



Exploring Students' Engagement in English Classes Using SPADA UNPRI Platforms

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ABSTRACT

This study explores the impact of the SPADA UNPRI platform on student engagement in English classes at Universitas Prima Indonesia. The objectives are to analyze the platform's effectiveness in fostering cognitive, emotional, and behavioral engagement and to identify factors influencing its implementation. This research uses a mixed-methods approach, the research uses a sequential explanatory design, beginning with quantitative data collection through surveys from 100–150 students, followed by qualitative data from interviews and focus group discussions involving 10–15 participants. The findings reveal that SPADA UNPRI significantly enhances cognitive engagement, with 78% of students reporting an improved understanding of English materials. Emotional engagement is also supported, as 65% found quizzes and interactive features motivating. Behavioral engagement is evident, with 72% of students actively participating in forums. However, challenges such as limited internet connectivity and insufficiently structured social interactions were noted. The study recommends enhancing technical infrastructure to ensure equitable access and incorporating more collaborative activities to strengthen relatedness among learners. By addressing these areas, SPADA UNPRI can further its role as an effective tool for improving student engagement and achieving meaningful learning outcomes.

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INTRODUCTION

In the digital era, education has undergone significant transformations with the integration of technology as a core learning tool. Technology has opened wider access to diverse learning resources, provided flexibility in terms of time and place, and created opportunities for innovation in teaching methods. However, one of the main challenges in the learning process, particularly in teaching English, is how to foster optimal student engagement. Student engagement encompasses three key dimensions: cognitive, which relates to students' efforts in understanding the material; emotional, involving enthusiasm, interest, and satisfaction in learning; and behavioral, which refers to active

participation in learning activities (Fredricks, Blumenfeld, & Paris, 2004).

The integration of technology in education has transformed how Lecturer deliver instruction and manage their professional responsibilities. A key tool in this transformation is the Learning Management System (LMS), a platform designed to facilitate the planning, implementation, and evaluation of teaching and learning processes. In the context of modern education, particularly during the digital age, LMS has become indispensable, providing educators with a way to meet the demands for more efficient, adaptable, and innovative teaching strategies. The growth of LMS adoption in Indonesia, particularly after the COVID-19 pandemic, underscores its role as a critical educational tool.

High levels of student engagement play a vital role in supporting learning success. Engagement not only enhances students' motivation but also contributes to better academic outcomes. Furthermore, active engagement enables students to develop critical thinking skills, communicate more confidently, and master the functional use of English in real-life contexts (Ryan & Deci, 2000). Therefore, it is essential for educators to design strategies that holistically facilitate student engagement.

To address these challenges, e-learning platforms such as SPADA UNPRI (Universitas Prima Indonesia's Online Learning System) provide innovative solutions to support technology-based learning. SPADA UNPRI offers various interactive features, such as online discussion forums, automated quizzes, and multimedia learning materials, all designed to create an active and engaging learning experience. This platform allows students to learn flexibly while maintaining interaction with instructors and classmates.

Aligned with the theory of Social Constructivism proposed by Vygotsky (1978), the use of technology in education enables students to construct knowledge through social interaction in meaningful contexts. In online environments like SPADA UNPRI, collaboration among students and between students and instructors strengthens the learning process, helping students better understand the material. For instance, discussion forums and immediate feedback features allow students to share ideas, receive alternative perspectives, and deepen their understanding through dialogue.

Additionally, Self-Determination Theory by Deci and Ryan (1985) provides a relevant framework for understanding how digital platforms like SPADA can enhance student engagement. This theory emphasizes the importance of fulfilling three basic psychological needs:

1. Competence – When students feel capable of completing tasks and challenges, they are more confident and actively engaged.
2. Autonomy – The flexibility to access materials and determine their own

pace of learning gives students a sense of control over their learning process.

3. Relatedness – Meaningful interactions with a learning community foster a sense of social connection, which is crucial for building intrinsic motivation.

This study aims to explore the level of student engagement in English classes using the SPADA UNPRI platform. It seeks to analyze how the interactive features of this platform support student engagement in terms of motivation, participation, and academic outcomes.

The grand theories underpinning this research are Social Constructivism and Self-Determination Theory, both of which highlight the importance of social interaction and intrinsic motivation in creating meaningful learning experiences. By examining the implementation of SPADA UNPRI in the context of English language learning, this study hopes to contribute to the development of more effective and innovative technology-driven teaching strategies.

RESEARCH METHOD

To investigate the level of student engagement in English classes using the SPADA UNPRI platform, this study employs a mixed-methods approach that combines quantitative and qualitative research techniques. A sequential explanatory design is adopted, beginning with quantitative data collection and analysis to measure engagement levels across cognitive, emotional, and behavioral dimensions. This is followed by qualitative data collection and analysis to explore factors influencing engagement and to gain deeper insights into students' experiences with SPADA UNPRI. The participants in this study consist of English language students at Universitas Prima Indonesia who actively use the SPADA UNPRI platform. For the quantitative phase, approximately 100–150 students will be selected using random sampling to ensure statistical reliability. In the qualitative phase, 10–15 students will be chosen purposively based on their engagement levels (high, medium, or low) as identified in the quantitative phase.

