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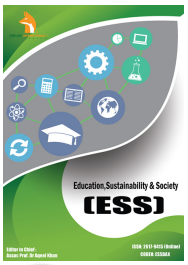

RESEARCH ARTICLE

STUDENT ENGAGEMENT AND ACADEMIC FLOW ON STUDENTS AT BOARDING SCHOOL

Nur'aeni[a], Rifka Azzahra[b]

[a] *Faculty of Psychology, Universitas Muhammadiyah Purwokerto*
[b] *Jl. KH. Ahmad Dahlan, PO Box 202, Purwokerto, Central Java, Indonesia 53182*
**Corresponding Author Email: nuraeni@ump.ac.id*

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ABSTRACT

Boarding school is one form of school in Indonesia that implements a full-day learning system. The student study schedule is very tight because students study for 9 to 10 hours in one day. This condition causes students to have difficulty achieving academic flow in the learning process. This research aimed to examine the relationship between Student Engagement with Academic Flow to Students Islamic Andalusia Senior High School Boarding in Kebasen, Banyumas, Indonesia. The analysis uses quantitative research methods. The total samples in this research were 127 students. Sampling in this study using a technique stratified proportionate random sampling as 20% of the total population. Samples in class X were 56 students, class XI were 41 students, and then class XII was 30 students. The data collection techniques used are psychological scales of variable student engagement (45 items) and academic flow (36 items). Data were analyzed using Statistical Package for Social Sciences (SPSS) 25.0 for Windows Program. The result showed the relationship between student engagement with academic flow to students Islamic Andalusia senior high school boarding in Kebasen, Banyumas, Indonesia had a correlation of 0,728 and a significance level of 0,000. The result of data analysis showed that there was a positive relationship and a high significance between student engagement with the academic flow.

KEYWORDS

Academic Flow, Boarding School, Student, Student Engagement.

1. INTRODUCTION

Indonesia has various types of schools so that students can choose according to their interests and potential. One form of school is a boarding school. The Andalusian Islamic Boarding School Kebasen is one of the schools that implements a full-day school system. Formal learning activities in schools are held for 5 hours a day, followed by non-formal learning containing religious education for 4 hours. Seto Mulyadi as the Head of the National Commission for Child Protection revealed data from research conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that learning hours for junior and senior high school students in Indonesia are around 1,680 hours a year (Alfarabi et al., 2017). Or the equivalent of 42 hours a week. Meanwhile, student learning activities in Japan reach 30 hours, France 32 hours, and Australia 25 hours.

In the daily time that must be carried out by students of the Andalusian Islamic Boarding School Kebasen High School, of course, problems arise in it, especially within the students who make themselves difficult in learning activities. According to Prihandrijani, routines that are too busy in activities often make students experience various obstacles in their activities, such as experiencing learning difficulties and decreased motivation, so they cannot achieve academic success flow (Kemala et al., 2018). Students who cannot achieve flow academics will consider the time to be longer because students lack concentration in studying.

According to flow is a state or condition where a person can be completely immersed in an activity to the point of forgetting time, feeling tired, and everything, but only focusing on remembering the activity that is being done (Csikszentmihalyi, 2014). The problem is, in Indonesia, the habit of students when they are bored and recognizes in the classroom will undoubtedly find activities that occur such as with friends, while in progress, or doing other activities outside of academic activities (Alfarabi et al., 2017). And this problem also often occurs in schools that implement a full-day school system and are based on boarding school.

Academic flow becomes interesting because every student taking education will undoubtedly have differences in achieving flow conditions when carrying out academic activities. Of course, some students are easy to attain academic flow. Still, on the contrary, some students have difficulty achieving this flow condition due to various factors, namely intrinsic and extrinsic factors (Asakawa, 2004). Students quickly achieve flow conditions in the academic environment when students desire to involve themselves in academic activities because they learn and develop. Still, they will then enjoy each of these academic activities (Mesurado et al., 2016). It means here that the desire to involve himself in academic activities certainly comes from within, where it is included in the intrinsic factor to achieve and feel the condition of academic flow.

