

Increasing Student Engagement In Post Covid-19 Learning: A Literature Review

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Abstarct

After approximately two years of students and teachers carrying out online learning due to the Covid-19 pandemic, students returned to school. The return of students to school after one year of learning at home causes various consequences, including the psychosocial condition of students, especially in interacting with teachers and peers. Student Engagement is defined as the involvement or active participation of a student in academic and non-academic or school-related activities and having a commitment to educational and learning goals. Student engagement behavior at school can be seen in academic achievement, involvement in the learning process, involvement in extracurriculars, interaction with teachers and friends and student perceptions of the school environment. This article aims to find out how to increase student engagement in post-COVID-19 learning. The research method used is a literature review on increasing student engagement from relevant sources. Data collection techniques by collecting some previous research are then analyzed and concluded so as to get conclusions about solutions to increase student engagement. The results showed that student engagement can be improved by increasing self-efficacy, teacher support, giving praise, friend relationships, family support and motivation from the environment and oneself.

Kata kunci: *Student Engagement, Increasing, Post Covid-19.*

Introduction

Student Engagement is defined as the active involvement of a student in academic and non-academic or school-related activities and having a commitment to educational and learning goals (Christenson et al., 2012). Engagement related to school activities (or student engagement) has become an important concept associated with a variety of educational outcomes (Hart et al., 2011), such as improved academic performance, and has been shown to be a strong predictor of achievement and behavior in school (Appleton et al., 2008). After Covid-19, student involvement is one of the things that must be the focus of attention (Helsa & Lidiawati, 2021). This is because previously students were accustomed to learning to use gadgets such as mobile phones or laptops that made students physically isolated (Ampuni, 2021). As a social impact, students experience social anxiety, stress, and lack of confidence in the social environment, all of which lead to a decrease in social sense (Skinner et al., 2008). In fact, one's interaction and presence in their social context is very important for student engagement (Helsa & Lidiawati, 2021). The variability in the level of student engagement of junior high school students in the post-pandemic period varies from the range of 50% - 1%, judging from materials, assignments, and teaching and learning activities based on student perceptions during online and offline learning in the post-pandemic period (Farikah, 2023). In addition, a study conducted with the aim of increasing student engagement of students at SMP Negeri 3 Bukittinggi shows that the classroom atmosphere is not yet conducive in the new normal era. The lack of student interest in learning so that they do not pay attention to the teacher (Gladisia et al., 2022). The implementation of face-to-face learning after covid 19 also has several negative impacts, including school laziness, boredom, boredom, and students become unfocused in learning because they feel unfamiliar with the school

environment and classroom environment which causes a lack of students in understanding lessons so that student learning outcomes decrease (Saadhah, 2022).

According to Fredricks, some of the behaviors that have been mentioned result from student involvement in school (J. Fredricks et al., 2011). Student disengagement reflects low levels of engagement, i.e. by withdrawing from learning activities, having low motivation to learn or even not having that motivation at all, and they often exhibit more antisocial behavior (Skinner et al., 2008). In addition to decreased motivation and learning outcomes, low student involvement in a school can also cause students to choose to drop out. Taking into account the results of the study mentioned above, researchers intend to provide several solutions to increase student engagement in post-Covid-19 learning.

Methods

The research method used is a literature review on increasing student engagement from relevant sources. Literature review is a systematic, explicit and reproducible method to identify, evaluate and synthesize research works and thoughts that have been produced by researchers and practitioners (Ulhaq, 2018). The objectives of a more detailed literature review explained by Okoli & Schabram are (1) to provide a theoretical background / basis for the research to be carried out, (2) to study the depth or breadth of existing research related to the topic to be researched and (3) to answer practical questions with an understanding of what has been produced by previous research (Okoli & Schabram, 2012). Writing a literature review has several stages, including: 1. Choosing the topic to be reviewed, 2. Tracking and selecting suitable / relevant articles, 3. Conducting literature analysis and synthesis and 4. Organize review writing (Ramdhani et al., 2014).

