

# The Relationship between Academic Engagement, Lecturer's Competence and Social Support to the Students' Academic Achievement

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## ABSTRACT

This study aimed to investigate the relationship between academic engagement and achievement of Arabic learning. Besides, this study also investigate the effect of moderation of lecturer's competence and social support on the relationship. This study uses a quantitative approach with survey techniques to collect data from 391 second semester students of the 2020/2021 academic year at State Islamic Religious College Bandung, which was analyzed by using hierarchical regression. The results showed that academic engagement statistically positively affects the achievement of learning Arabic. Furthermore, the lecturer's competence and social support could strengthen academic engagement relationships and achievements in learning Arabic at State Islamic Religious College. This study concludes that student academic achievement can be influenced by academic engagement, lecturer competence, and social support.

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## 1. INTRODUCTION

Education is the process of developing one's knowledge, attitudes, behaviors, and personality so that individuals can adapt and survive in their environment. One of the important skills that students must master to adapt to the environment of State Islamic Religious College is Arabic (Bulkisah, 2012). Arabic language subject is a basic knowledge that students in college must achieve (Bulkisah, 2012; Muradi, 2013). Therefore, Arabic language education is very important for student success. On the other hand, Arabic education in study programs specializing in general majors will differ from Arabic study programs. This fact shows the need for a system and method that can answer the solution.

At State Islamic Religious College, Arabic has become a consumption for students both in the curriculum and literature used (Bulkisah, 2012). Hence, arabic is a general basic course that students of various majors must master whether it is a major in the department of religious studies or general studies. Understanding a book in Arabic can use translation. However, the translation of a text sometimes contains the translator's subjectivity, which means that there is an interpretation bias. Arabic

in the department of general studies is very different from Arabic in the religious program, so it takes special skills of a lecturer to teach Arabic to students in addition to Arabic majors. The demands of these skills are in line with the responsibility and obligation of a lecturer to improve the quality of students so that they can achieve their expectations (Hasanati, 2017). The students' academic achievement is the main goal of the college so that students can adapt and benefit (Moldasheva & Mahmood, 2014). Outstanding students have a passion for developing their abilities, skills, and knowledge, so they have very important opportunity to develop society, beside.

The students' academic achievement does not arise by itself, there are internal and external factors that have a large role in the achievement. Internal factors come from students' self-desire to develop their talents. Academic engagement is one of the internal factors that can directly affect students' learning achievement (Lee, 2014; Martínez et al., 2019). While external factors come from the learning environment that encourages students to develop their talents. Lecturer competence and social support are external factors that can affect students' academic achievement. Both factors, namely the competence of lecturers and social support play a very large role in the attitudes and behavior of students so that they stick to the goals they make (Fauth et al., 2019; Gee, 2018; Tezci, Sezer, Gurgan, & Aktan, 2015; Vatankhah & Tanbakooei, 2014).

There are several researches that focuses in improving students' learning achievement conducted by previous researchers (Estévez, Rodríguez-Llorente, Piñero, González-Suárez, & Valle, 2021; Lei, Cui, & Zhou, 2018; Riswanto & Aryani, 2017; Sofyatiningrum, 2018). The studies focus on factors that directly affect students' learning achievement (J. S. Lee, 2014; Martínez et al., 2019; Sultan & Shafi, 2014). But in the aspect of internal and external interaction mechanisms on students' learning achievement, it is very rare for such research to be carried out (Estévez et al., 2021). This study answers the infrequent use of lecturer competence and social support as moderating variables to complement previous research to strengthen the structure of empty science buildings (Fauth et al., 2019; Gee, 2018; Miller, Ramirez, & Murdock, 2017; Sultan & Shafi, 2014; Wamala & Seruwagi, 2012).

Based on the explanation above, this research is essential to complete a small part of knowledge related to internal factors (lecturer competence) and external factors (social support) in moderating the relationship between academic engagement and academic performance. Internal factors in the form of lecturer competencies must be developed for all higher education educators. And external factors in the form of social support must be done to encourage students to improve their academics. Hence, this study's purpose was to analyze the relationship of academic engagement to improve student learning achievement in mastering Arabic Language at State Islamic Religious College. Furthermore, this study tried to analyze the moderation effect of lecturer competence and social support in academic engagement and academic performance relationships.

## 2. METHODS

This research used a quantitative approach to explaining the students' Arabic achievements. As for explaining the factors that affect the achievement of learning Arabic, associative descriptive methods are used to find out how much influence these factors have. Furthermore, this study used survey data collection techniques conducted in February 2021 for one month, the survey was conducted on 500 second semester students of the 2020/2021 academic year at State Islamic Religious College Bandung assisted by a research assistant. The students filled out a questionnaire prepared at the end of February and there were 437 respondents who had returned the questionnaire to the researchers. Furthermore, the researchers conducted a selection on the students' answers on the questionnaire, while the questionnaire that met the criteria to be processed in this study were only 391 respondents.

