

## STUDENT ENGAGEMENT IN ONLINE LEARNING

**Ahmad Teguh Purnawanto**

Elementary School Teacher Education, STKIP Muhammadiyah Blora, Blora, Central Java, Indonesia  
Email: [ahmedteguh82@gmail.com](mailto:ahmedteguh82@gmail.com)

### Abstract

Student engagement is an important component in the success of online learning. There are many misconceptions about online learning which result in learning only the transfer of knowledge and burdensome tasks. Online learning is often without proper management of student engagement. This paper is a literature study, namely collecting literature (material materials) from books, journals, and other sources related to student engagement, online learning and independent learning. The results of the study found that the online-based learning implementation model consisted of: (1) an online model that only involved lecturers and students as participants; (2) an online model that involves three parties, namely students, mentors, and lecturers. In both models, synchronous interaction can occur, namely learning interactions at the same time, such as by using video calls, telephone or live chat. Interaction can also be carried out with the asynchronous method, namely learning interactions at different times through learning activities that have been provided electronically using forums or messages. The results of the study concluded that one of the ways to manage the engagement of students could be done by optimizing the combination of online learning models and methods.

Keywords: Online learning, student engagement, student involvement.

### INTRODUCTION

The COVID-19 outbreak has generated a variety of panics, including in the realm of higher education. Efforts to ensure the process of implementing the education system must continue to run effectively and optimally so that the services provided remain of high quality. New policies that occur in the world of education change learning that must come to a classroom or a building, in this case such as a campus and school, to be sufficient at home. The government's recommendation to stay at home and physical and social distancing must be followed by a change in face-to-face learning to online in the sense of learning online or often abbreviated as "online".

Online learning, online or distance learning itself aims to meet educational standards by utilizing information technology that uses computers or devices that are connected to each other between students and educators. This learning makes it possible through the use of technology, the teaching and learning process can be carried out properly. The use of information technology is expected to be able to overcome the teaching and learning process so that it can continue to run well even though it is in the middle of the Corona Covid-19 Virus epidemic period.

Setyosari (2007:7-8) states that learning through networks has potential, including: meaningful learning, easy access, and increased learning outcomes. In the context of online learning, students can relate quickly and directly to two-way text, images, sound, data, and video, with tutor guidance.

Pandemic policies and phenomena that have had an extraordinary impact and occur so quickly have forced the world of higher education to change service work patterns from conventional to online-based services. Government

policies in the world of education in the midst of the Covid-19 pandemic have become a catalyst for the implementation of online learning and are the right choice in line with the development of information technology in the industrial era 4.0.

Changing the learning method has been addressed in various reactions by students and educators. Where in a short and unexpected time, everyone has to make various preparations for the procedures and procedures for implementing online learning. Online learning must still pay attention to the learning success of students as when they learn face-to-face. Husamah (2015) argues that in general, face-to-face learning has various advantages for teachers and students, including: formal discipline applied to face-to-face learning can form mental discipline, facilitate immediate reinforcement, facilitate the assessment process by teacher, becomes a vehicle for learning to interact with students.

It is undeniable that the use of technology from online learning systems during the COVID-19 pandemic certainly has both positive and negative sides. One of the positive aspects of online learning is that it opens the freedom of expression of student ideas that do not appear during face-to-face lectures because of shame, reluctance, fear or even not having good verbal skills. In addition, online learning can also help students who live in remote areas who have difficulty accessing campus or have a conflict of time, especially students who study while working.

In addition, online learning can eliminate the traditional 'top and down' teaching pattern where the lecturer knows everything and students are required to just follow what the lecturer says. Also, increasing the creativity and independence of both lecturers and students in enriching themselves by continuing to innovate to always seek new knowledge.

Lecturers are also encouraged to be more creative in providing learning materials online, namely by making learning videos in the form of tutorials uploaded on Youtube, maximizing the use of Google Classroom, Whatsaap Group and video conferencing applications such as Zoom, Skype, Hangouts and Webex. The key to all of this is communication, in which lecturers must continue to pay attention to the development of their students, namely by ensuring that the right to education continues even with technology intermediaries. This is also proof that learning can be done anywhere, anytime, and with anyone. Learning as a relatively permanent change due to experience. This experience can be obtained from interactions with the surrounding environment, either from the process of observing, imitating, or modifying.