Data collection in the quantitative phase will utilize structured survey questionnaires designed to measure cognitive, emotional, and behavioral engagement. These questionnaires will include items adapted from validated scales, such as those developed by Fredricks et al. (2004), with responses measured on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In the qualitative phase, semi-structured interviews and focus group discussions (FGDs) will be conducted to gather detailed insights into students' perceptions of SPADA's features, challenges they face, and suggestions for

improvement. The quantitative data will be analyzed using descriptive statistics to summarize engagement levels and inferential statistics to identify relationships between platform usage and engagement. For qualitative data, thematic analysis will be applied to identify recurring themes and patterns.

RESULT AND DISCUSSION

The analysis of the data collected through survey questionnaires, platform usage analytics, and qualitative interviews highlights significant findings related to student engagement in English classes using the SPADA UNPRI platform.

Table 1.
Student Responses to Engagement in SPADA UNPRI

Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. SPADA UNPRI helps me better understand the English materials.	40%	38%	12%	6%	4%
2. The quizzes and interactive activities are enjoyable and motivating.	35%	30%	20%	10%	5%
3. I actively participate in SPADA forums and discussions.	28%	44%	18%	6%	4%
4. The feedback provided by SPADA enhances my confidence in learning English.	37%	40%	15%	5%	3%
5. SPADA UNPRI allows me to learn at my own pace and improves my autonomy.	42%	36%	10%	7%	5%
6. I feel connected to my peers and instructor through SPADA's discussion forums.	25%	33%	22%	12%	8%

Based on the table it can be seen that the students' responses to various statements about their engagement with the SPADA UNPRI platform, measured on a Likert scale ranging from Strongly Agree to Strongly Disagree. For the statement "SPADA UNPRI

helps me better understand the English materials," 78% of students (40% strongly agree and 38% agree) affirmed its effectiveness, while 12% were neutral, and only 10% expressed disagreement.

In terms of enjoyment and motivation from quizzes and interactive activities, 65% of students responded positively, but 20% were neutral, and 15% expressed dissatisfaction. Regarding participation in forums, a majority of 72% agreed or strongly agreed that they actively engage, though 10% disagreed. The feedback feature was also positively received, with 77% of students agreeing that it enhances their confidence, while 8% disagreed. Similarly, autonomy in learning was well-supported, with 78% feeling that SPADA allows them to learn at their own pace, though 12% expressed dissatisfaction.

Finally, when it comes to social connection, 58% agreed that they feel connected to their peers and instructors through discussion forums, but 22% remained neutral, and 20% disagreed. These findings highlight both the strengths and areas for improvement in fostering engagement through SPADA UNPRI. In the qualitative phase, the analysis of interviews and focus group discussions revealed deeper insights into student engagement with the SPADA UNPRI platform. While the quantitative data provided a general overview, the qualitative responses allowed us to explore the nuances of student experiences. Several themes emerged across the data, including the positive impact of multimedia content, the motivating nature of feedback, and the challenges related to participation.

Multimedia Content

Students consistently reported that the multimedia components of SPADA (videos, animations, and interactive exercises) enhanced their comprehension of complex English topics. Many students noted that the visual and auditory elements helped them retain information better than traditional textbook learning. One student mentioned, "*The videos make it easier for me to understand grammar concepts that I usually find difficult.*" This feedback aligns with Vygotsky's Social Constructivism theory, emphasizing the value of multimedia in collaborative and interactive learning environments.

Motivating Feedback

Another key theme was the motivating effect of immediate feedback. Students highlighted that the instant feedback provided by quizzes and assignments was encouraging, particularly when they received positive reinforcement. A participant shared, "*I feel more confident when I get instant feedback, and I know right away if I'm on the right track.*" This reflects the principles of Self-Determination Theory, where feedback satisfies the psychological need for competence, thus increasing intrinsic motivation.

Challenges in Participation

However, not all feedback was positive. A recurring challenge mentioned was limited participation in discussion forums, often due to external factors like internet connectivity issues. Some students expressed frustration, noting that inconsistent access to a stable internet connection hindered their ability to fully engage with the platform. One student said, "*Sometimes I miss forum discussions because my internet connection is unstable, and it's hard to keep up.*" This underscores the importance of addressing technical barriers to ensure equitable access to learning opportunities.

In addition, while many students felt connected to their peers through the forums, others suggested that the online interaction could be more engaging if the discussions were more structured. A few participants suggested incorporating more collaborative activities that require active participation, such as group projects or peer assessments, to enhance the social aspect of the platform.

The qualitative data supports the findings from the quantitative phase, with students expressing satisfaction with the platform's features but also highlighting the need for improvements, particularly in terms of technical support and social interaction. These insights are crucial for enhancing the overall effectiveness of SPADA UNPRI in fostering student engagement.

