Analyzing the Relationship between Education Policy and Student Engagement at SMA Negeri 1 Angsana

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Abstract: This study aims to analyze the relationship between educational policies implemented in SMA Negeri 1 Angsana and the level of student engagement in the teaching and learning process. Using qualitative and quantitative approaches, this study collected data through surveys, interviews, and observations. The results of the study indicate that inclusive and participatory educational policies can significantly increase student engagement. These findings are expected to provide recommendations for the development of more effective educational policies in the future.

Keywords: Educational policy, study engagement, student participation

1.   Introduction

Education is one of the main pillars in the development of human resources. In Indonesia, education policies continue to change to enhance the quality of education at all levels. SMA Negeri 1 Angsana, as one of the leading educational institutions, becomes an interesting subject for research to analyze the impact of educational policies on student engagement. Student engagement in the teaching and learning process is crucial, as it can influence learning outcomes and character development (Douglass et al., 2018).

Educational policies play an important role in shaping effective learning environments. One indicator of the success of such policies is the extent to which students feel involved in the educational process. Student engagement includes behavioral, emotional, and cognitive aspects related to active participation in school activities (Li & Lerner, 2013). Good educational policies are expected to create a conducive learning environment, motivating students to participate actively. However, many challenges remain, such as inadequate facilities, low student motivation, and disparities in access to quality education. In this context, this study aims to explore how the educational policies implemented at SMA Negeri 1 Angsana can affect student engagement levels.

Globally, many countries have implemented policies that support student engagement, such as project-based learning programs and curriculum development that is more relevant to student needs. In Indonesia, policies such as the Freedom Curriculum provide opportunities for students to be more active in the learning process (Tuerah & Tuerah, 2023). This research will examine the implementation of these policies at SMA Negeri 1 Angsana and their impact on student engagement. This study will examine the implementation of educational policies and student involvement at SMA Negeri 1 Angsana, Angsana District, Tanah Bumbu Regency, South Kalimantan. The methodology used in this study includes surveys of students, interviews with teachers, and analysis of relevant education policy documents. With this approach, a comprehensive picture of the relationship between education policy and student engagement is expected to be obtained. The results of this study are anticipated to contribute to the development of more effective educational policies in the future.

Relevant previous research conducted by (Masnawati et al., 2024) shows that student engagement increases when schools adopt flexible policies related to assignments and learning evaluations, while according to (Inniyah, 2023) analyzed the implementation of child-friendly school policies and their relationship with increased student engagement in high schools in South Kalimantan.

2.   Problem Formulation
a.   What educational policies are implemented at SMA Negeri 1 Angsana?
b.   What is the level of student engagement in the teaching and learning process at SMA Negeri 1 Angsana?
c.   Is there a relationship between the implemented educational policies and the level of student engagement?
d.   What factors influence student engagement in the context of educational policies at SMA Negeri 1 Angsana?

3.   Research Objectives
The objective of this study is to analyze the relationship between the educational policies implemented at SMA Negeri 1 Angsana and the level of student engagement in the teaching and learning process. Specifically, the objectives of this study include:
a.   Identifying the educational policies implemented at SMA Negeri 1 Angsana and how those policies are implemented.
b.   Measuring the level of student engagement in the teaching and learning process at SMA Negeri 1 Angsana.
c.   Analyzing the relationship between educational policies and student engagement using both quantitative and qualitative data.
d.   Identifying the factors that influence student engagement in the context of educational policies at SMA Negeri 1 Angsana.

4.   Literature Review
4.1   Planning Educational Policies
Planning educational policies is a very important first step in creating an effective education system. According to (Henry et al., 2013), good planning must consider student needs, social context, and available resources. At SMA Negeri 1 Angsana, educational policy planning is conducted through collaboration between the school, teachers, and parents. This aligns with the principles of inclusive education that emphasize the participation of all parties in the planning process (Hauseman, 2015).