Meanwhile, the negative side of the online learning system is that not all students have the same level of understanding. For students who are diligent and easy to absorb information, online learning methods will be easily absorbed, but for those who are not familiar with this method, it may be difficult not only to absorb online-based lectures delivered by their lecturers but also the ability to adapt to technological applications used in activities. teaching and learning (KBM).

Lecturers and students alike can be spoiled by the ease with which they copy and paste with learning materials or lecture assignments. However, slowly the loss of physical meetings because lectures delivered online will have an impact on the loss of humanity such as a sense of empathy and caring. It is

common sense and it is common sense to say that the presence of educators or lecturers in front of the class cannot be replaced by technology.

The engagement of students and educators to practice using technology is demanded quickly. This is something new for students and educators to face-to-face and intersect with online learning modes.

But more than that, not a few educators still have difficulty using online learning technology and end up only giving assignments remotely without any feedback or interaction with students. Lecturers do not design, organize, and control interactive learning activities and materials to achieve learning goals.

In current conditions, many teachers and lecturers only give assignments online without any feedback and then consider the work done without planning a long-term learning strategy and simply move one-way learning from what is usually in the classroom, to the 'cloud'. This leaves a bad experience and impression for students doing online learning.

Online learning does require personal responsibility, independence and persistence, because no one controls but himself. They have to download and read material, answer quizzes / questions and submit assignments independently. Through this paper, it is hoped that it will be able to provide an understanding to lecturers and students about the importance of optimizing the management of engagement and independence in online learning which is very important for the success of learning.

## **METHOD**

The purpose of this paper is to describe and explore student engagement in school as an effort to increase the success of online learning. This writing uses a thematic data analysis approach. The thematic approach is a process used in processing qualitative information which generally aims to understand social phenomena or phenomena by focusing more on a complete picture of the phenomenon being studied rather than detailing them into interrelated variables and implemented systematically (Poerwandari, 2005).

## **RESULTS AND DISCUSSION**

### **1. Student Engagement**

Student engagement is an accumulation of the quality and quantity of the psychological state of students such as cognitive, emotional and behavioral reactions to the learning process, as well as academic and social activities in class or outside the classroom to achieve good learning outcomes (Poskitt and Gibbs, 2010; Gunuc & Kuzu, 2015) . Willms (2003) added that student engagement is a psychological component related to students' sense of belonging to their school, acceptance of school values and behavioral components related to participation in school activities.

The engagement of students is the manifestation of motivation seen through the actions, cognitive, and emotions displayed by students, refers to energized, directed actions, and persists when having difficulties or the quality of students in their interactions with academic tasks (Handelsman, 2005). Marks (2000) describes the engagement of students in school as a psychological process, especially the attention, interest, investment, and effort that learners exert in learning activities.

The engagement of students is a multidimensional construct that includes three components, namely the behavioral, cognitive and emotional components (Fredricks, Blumenfeld, & Paris, 2004; Jimerson, Campos, & Greif, 2003). These three components interact dynamically with each other within the individual (Skinner et al, 2009). Behavioral, emotional and cognitive components provide characteristics of how learners act, feel and think (Wang & Peck, 2013).

The first component is the behavioral engagement component, where this component leads to direct participation and engagement in academic activities such as attendance, participation in learning activities, obeying rules and doing assignments (Jimerson, Campos, & Greif, 2003). This component can be defined through three categories, namely compliance with regulations, engagement in learning activities (paying attention to lessons, asking questions and participating in discussions) and participating in sports and organizational activities (Fredricks, Blumenfeld, & Paris, 2004).

The second component is the cognitive component (Cognitive engagement), which refers to the quality of the cognitive processes and learning strategies of students towards tasks such as willingness and persistence to learn, self-regulation and liking challenges (Gibbs and Poskitt, 2010). This component also includes motivation to learn and to use cognitive and metacognitive strategies in thinking and learning (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement is the engagement of students with the learning process of students, which shows that students are not only present with their bodies but also their minds: including students paying attention, concentrating, focusing, absorbing, participating, and having the willingness to try to exceed the standards they have. So this dimension sees how the efforts of students are needed in understanding and mastering a material so that students achieve these abilities.