Measurement of academic engagement research variables, lecturer competence, and social support is measured on a 5-point Likert scale, from the scale "strongly disagree = 1" to "strongly agree = 5". The details of the measurement of each construct are as follows:

Academic Engagement was measured using 9 Utrecht Work Engagement Scale items (Schaufeli, Bakker, & Salanova, 2006). The academic engagement has three dimensions, namely (vigor, dedication,

and absorption). Each dimension is measured using three items. Example item, "when I'm begun in the morning, I feel good to learn; I was pertussis in my studies; When I study, I forget everything around me." Cronbach's alpha is worth .712. Social support is measured using 12-items adopted from (Zimet, Dahlem, Zimet, & Farley, 1988). An example of an item of this variable is, "I'm talking about my problem with my men". Cronbach's alpha is worth .692. Lecturer's complement is measured using 9-items adopted from (Catano & Harvey, 2011). An example item of this variable is, "instructors are regularly available to provide teaching assistance outside of college time and required office hours". Cronbach's alpha is worth .779. Finally, learning achievement is measured using students' final grades in Arabic courses. This value summarizes students' academic achievement related to the mastery of Arabic from the results of the decisions of different lecturers. Academic achievement scores range from 1 (= very bad) to 5 (=very good), and are standardized by Sunan State Islamic University Gunung Djati Bandung.

### 3. FINDINGS AND DISCUSSION

#### 3.1.Result

Analysis of reliability and correlation testing was carried out before testing the relationship between academic engagement, lecturer competence, social support and students' academic achievement. Reliability is used to ensure that the measuring instrument used is appropriate and consistent to measure the research variables, while correlation analysis is used to determine the relationship between the variables studied.

A summary of correlation and descriptive testing statistics is shown in table 1. While in tables 2 and 3 show the results of regression analysis.

**Table 1.** Mean, standard deviation, correlation, and reliability

Variables	Mean	Std. Dev.	1	2	3	4
Academic engagement	4.102586	0.483462	0.712			
Social support	4.373188	0.368825	0.2731	0.692		
Lecturer competence	4.611253	0.337099	0.0967	0.2527	0.779	
Academic achievement	4.268542	0.805117	0.246	0.274	0.0781	-

N=391; \*p<0.05; \*\*p<0.01, two-tailed test

The mean, standard deviation, correlation, and reliability of study variables are reported in Table I. The results in table 1 show that all variable relationships are significant. In particular, academic engagement has a positive effect on student learning achievement at State Islamic Religious College ( $r=0.246$ ,  $p<0,000$ ). Social support has a positive effect on the academic achievement of State Islamic Religious College Bandung ( $r =0.274$ ,  $p<0,000$ ). Lecturer competence has a positive influence on the academic achievement of State Islamic Religious College students ( $r=0.0781$ ,  $p<0,000$ ).

**Table 2.** Hierarchical regression analysis of lecturer competence as a moderation variable in academic engagement relationships and academic achievement

Variables	Model 1		Model 2		Model 3	
	Coef.	P	Coef.	P	Coef.	P
Constant (a)	2.588	0.000	0.871	0.086	8.558	0.026
Academic engagement	0.409	0.000	0.307	0.000	-1.565	0.093
Lecturer competence			0.487	0.000	-1.274	0.147
Academic engagement x lecturer competence					0.428	0.044
F Test	25.05	0.000	23.18	0.000	16.94	0.000
R Square	0.0605		0.1067		0.1161	
Adjusted	0.0581		0.1021		0.1092	

N=391; \*p<0.05; \*\*p<0.01

Hierarchical Regression analysis (see Table 2) describes the testing of hypotheses 1, and 2. Model 1 shows that hypothesis 1, "academic engagement" to the academic achievement of State Islamic Religious College students ( $\beta_1=0.409$ ,  $p<0,000$ ). Model 2 shows that the competence of the lecturers towards the academic achievement of State Islamic Religious College students ( $\beta_2 =0.487$ ,  $p<0,000$ ). Variable moderation in  $\beta_2$  indicates a significant value. In model 3, hypothesis 2 shows that "academic engagement" to the academic achievement of State Islamic Religious College Bandung students is moderated by lecturer competence ( $\beta_3=0.428$ ,  $p<0,044$ ). The model has a coefficient of determination value of  $R^2 = 0.1161$ . or 11.61% and the F test value = 16.94,  $p< 0.000$ . Thus hypothesis 2 indicates that  $\beta_3$  is significant. Based on HRA testing, if  $\beta_1$  is significant,  $\beta_2$  is significant, and  $\beta_3$  is significant. It shows that the competence of lecturers is a quasi moderator type on academic engagement relations and academic achievement of State Islamic Religious College students (Hayes, 2013; Sharma, Durand, & Gur-Arie, 1981; Zedeck, 1971).