Novitasari, Hidayati, & Setyowati found that intrinsic factors influence students to achieve flow conditions when doing activities related to

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academics, compared to extrinsic factors or factors from the environment (Novitasari et al., 2020). One of the inherent factors that influence academic flow is motivation, which comes from student involvement. According to student engagement or student involvement is a manifestation of motivation seen through actions, cognitive, and emotions displayed by students and refers to a directed and energetic movement in academic activities that run (Handelsman et al., 2005). It can be said that the higher the engagement of a student, the better the learning process will be (Reeve and Jang, 2006).

Engagement is undoubtedly significant for students because students who are engaged or have student engagement will certainly feel motivated in carrying out learning activities so that students will have high dedication. This dedication is in the form of a desire to exert power and effort to achieve something that is his target in learning (Syah, 2016). A preliminary study was conducted using interviews with two female students from grades 10 and 11 and questionnaires distributed to 20 students at the Andalusian Islamic Boarding School in Kebasen, Indonesia. Female students often felt bored during learning, causing a decrease in concentration, feeling uncomfortable in academic activities, and reducing internal motivation. Students feel tired because of the hectic daily activities, both at school and in the dormitory. Yazzie-Mintz argues that the learning process is not going well due to the lack of good student engagement, both in the school environment and in the classroom for each student (Yazzie-Mintz, 2006). Based on the description above, this study aims to examine the effect of student involvement on the academic flow of boarding school students.

2. Theoretical Framework

2.1 Student Engagement

According to student engagement is a term from psychology that means involvement of students in a learning process, both inside and outside the classroom related to academics and manifested in motivational behavior with a multifaceted or multifaceted system (Fredricks et al., 2004). Divided into several aspects, namely behavioral engagement, emotional engagement, and the last is cognitive engagement. Harper & Quaye also stated that student engagement is a form of involvement or active participation of students in academic activities at school, whether in the classroom or outside the school (Harper and Quaye, 2009). Student engagement has three dimensions: behavioral engagement, emotional engagement, and cognitive engagement (Frederics et al., 2004). Behavioral engagement explains the active participation of students in academic learning activities, both inside and outside the classroom. Emotional involvement explains students' affective reactions while in class, for example, positive and negative reactions to teachers, peers, and academics. Cognitive engagement presents students' strategies in learning to be able to understand complex ideas.

According to the factors that influence student involvement are individual characteristics and environmental factors (Fredrics et al., 2004). Individual elements consist of establishing relationships with teachers and friends, creating positive perceptions of teachers and friends. The need for autonomy helps students do something based on a desire that comes from within themselves. Competency needs, namely this need aims to be competent in achieving success. Environmental factors consist of the school climate where a school can reduce alienation in its students. It can also increase student engagement in schools to be more productive in carrying out learning activities at school; teacher Support, namely supports from teachers to students, can make students more motivated in participating in academic activities while in class (Lailiyah et al., 2017). The support provided by the teacher can also be in the form of support for student independence (Lailiyah et al., 2017). Peers for adolescents can affect satisfaction at school because it is related to emotional well-being and ultimately impacts student academic outcomes (Wentzel in Christenson et al., 2012).

2.2 Academic Flow

According to flow is an optimal condition that includes passion, concentration, and intense interest in doing a task or activity that leads to pleasant feelings without thinking about others, so that the individual can "sink" without thinking about the situation (Csikzentmihalyi, 1990). Environment and individuals who can experience flow will have better performance than individuals who do not share the flow condition. According to flow is a positive area in psychology that leads to total concentration and comfort in individuals (Bakker, 2005). There is an inner motivation for an individual's activity, where the movement has such a broad scope. Furthermore, according to the academic flow has three aspects: absorption, enjoyment, and intrinsic motivation (Bakker, 2005). Absorption is total concentration, full attention, alertness, and concentration on its activities (Chandra, 2013).

Enjoyment results from the cognitive and affective evaluation that comes from flow experience so that students feel comfortable doing an exercise, even though it takes a long time. Intrinsic motivation is the need and desire from within oneself to carry out various activities. The factors that can influence a person to experience academic flow conditions, according to are individual factors (Person Factor) and environmental factors (Environment Factor) (Csikzentmihalyi, 2014). According to Csikszentmihalyi, individual factors (Person Factor) consist of abilities and skills where the individual's perception of the capabilities and skills he has in being able to carry out and complete an activity successfully can affect the occurrence of flow in the individual (Purwati and Akmaliyah, 2016).

