

Influence of Second-Year Students' Participation on Learning Outcomes at ICFP (Instituto Católico para a Formação de Professores) Baucau

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ABSTRACT

Student participation in learning is an important aspect of their academic success. Therefore, this research aims to understand the influence of second-year students' participation in learning on study results at the Catholic Institute for Teacher Training (ICFP). ICFP conducted this research, which involved 61 second-year students, thereby qualifying it as population research. The researcher selected the research subjects using a random sampling technique. The research method used to collect data is quantitative, and the research instrument is a questionnaire survey. The questionnaire used a Likert scale measure. To assess that the instrument is valid, reliable, and normally distributed, the researcher tested it through validity, reliability, and normality tests. The researcher tested the validity of the questionnaire items using the 'empirical validity' technique, which involves correlation testing using SPSS21. The Cronbach alpha technique tests the reliability of credible items. The normality test of the instrument used 'Kolmogorov-Smirnov.' Linked to the data analysis technique, the researcher used simple linear regression to measure the influence between two variables. Thus, the research results indicated that student participation did not influence their study results. This finding indicates that other factors that may influence their learning outcomes include motivational, social, and learning quality factors.

Keyword : Students Participation, Learning Outcomes, Academic Success, ICFP Baucau.

1. Introduction

Education in higher education institutions is an important source of students' personality development, including academic and social aspects. Education not only has the function of providing academic knowledge but also plays a vital role in raising students' personal, social, and moral development (Kahn, 2010). In the educational setting, students are provided the opportunity to explore essential skills, develop educational values and social relationships, and practice life values in family and society. Therefore, understanding the influence of student participation on their academic success is critical to improving the teaching and learning process and ensuring that all students can develop their educational potential.

The growth and influence of students' participation in the learning process, especially at the second-year level of study, can provide valuable insights into teaching strategies to increase efficacy and effectiveness in the school environment. In the study of second-year students, they usually improved their knowledge of the school environment and developed a strong understanding of academic requirements. Therefore, it is critical to find out about the influence of students'

participation on their learning outcomes. These aspects can help educators or lecturers develop better strategies to engage students and promote a dynamic and productive learning environment. The reality in Timor-Leste shows that students at many university levels, including at ICFP, do not show active participation in the learning process. Numerous factors influence this phenomenon. ICFP Baucau students also encounter this phenomenon in their studies.

ICFP Baucau has an important role to play in training young people to become teachers for the future. It is critical that the public, and especially the lecturers at ICFP, understand the influence of student participation on their studies at this institute. So that everyone can contribute to ensure the quality of education provided to young people who are trained to become future teachers. However, different educational sources and aspects can also influence students' learning outcomes. Therefore, this study was conducted at the Catholic Institute for Teacher Training (ICFP) Baucau, where the researcher was interested in discovering whether the participation of students at the second-year level influenced their study results. This study was conducted with the objective of understanding in detail the participation of second-year students in learning activities and the

influence on their study results at ICFP Baucau. Similarly, to hypothesis H1, student participation influences their study results.

The results of this study provide valuable information to educators and lecturers and contribute to improving educational policy in ICFP. It also helps lecturers and managers to develop better strategies to improve students' academic results in this institute.

Various literature that has shown the results of studies on student participation in the learning process are critical to ensure that students understand the content that teachers teach. Many researchers have shown that students' participation in learning activities can directly influence their academic outcomes (Wang, 2022; Lazcano et al., 2023). Active participation not only helps students to be interested in contributing and engaging in learning activities but can also help them achieve educational objectives that lead to the development of knowledge, skills, and problem-solving capacity.

1.1. Student participation

Students' participation in learning is critical for them to understand the content transmitted by educators. Thus, relevant literature demonstrates various study results related to students' participation in learning activities that can influence their learning outcomes during their studies (Wang, 2022; Lazcano et al., 2023). However, the findings of other literature studies have also identified additional factors that impact students' learning outcomes, beyond their participation in learning (Jayanthi et al., 2014; Qureshi et al., 2021).

Students' participation in learning is more essential when they show active engagement, participation, and contribution to the activity because it can facilitate enriching their knowledge and problem-solving skills (Akpur, 2021). Other specific aspects of learning include students' attendance in class, their participation in discussions, and their group work or collaboration on a project. Additionally, students should participate in extracurricular activities, ask questions, maintain focus on their learning, and make efforts to perform well on tasks and exams. Active participation of students enhances their knowledge and problem-solving skills and contributes significantly to their overall academic performance.