The third component is the emotional engagement of students (emotional engagement) which refers to a sense of ownership, interest, perceptions of learning values, positive and negative reactions to teachers, friends and learning activities (Gibbs & Poskitt, 2010). Emotional engagement describes the positive emotions of students in the learning process and the tasks that are obtained, this dimension shows the condition of students who are enthusiastic, enjoy, happy, and satisfied in academic activities. This dimension is considered very important for fostering a sense of attachment for students to their educational institutions and influencing students' willingness to learn (Fredricks, Blumenfeld, & Paris, 2004; Jimerson, Campos, & Greif, 2003).

The construct of learner engagement develops in a variety of varied theoretical traditions, some experts explain the engagement of students in schools to see the relationship between contextual factors, patterns of engagement and adjustments in student engagement, other researchers explain the role of student engagement in schools on the dynamics of students drop out of school. Wang and Peck (2013) tried to look at the engagement of students in school based on the theory of self-determinant, expectancy-value and stage-environment fit. The theory of self-determinant and stage-environment fit explains that individuals seek experience to fulfill their fundamental needs and identity through interaction with the environment, so that the engagement of students is strongly influenced by the environmental

context of these students, if the environment is able to meet the psychological needs of students, then students will more interested in actively participating in learning, on the other hand, if the environment fails to meet the psychological needs of students, it will cause a decrease in academic motivation and student interest which in turn contributes to decreased student engagement (Wang & Peck, 2013).

The expectancy-value theory explains that the failure of schools to meet the psychological needs of adolescents leads to decreased academic motivation and interest, which in turn contributes to decreased school engagement and poor academic performance during the transition of adolescents to secondary school (Wang & Peck, 2013). Mandernach (2009) adds that the engagement of learners results from intrinsic motivation or individual needs that make students have positive feelings and continue their practice with perseverance and self-confidence. Motivation is an energy and impetus for students to learn at school, while the engagement of students in school is a reflection of this encouragement (Martin, 2010).

## **2. Student Engagement and Student Success in online learning**

Through these laws and regulations, we know that the Indonesian government has indeed prepared the concept of distance learning using technology to provide educational services to groups of people who have limited distance and have difficulty meeting face to face with educational facilities. In the Republic of Indonesia Law No. 12 of 2012 on Higher Education. In the seventh part, article 31 has explained in general about Distance Education (PJJ); Permendikbud No 109 of 2013 concerning the Implementation of Distance Education in Higher Education; Permendikbud No 119/2014 on the Implementation of Distance Education for Primary and Secondary Education. But what needs to be understood is that the concept of Distance Education (PJJ) can be implemented with certain conditions and to certain groups. Whereas what happened today, all academicians are forced to do learning through online facilities simultaneously.

In general, online learning is very different from conventional learning. Online learning emphasizes the thoroughness and foresight of students in receiving and processing information presented online. According to Bonk Curtis J. implicitly stated in the Online Training in an Online World survey that the concept of online learning is the same as e-learning. According to The Report of the Commission on Technology and Adult Learning (2001) in Bonk Curtis J. (2002, p. 29) defines e-learning as "instructional content or learning experiences delivered or enabled by electronic technology"

Online learning can be defined as "a large collection of computers in networks that are tied together so that many users can share their vast resources" (Hartono, 1999). Definition of online learning includes aspects of hardware (infrastructure) in the form of a set of computers that are interconnected with each other and have the ability to transmit data, whether in the form of text, messages, graphics, or sound. With this ability, online learning can be interpreted as a computer network that is interconnected with other computer networks throughout the world (Kitao, 1998).

Online learning has followed the same pattern. By designing online learning which is basically nothing more than a textbook that is transferred to a

computer screen, the developer fails to use the advantages and the peculiarities of the network to design online learning. What we have to do is to evaluate the characteristics of this technology to consider what the learners need. Online learning is often still about content or material that is designed to inform learners rather than leaving them to find out on their own.

