Student Engagement: Good Practice Encourages Active Learning

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I. INTRODUCTION

Student experience survey (SES) is a tool used to evaluate students' learning experiences during their studies at their respective universities / schools. By implementing SES, we can assess the quality of education, students who take part in the SES will also feel involved because their opinions are needed at the SES, improve the quality of teachers because we can find out which teaching method is more effective by holding the SES [1].

In SES, there are many topics, one of the topics is student engagement. Student engagement is a form of student involvement such as time, effort, and other resources to optimize student experience and improve learning outcomes. It can also improve the reputation of the institution [2]. In the "Student Engagement" topic, there are several subtopics, one of the topics is "Good Practice Encourages Active Learning".

The statement "Student Engagement: Good Practice Encourages Active Learning" means that with the good practice method in the learning process can encourage active learning. This statement is important to implement because an effective teaching and learning process does not only involve the teacher simply explaining but requires students to participate directly through the practices provided and the approach to learning actively [3].

By conducting a survey on the topic of “Good Practice Encourages Active Learning”, we can gain valuable insights and contribute to the existing knowledge in the field of education. Surveys allow researchers to directly collect primary data from participants, enabling them to explore and understand the factors that impact active learning and student engagement in the academic learning process. The findings derived from this survey can assist in identifying effective teaching methods, recognizing potential obstacles to student involvement, and suggesting possible solutions to enhance the experiences of active learning [4].

II. STATE OF THE ART

The statement “Student Engagement: Good Practice Encourages Active Learning” encourages students to be active and encourages more student engagement than passive [5]. In this state of the art evaluation of the latest research on good practice will be carried out with the aim of supporting students in being active and increasing student involvement in the academic learning process [6]. By using primary data based on surveys that have been distributed, some of the points we get are that in active learning there are 2 main factors, namely the application of practices and teaching methods. The application of the practice can be described by the type of practice mentioned, whether or not the facilities or raw materials provided for the practice are complete or not, as well as the final results of the practice [7]. The teaching method can be explained by whether during the interactive learning process then the level of attendance of the lecturer whether he was ever absent or always present, and lastly is whether the learning process is carried out online or onsite

[8]. The purpose of this paper is to find out the effect of good practice in active learning for students, to find out what possible problems can become inhibiting factors for student involvement and their solutions, and to find out effective teaching methods in the active learning category.

III. SUPPORTING THEORY

When the learning process is carried out interactively by the lecturer it can provide something very important for students or students such as a new challenge because they are not only monotonously paying attention to a lesson but are actively participating in the learning process [9].

Various ways can be used to support interactive learning such as teaching methods presented by lecturers. In order to be able to always challenge, motivate, and change the atmosphere in the class so that it is not monotonous and boring, the lecturers can vary teaching methods and combine these methods in various ways so that they will get students' attention in detail.

In addition to the learning process that has been carried out actively as a student, students are also required to respond to this method by paying attention and learning actively, such as participating in whatever has been prepared by the lecturer (group work, consultation, and others). As well as students can ask actively if there is something that can not be understood that was created in atmosphere classes that involve good practice and support active learning [10].

In this paper we have two latents namely exogenous latent and endogenous latent which will describe in detail the statement of "Student Engagement: Good Practice Encourages Active Learning" Endogenous latent will be assessed using exogenous latent and in each endogenous latent there are several indicators that have been provided to describe directly any existing latency.

Active learning is an endogenous latent that we define in the statement. Chickering and Gamson (1987) propose seven principles of good practice in education. One of the seven principles is active learning for students [7]. Active learning will focus on statements that students will be more active in the learning process through method-method active teaching, as well as the application of educational practices that involve student activity,such as participating in discussions, getting the opportunity to experience direct learning by working in groups.

There are two exogenous latents that will describe active learning (endogenous latent), namely the application of practice. Identified several practices related to active learning for students, such as collaborative learning experiences that have many types of learning practices as well as the level of interaction between students and faculty. Collaborative learning is possible student being more actively involved in this matter will have an impact on the satisfaction of the student experience in studying. These practices support the theory that good practice promotes active learning and student engagement.

The indicators used to measure the exogenous latent variables of practice implementation are as follows:

1. Availability of practical raw materials [11],
2. Type of practices [12], and
3. Practice results [13].

The second exogenous latent is the teaching method. Vygotsky (1989) stated that active learning methods can improve students' understanding and their attitudes in teaching and learning activities [14]. There are various kinds of learning methods that make lecturers need to explore and experiment with several learning methods in teaching activities. This can create effective learning methods so that active learning activities are formed and students can more easily understand the material.