1.2. Motivational Aspects

Motivation is a person's will, both internal and external, that stimulates and drives people to take concrete action to achieve a goal. In the context of education, motivation is one of the most important factors influencing students' participation in actively engaging in the learning process (Tehseen & Hadi, 2015). Students experience motivation when they establish distinct personal objectives and prioritise their learning. In addition, students feel

motivated when they receive applause, recognition, and support from others, especially from educators. This action can also attract students' internal motivation, where students feel happy, comfortable, and interested in receiving and learning from educators. It can also stimulate students' level of attendance, effort, and participation in learning activities (Akpur, 2021).

In addition to educators' actions, their attractive and interactive teaching methods can also stimulate students' interest in participating in learning activities (Wang, 2022). For example, educators actively interact with students and provide constructive comments during learning. The information that the teacher transmits also needs to be clear and accompanied by media that demonstrates key concepts. These important elements can result in students' academic performance to ensure the quality of learning.

1.3. Social Aspects

The social aspect includes the interaction between students and their mutual support of each other. When students reside in a mutually supportive environment, they can influence and stimulate their participation in learning activities (Humphrey et al., 2011). For example, when students support each other by starting discussions or sharing study materials, it can significantly improve their attitudes and participation. Supported by their peers, students can feel free and comfortable to talk and share their ideas with each other in the learning activity. Such an environment can give students the opportunity to become active and participatory students in learning activities, to meet criteria related to academic issues, and to develop their interpersonal skills.

Educators, parents, and school staff support students' involvement in educational activities, which is important through the establishment of an inclusive and effective environment. A caring attitude, interest in each student, and providing individual support are effective strategies to keep them motivated to actively participate (Graham et al., 2022). For example, teachers brainstorm and select activities that promote collaboration, creativity, and consideration of cultural diversity. Through the activities carried out, they can provide opportunities to students to interact with their colleagues from the group to develop communication and leadership skills. Similarly, the establishment of an inclusive learning climate and promoting solidarity among students can make them feel strong and have a sense of belonging to the school community (Li, 2022). When considering the promotion of social relationships, ensure that no students feel neglected or discriminated against. Such outcomes can be ensured by creating a learning environment that stimulates active participation and promotes the academic and social growth of each student.

1.4. Learning Quality Aspects

The quality of learning is an important aspect of ensuring students' academic success. To realise this quality, not only do teachers use various strategies in learning, but they also require teachers' creativity. Teachers need to utilise effective learning strategies and methods, including student-centered teaching and implementing interactive methods (Wang, 2022). On the one hand, implementing various strategies and methods in learning stimulates students to be active and comprehensive and leads students to achieve better learning outcomes. On the other hand, teachers' creativity in carrying out activities with usefulness and variety can ensure students' learning quality in the classroom (Taucei et al., 2015). When teachers use various learning facilities such as books, figures, audio, and audiovisual materials, it attracts students' interest in learning. Furthermore, when teachers use these sources, they can increase children's understanding and achieve quality learning outcomes.

Creative teachers, effective teaching strategies, and student-centered facilities are thought to affect learning quality. Teachers motivate them not only to engage in the learning process in an active way but also to deepen their understanding and overcome learning barriers. Therefore, students not only participate in learning activities, but they must also understand the content that the teacher transmits so they can achieve excellent study results, which reflects the quality of students' academic development..

2. Research Methods

2.1. Research methods and design

This study uses a quantitative research method and a non-experimental design, where a questionnaire survey is used as an instrument for data collection. Therefore, we analyse the data statistically and present them numerically. The questionnaire survey approach is able to organise the data in a systematic and structured manner, including data collection, analysis, and interpretation. Therefore, in quantitative research, the researcher accumulates empirical data that can be measured numerically and analysed with descriptive and inferential statistical methods. According to Stockemer (2019), the use of questionnaire surveys in quantitative research is a crucial step in ensuring the effectiveness of the statistical analysis process. Using inferential statistical analysis describes phenomena numerically and helps researchers to determine the relationship and influence between one variable and another.