Online learning does not change the habits that occur in conventional learning such as friendship, or interaction with educators. One of the characteristics of online learning is connectivity. Online learning activities connect students and educators, one student and another, connecting the teaching team or students with other teaching staff. Connective learning is based on social learning and constructivist learning theory. According to this, learning does not have to be seen as an event, but is a process that involves memory, cognition, emotions, beliefs, and perceptions. In addition, learning can be done in various ways such as sending e-mails, viewing blogs, having online conversations and others. Through online learning students will be connected to the virtual world. More and more students will find many learning resources that are unlimited.

In online learning, it is necessary to combine learning both synchronously and asynchronously. Synchronous learning can create virtual classrooms via web conferencing tools that allow students to ask questions as well as educators to answer in real time. This is similar to face-to-face classes, where educators and students are in a virtual classroom at the same time. Meanwhile, asynchronous learning involves learning with an independent learning approach. Such as online discussions, communicating using email, posting video presentations by educators in discussion forums, and reading articles. With asynchronous learning, timely feedback and clear communication are needed to involve students in it.

Moisey & Hughes (2008) added that to create an online learning environment must be supported by various learning sources so as to create a conducive independent learning environment, where the learning environment leads to the development of facilities that provide freedom for students to be able to process learning activities by providing flexible support, accessible, and always there when needed as well as prospective support for students. Educators are required to be more creative in learning so that online classes can be more effective for each individual in it. The implementation of what learning mode is used requires wisdom to decide which one is the most suitable. Teachers need to consider with reference to the characteristics of the subject matter, the competencies to be achieved, and the characteristics of students. Basically all of these models have advantages. What is important to note in this case is the condition of students (learner condition). Learning that is completely online requires several requirements for students, namely: (1) ICT literacy: students must have the initial ability in the form of basic mastery of ICT as a tool for learning, meaning that if low-grade students are not good at reading and writing, then it is not suitable to use online, but for them it is more suitable to use traditional classes that are directly guided by the teacher. (2) Independence: online learning requires conditions for students who are accustomed to independent learning, namely utilizing online learning facilities to study material, do quizzes and practice mastering competencies without having to be directly guided by educators. In this case, students must have high

internal motivation to continue learning to achieve targets and conditions like this only exist for students of high class and higher education. (3) Creativity and Critical Thinking: online learning facilities are very diverse, students can learn various available tools such as browsing, chatting, group discussions, video conferencing, online quizzes, online drill and others, this requires the creativity of students to take advantage of all optimally. In this case, the creativity of students is needed to vary and explore learning experiences with a variety of modes. Online learning facilitates content that is more than the material available in traditional learning, so that students are required to have the critical ability to choose, determine and absorb which knowledge they need more.

Furthermore, there are 10 effective online learning best practices to maintain student engagement, that is:

**1) Always online and up to date (round-the-clock service).**

Effective content distribution, always online and up to date (round-the-clock service). Effectiveness and speed when distributing content, in the form of assignments, notes or tests are fundamental for the learning process of students to be productive. Nothing is more annoying for a learner than having to wait hours for the lesson material to arrive; it slows down their work and makes studying difficult.

**2) Create a supportive online course community.**

One of the obstacles to successfully completing a course is feeling isolated - and this feeling can be exacerbated in distance teaching scenarios. create an environment that allows learners to share resources and advice, generate class discussions or debates, and is included in a real, vibrant, and successful learning community.

**3) Develop a clear set of activities for students and educators about how you will communicate and how much time students will have to work on learning each week.**

Online learning is just as intensive as face-to-face learning, and the time for whether the work needs to be scheduled and planned is the same as if you attended a face-to-face class. It became clear how much effort and time it will be necessary every week to keep the shock to a minimum.

**4) Use a variety of large groups, small groups, and individual work experiences.**

Online learning communities can work better when a variety of activities and experiences are offered. Online learning can be more fun and effective when students have the opportunity to brainstorm and complete concepts and assignments with one or two or more fellow students. Although, some students learn well on their own. Creating options and opportunities for students to work together and / or individually is encouraged.

**5) Use synchronous and asynchronous activities.**

With this it is expected to involve students in wider collaboration and reflective activities, do interactive brainstorming and share discussions. Create and take advantage of management systems, live virtual classrooms, spontaneous collaboration opportunities, and as many web tools and smartphones as possible that synchronously support chat, video messaging and more. However, the opportunities provided for students to think, plan, write, and reflect are the most effective learning for an individual. Online learning must provide asynchronous features, so that

learning can be done anytime, anywhere while still enjoying the togetherness of interaction in a learning community.

