University from across all semesters with an age range between 18-23 years old.

#### D. Sampling Method

The sampling method we used is non-probability sampling with purposive sampling. We decided to use this method because each member of the population is selected individual by researcher with some requirements, which is an active Undergraduate student, studied in BINUS University,

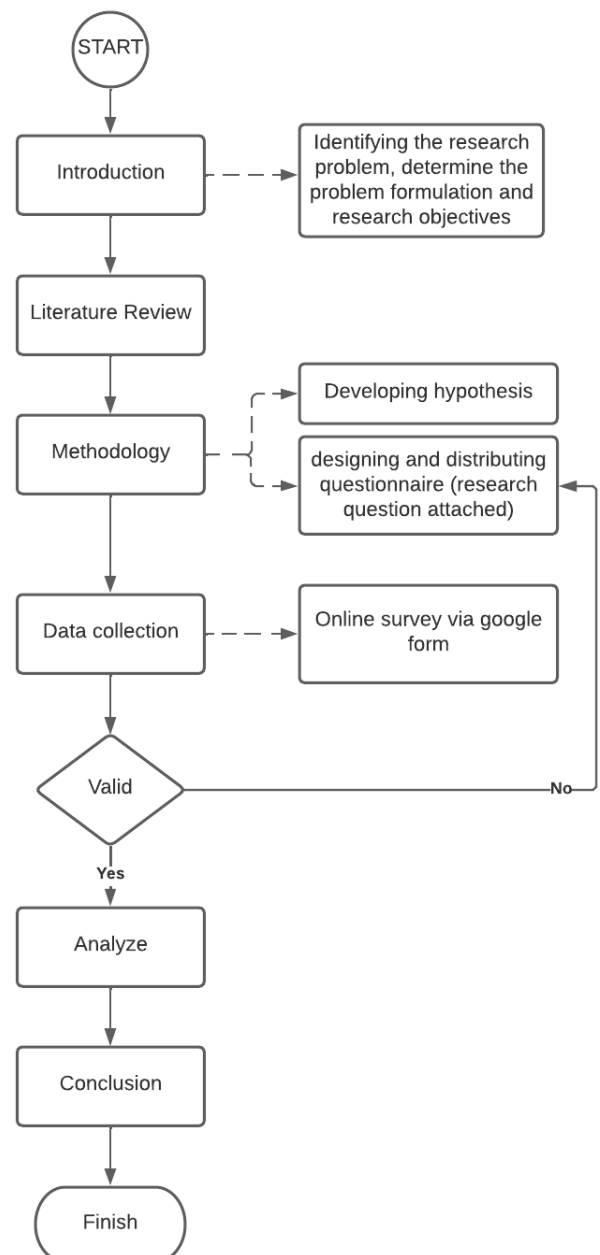
majoring in Data Science, and has age in range 18 to 23 years old.

#### E. Hypothesis

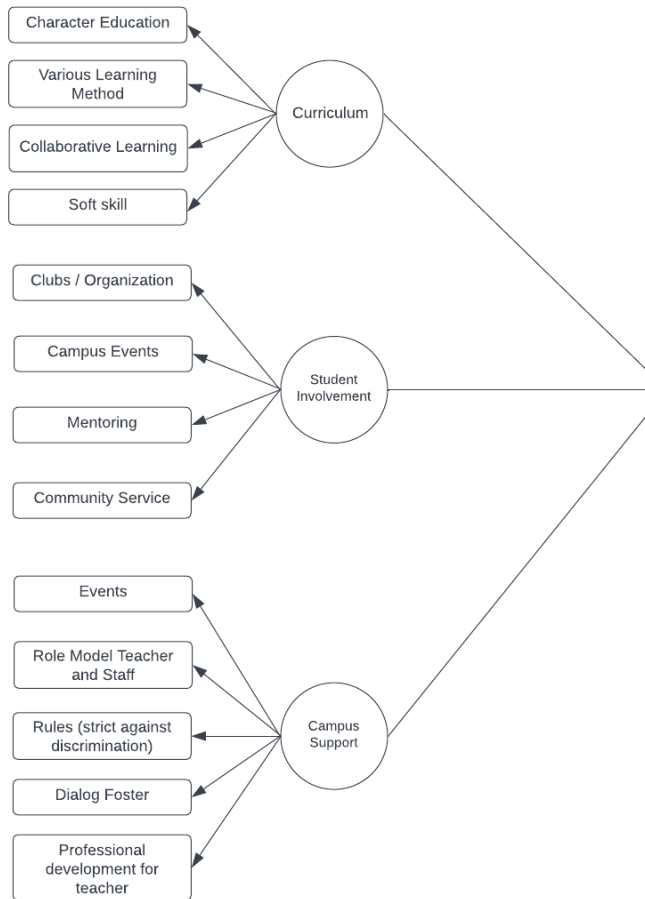
1. Good Practice: Student Respect to diverse talents and ways of learning can be measured by curriculum.
2. Good Practice: Student Respect to diverse talents and ways of learning can be measured by student involvement.
3. Good Practice: Student Respect to diverse talents and ways of learning can be measured by campus support.