2.2. Population and Sample

Second-year students of ICFP Baucau were the target sample for this study, with a total of 61 students. These students were selected to participate in the research using a random sampling technique, where all individuals in

the population had an equal opportunity to be selected to participate in the research (Stockemer, 2019, p. 58). One of the criteria of randomness is when less than 100 subjects can be taken at all, so it is called population research (Tersiana, 2022). A population is the total collection of elements from which to make an inference (Corper, Donald, Schindler, and Pamela, cited in Sugiyono, 2018). Therefore, in this research, the researcher included all second-year students to become subjects with unique characteristics that can obtain data relevant to the research topic and correspond to the research objective.

2.3. Validity, Reliability, and Normality Tests

Before the researcher distributed the questionnaire to students to obtain the main data, she applied validity, reliability, and normality tests to the instrument, which was assisted by SPSS21. Validation is a measure that shows the validity of the research instrument (Tersiana, 2022). Therefore, we conduct a validity test of the questionnaire items using the "empirical validity" technique, which allows other participants from the research sample to complete the questionnaire after its validity has been confirmed through the SPSS21 program (Novikasari, 2016, p. 4). The validity of the data is determined by checking if the correlation coefficient (r -count) is greater than the critical value (r -table), which indicates validity. But if r -count $<$ r -table, the item in the instrument is not valid.

Through reliability testing, it is possible to know the items in the research instrument's quality and credibility when using the instrument to collect the main data in the field (Tersiana, 2022). We conducted this test using the Cronbach alpha technique in SPSS21. We also employed this technique to ascertain the reliability of the items in the research instrument. This test measures the reliability of the items in the questionnaire instrument. If the value of Cronbach's alpha or r -count exceeds r -table, it indicates that the items are reliable. Conversely, if r -count is less than r -table, it indicates unreliability (Novikasari, 2016).

The normality test is also applied in this research to determine and ensure the research instrument used to collect data is a normal or abnormal distribution. Completing data normality is a crucial rule in parametric analysis. The way to determine the normality of the data instrument is to use the one-sample Kolmogorov-Smirnov test with the help of SPSS21 (Usmadi, 2020). We use the test to determine the normality of the data instrument's distribution. The criteria used to perform the normality test for the data collection instrument is that when the significance value $<$ 0.05, the research instrument is distributed abnormally, and when the significance value $>$ 0.05, the research instrument is distributed normally.

2.4. Data Collection Techniques

In the data collection, the researcher used the questionnaire instrument because it is a tool for

appropriate and credible data collection. The questionnaire contains written statements used to obtain information from respondents (Tersiana, 2022). The questionnaire employs a Likert scale to gauge participant statements, ranging from strongly disagree (1) to strongly agree (4). Participants can use the Likert scale to measure their attitudes, ideas, or perceptions about an object or phenomenon. The questionnaire was distributed to each participant to attend according to their experience and conscience, where the data can be processed for data validity testing as well as for the collection of main data. Data for the validity test were collected from ICFP participants (students) from other classes, and the main data collection was from second-year students at ICFP Baucau.

2.5. Data Analysis Techniques

Data analysis is an important step in quantitative research methods after the data have been collected. We tabulated the data in Excel and then entered the tabulation results into SPSS 21 for appropriate analysis techniques. The technique used to analyse the data is a simple linear regression. Simple linear regression analysis was used to identify and measure the influence between independent variables and dependent variables (Siregar, 2017). Thus, through this technique, one can understand the participation of second-year ICFP students in learning activities' influence on their learning outcomes. To obtain the results of the regression analysis, compare the significance value with the probability value. If the significance value is greater than the probability value (0.05), it indicates a significant influence.

This study's hypothesis was then put to the test of a partial variable (t), which can show how an independent variable affects a dependent variable. Find out what the result of this hypothesis test is. If $t\text{-count} > t\text{-table}$, H_1 is accepted, which means there is influence. If $t\text{-count} < t\text{-table}$, there is no influence. Similarly, if the $t\text{-count} \leq t\text{-table}$ is H_0 accepted, it means there is no influence (Siregar, 2017).