4.2   Implementation of Educational Policies
The implementation of educational policies at SMA Negeri 1 Angsana involves all stakeholders. Teachers act as facilitators in the teaching and learning process, while students are given opportunities to actively participate in learning activities. According to research by (Srimuliani,2023), student engagement in the learning process can improve motivation and learning outcomes. At SMA Negeri 1 Angsana, the implementation of educational policies also includes extracurricular programs that support the development of students' social and leadership skills.

4.3   Evaluation of Educational Policies
Evaluating educational policies is essential to determine the extent to which the policies implemented are successful in achieving their objectives. Evaluations at SMA Negeri 1 Angsana are conducted periodically through surveys and interviews with students and teachers. The results of these evaluations are used to make improvements and develop better educational policies in the future. According to (Haardiansyah et al., 2024), systematic evaluation can provide valuable feedback for decision-makers in education policy.

5.   Research Methodology
5.1   Research Methods
This study uses a survey method to collect quantitative data regarding student engagement levels. In addition, in-depth interviews are conducted with teachers and students to gain a deeper understanding of educational policies and their impacts on student engagement. This method is chosen because it can provide comprehensive and detailed data regarding the phenomena being studied.

5.2   Data and Data Sources
The data used in this study consists of primary and secondary data. Primary data are obtained through surveys and interviews, while secondary data are derived from relevant education policy documents and literature related to the research topic. The research sample consists of students and teachers at SMA Negeri 1 Angsana, with a relatively representative number of respondents for analysis.

5.3   Research Instruments
The research instrument used in the survey is a questionnaire designed to measure the level of student engagement in the teaching and learning process. This questionnaire includes questions regarding motivation, participation, and student satisfaction with the educational policies implemented. Interviews are conducted using a semi-structured interview guide that allows the researcher to delve deeper into the information.

6.   Results and Discussion

6.1   Implementation of the Independent Curriculum

In the 2021/2022 academic year, SMA Negeri 1 Angsana has implemented this curriculum, especially for class X.

6.2   School Academic Policy

Criteria for Achieving Learning Objectives (KKTP), namely the minimum standards that must be achieved by students in each subject, Assessment Procedures, Remedial and Enrichment Policies, Class Promotion and Graduation Rules, and Academic Rules consisting of the rules regarding attendance, assignment submission, and academic integrity have followed the rules applied by the Independent curriculum.

6.3   Implementation of Child-Friendly School Policy

As a school that cares about a safe and comfortable learning environment, SMA Negeri 1 Angsana is likely to implement a Child-Friendly School policy, which includes. Prevention and handling of bullying. Creation of a physical and psychological environment that supports student growth and development. Involving students in decision-making that is relevant to them.

6.4   Teacher Proffesional Development

Schools may facilitate various professional development programs for teachers to improve their competency in implementing the Independent Curriculum, utilizing technology in learning, and developing innovative learning strategies.

6.5   Parent/Guardian Involvement

Schools may have mechanisms for communication and involvement of parents/guardians in supporting students' learning processes, such as regular meetings, use of digital communication platforms, and involvement in school activities. 6.6 Integration of Environmental Education into the Curriculum SMA Negeri 1 Angsana integrates Adiwiyata activities into the Lesson Plan (RPP) in classes, including greening the school environment, drainage maintenance, creating a school garden, conserving electricity and water resources, and utilizing waste through the 3R principle (Reduce, Reuse, Recycle) while encouraging the creation of innovative products.

6.6   Adiwiyata School Program

SMA Negeri 1 Angsana has successfully achieved the Independent Adiwiyata School award in 2023. This program includes several activities such as environmental preservation, education on rehabilitation, and reforestation around the school. The school also provides mentoring to nearby schools to implement similar programs.

6.7   Character and Literacy Education

The school implements character education through activities such as Friday Ta'lim, Healthy Clean Friday (exercise), Entrepreneurial Friday, and Literacy Friday each month. Additionally, before leaving school, students sort organic, inorganic, and hazardous waste.

6.8   School Self-Evaluation (EDS)

SMA Negeri 1 Angsana conducts School Self-Evaluation (EDS). This process aims to assess school performance based on national education standards and is used as a basis for preparing the Annual Work Plan (RKT) to consistently improve the quality of education.

