THE INFLUENCE OF STUDENTS' LEARNING ACTIVENESS ON STUDENTS' LEARNING ACHIEVEMENT AT SMAN 1 TASIK PUTRI PUYU LOKAL JAUH

MEGA DAHLIA[1], ADE SILVANA[2], NOVAL FADLI[3]
English Education Study Program in IAIN Datuk Laksemana Bengkalis[1], IAIN Datuk Laksemana Bengkalis[2], Universitas Mohammad Natsir3
Email: Megad8401@gmail.com[1], ade.silvana@gmail.com[2], Novalfadli.nf@gmail.com[3]

Abstract: This research is entitled the Influence of the Students' Learning Activeness on Students' Learning Achievement at SMAN 1 Tasik Putri Puyu Lokal Jauh. The aim of this research was to find out whether there was a significant influence of the students' learning activeness on students' learning achievement. This research used a quantitative method with a correlational approach. The population in this study was the students of SMA N 1 Tasik Putri Puyu Lokal Jauh, with a total of 73 students, the samples for this reseach were students of class XI IIS 3 with a total of 22 students. Sampling was carried out using a purposive sampling technique. The data obtained were analyzed using the Pearson correlation test to test the influence of the independent variable (Students' Learning Activeness) on the dependent variable (Students' Learning Achievement). Data was collected through a questionnaire consisting of 31 statements and a test given at the end of each lesson. The results of this research showed that the value of r count (0.281) < r table (0.4227) which means that Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted. This research shows that there is no significant influence between the Students' Learning Activeness and Students' Learning Achievement. Based on this, it is recommended that further research consider other variables that are more relevant to Students' Learning Achievement.
Key words: *learning achievement, active learning, quantitative, correlation*

A. Introduction

Education is key to individual development, and language teaching is an integral part of that educational process. One of the most important skills in this era of globalization is language skills, especially international languages such as English. In the world of education, English has become a familiar subject for students. English language education is an important component of the education system which aims to equip students with effective communication skills, the key to facing competition in the world of work and broadening their horizons and access to global information. According to Dewi in Riani, The influence of English is very important in this modern era because English has an important role in managing communication and this language is also the main communication tool. This is why understanding and learning English is very important for everyone around the world, especially students. Because studying English can improve overall learning skills because the process of learning English requires intensive brain involvement, including understanding, memorizing and processing information. This will certainly stimulate students' cognitive development and enable them to learn more effectively in all areas of study (Riani, 2023).

Education is an important factor in forming a competent and qualified generation. In the context of learning English, student activity in the learning process is very important. However, students often have difficulty motivating themselves and being actively involved in learning. Learning is certainly the main activity of the entire educational process in schools, which aims to produce changes in life. These changes can be cognitive, affective and psychomotor. A learning process requires active learning, participation and interactive communication between teachers and students. Good learning activities are designed in such a way that they produce the expected learning results. The success of the learning process can be seen through understanding concepts, mastery of material and learning skills. Students with a

good level of understanding and mastery of the material will also produce good learning achievements (Nurhayati, 2020). To achieve a good learning process that meets the expected goals, of course it is necessary to manage and implement it as well as possible to obtain maximum results. A teaching process that is able to develop potential is an activity-based learning process, where students play an active role in every learning activity organized by the teacher.

Ningsih, in Muhammad Ichsan, et al. Stated that student learning outcomes are needed in every learning process to evaluate whether there is an increase or decrease in the results achieved. Active student participation can support successful learning and improve results, such as getting satisfactory grades.

Ichsan,et al (2003) explains that learning outcomes are skills that students acquire after completing a continuous learning process, which helps them increase knowledge, attitudes and skills that are useful for future development. In learning, students' low academic achievement can be influenced by external and internal factors. Many factors can cause poor academic performance, such as the use of inappropriate teaching methods or media by teachers or a school environment that does not support the teaching and learning process. Apart from that, achievement can also be influenced by internal factors, such as students' activeness in learning. Learning outcomes reflect the learning process; the better the learning process, the better the results achieved.