Then motivation, because the flow will appear and occur in the individual when the individual has a strong motivation that comes from within himself or commonly called intrinsic motivation, in doing and carrying out an activity or activity (Arif, 2013). Environmental factors consist of challenges to tasks where the emergence of flow conditions in individuals can be influenced by the immediate environment of the individual related to how big the challenge is to the task given to the individual. Social Support (Social Support) such as from parents, friends, and teachers, the question support is support to complete tasks and carry out an activity that has become an obligation. This environmental factor is more directed toward accepting challenges and external help in completing tasks (Amira and Muhid, 2020).

3. Research Methodology

This study uses a quantitative method with data analysis techniques to test the hypothesis using the product-moment correlation analysis technique from Karl Pearson. The population in this study were students at the Andalusia Islamic High School Boarding School Kebasen, totaling 636 students. The sample in this study used a proportional stratified random sampling technique that took 20% of the total population so that the sample for class X was 56 students, and class XI was 41 students. Class XII was 30 students, so that the total sample Overall used in the study was 127 students.

The research instrument or measurement tool uses a student engagement scale made by the researcher with three aspects according to namely behavioral engagement, emotional engagement, and cognitive engagement, with a total of 50 items (Frederics et al., 2004). However, five things were invalid when the measuring instrument was tested, so the remaining 45 items with the reliability of 0.929. The research instrument or measuring instrument also uses an academic flow scale made by the researcher with three aspects according to namely absorption, enjoyment, and intrinsic motivation, with 50 items (Bakker, 2005). However, when the measuring instrument was tested, 14 items were invalid, so the remaining 36 items with the reliability of 0.878.

4. Results

The research was carried out for 13 days, starting on 10-22 May 2021. Due to time constraints, where the students had entered the Eid holiday and returned to their respective villages, the researchers decided to use the technical distribution of the research scale using the help of the Google application. Online forms. This Google form is helpful for fast and wide-scale dissemination through links that are shared with research subjects with the use of the school to share the google form links. Researchers took a sample of 20% of the existing population, namely 636 students at the Andalusian Islamic High School Boarding School Kebasen. The total sample obtained was 127 students at the Andalusian Islamic Boarding School Kebasen High School. Researchers test assumptions or test requirements analysis first, as shown in tables 1, 2, and 3.

Table 1: Normality Test Results

No.	Variable	P	Explanation
1.	Student Engagement	0,200	Normal
2.	Academic Flow	0,200	Normal

The normality test results in this study used the Kolmogorov-Smirnov technique. Table 1 shows that the significance value for student engagement and academic flow variables is 0.200. Based on this significance value, it can be concluded that the population of student engagement and academic flow data is normally distributed because $p > 0.05$.

Table 2: Linearity Test Results			
ANOVA Table	**F**	**P**	**Explanation**
Deviation from linearity	0,980	0,528	Data Linear

Table 2 shows that student engagement and academic flow variables have a significant linear relationship because it is known that the F value is 0.980 and the p-value is 0.528 or ($p > 0.05$).

Table 3: Homogeneity Test Results			
Levene Statistik	**df1**	**df2**	**Sig.**
,781	1	252	,378

Table 3 shows that the data obtained came from a population with homogeneity or the same variance because it was known that the value was $0.378 > 0.05$ ($p > 0.05$). After testing the assumptions, the researcher then categorizes the data described on the student engagement and academic flow variables, which can be seen in tables 4 and 5.

Table 4: Data Description *Student Engagement*			
Category	**Score Range**	**Freq.**	**Present (%)**
Very High	X > 203,56	4	3,1
High	180,24 <= X <= 203,56	26	20,5
Medium	156,91 <= X <= 180,24	68	53,5
Low	133,59 <= X <= 156,91	24	18,9
Very Low	X < 133,59	5	4
TOTAL		**127**	**100**

Table 4 shows that the categories for each subject that have very high student engagement are four people or 3.1%, high is 26 people or 20.5%, moderate is 68 people or 53.5%, low are 24 people or 18, 9%, and very low as many as five people or 4%.