2.6. Ethical Considerations

Research to conduct: Ethical considerations are critical for the researcher's compliance with the rules of research ethics. An important way to conduct research is to obtain authorisation from the ICFP authorities and a research license from the Investigation and Research Ethics Commission (KIEP). The researcher introduces themselves to the participants through a letter, which gives them the opportunity to conduct research and collect data. Before collecting data, the researcher gave a consent letter to all participants. Respect participants' freedom to participate in research by providing data according to their experiences during learning. Even ICFP students cannot be coerced or intimidated into participating in the research against their will. The researcher keeps the collected data confidential and stores it in a secure location. The competent authorities will authorise the publication of the research results.

3. Results and Discussions

3.1. Validity Testing

The researcher conducted validity tests to distinguish between valid and invalid items. The results of the validity test using the correlation analysis technique in SPSS21 are as follows. The criterion to determine the validity of items is if the value of $r\text{-count} \geq r\text{-table}$ is valid and $r\text{-count} \leq r\text{-table}$ is invalid (Janna, 2021).

Table 1: Validity Test Results

Item number	The r-value table	The r-count value	Description
X1	0,252	0,363	Valid
X2	0,252	0,350	Valid
X3	0,252	0,408	Valid
X4	0,252	0,351	Valid
X5	0,252	0,411	Valid
X6	0,252	0,426	Valid
X7	0,252	0,524	Valid
X8	0,252	0,483	Valid
X9	0,252	0,334	Valid
X10	0,252	0,519	Valid
X11	0,252	0,523	Valid
X12	0,252	0,523	Valid
X13	0,252	0,461	Valid
X14	0,252	0,669	Valid
X15	0,252	0,776	Valid
X16	0,252	0,735	Valid
X17	0,252	0,831	Valid
X18	0,252	0,741	Valid
X19	0,252	0,733	Valid
X20	0,252	0,807	Valid
X21	0,252	0,822	Valid
X22	0,252	0,810	Valid
X23	0,252	0,675	Valid
X24	0,252	0,704	Valid
X25	0,252	0,726	Valid
X26	0,252	0,716	Valid
X27	0,252	0,715	Valid
X28	0,252	0,719	Valid
X29	0,252	0,749	Valid
X30	0,252	0,788	Valid
X31	0,252	0,805	Valid
X32	0,252	0,722	Valid
X33	0,252	0,740	Valid
X34	0,252	0,704	Valid

X35	0,252	0,751	Valid
X36	0,252	0,790	Valid
X37	0,252	0,733	Valid
X38	0,252	0,750	Valid
X39	0,252	0,723	Valid
Y1	0,252	0,703	Valid
Y2	0,252	0,635	Valid
Y3	0,252	0,637	Valid
Y4	0,252	0,596	Valid
Y5	0,252	0,659	Valid
Y6	0,252	0,176	Invalid
Y7	0,252	0,129	Invalid
Y8	0,252	0,175	Invalid
Y9	0,252	0,172	Invalid
Y10	0,252	0,580	Valid
Y11	0,252	0,515	Valid

The results in this table demonstrate that most items are valid because the r-count value is \geq r-table. Using the $df(n-2)$ standard, $df(61-2) = 59$ results in an r-table value of 0.252. The items from X1 to X39 are all valid; they show r-count values > 0.252 . However, Y6, Y7, Y8, and Y9 are not valid because they have count values < 0.252 . However, the other items are part of the dependent variable; the results of Y1, Y2, Y3, Y4, Y5, Y10, and Y11 are all valid in this table because these items have a count value of > 0.252 .

3.2. Reliability Testing

The following table presents the results of the reliability test using the Cronbach's alpha method. The test was conducted with the help of the SPSS21 program.

Table 2: Reliability test results

Variables	Cronbach's Alpha (r-count)	Description
X	0,957	Trust
Y	0,957	Trust

Based on the reliability test results in Table 2, the items of variable X, students' participation, are valued at 0.957. The reliability test yielded a value of 0.957 for the items of variable Y, which pertain to students' study results. Determine the reliability of the items in these two variables based on the criterion that if r-count $>$ r-table 5%, it means reliable, and if r-count $<$ r-table 5%, it means unreliable, according to Janna (2021). Thus, the reliability test of both variables X and Y yielded reliable results, with the r-count value of 0.957 surpassing the r-table value of 0.252.

3.3. Normality Test

The following table reports the normality test results using the Kolmogorov-Smirnov test technique with assistance from SPSS21.