The learning process is essentially to develop student activity and creativity through various interactions and learning activities. In a good learning process, the teacher is not the only one who is required to actively convey learning, but students also influence the success or failure of the material being delivered by the teacher. Student learning activity in a learning process is one of the factors that indicate that the learning material is running as expected. Student activity is behavior that is motivated by the desire to learn, there is a goal to be achieved, so in learning activities students are required to always be active in cultivating and processing their learning gains. Apart from that, active learning is part of the learning process, namely the behavior of students in learning activities, both physically and spiritually, processing and treating their learning and in its implementation, students are involved in problem solving, by asking questions if they do not understand the material difficulties they are facing (Sari,2018)

Learning activeness is a form of attitude shown by students in a learning process which can be seen from physical conditions that are easily observed to psychological activities that are difficult to observe. Physical activities that can be seen include active involvement in learning such as reading, listening, writing, and practicing skills. Meanwhile, psychological activities include, for example, applying one's own knowledge and problems solving. Djamarahin explained that in learning, student activities are expected not only from physical aspects but also mental aspects. Students carry out physical and mental activities, for example asking questions, participating in discussions, doing assignments, expressing opinions, writing, reading, and seeking further understanding of important things from the teacher's explanation (Nurwanti, 2018). Hindarto in Anifatus, suggests indicators of active learning, namely, 1) active students in asking questions, 2) active students in working on questions in front of the class, 3) active students in expressing opinions, and 4) active students in answering questions (Sholihah, 2023)

Apart from that, active learning is a learning process in which the teacher creates an atmosphere for students to actively ask questions, express ideas, and look for data and information that they need to solve. On this basis, we can see that students who are active in the learning process are students who often ask questions to the teacher and their classmates, are able to collaborate and work in groups with other students, are able to convey the results of

their group learning, are able to discuss, and are able to give an opinion or respond to an opinion (Rahayu, et al,2023)

Furthermore, active learning is an attitude or process where all students in a session actively participate in learning tasks and activities led by the subject teacher to understand facts, ideas and skills. Active learning is also defined as activities that encourage students to actively use the thinking abilities they have. Active learning is more likely to occur when students are doing something other than listening, which means students have the opportunity to express their feelings, thoughts, and ideas (Isnan, 2016)

Based on the explanation above, it can be seen that active learning activities for students are a situation where someone is actively involved in the learning process. It involves active participation in learning activities in the form of asking questions, discussing and applying learned concepts in real-life situations. By encouraging active learning, we can create an environment that allows students to effectively acquire knowledge, deepen understanding and develop the skills necessary for success in life. Based on this, of course the teacher is not the only one who plays a role in students' active learning, but rather the students themselves.

In this context, researchers agree with the constructivist learning theory pioneered by Jean Piaget and Lev Vygotsky. Lev Vygotsky believes that constructivist learning is learning as the formation of knowledge by the students themselves and knowledge resides in the person who knows. In this case it can be said, that because the formation of knowledge is by the students themselves, students must be able to be active during the learning process, active in thinking, developing concepts and thinking about the meaning of the things being studied. But even so, what most determines the realization of learning symptoms is the student's own behavior and learning intentions. At the same time, the teacher's role in constructivist learning is to support the learning process by facilitating the smoothness and progress of the learning process. Constructivist theory also believes that teachers do not simply transfer the knowledge they have but also help students to build and develop their knowledge and are required to better understand their way of thinking or learning perspective (Dikdas,2021)

Learning achievement is a fundamental indicator of educational success, reflecting students' mastery of knowledge, skills, and attitudes as targeted in the learning objectives. Achievement is not merely determined by instructional content but also by students' engagement in the learning process. Contemporary educational theories emphasize that students who actively participate in learning activities tend to develop deeper understanding and demonstrate better academic performance (Prince, 2004; Fredricks et al., 2016).