**6) Ask for informal feedback at the start of the period.**

Ask for comments, suggestions, or questions via Email or a simple discussion forum at the beginning of the period. Going through initial feedback surveys or informal discussions is effective in getting students to provide feedback, suggestions and ideas on what is needed in online learning that might help them have a better online learning experience.

**7) Prepare discussion posts that invite responses, questions, discussion, and reflection.**

A communication tool that is the heart and soul of online learning, communities are discussion boards. It is the main place where educators talk to students and students talk to other students.

**8) Find and use content resources available in digital format whenever possible.**

Learners in online learning are more likely to use online, digital, and readily available content, resources, and applications. They want to study anywhere, anytime, and when they are doing other things, such as driving, caring for children, or playing sports.

**9) Combine core concept learning with customized courses and personalized learning.**

Designing options in study experiences, assignments, and special projects. online learning should create learner support for personal and professional goals. Online learning seeks to create situations that accommodate the needs of students individually and as a group to increase the meaning of learning, motivation and enthusiasm of students in completing assignments. Online learning requires students to create, speak, write, explain, analyze, grade, report, and ask questions. These types of activities explain to students, educators, and fellow students what they know or don't know, what confuses them, and what they might be curious about.

**10) Plan good closure and closure activities for online learning.**

The final course experience often includes a student presentation, summary, and analysis. These reports and presentations provide insight into what helpful knowledge students are gaining from online learning.

To increase the success and learning achievement of students, the active engagement of students in learning is inevitable and very important (Johnson, 2008; Shernoff and Schmidt, 2008; Wang and Holcombe, 2010). Students should be actively involved with the education they live in in order to acquire the knowledge and skills needed for success at the next level of education, complete education, avoid dropouts, high achievement and career (Marks, 2000; Fredricks, Blumenfeld and Paris, 2004 ; Hirschfield and Gasper, 2011; Wang and Eccles, 2011).

The engagement of students in learning is a multidimensional concept which consists of three components, namely behavioral, emotional and cognitive (Fredricks, Blumenfeld, & Paris, 2004). The three components of engagement affect the success of students differently (Wang and Holcombe, 2010; Wang & Eccles, 2013).

In the behavior component (behavioral engagement), students who take part in learning regularly, concentrate on learning, comply with learning rules,

and avoid disruptive behavior and try to get better scores and perform better on standard tests. To increase the engagement of students in this component, according to Wang and Holcombe (2010), educators need to provide more autonomy support in the form of more interesting and relevant activities and decision-making opportunities to be involved in learning and provide more detailed guidance and assignment instructions. Groves, Sellars, Smith & Barber (2015) added that educators must also be enthusiastic, prepare well, openly, discuss the progress of students, challenge the extent to which students are able to do things related to their academics.

In the emotional component (emotional engagement), especially those related to identifying a sense of ownership of educational institutions, according to Wang and Holcombe (2010), students who have a positive sense of ownership of their educational institutions, where this positive sense of ownership shows a psychological fit for the institution. education so they believe their educational institution will facilitate their development needs. Students who have a positive orientation towards educational institutions feel they have emotional closeness so they tend to act according to the rules of educational institutions and feel they have the same goals as educational institutions (Veresova & Mala, 2016).

Class climate or situations that occur in the classroom can increase the engagement of students in the behavioral and emotional components of engagement and ultimately increase the success of students in school (Dotterer & Lowe, 2011). The results of his research show that the quality of teaching and a positive classroom climate (support them) can increase the engagement of students in the behavioral components such as doing tasks on time and paying attention to lessons and also increasing the emotional component, namely having a feeling of belonging to educational institutions. Therefore, one way to minimize dropout cases is with educational institutions to focus on improving the quality and atmosphere in learning (Dotterer & Lowe, 2011). Reyes, Brackett and Rivers (2012) add that educators who are able to create a positive atmosphere can make students more enthusiastic in participating in the learning process, making students emotionally involved in the learning process so that in the end students will perform better academically. A positive learning atmosphere is characterized by a warm, respectful and emotionally supportive relationship, teachers are not only sensitive to academic issues but also social and emotional aspects (Reyes, Brackett & Rivers, 2012).