**Table 3.** Hierarchical regression analysis of social support as a moderation variable in academic engagement relationships and academic achievement

Variables	Model 1		Model 2		Model 3	
	Coef.	P	Coef.	P	Coef.	P
Constant (a)	2.588	0.000	2.020	0.001	12.088	0.020
Academic engagement	0.409	0.000	0.400	0.000	-2.044	0.102
Social support			0.130	0.268	-2.045	0.067
Academic engagement x Social support					0.528	0.050
F Test	25.05	0.000	13.15	0.000	10.11	0.000
R Square	0.0605		0.0635		0.0727	
Adjusted	0.0581		0.0586		0.0655	

N=391; \* $p<0.05$ ; \*\* $p<0.01$

Hierarchical Regression analysis (see Table 2) describes hypothesis testing 3. Model 1 shows that "academic engagement" to the academic achievement of State Islamic Religious College students ( $\beta_1=0.409$ ,  $p<0,000$ ). The results showed a value of  $\beta_1$  significant. Model 2 shows that social support for the academic achievement of State Islamic Religious College students ( $\beta_2=0.130$ ,  $p<0.268$ ). The value in the moderation variable  $\beta_2$  is not significant. In model 3, hypothesis 3 indicates that "academic engagement" to the academic achievement of State Islamic Religious College students moderated social support ( $\beta_3 = 0.528$ ,  $p<0,050$ ). The model has a coefficient of determination value of  $R^2 = 0.072$  or 7.2% and F calculate = 10.11,  $p< 0.000$ . The results on hypothesis 3 indicate that  $\beta_3$  is significant. Hierarchical Regression Analysis tests show that  $\beta_1$  is significant,  $\beta_2$  is not significant, and  $\beta_3$  is significant. Therefore, social support is a variable moderator purely on the relationship between academic engagement and academic achievement of the students' State Islamic Religious College (Sharma et al., 1981; Zedeck, 1971),

### 3.2. Discussion

Academic engagement is statistically related to the success of students' learning in understanding Arabic. The success of students in understanding Arabic cannot be separated from a strong desire to learn the language itself. Someone who is bound by academic obligations has a strong will to learn. In the context of students who study Arabic in the environment of State Islamic Religious College, academic engagement is a very important principal to be able to achieve academic success, especially in learning Arabic. Students have a strong desire to complete their education in college. Therefore, this encouragement that helps them completing the course step by step. The results of previous research stated that academic engagement can encourage the academic achievement of students (Gomez, Oller, & Paradells, 2012; Lei et al., 2018; Martínez et al., 2019). From some of the results of the study of academic engagement is an internal factor that comes from within the individual, this factor is in the form of a strong desire to adjust tasks and work. For an educator, this factor is a very important to move students to follow the direction of an educator.

The results of this study also confirmed that another factor that could improve academic engagement and academic performance relationships statistically is competence (Bakhru, 2017; Kusumajati, Ruman, & Oktriono, 2017). A lecturer is required to have the knowledge, expertise, and skills to convey the knowledge he has to the students. Therefore, a lecturer needs to prepare the methods and materials they will provide in advance. In addition, lecturers are people who students consider as individuals who master the material and can convey it appropriately. This perception proves that lecturers should improve their competencies to encourage students to learn the language. The results of this study was in line with previous studies that state that the improvement of students' learning achievement was influenced by the competence factor of an educator (Catano & Harvey, 2011; Sultan & Shafi, 2014). If a lecturer does not have competence then they will be difficult to deliver the material, as a result students do not understand the courses presented by the lecturer.

On the other hand, academic engagement relationships on learning achievement are moderated by social support. According to House (1971) providing psychological support can improve a person's ability and desire to engage in certain behaviors. Support that comes from the student environment is very beneficial for improving student learning achievement, more specifically in students who have motivation. Social support can strengthen this motivation so that students feel they are in a comfortable environment and conducive to learning. Several previous studies support the results state that social support is a factor that can increase an individual's motivation to achieve their targets and goals (Schneider, Tomada, Normand, Tonci, & De Domini, 2008; Tezci et al., 2015).

#### 4. CONCLUSION

In this study, researchers explained the relationship between academic engagement, lecturer competency, social support, and students' academic achievement in learning Arabic in college. First, the results of statistical research state that academic engagement has a great impact on influencing students' learning achievement in understanding Arabic at State Islamic Religious College. Academic engagement becomes a valuable asset for an educator in the world of education and maintains the academic engagement of students as the priority of an educator so that learners achieve their learning achievements. Second, the results of the statistical research further stated that the relationship of academic engagement to the achievement of learning Arabic was strengthened by the competence of lecturers in delivering and teaching Arabic courses. Lecturer competence is very important in the creation of a conducive, comfortable, and regular learning atmosphere. A lecturer has a huge opportunity in shaping the character, abilities, and expertise of their learners. With the opportunities owned by lecturers, academic engagement relationships and student learning achievements in mastering Arabic can be faster. Third, social support statistically has a significant role in strengthening academic engagement relationships and student learning achievement in understanding Arabic. Social support is very important for students in learning and understanding courses, especially in college. High social support can encourage student spirit and this social support comes from all parties both inside the college and outside the college.

This research has limitations in its implementation. First, this study focuses on the population of students of UIN Sunan Gunung Djati Bandung, it is hoped that further research can use the population of other universities. Second, this study only uses two moderating variables, namely lecturer competence and social support. It is hoped that further researchers can use mediating variables in analyzing student academic achievement. Third, this study ignores factors that can affect students' academic engagement. Therefore, it is very important to research university policy factors.

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