Students' learning activeness refers to the extent to which learners are cognitively, behaviorally, and emotionally involved in classroom activities. Active learning behaviors include asking questions, expressing opinions, participating in discussions, collaborating with peers, and responding to instructional tasks. According to constructivist learning theory, knowledge is actively constructed by learners through meaningful interaction with learning experiences, rather than passively received from teachers (Vygotsky, 1978; Slavin, 2020). Therefore, students' activeness plays a crucial role in facilitating effective learning and improving achievement.

Recent empirical studies consistently report a positive relationship between students' learning activeness and learning achievement. Research conducted in secondary and higher education contexts shows that students who demonstrate higher levels of activeness achieve significantly better learning outcomes than passive learners (Saragih & Napitupulu, 2021; Rahman et al., 2023). Active participation encourages critical thinking, enhances motivation, and supports long-term retention of learning materials, which ultimately contributes to higher academic achievement (Chi & Wylie, 2014).

Despite the growing emphasis on student-centered learning, many classrooms still rely on teacher-centered instructional approaches that limit students' opportunities to actively

engage in learning. As a result, students may become passive recipients of information, leading to suboptimal learning achievement. This condition highlights the need for empirical studies that examine the extent to which students' learning activeness influences their academic achievement, particularly in formal classroom settings.

The purposes of research are to find out the students' activeness learning english at SMA N 1 Tasik Putri Puyu Lokal Jauh and to determine the significant influence of students' activeness on students' achievement in learning English.

B. Method

The research design used in this research was a quantitative correlational research. The population of this study is all students of SMA N 1 Tasik Putri Puyu Lokal Jauh with a total of 73 people. With details, class X has 30 students, class XI has 22 students and class XII has 21 students. The sample for this study was chosen based on consideration of students' active learning by using purposive sampling technique. The reason this research used a purposive sampling technique was because of all the classes at the research location, only class XII IIS 3 had a low level of activeness in learning English.

This study uses 2 kinds of data collection techniques, namely test and questionnaires. The data analysis technique used in this research uses product moment correlation data analysis with the help of the Windows SPSS program.

C. Result and Analysis

In the previous chapter, it was explained that the aim of this research was to determine the influence of students' active learning on students' learning achievement in class In this research, researchers used a questionnaire compiled based on indicators from the research variables as a data collection technique.

The aim of this questionnaire is to determine the influence resulting from students' active learning on students' learning achievement which is composed of 4 indicators, namely: students' activeness in asking questions, students' activeness in working on questions, students' activeness in expressing opinions, and students' activeness in answering question. The first indicator consists of 11 statements, the second indicator consists of 5 statements, the third indicator consists of 7 statements, and the fourth indicator consists of 8 statements. These four indicators are expressed as strongly agree, agree, less agree and disagree.

After that, the test results were passed on to statistical validity testing using SPSS. 26 for windows to determine the validity coefficient with the Pearson correlation validity test by correlating each item score with the total item score. The total item score is the sum of all statements contained in a variable. To determine whether an item is valid or not, the researcher refers to the provisions: if *r* count > *r* table, then the item is declared valid. Conversely, if *r* count < from *r* table, then the item is declared invalid. The results of the validity test of the questionnaire data instrument in class XI IIS 1 of the 4 indicators are in chapter III.

Based on the results of the data processing has been collected, it can be seen that all of the statement items are valid. This conclusion is proven by a comparison between the calculated r for each item and the r table which shows that there is a greater value in the calculated r results than the r table for all items.

Furthermore, after knowing that the questionnaire was declared valid, the 31 statement items were ready to be distributed to respondents, namely class XI IIS 3 students, totaling 22 people and are students who receive treatment or classes where educational games are applied in the learning process with the aim of obtaining students' learning achievement data.