#### F. Research Flowchart

The flow of conducting research is shown in below:



### G. SEM Diagram



## H. Research Question

Curriculum	
Character education	Saya merasa pendidikan karakter mampu meningkatkan rasa empati saya
Various learning method	Saya merasa adanya pembelajaran dengan berbagai metode dapat meningkatkan pemahaman dari perspektif yang berbeda
Collaborative learning	Saya merasa pembelajaran kolaboratif dapat membuat saya lebih terbuka
	Saya merasa pembelajaran kolaboratif dapat meningkatkan pemahaman terhadap orang lain.
Soft skill training	Saya merasa adanya pelatihan soft skill dapat membuat saya lebih mudah beradaptasi dengan perbedaan yang ada.
Student involvement	
Clubs/organization	Saya merasa dengan adanya organisasi/klub dapat mengasah dan menambah skill bekerja dalam tim saya.
	Saya merasa lebih mengenal bagaimana orang disekitar saya bekerja dengan mengikuti suatu organisasi/klub.
Campus events	Saya merasa dengan berpartisipasi dalam acara kampus membuat saya belajar hidup dengan perbedaan.
Community services	Saya merasa dengan berpartisipasi dalam pengabdian sosial (community service) membuat saya dapat memahami tantangan yang dialami orang-orang dengan latar belakang yang berbeda.
Mentoring	Saya merasa dengan mengikuti mentoring membuat saya mengetahui berbagai cara belajar yang berbeda-beda.
	Saya merasa mentoring dapat membimbing saya dalam belajar sesuai dengan gaya belajar saya.
Campus support	
Events	Saya merasa adanya acara yang berhubungan dengan perbedaan mampu membuat saya mengenal perbedaan yang ada, baik dalam segi kultur, agama, RAS, dll.
Role model for teacher & staff	Saya merasa para dosen dan staf di kampus dapat saya jadikan sebagai contoh dalam menghargai perbedaan-perbedaan yang ada di kampus.
Rules	Saya merasa kampus memiliki peraturan yang ketat dan bertindak tegas dalam menangani kasus diskriminasi di area kampus.
Dialog	Saya merasa adanya dialog di kampus mampu membantu saya mendengarkan dan menghargai opini yang dikemukakan orang lain.
Professional development	Saya merasa adanya pengembangan profesional untuk dosen dapat membantu saya memahami nilai-nilai etika inti

## IV. RESULT AND DISCUSSION

In this research, our goal is to know which variable can be a measurement of Student Engagement: Good Practice Encourage Respect Diverse Talents and Ways of Learning. To prove it, we are conducting a validity test and reliability test.

### A. Validity Test

Validity test is a way to measure how accurate variable x can measure variable y to be measured. It can be seen from the result, where high validity means this variable x

can measure the variable y accurately, corresponding to variations in the world. In general, there are 2 main types of validity test, which is internal and external. Internal validity test refers to validity of the measurement and test itself, it means that the causal relationship tested is trustworthy and not influenced by other variables. Whereas the external validity test refers to the ability to know which results of a study can be generalized the findings to the target population. This research use validity test type Pearson Product Moment.

Step by step to do validity test:

1. First we find the sum of each row
2. Calculate the correlation (r value) using the formula below

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

Where :

$r_{xy}$  = correlation of x and y

$x_i$  = value of x in index i  
 $y_i$  = value of y in index i  
n = number of sample

3. After finding the correlation, we need to find the value from the R table based on the total sample we used.
4. Then we determined whether each variable is valid or not by comparing the value of correlation (R value) and the value we got from the R table.
5. If R value more than R table, then the statement considered valid.

In this research, the number of sample (n) we used is 60, and degree of freedom(df) = (n - 2). By this, we use the R table for df = 58, with r table 0,2542.

TABLE 1

VARIABLE CURRICULUM (N = 60)

TABLE 2

VARIABLE STUDENT INVOLVEMENT (N = 60)

TABLE 3

VARIABLE CAMPUS SUPPORT (N = 60)

$$\rho_T = \frac{k^2 \overline{\sigma_{ij}}}{\sigma_X^2}$$

If the percentage of reliability is from 0 to 0.20, it is considered to have a very low reliability. If the percentage is between 0.21 to 0.40, it is considered to have a low reliability. If the percentage is between 0.41 to 0.60, it is considered to have enough reliability. If the percentage is between 0.61 to 0.80, it is considered to have a high reliability. If the percentage is between 0.81 to 1.00, it is considered to have a very high reliability.