Table 3: Normality test

One-Sample Kolmogorov-Smirnov Test		
	Learning participation (X)	Study performance (Y)
Asymp. Sig. (2-tailed)	0,845	0,845
Description	Normal	Normal

The results of the normality test in the one-sample Kolmogorov-Smirnov table demonstrate the normal distribution of the data in this research. Variable X (learning participation) and variable Y (study performance) demonstrated a significance value of 0.845. Therefore, the data distribution is considered abnormal if the significance value is less than 0.05, and normal if it exceeds 0.05. Therefore, the significance value is $0.845 > 0.05$, which proves that the distribution of research instruments is normal.

3.4. Simple linear regression analysis results

The results of the main data analysis with the simple linear regression technique and the help of the SPSS21 program are reported in the following table.

Table 4: Summary of r-squared

Model Summary		
Model	R	R Square
1	0,193 ^a	0,04

The summary of the table R square shows a value of 0.04. This value as a part, can show the percentage contribution of the independent variable's influence on the dependent variable. Thus, the R-squared value is 0.04 with its category influence level of 4%; therefore, the influence level is weaker based on the following table determined by Wufon (2020).

Interval	Statement
$\geq 80,00\%$	Stronger
60,00%-79,99%	Strong
40,00%-59,99%	A bit weak
20,00%-39,99%	Weak
$\leq 19,99\%$	Weaker

However, the following table reports the results of the regression analysis on how students' participation in learning influences their studies.

Table 5: Results of t test

Coefficient		
Model	t	Sig.
Student participation	1,51	0,14
Dependent variable: Study outcome		

The coefficient table or t-test above demonstrates the t-test value is 1.51 and the significance value is 0.14. To determine the influence of variable X on variable Y, t-count (coefficient) values and t-table values were compared. The researcher calculated the t-table value using the formula $df (n-2)$, which yielded $61-2=59$, resulting in a t-table value of 1.67. Therefore, the t-count value of 1.51 is greater than 1.67. Finally, the researcher reports the results of the t-test hypothesis and compares the resulting significance value to the 0.05 threshold.

Hypothesis testing results

H0: accepted, meaning students' participation in learning does not influence students' study outcomes.

H1: Not accepted means there is no influence of student participation in learning on students' learning outcomes.

4. Discussions

Students' participation in learning will remain critical to understand and absorb the content that educators transmit. Relevant literature in this area, such as Wang (2022) and Lazcano et al. (2023), showed that students who are participative in learning activities, such as in group discussions, group work, and extracurricular activities, tend to achieve high academic outcomes. However, other literature presents that students' participation is not a factor that determines students' learning outcomes, such as the study by Jayanthi et al. (2014) and Qureshi et al. (2021). In this regard, this research discovered that various factors influence students' academic results, such as motivation and social aspects.

Tehseen & Hadi's (2015) research shows that motivation is an important factor that drives students to actively participate in the learning process. Motivated students actively participate in learning activities and show interest in comprehending the teacher's transmitted content. Motivate students to understand what they are learning, which in turn leads them to engage with intensity and determination, demonstrating the importance of this for their academic development. Therefore, motivation not only pushes students to learn but can also contribute to their academic performance and problem-solving skills.

Humphrey et al. (2011) and Graham et al. (2022) research describes that students who feel supported by peers and teachers have a capacity to develop their interpersonal and academic skills better. When students receive support from colleagues and feel that teachers also pay attention and interest to their progress, their

participation in learning activities will increase, so they make a positive contribution to their performance and educational development. The study results from these literatures indicate a positive correlation between students' participation and their academic performance, particularly when they demonstrate motivation and establish social relationships. However, this research demonstrates the opposite, where ICFP students' participation in learning has no influence on their study results.

Students' active participation in the learning process not only increases their knowledge and skills but can also help students develop their problem-solving skills. This participation also makes an important contribution to their academic performance, according to Akpur (2021), who conducted a study on the relationship between active participation and academic results. However, when this research was conducted at ICFP Baucau, the results indicated that students' participation in learning did not have a significant influence on their study results. The findings may indicate that in this special context, other factors may influence students' participation more strongly, in addition to motivational aspects, teaching methods, and social factors.