Wang and Peck (2013), in their research explained that the engagement of students in the cognitive component can increase the success of students in learning, students who are cognitively involved have a high achievement index. As we know, the cognitive component is closely related to the quality of cognitive processes and students' learning strategies for learning tasks such as willingness and persistence to learn, self-regulation and liking for challenges (Gibbs and Poskitt, 2010). One aspect of the cognitive component is self-regulation. Self-regulation is a person's ability to manage their own achievements and actions, set targets for themselves, evaluate their success when achieving these targets, and reward themselves for achieving these goals (Friedman & Schustack, 2008). Increased self-regulation of students can increase the success of students in school (Fredricks, Blumenfeld, & Paris, 2004). Increasing self-regulation of students can be done by providing

emotional support, discussing with students regarding their work and academic support from peers (Patrick, Ryan & Kaplan, 2007).sher

## **CONCLUSION**

Based on the descriptions that have been submitted, the conclusions of this paper are:

1. The engagement of students is a psychological component related to students' sense of ownership of educational institutions, acceptance of the values of educational institutions and behavioral components related to participation in educational institution activities.
2. The engagement of students is a multidimensional construct consisting of three components, namely behavioral, emotional and cognitive
3. The success of students in online learning (online) can be achieved through increasing the engagement of students through its three different components, namely the behavioral component by being diligent in learning, concentrating on learning and avoiding problematic behaviors, the emotional component through a positive outlook and a sense of belonging to the school as well as the cognitive component by increasing self-regulation of students
4. Educators and peers play an important role in efforts to increase the success of students through the three-component approach of student engagement.

## **REFERENCES**

- Bonk, C.J. (2002). Online Training in an Online World. Growth Lakeland. Retrieved from <http://publicationshare.com>
- Dotterer, A.M & Lowe, K. (2011). Classroom Context, School Engagement, and Academic Achievement in Early Adolescence, *J Youth Adolescence*, 40: 1649–1660
- Fredricks, J.A, Blumenfeld, P.C & Paris, A.H. (2004). School engagement: potential of the concept, state of evidence. *Review of Educational Research*, (74): 59–109.
- Friedman, H. S & Schustack, M. W. (2008). *Kepribadian Teori Klasik dan Riset Modern*. Jakarta: Erlangga.
- Gibbs. R, & Poskitt, J. (2010). Student engagement in the middle years of schooling (years 7-10): A literature review. Wellington: Ministry of Education New Zealand.
- Groves, M., Sellars, M., Smith, J., & Barber, A. (2015). Factors affecting student engagement: A case study examining two cohorts of students attending a post-1992 University in the United Kingdom. *International Journal of Higher Education*, 4(2), 27-37
- Gunuc, S & Kuzu, A. (2015). Student engagement scale: development, reliability and validity. *Assessment & Evaluation in Higher Education*, 40(04), 587-610.
- Handelsman, Mitchell M, et. al. 2005. A Measure of College Student Course Engagement. University of Colorado at Denver. *Jurnal of Educational Research*. Vol. 98, No. 3. Hal. 184-191.
- Hartono Williams (1999). *Design Web Based Training*. New York Villay