Table 5: Data Description Academic Flow			
Category	**Score Range**	**Freq**	**Present (%)**
Very High	X > 142,38	5	4
High	127,43 <= X <= 142,38	29	22,8
Medium	112,49<= X <= 127,43	62	48,8
Low	97,54 <= X <= 112,49	27	21,3
Very Low	X < 97,54	4	3,1
TOTAL		**127**	**100**

Table 5 shows that the categories for each subject that have very high academic flow are five people or 4%, high is 29 people or 22.8%, moderate is 62 people or 48.8%, low is 27 people or 21.3%, and very low as many as four people or 3.1%. The researcher then tested the hypothesis to determine whether there was a relationship between student engagement and academic flow in students at the Andalusian Islamic High School Boarding School Kebasen. The results of hypothesis testing can be seen in table 6.

Table 6: Hyphothesis Test Results		
Variable	**Correlation Analysis Result (r)**	**Significance**
Student Engagement	0,728	0,000
Academic Flow		

Table 6 shows the results that the correlation value of r is 0.728 at $p = 0.000$ ($p < 0.01$). These results indicate a positive relationship and a strong significance between student engagement and academic flow in students at the Andalusian Islamic High School Boarding School Kebasen. So it can be interpreted that the higher student engagement, the easier it is for students to achieve academic flow conditions. And conversely, the lower the student engagement, the more difficult it is for students to achieve academic flow conditions. As for the value of r, it can be obtained the value of r2 (0.728) = 0.526. Thus, it can be seen that the effective contribution or contribution of student engagement to academic flow is 52.6%. In comparison, the other 47.4% is influenced by other factors not examined in this study.

The results of this study support the research conducted with the experimental method, that students can experience flow conditions in learning when the teacher gives assignments, both individual assignments, and group assignments, rather than having to listen to the explanations given (Shernoff et al., 2003). Teachers can make it easier for students to achieve and feel academic flow when they are involved in assignments. This study indicates that every student who attends a school with a boarding school system can still achieve academic flow conditions. Every student can concentrate, have comfort in carrying out academic activities, and have motivation from within himself. Still, in achieving In this case, students differ from one student to another, including the tremendous or low or the difficulty of attaining and feeling the conditions of academic flow.

Based on the results of research that has been carried out by researchers, from a sample of 127 students, there are only 4% or five students who can be said to be easy to achieve and feel the condition of academic flow in their learning activities. The rest have other categories, namely high, medium, low, and very low. The findings of this study support the research conducted by that not all individuals can achieve academic flow quickly in learning (Purwati and Akmaliyah, 2016). In this case, it can be said that students need motivation that comes from within themselves so that student engagement is necessary or a desire and manifestation of motivation of students to be involved or involve themselves in all learning activities. It is intended that students. Students can quickly achieve academic flow because there is a difference between motivation.

This finding supports the research results conducted that there is a correlation between academic flow and intrinsic motivation (Mills and Fullgar, 2008). Likewise, the results of research conducted by prove that there is a significant and positive relationship between achievement motivation and academic flow (Arif, 2013). It can be said that an explanation possessed by students is needed for each student himself, with the aim that in learning or learning activities, he can achieve and feel the condition of academic flow. In achieving academic flow, motivation is needed, but full concentration and comfort must be created for each student. The motivation in question is motivation in the form of a desire for students to be involved and involve themselves or called student engagement in learning activities or learning in the classroom.

Students can achieve flow academic if students have intrinsic motivation to be involved in the learning process in informal schools and non-formal school. This finding is following research conducted that internal factor (task commitment) more influence students in achieving and experiencing academic flow conditions with a practical contribution of 19.36%, compared to external factors (support social) with a helpful contribution of 2.8% (Novitasari et al., 2020). Csikszentmihalyi also stated that self-efficacy makes it easier for individuals to achieve academic flow conditions (Yuwanto, 2018). Self-efficacy is a student's internal factor that is more influential in achieving academic flow (Jackson et al., 2001; (Mesurado et al., 2016; Novitasari et al., 2020; Arif, 2013). Therefore, students must have a desire that comes from within students and involve themselves in academic activities.

5. Conclusion

Based on the research that has been done, it can be concluded that there is a positive and significant relationship between student engagement and academic flow in students at Islamic Senior High School Andalusia Boarding School Kebasen. Student engagement gave an adequate contribution of 52.6% to the academic flow of students at Islamic Senior High School Andalusia Boarding School Kebasen. In comparison, the other 47.4% was influenced by other factors not examined by the researchers in this study. Other supporting factors that affect academic flow are self-concept, self-efficacy, social support, achievement motivation.

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