Students' participation in learning will remain an important aspect of understanding and absorbing the content taught by the educator. Researchers such as Wang (2022) and Lazcano et al. (2023) showed that active participation in group discussions, collaborative work, and extracurricular activities can contribute to high academic outcomes. Meanwhile, other literature, such as Jayanthi et al. (2014) and Qureshi et al. (2021), discovered that student participation is not the only determining factor of student performance. Motivational and social factors also have a significant impact, as described by Tehseen & Hadi (2015) and Graham et al. (2022), who emphasise that motivation and social support can increase academic and interpersonal participation and development. Therefore, students' active participation in learning will also contribute significantly to their academic development and may also depend on various factors, such as motivation, social, and teaching methodology.

We need to note some limitations in this study. First, quantitative research and non-experimental design do not allow the researcher to establish a direct relationship or causality between the independent variable and the dependent variable. This makes it difficult to control for extraneous factors and leads to incorrect results. Second, using questionnaires as the only data collection instrument may limit the depth and diversification of the data obtained. Questionnaires alone are also difficult to ensure that participants respond according to their experiences in the right sense, which may affect the validation of the data. Finally, it is important to consider second-year students at ICFP Baucau as a sample and avoid generalising to other populations, as sociocultural and academic factors may vary in the learning context of other higher education institutions in Timor-Leste.

5. Conclusion

Education at the college level serves as a fundamental instrument that molds students through their academic learning, their social interactions, and their manner of being moral. ICFP Baucau maintains a firm dedication to delivering high-quality education that develops students' intellect while focusing on ethical and social learning responsibilities. The learning atmosphere at this educational facility focuses on developing student competence for professional practice and societal responsibility. This research's findings demonstrate that at ICFP Baucau, students' involvement during learning has no significant effect on their school performance. The study indicates that student involvement remains essential to learning, yet extra influential variables seem to influence their complete academic development.

Lecturers should immediately evaluate and improve their teaching and learning methods because of these research outcomes. Teachers need to introduce modern educational methods that make learning active and focused on students themselves and lead to increased educational effectiveness. Sound educational research methods should be deployed by lecturers to explore additional student-related elements that promote their academic success and personal development. The success of students depends on multiple elements, which incorporate their intrinsic motivation along with their study approach to learning tools and their family economic status, as well as the institutional backing network. Academic and personal success outcomes for students become achievable when lecturers properly understand these elements and create intervention programs. The development of a supportive learning environment rests entirely on lecturers who motivate students in their full educational engagement to achieve lasting success in higher education and afterward.

Findings from this research offer a helpful basis for ICFP Baucau's lecturers and educational administrators to develop and enhance the school's educational policies. This investigation creates fundamental knowledge that allows educational establishments to produce teaching methods that foster student engagement during learning activities. Institutions can boost education quality while improving student learning through the implementation of educational practices combined with student involvement methods. The research study demonstrates that second-year students play a vital role in educational outcomes because learning depends on various student factors.

The findings from this study have significant value for higher education in Timor-Leste, which extends beyond ICFP Baucau. Teachers must constantly improve their teaching methods and lesson content to help students learn. This research provides essential guidance for policymakers developing student-orientated educational practices that seek to boost academic performance standards at higher education institutions in Timor-

Leste. Higher education institutions will strengthen national educational quality through their commitment to student participation and intervention in determining academic success.

Here are the recommendations based on the research findings:

1. **Strengthen Active Student Participation:** Higher education institutions, including ICFP Baucau, must give priority to the promotion of active student participation in the learning process. This goal is achieved by developing programs and activities that motivate students to engage in discussions, group projects, and interactive activities that can contribute to academic and social development.
2. **Strengthen Teacher Professional Training:** In the recommendation to improve the capacity of teachers, it is important to organise training and continuing education for teachers in effective and innovative teaching methods. Such training can help lecturers develop strategies that prioritise student participation, increase engagement, and support students' personal and academic development.
3. **Develop Educational Policies and Strategies:** ICFP Baucau must develop and implement educational policies and strategies that focus on student participation in the learning environment. These policies can incorporate monitoring and evaluation mechanisms to analyse the effectiveness of student participation and its impact on their academic outcomes.
4. **Support the Creation of Dynamic Learning Environments:** Institutional leadership must prioritise the creation of learning environments that stimulate students' interest in participation and creative thinking and develop critical skills.

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