From this survey we did on 60 respondents, we got these results:

Curriculum

R hitung	0,5457451657	0,6762384008	0,7253179386	0,6039113509	0,7047061913
r table	0,2542	0,2542	0,2542	0,2542	0,2542
keterangan	Valid	Valid	Valid	Valid	Valid

Student Involvement

R hitung	0,6134998433	0,6552931864	0,6108114287	0,7442032253	0,7617394513	0,7673426884
r table	0,2542	0,2542	0,2542	0,2542	0,2542	0,2542
keterangan	Valid	Valid	Valid	Valid	Valid	Valid

Campus Support

R hitung	0,5977309389	0,762928444	0,7568532184	0,6583712812	0,7203001279
r table	0,2542	0,2542	0,2542	0,2542	0,2542
keterangan	Valid	Valid	Valid	Valid	Valid

### B. Reliability Test

Reliability is a concept describing how reproducible or replicable a study is. In other words, it is a research instrument that consistently has the same results if it is used in the same situation on repeated occasions. If the research methods can produce consistent results, then the methods are likely to be reliable and not influenced by external factors.

Step by step Reliability Test:

1. Removing invalid statements
2. Counting the grain variants using =VAR function for each variable
3. Then calculate the sum of all grain variants
4. Find the total variants by using =VAR function from the value of variants and sum of grain variants
5. To count the reliability, we use Alpha-Cronbach formula.

From these validity tests, we get the results that all our indicators from 3 latent variables are all valid because the R values are higher than the R table values. For indicators in curriculum, we have character education, various learning methods, collaborative learning, and soft skills. Indicators for student involvement are clubs/organizations, community service, and mentoring. Indicators for campus support are role model teacher and staff, rules, dialog foster and professional development for teacher and staff. All the indicators listed above are valid for our research.

### A. Reliability

Reliability is a concept describing how reproducible or replicable a study is. In other words, it is a research instrument that consistently has the same results if it is used in the same situation on repeated occasions. If the research methods can produce consistent results, then the methods are likely to be reliable and not influenced by external factors.

Step by step Reliability Test:

6. Removing invalid statements



7. Counting the grain variants using =VAR function for each variable
8. Then calculate the sum of all grain variants
9. Find the total variants by using =VAR function from the value of variants and sum of grain variants
10. To count the reliability, we use Alpha-Cronbach formula.

$$\rho_T = \frac{k^2 \overline{\sigma_{ij}}}{\sigma_X^2}$$

If the percentage of reliability is from 0 to 0.20, it is considered to have a very low reliability. If the percentage is between 0.21 to 0.40, it is considered to have a low reliability. If the percentage is between 0.41 to 0.60, it is considered to have enough reliability. If the percentage is between 0.61 to 0.80, it is considered to have a high reliability. If the percentage is between 0.81 to 1.00, it is considered to have a very high reliability.

#### Curriculum

varians butir	0,2836158192	0,2742937853	0,3081920904	0,2313559322	0,3378531073
jumlah varians butir	1,435310734				
varians total	3,053954802				
Reliabilitas					
Alpha-Cronbach	0,6625196559				
Keterangan	Cukup Reliabel				

#### Student Involvement

varians butir	0,2813559322	0,3491525424	0,3209039548	0,4098870056	0,2983050847	0,455084745
jumlah varians butir	2,114689266					
varians total	6,094915254					
Reliabilitas						
Alpha-Cronbach	0,7836484983					
Keterangan	Reliabel					

#### Campus Support

varians butir	0,2531073446	0,3420903955	0,2923728814	0,2813559322	0,2474576271
jumlah varians butir	1,416384181				
varians total	3,473446328				
Reliabilitas					
Alpha-Cronbach	0,7402813923				
Keterangan	Reliabel				

From this survey, we get the reliability result as such:

From these 3 latent variables, campus support and student involvement have a higher percentage of reliability than curriculum. Campus support has 74% and student involvement has 78,4%. Meanwhile, curriculum has 66% of reliability which is the lowest of all 3 latent variables. Reliability refers to the consistency of the measures. High percentage of reliability means that the result it produced will be more accurate and so having a high percentage of reliability is important.

## V. CONCLUSION

Indicators from first latent variable (Curriculum) such as Character education, various learning methods, collaborative learning, soft skill training, indicators from second latent variable (Student Involvement) such as clubs, campus events, community service, mentoring, and indicators from third latent variable (Campus Support) such as role model teach and staff, rules, dialog foster, and professional development for teacher can accurately measures their own latent variable and the results are reliable. Latent variable 1, Curriculum, has a reliability of 66.25%. Latent variable 2, Student Involvement, has a reliability of 78.36%. Latent variable 3, Campus Support, has a reliability of 74%. All these results of reliability value for each variable are considered reliable enough to be used and they will produce a consistent result throughout the other testing in the same environment.

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