

Artwork/Project Title
Student Engagement:
Good Practice Encourages
School-Faculty Contact

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Role/Position
Researcher

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Artwork/Project Description

In order to improve the university's academic and non-academic quality, me and my friends was asked to conduct research on the relationship between school-faculty contact and student engagement. We found 3 exogenous variables: affective commitment, trust in honesty, and satisfaction. Meanwhile, the endogenous variables of student engagement are cognitive engagement, behavioral engagement, and affective engagement. Each of these variables has 5 indicators. We tested both variables and indicators using the Cronbach alpha test to measure reliability and Pearson correlation to measure validity. With 100 Binussian respondents, we got valid and reliable results on all variables and indicators.

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I. ABSTRACT

Recently, SES has become important in the world of education. SES or better known as the Student Experience Survey is considered to play an important role in improving the quality of education. There are many factors that influence the student experience survey, one of them is the interaction that is formed between students and the faculty staff. In this study, researchers evaluate how well students are engaged. PLS SEM technique was used to measure this topic namely good practice encourages student-faculty contact. A survey that was shared using a Google form was utilised to collect the sample data that was used to measure this. Purposive sampling, a non-probability sampling method, was employed in the sampling process. To assess each indicator and the latent variables employed, the researcher identifies the related latent variables, their indicators, and proceeds a reliability test and a validity test. The validity test was measured using the table-R and Pearson Correlation, while the reliability test was measured using the Cronbach's alpha technique. The result that was obtained through this research are good enough to answer the problem that are found and in accordance with the objectives that have been made. There are 4 latent variables found in this study which are divided into two parts, namely exogenous variables, and endogenous variables. The exogenous variables obtained in this study are affective commitment, trust in honesty and satisfaction. The endogenous variable used corresponds to the topic of the research paper, student engagement: good practice encourages student-faculty contact. With three dimensions that can measure this endogenous variable, namely cognitive engagement, affective engagement, and behavioural engagement.

II. INTRODUCTION

Recent theoretical developments have revealed that the student experience survey is one of the important features for the quality improvement and management of higher educational institutions. According to this statement, much research has been done to discuss and analyse the truth of this theory. Those research studies that are relevant to this paper's topic will be discussed and analysed in the literature review section. The main objective of this paper concentrates on the quality improvement in student engagement.

To support this research on this topic, a survey is needed to measure the student satisfaction in tertiary institution. This survey is called Student Experience Survey (SES). In US universities, measuring the level of student satisfaction has become a fundamental thing to do to improve the quality of higher educational institution. The result of the survey is the student feedback such as complaints and needs. In this research, the survey topic will be narrowed, the survey later will focus on the level of the student involvement with the institution (student-faculty contact). This involvement will be measured through the relationship that students have with the faculty and staff who are involved with student and the learning process in tertiary institution such as lecturers and head of study programs.

A. Student Experience Survey (SES)

To maintain quality management, educational institutions must assess the quality of education through student satisfaction surveys. Considering different perspectives from students regarding their education experiences is crucial to sustain and enhance the quality of academic institutions. Recently there have been many studies and literature that have focused on improving student experience in tertiary institutions. Institutions are becoming increasingly

Figure 1 Abstract and Introduction

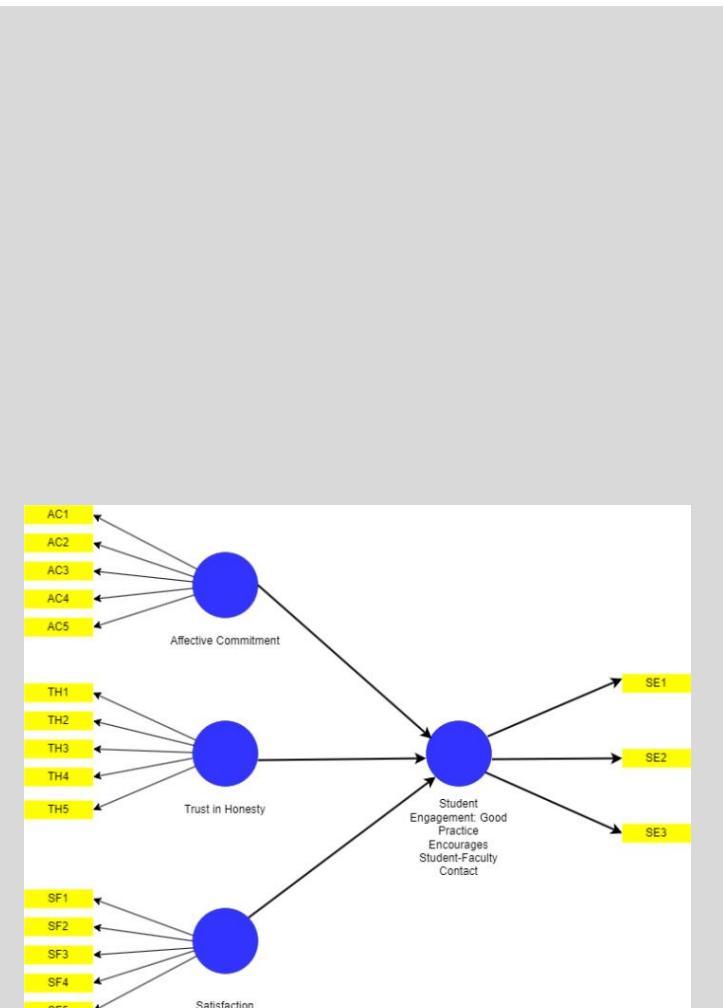


Figure 2 Path Diagram