- Hirschfield, Paul & Gasper, Joseph. (2011). The Relationship Between School Engagement and Delinquency in Late Childhood and Early Adolescence. *Journal of youth and adolescence*. 40. 3-22. 10.1007/s10964-010-9579-5.
- Husamah. (2015). *Pembelajaran Bauran (Blended Learning)*. Jakarta: Prestasi Pustaka.
- Jimerson, S.R, Campos, E & Greif, J.L. (2003). Toward an Understanding of Definitions and Measures of School Engagement and Related Terms. *The California School Psychologist*, 8, 7-27.
- Johnson, R. D. (2008). *Strengthening Student Engagement*. Published by International Center for Leadership in Education. *Teacher Handbook*.
- Dotterer, A.M & Lowe, K. (2011). Classroom Context, School Engagement, and Academic Achievement in Early Adolescence, *J Youth Adolescence*, 40: 1649–1660
- Kitao, Kenji. S. Kathleen Kitao. (1998) Selecting and developing teaching/Learning materials. *The Internet TESL Journal*, Vol. IV.
- Mandernach, B. J. (2009). Effect of instructor-personalized multimedia in the online classroom. *International Review of Research Open and Distance Learning*, 10, 1-19.
- Marks, H.M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Education Research Journal*, 153-184. Implications
- Martin, A, J. (2010). Girls, achievement motivation and the glass ceiling. Implications for personal potential. Summary of Keynote at The Alliance of Girls' Schools Australasia Conference. Lifelong Achievement Group. [www.lifelongachievement.com](http://www.lifelongachievement.com).
- Moisey, Susan D. Hughes, Judith A. (2008). *Supporting The Online Learner*. [online] available at [http://cde.athabasca.ca/online\\_book/pdf/TPOL\\_chp15.pdf](http://cde.athabasca.ca/online_book/pdf/TPOL_chp15.pdf). Diunduh pada tanggal 20 September 2009
- Patrick, H., Ryan, A.M & Kaplan, A. (2007). Early Adolescents' Perceptions of the Classroom Social Environment, Motivational Beliefs, and Engagement, *Journal of Educational Psychology*, 99 (01): 83-98
- Permendikbud No 109 tahun 2013, <https://infoasn.id/peraturan-mendikbud/peraturan-menteri-pendidikan-peraturan-mendikbud-nomor-109-tahun-2013.html>
- Permendikbud No 119 Tahun 2014, <https://infoasn.id/peraturan-mendikbud/peraturan-menteri-pendidikan-peraturan-mendikbud-nomor-119-tahun-2014.html>
- Poerwandari, E. K. (2005). *Pendekatan kualitatif untuk penelitian perilaku manusia (edisi.Ketiga)*. Depok: LPSP3 Fakultas Psikologi Universitas Indonesia.
- Poskitt, J., & Gibbs, R. (2010). Student engagement in the middle years of schooling (Years 7-10): A literature review. Literature Review. Report to the Ministry of Education (Evaluation Associates Ltd) (Massey University).
- Reyes, M.R., Brackett, M.A & Rivers, S.E. (2012). Classroom Emotional Climate, Student Engagement, and Academic Achievement, *Journal of Educational Psychology*, 104 (3): 700-712

- Setyosari, P. (2007). Pembelajaran Sistem Online: Tantangan dan Rangsangan. *Jurnal Majalah Ilmiah Pembelajaran* Edisi Oktober 2007 No.2. Universitas Negeri Yogyakarta. Hal 7-8
- Shernoff, D., & Schmidt, J. (2008). Further evidence of an engagement-achievement paradox among US high school students. *Journal of Youth and Adolescence*, 37, 564-580.
- Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, J. G. (2009). Engagement and disaffection as organizational constructs in the dynamics of motivational development. dalam K. Wentzel & A. Wigfield (Eds.), *Handbook of motivation in school*: 223–245.
- Veresova, M & Mala, D. (2016). Attitude toward School and Learning and Academic Achievement of Adolescent. *The European Proceedings of social & behavioural science*.
- Wang, M. T & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47, 633-662.
- Wang MT, Peck SC. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Dev Psychol*. 2013 Jul;49(7):1266-76. doi: 10.1037/a0030028. Epub 2012 Oct 15. PMID: 23066673.
- Wang, M.T & Eccles, J.S. (2013). School Context, Achievement Motivation, and Academic Engagement: A Longitudinal Study of School Engagement Using a Multidimensional Perspective. *Learning and Instruction*, 28: 12-23.
- Wang, Ming-Te & Eccles, Jacquelynn. (2011). Adolescent Behavioral, Emotional, and Cognitive Engagement Trajectories in School and Their Differential Relations to Educational Success. *Journal of Research on Adolescence*. 22. 31 - 39. 10.1111/j.1532-7795.2011.00753.x.
- Willms, Jon. (2003). Student Engagement at School: A Sense of Belonging and Participation: Results from PISA 2000. [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=019058/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=019058/(100).). 10.1787/9789264018938-en.