Student Activiness Questionnaire

A questionnaire is a set of instruments of questions or statements that researchers compile based on measuring instruments for research variables. In this research, the questionnaire was prepared based on 4 indicators of activeness.

After receiving the results of the questionnaire validity test in the control class, then valid questionnaires were distributed to the classes that received the treatment. The overall score results obtained by respondents are grouped according to their respective indicators as in the table below;

Table 1 The Pencentage of The First Indicator: Students' Activeness in Asking Questions

No	Statement	
		SA
1.	I often ask questions during class	9
2.	I am confident when asking questions in class	5
3.	I often ask the teacher questions outside of class time.	7
4.	I'm not nervous when I want to ask a question	9
5.	I feel more active in learning when I often ask questions	9
6.	I often ask the teacher questions if there is material that I don't understand.	10
7.	I do not hesitate to ask questions when the teacher gives me the opportunity to ask.	7
8.	Asking questions helps me understand the subject matter Better	10
9.	Asking questions makes me more involved in the learning process	7
10.	I actively ask questions because I'm not afraid of being wrong.	7
11.	I am always motivated to ask questions because of the teacher's appreciation	6
TOTAL		**86**

P-ISSN 2567-0297
E-ISSN 2657-0289

Based on table 1 above, from the questionnaire answers to the first indicator, it can be seen that the highest answer is Agree with 147 answers, namely 167.05%, then followed by Strongly agree with 86 answers, namely 97,73%, Disagree with 7 answers, namely 7,95%, and the lowest answer is Strongly Disagree with 0 answers, namely 0.00%.

Based on the results of these percentages, in statement one the most answers were Agree with 13 answers, in the second statement the most answers were Agree with 15 answers, in the third statement the most answers were Agree with 15 answers, in the fourth statement the most answers were Agree with 12 answers, to the fifth statement the most answers Agree with 13 answers, to the sixth statement the most answers Agree and Strongly Agree with 10 answers, to the seventh statement the most answers 15 answers, to the eighth statement the most answers Agree with 11 answers, to the ninth statement the most answers Agree with 12 answers, in the tenth statement the most answers were Agree with 15 answers and finally in the eleventh statement the most answers were Agree with 16 answers.

After presenting the questionnaire results from the first indicator data, the results of the second indicator data questionnaire can be seen in the following table:

Table 2 The Pencentage of The Second Indicator: Students' Activeness In Working on Questions

No	Statement	Evaluation			
		SA	A	LA	D
1.	I always do the questions given by the teacher	7	15	0	0
2.	I often do practice questions outside of class hours	8	13	1	0
3.	I actively work on questions on the blackboard.	10	12	0	2
4.	I often ask teachers or friends for help when I have difficulty working on questions	12	9	1	0
5.	I always try to do the questions given by the teacher on time	10	12	0	0
TOTAL		**47**	**61**	**2**	**0**
PERCENTAGE		**53,41%**	**69,32%**	**2,27%**	**0,00%**

Based on table 2 above, from the questionnaire answers to the second indicator, it can be seen that the highest answer is Agree with 61 answers, namely 69,32%, then followed by Strongly Agree with 47 answers, namely 53,41%, Disagree with 2 answers, namely 2,27%, and the lowest answer was Strongly Disagree with 0 answers, namely 0,00%.

Based on the percentage results, for the second indicator with a total of 5 questions, it can be seen that in one statement the most answers were Agree with 15 answers, in the second statement the most answers were Agree with 13 answers, in the third statement the most answers were Agree with 12 answers, the fourth statement had the most answers Strongly agree with 12 answers, and finally the fifth statement had the most answers Agree with 12 answers.