The indicators that measure the second exogenous latent variable, namely teaching methods are as follows:

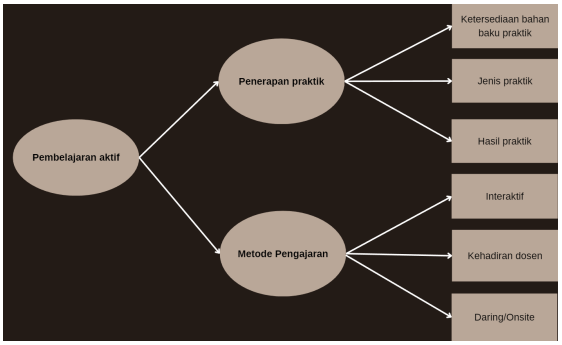
1. Interactive [15],
2. Lecturer presence [16], and
3. Daring / onsite [17].

IV. METHODOLOGY

The research we do on good practice can motivate a student to engage in active learning using a qualitative type of research where we look for correlations between active learning and good practice [18].

The first thing we did in this research was to study the concept of good practice in detail and find out what is included in active learning and why some of these methods can be considered active learning and can differentiate between good and bad practices [19].

In the second stage of our research, we try to determine a path diagram that contains endogenous latent variables, exogenous latent variables and indicators of each exogenous latent. The path diagram that we get is the image below.



There is one exogenous latent, namely active learning, two endogenous latents, namely the application of practices and teaching methods and the indicators are the availability of practical materials, types of practices, results of practices, interactive, presence of lecturers, online/onsite.

The third stage in the research was to collect primary data using questionnaires which have been distributed online in the form of google form [20]. All of the questionnaire questions that were distributed were concerned about the students' experiences regarding the indicators that we have provided whether they agreed or not, so we involved students directly as in the student experience survey. The answer to this question is scale likert containing strongly disagree to strongly agree.

The fourth stage is to analyze the results of the distributed questionnaires such as conducting tests validity and test the reliability of each question and answer and then draw conclusions about this study [21].

V. RESULT AND DISCUSSION

Summary of Validity Test (Endogenous 1)

Summary of Validity Test Results			
Question	rxy	rtabel	Status
1	0,6133	0,2353	Valid
2	0,6271	0,2353	Valid
3	0,6412	0,2353	Valid
4	0,7999	0,253	Valid

Summary of Validity Test (Endogenous 2)

Summary of Validity Test Results			
Question	rxy	rtabel	Status
5	0,5145	0,2353	Valid
6	0,6367	0,2353	Valid
7	0,4551	0,2353	Valid
8	0,5167	0,2353	Valid
9	0,5404	0,2353	Valid
10	0,8003	0,2353	Valid

The validity test was conducted carefully, and the results show that all aspects examined have been found to be valid. This means that the data collected and analyzed during the test are accurate. The measurements used in the study were designed to capture the intended information with precision, ensuring that the results are relevant to the research objectives [22]. These findings provide strong evidence that the research measures used in the study are suitable for investigating the research questions. In other words, the test results confirm that the study's findings are trustworthy and can be relied upon [23].

Summary of Reliability Test (Endogenous 1)

Number of Item Variances	1,124
Total Variance	2,023
r_{11}	0,592
Reliability	Moderate

Cronbach Alpha Reliability Test Results	
Reliability Coefficient	Interpretation
0,592	Quite Reliable

Summary of Reliability Test (Endogenous 2)

Number of Item Variances	2,234
Total Variance	4,327
r_{11}	0,580
Reliability	Moderate

Cronbach Alpha Reliability Test Results	
Reliability Coefficient	Interpretation
0,580	Quite Reliable

The results of the reliability test are quite high, indicating a quite reliable outcome. The measured aspects demonstrated a remarkable level of consistency and stability throughout the test. This means that the data collected and analyzed exhibit quite strong internal coherence and reliability. The measurements used in the study consistently yielded consistent and dependable results, indicating that they can be trusted as accurate representations of the targeted variables [24].

VI. CONCLUSION

The measurements used in the research were designed to accurately capture the intended information and ensure the results are relevant to the research objectives. These findings provide strong evidence that the research measures used in the study are suitable for investigating the research questions. In other words, the test results confirm that the research findings are trustworthy and can be relied upon [25].

The results of the reliability test are quite high, indicating a quite reliable outcome. The measured aspects demonstrated a remarkable level of consistency and stability throughout the test. This means that the data collected and analyzed have a quite high level of internal coherence and reliability [26].

The findings of this study reveal that when students are actively engaged in the learning process, they are more likely to be engaged cognitively, emotionally, and behaviorally [27]. Active learning practices, such as group discussions, collaborative projects, interactive technology usage, and practical tasks, have been proven to enhance student engagement [28].

These findings provide strong evidence that these practices are effective methods for improving student engagement in learning. The positive results indicate that implementing active learning practices can create a more engaging and motivating learning environment for students.

This conclusion emphasizes the importance of an active learning approach in creating meaningful learning experiences and helping students develop deep understanding [29]. These practices also have the potential to enhance the quality of learning, student participation, and academic achievement [30].

VII. REFERENCES

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