6.9   Objectives of the Education Policy at SMA Negeri 1 Angsana

a.   Realizing the Pancasila Student Profile
b.   Improving the Quality of Student-Centered Learning
c.   Strengthening Holistic Assessment
d.   Improving Literacy and Numeracy
e.   Developing 21st Century Competencies
f.   Strengthening Religious Education and Noble Morals
g.   Encouraging Global Diversity and Tolerance
h.   Cultivating the Spirit of Mutual Cooperation and Collaboration
i.   Increasing Independence and Responsibility
j.   Developing Critical and Creative Reasoning Skills
k.   Realizing an Environmentally Aware School

With a focus on the implementation of the Independent Curriculum and the status as an Adiwiyata School, the policy implementation process will likely pay close attention to these aspects. The school will strive to ensure that all school members understand and are actively involved in the changes brought about by the new policy, as well as provide the necessary support for smooth and effective implementation. These objectives will continue to be evaluated and adjusted in line with the development and needs of the school and changes in national education policy.

Furthermore, continuous professional development programs for teachers, comprehensive stakeholder engagement initiatives involving students, parents, and the community, as well as context-sensitive evaluation mechanisms, will be strategically and systematically integrated into the school's operational framework to ensure that pedagogical practices remain aligned with the goals of the Independent Curriculum while simultaneously upholding the environmental values and sustainable practices emphasized by the Adiwiyata program.

These policies demonstrate SMA Negeri 1 Angsana's commitment to creating a character-building, environmentally conscious, and quality-oriented learning environment. To measure student engagement levels in the teaching and learning process at SMA Negeri 1 Angsana, the researcher involved 98 students from the 10th and 11th grades. Of the respondents, 28.6% were male and 71.4% were female. The majority of respondents were aged 16–17 years.

Based on survey results, most students agreed that school policies help them to learn better, with an average score of 5.67.

Table 1. Results of the survey on perceptions of education policies

Statement	Average Score
The school provides clear information about education policies	4.08
School policies help me learn better	5.67
I feel school policies are relevant to student needs	3.67
Teachers implement policies fairly and consistently	3.76

Table 2. Results of the student engagement level survey

Statement	Average Score
I actively ask questions or answer during lessons	3.13
I complete school assignments diligently	4.14
I regularly attend school on time	4.42
I find the subjects taught interesting	3.81
I feel comfortable learning in class	3.68

In addition, based on the results of interviews given to 2 teachers and 2 vice principals, it was stated that the level of student involvement in the teaching and learning process has a very large and positive influence on various aspects of student development, both academic and non-academic. Schools and teachers who are able to create an environment and use learning methods that encourage active student involvement will produce graduates who are more competent, motivated, and ready to face future challenges. In the context of implementing the Independent Curriculum at SMA Negeri 1 Angsana, focusing on student involvement is the key to success in achieving more holistic and student-centered educational goals.

There are significant differences in the level of student involvement in the teaching and learning process between classes or levels of education such as class X and class XI. This difference is influenced by various factors related to student development, curriculum design, teaching methods, and the learning environment. Student responses to education policies are complex and varied, influenced by various factors. An example of Clarity and Policy Socialization is that students will respond more positively if the policy is communicated clearly, is easy to understand, and they know the reasons behind it. Effective socialization helps reduce confusion and resistance.

The research findings indicate that the educational policies implemented at SMA Negeri 1 Angsana have a positive effect on student engagement levels. This result aligns with the student engagement theory according to Fredricks et al. (2004), which states that student engagement in learning is influenced by behavioral, cognitive, and emotional dimensions. The data shows that SMA Negeri 1 Angsana has succeeded in creating a learning environment that supports all three of these dimensions.

7.   Conclusion

This study shows that there is a significant relationship between educational policies implemented at SMA Negeri 1 Angsana and the level of student engagement. Inclusive and participative policies can enhance student motivation and engagement in the learning process. Therefore, it is recommended that the school continue to develop educational policies that involve all stakeholders to create a better learning environment.

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Conflict of Interest

The authors declare no conflicts of interest.

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