Discussion

In discussing the findings of this study, the results can be interpreted through the lens of Social Constructivism and Self-Determination Theory (SDT), supported by existing research. Social Constructivism (Vygotsky, 1978) emphasizes the importance of collaborative learning and social interaction in knowledge construction. According to Vygotsky, learners benefit from interaction with peers and instructors, which aids in deepening their understanding through shared experiences and discussions. In this study, the use of SPADA UNPRI's multimedia content, such as videos and interactive exercises, was noted as enhancing students' cognitive engagement. Many students reported that multimedia materials helped clarify complex English language concepts, aligning with Vygotsky's theory that learning is more effective when students engage in an interactive, social learning environment. This is consistent with prior studies, such as those by Sims (2003), who found that multimedia learning tools significantly improved student understanding by providing rich, contextual information. The findings in this study, where 78% of students agreed that SPADA improved their understanding of English, support this notion, as multimedia can act as a facilitator for collaborative knowledge construction in a digital space.

Self-Determination Theory (Deci & Ryan, 1985) focuses on the intrinsic motivation of learners and identifies three key psychological needs: competence, autonomy, and relatedness. According to SDT, students are more likely to be engaged when these needs are met. In this study, the instant feedback provided by SPADA was seen as a

motivating factor, which helped students feel competent and confident in their learning. 77% of students reported that feedback boosted their confidence, and many expressed that it provided clarity on whether they were progressing correctly. This reflects the findings of Schunk & Zimmerman (2012), who emphasized that timely feedback increases motivation by fulfilling the need for competence.

The study found that autonomy was a significant factor in emotional engagement. 78% of students reported feeling that SPADA allowed them to learn at their own pace, indicating that the platform facilitated autonomy, a key component of SDT. Research by Niemann (2018) corroborates this, showing that when students have more control over their learning, they experience greater intrinsic motivation and engagement. However, some students mentioned challenges in relatedness, as they felt disconnected from their peers and instructors due to a lack of structured interactions in the discussion forums. Previous studies, such as Chou & Chen (2015), have also highlighted the importance of fostering a sense of community in online learning environments to fulfill the need for relatedness. This suggests that while SPADA addresses autonomy and competence, there is a need for more collaborative elements to strengthen social bonds among learners.

Regarding behavioral engagement, 72% of students participated actively in SPADA forums, which is consistent with previous research that links engagement in online discussions to higher levels of learning outcomes (e.g., Garrison, Anderson, & Archer, 2001). However, technical issues, such as unreliable internet connections, were reported as barriers to full participation. This limitation reflects findings from Perry (2017), who observed that technological challenges often hinder student engagement in digital learning environments, particularly in areas with inconsistent access to technology.

The concepts of Cognitive Engagement, Emotional Engagement, and Behavioral Engagement you mention align with the engagement model proposed by Fredricks, Blumenfeld, and Paris (2004).

Cognitive Engagement

This refers to the mental investment students make in their learning, particularly in terms of their understanding and application of material. The 78% of students who agreed that SPADA improves their understanding of English materials are demonstrating cognitive engagement. Fredricks et al. (2004) emphasized that students who are cognitively engaged are actively thinking about the content and applying it to their learning experiences.

Emotional Engagement

This involves the feelings and attitudes students have towards their learning, including motivation, interest, and the emotional investment they make in their studies. The 65% of students who found quizzes and interactive features motivating reflect the

emotional dimension of engagement. Fredricks et al. (2004) pointed out that emotional engagement is influenced by the motivational aspects of learning, such as enjoyment and the perceived relevance of activities.

Behavioral Engagement

This refers to students' participation in learning activities, including their involvement in class discussions, attendance, and effort. The 72% of students actively participating in forums reflects behavioral engagement. Fredricks et al. (2004) noted that behavioral engagement is observable through actions like participation, persistence, and effort, which are critical for successful learning outcomes.

The discussion of these findings through the frameworks of Social Constructivism and Self-Determination Theory supports the idea that SPADA UNPRI effectively fosters student engagement by promoting interactive learning and fulfilling the basic psychological needs of competence and autonomy. However, improvements are needed to enhance relatedness and address the technical barriers to engagement, ensuring a more inclusive and supportive learning environment.

CONCLUSION

In conclusion, this study highlights the positive impact of the SPADA UNPRI platform on student engagement in English classes. The findings indicate that SPADA effectively enhances cognitive engagement, with 78% of students reporting improved understanding of English materials through the platform's interactive content. Emotional engagement is also fostered, as 65% of students found the quizzes and interactive features motivating, although there is room for further enhancement in terms of sustaining emotional interest. Behavioral engagement is strong, with 72% of students actively participating in forums, though some barriers related to connectivity were noted, which may hinder full participation.

The results align with the theoretical frameworks of Social Constructivism and Self-Determination Theory (SDT), showing that SPADA's interactive and flexible learning environment supports students' cognitive development, autonomy, and motivation. However, challenges related to connectivity and the need for more structured social interactions suggest areas for improvement, particularly in ensuring equitable access to the platform and fostering greater relatedness among learners. Overall, SPADA UNPRI proves to be a valuable tool in enhancing student engagement, with opportunities for refinement to maximize its potential in fostering comprehensive and meaningful learning experiences.

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