After presenting the questionnaire results from the second indicator data, the results of the third indicator data questionnaire can be seen in the following table;

Table 3 The Pencentage of The Third Indicator: Students' Activeness In Expressing Opinions

No	Statement	Evaluation			
		SA	A	LA	D
1.	I actively express my opinions in class.	5	17	0	0
2.	I actively participate in putting forward my ideas	4	18	0	0
3.	I dare to express my opinion even though it differs from the opinion of friends or teachers.	9	11	2	0
4.	I provide responses or comments to friends' opinions in class.	4	18	0	0
5.	My friends and I support each other to actively express opinions in class	7	14	1	0
6.	I actively expressed my opinion because the class atmosphere was supportive.	6	16	0	0
7.	I express my opinions confidently in class.	3	18	1	0
TOTAL		**38**	**112**	**4**	**0**
PERCENTAGE		**43,18%**	**127,27%**	**4,55%**	**0,00%**

Based on table 3 above, from the questionnaire answers to the third indicator, it can be seen that the highest answer is Agree with 112 answers, namely 127,27%, then followed by Strongly Agree with 38 answers, namely 43,18%, Disagree with 4 answers, namely 4,55%, and the lowest answer was Strongly Disagree with 0 answers, namely 0.00%.

Based on the percentage results, for the third indicator with a total of 7 statements, it can be seen that in statement one the most answers were Agree with 15 answers, in the second statement the most answers were Agree with 18 answers, in the third statement the most answers were Agree with 11 answers, in to the fourth statement the most answers were Agree with 18 answers, to the fifth statement the most answers were Agree with 14 answers, to the sixth statement the most answers were Agree with 16 answers, and finally to the seventh statement the most answers were Agree with 18 answers.

After presenting the questionnaire results from the third indicator data, the results of the fourth indicator data questionnaire can be seen in the following table:

P-ISSN 2567-0297
E-ISSN 2657-0289

Table 4 The Pencentage of The Fourth Indicator: Students' Activeness In Answering Question

No	Statement	Evaluation			
		SA	A	LA	D
1.	I often raise my hand to answer questions in class.	4	18	0	0
2.	I am confident when answering questions from the teacher.	6	15	1	0
3.	I give answers when the teacher asks me to answer questions.	4	11	7	0
4.	I don't feel nervous when I have to answer questions in front of the class	5	15	2	0
5.	I was supported by my friends when answering questions	3	13	6	0
6.	I am often given awards by teachers for actively answering questions	4	14	4	0
7.	answering questions helps me understand the lesson better.	7	13	2	0
8.	I actively listen to answers from other students and I also Respond	5	13	4	0
TOTAL		**38**	**112**	**26**	**0**
PERSEN		**43,18 %**	**127,27 %**	**29,55 %**	**0,00 %**

Based on table 4 above, from the questionnaire answers to the fourth indicator, it can be seen that the highest answer is Agree with 112 answers, namely 127,27%, then followed by Strongly Agree with 38 answers, namely 43,18%, Disagree with 26 answers, namely 29,55%, and the lowest answer was Strongly Disagree with 0 answers, namely 0.00%.

Based on the percentage results, for the third indicator with a total of 7 statements, it can be seen that in statement one the most answers were Agree with
18 answers, in the second statement the most answers were Agree with 15 answers, in the third statement the most answers were Agree with 11 answers, in to the fourth statement the most answers were Agree with 15 answers, to the fifth statement the most answers were Agree with 14 answers, to the sixth statement the most answers were Agree with 13 answers, and finally to the seventh statement the most answers were Agree with 13 answers.