Findings dan Discussion

Engagement theory emerged as a primary theoretical model for understanding the phenomenon of school dropout, as well as a promising approach as an intervention to prevent the phenomenon (Appleton et al., 2006). Student engagement is one part of the focus of engagement in education (J. A. Fredricks et al., 2004). In addition, Fredricks defines Student engagement on three dimensions, namely: (1) Behavioral Engagement refers to observable behaviors such as student participation such as involvement in academic, social or extracurricular activities, (2) Emotional Engagement focuses on the extent of positive (and negative) reactions to teachers, peers, academics and schools. Positive emotional engagement is thought to create a student's relationship with the institution and influence a student's willingness to learn, (3) Cognitive Engagement is defined as the level of investment of students in learning, this includes being diligent and attentive in doing schoolwork, willing to exert the necessary effort to understand the material or in mastering a skill and perseverance in the face of challenges. (J. A. Fredricks et al., 2004).

According to Jimerson, student engagement behavior can be seen from five aspects including;

- 1) Academic Performance, which shows student involvement in classroom learning, it can be seen from the academic achievements obtained. Students who show interest in classroom learning activities have satisfactory learning outcomes. Conversely, students who do not show interest in the learning process in class usually have poor performance.
- 2) Classroom Behavior, students who are involved in the learning process in class can be seen from the behavior raised during the learning process. Students who have student engagement behavior show more interest in classroom learning. This can be seen in the involvement of students in discussing, asking questions to teachers and always being present in classroom learning. Conversely, students who do not show student engagement behavior in class often leave the learning process and are often involved in juvenile delinquency.
- 3) Extracurricular Involvement, are one of the activities that are able to develop students' abilities. Student participation in extracurricular activities shows that students have shown student engagement behavior.
- 4) Interpersonal Relationships, Students who are involved in classroom learning activities often show good interaction with teachers and peers. Students are free to give opinions, tell personal experiences and others to their teachers. In addition, students also have good interaction with their peers. Students get support from their peers.

- 5) School Community, students who show behavior involved in school activities show a feeling of comfort in the school environment. This is because, students feel themselves part of the school. Students assume that school is a fun place. The positive perception possessed by students makes students always excited in every activity that takes place at school (Jimerson et al., 2003).

Discussion

From several student engagement behaviors stated by Jimerson (2003), it can be outlined that there are two factors that influence the high and low involvement of students, namely environmental factors and individual factors. In environmental factors, the interaction between teachers and students affects student engagement behavior (J. A. Fredricks et al., 2004). Covell, Mcneil and Howe in their research stated that there is an increase in student engagement in students when reducing teacher burnout (Covell et al., 2010).. How to teach teachers, teacher pedagogic understanding, and teacher fatigue will affect student engagement (Zepke, 2013). A number of studies provide sufficient evidence that there is a relationship between teacher support, student engagement, motivation, achievement and student well-being. (Federici & Skaalvik, 2014).

A study that was also conducted at a State High School (SMA) showed that in addition to support from teachers, self-efficacy also significantly affects student engagement (Nurmalita et al., 2021). Research conducted by Maricutoiu and Sulea also shows that student self-efficacy makes student engagement also increase. This is demonstrated by students becoming more engaged only when they feel competent (Maricutoiu & Sulea, 2019). In addition, self-efficacy also has a positive relationship with student competence, student engagement, and students' future educational aspirations (Chong et al., 2018). In another study, one way to increase students' positive engagement was by using properly given praise. (Gladisia et al., 2022).

Conclusion

This research provides some suggestions that may be useful for teachers in improving student engagement. Teachers are advised to provide support to students, one of which is by developing, or making praise that is considered to provide effective learning and in accordance with student interests in order to motivate students to contribute actively to the teaching and learning process. In addition to the theory presented, the support and role of parents and peers and the school/classroom environment also have a significant influence on increasing student involvement as an environmental (external) factor. Meanwhile, to increase student involvement influenced by individual factors is to increase self-efficacy and self-motivation.

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