Table 5 Data on the overall results of the respondents' questionnaire

No	Respondents	Total Number
1.	Student A	120
2.	Student B	119
3.	Student C	121
4.	Student D	130
5.	Student E	130
6.	Student F	131

7.	Student G	139
8.	Student H	134
9.	Student I	128
10.	Student J	137
11.	Student K	135
12.	Student L	131
13.	Student M	131
14.	Student N	135
15.	Student O	133
16.	Student P	128
17.	Student Q	137
18.	Student R	134
19.	Student S	130
20.	Student T	129
21.	Student U	129
22.	Student V	130

Table 6 Total Score of Respondents' Answer

No	Alternative Answer	Total of Respondents'	Scored	Total Score
A	Strongly Agree	209	5	1045
B	Agree	442	4	1768
C	Less Agree	19	3	38
D	Disagree	0	2	0
Total		**670**		**2851**

Based on the questionnaire data that has been collected regarding students' active learning at SMA N 1 Tasik Putri Puyu, from the total results of the questionnaire scores above, it can be seen that out of a total of 22 respondents, the majority answered Agree, which had a total of 442 answers. Then followed by the second most frequent answer, namely Strongly Agree with a total of 209 answers. Then respondents answered that they Less Agree with only 19 answers and finally the answer was Disagree with 0 answers. Based on this, the researcher can conclude that students' active English learning at SMA N 1 Tasik Putri Puyu Lokal Jauh is said to be quite active.

Students' Achievements Data

A test is a data collection technique that is carried out by asking a number of questions to the respondent or person being asked with the aim of testing their abilities. In this research, the researcher gave several tests to students in class. The pre-test is given with the aim of knowing students' learning achievements regarding the material before implementing educational games.

Then after carrying out the pre-test, the researcher at the end of the meeting also gave a post-test to the students. The following are the results of the scores for class XI IIS 3 students.

P-ISSN 2567-0297
E-ISSN 2657-0289

Table 7 Data On Student Learning Scores Class XI IIS 3

No	Respondents	Total Number
1.	Student A	82
2.	Student B	88
3.	Student C	100
4.	Student D	75
5.	Student E	73
6.	Student F	72
7.	Student G	87
8.	Student H	70
9.	Student I	80
10.	Student J	92
11.	Student K	75
12.	Student L	72
13.	Student M	70
14.	Student N	100
15.	Student O	80
16.	Student P	90
17.	Student Q	71
18.	Student R	70
19.	Student S	72
20.	Student T	82
21.	Student U	92
22.	Student V	90

Data Analysis

1.Correlation test

Correlation testing is a way to determine the closeness or relatedness of the relationship between two or more variables and to determine the direction of the relationship that occurs. This research uses product moment, in this research there is only 1 variable X and 1 variable Y. To analyze the level of relationship, this research uses the product moment correlation formula.

The following are guidelines for providing interpretation of correlation coefficients, namely; (Priyatno,2010)

Table8 Interpretation of Correlation Coefficients

Coefficient Interval	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Below, the researcher presents the results of the correlation test between the score of student learning outcomes and the total respondents' questionnaire answers which were processed using person correlation with the help of SPSS.

Tabel 9 Output Correlations

Correlations			
		LEARNING OUTCOMES	**STUDENTACRIVENESS**
LEARNINGOUTCOMES	Pearson Correlation	1	-.281
	Sig. (2-tailed)		.206
	N	22	22
STUDENTACRIVENESS	Pearson Correlation	-.281	1
	Sig. (2-tailed)	.206	
	N	22	22

Based on the table above, the results of a simple correlation between students' active learning and learning achievement are (-0.281). The result of - 0.281 does not mean it shows a minus but shows a negative correlation. Negative correlation is a relationship between two variables where when one variable increases, the other variable tends to decrease. From the table above, these two variables have a significance of 0.206, exceeding the significance level of 0.05. Based on this, it is known Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted. Meanwhile, the direction of the relationship is negative because the *r* count value is negative. Then it can be concluded that there is no significant influence between students' active learning and students' learning achievement because it is in the low 0.20 – 0.399 range.

Based on this, the results of this study contradict the findings from research by Nindi Puspitarini (2024) and Novita Himayatul Husnah (2023) which concluded that students' activeness has an influence on student learning achievement

D. Conclusion

Based on the formulation of problem, hypothesis, presentation results and data analysis, the conclusion from research on the Influence of Students' Learning Activeness on Students' Learning Achievement can be concluded that the Students' Learning Activeness does not have a significant influence on increasing Students' Learning Achievement. The results of data analysis show that the two variables above have a significance of 0.206, exceeding the significance level of 0.05 and based on that the conclusion is, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Then based on the *r* count (-0.281), this shows that there is a negative correlation. So, the conclusion is that there is no significant influence between Students' Learning Activeness on Students' Learning Achievement.

The data obtained from this research shows that although educational games are able to create a more interactive and enjoyable learning atmosphere, this does not directly contribute to significant changes in students' learning achievement. However, it is important to remember that a negative correlation does not mean that educational games directly cause decreased learning achievement. There could be other influencing factors, such as the way the game is integrated into learning, the type of game used, or the characteristics of the students themselves. Correlation only indicates a relationship, but does not confirm causation.

Based on research results which show that the Students' Learning Activeness does not have a significant influence on Students' Learning Achievement , there are several suggestions that can be given: .

1.For Further Researchers

Therefore, this research shows that students' active learning does not have a significant influence on learning achievement. Researchers suggest to:

a.Consider other variables that might influence students' learning achievement, such as students' intrinsic motivation, the teaching methods used by teachers, or a more conducive learning environment. Because active learning has not been proven to have a significant influence on learning achievement, further research is needed to explore other variables that may be more relevant in influencing learning achievement. Factors such as a supportive learning environment, social interaction in the classroom, or the influence of educational technology may be the focus of further research to understand more deeply the factors that truly contribute to student learning achievment

b.Future researchers could try using a variety of educational games that are more diverse and appropriate to the characteristics of students, both in terms of age, learning style, and level of difficulty of the material being taught.

c.Conducting a comparative study between students' activeness and other teaching methods, considering that students' activeness does not have a significant influence in this research. It is recommended to combine various other learning methods, such as project-based learning, problem-based learning, or group discussions. This combination of methods can provide richer variety in learning, while balancing aspects of social interaction and active participation of students with their need to understand the material in more depth.

2.For Educational Practitioners (Teachers and Schools)

Based on the results of this research, students' activeness may not be the only thing that can improve student learning achievement. Therefore, it is recommended for teachers and schools to:

a.Combining educational games with other more interactive teaching methods, such as class discussions, collaborative activities, or other activities.

b.Get to know students' characteristics in more depth, so that the learning methods applied can be more suited to the needs and learning styles of each student. Every student has a different way of learning; therefore, single-method approaches may not be suitable for all students. Teachers are advised to assess students' learning needs and preferences and combine various learning methods, including group discussions, simulations, or collaborative projects, which may be more effective in increasing students' learning achievment.

c.Providing more motivation and support to students in the learning process, by building a more enjoyable and challenging learning environment. One of the reasons why student activeness did not have an influence on learning achievement in this research may be the lack of students' internal learning motivation. Student learning achievement will increase if students have strong learning motivation from within themselves. Therefore, it is important for schools and teachers to focus on developing internal learning motivation, for example by providing relevant challenges, respecting individual progress, and creating a learning environment that supports the development of students' interest and sense of responsibility for their own learning.

d.Carry out continuous evaluation of the effectiveness of the learning methods used, to continue to improve the quality of teaching and student learning achievments.

By considering these suggestions, it is hoped that the learning approach in the classroom can be further improved, and the methods applied are more effective in motivating and increasing student learning achievement in the teaching and learning process.

Bibliography

Chi, M. T. H., & Wylie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational Psychologist, 49*(4), 219–243. https://doi.org/10.1080/00461520.2014.965823

Dikdas, T. G. (2021). *"Modul Belajar Mandiri Calon Guru".* Jakarta

Fredricks, J. A., Filsecker, M., & Lawson, M. A. (2016). Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues. *Learning and Instruction, 43*, 1–4. https://doi.org/10.1016/j.learninstruc.2016.02.002

Isnan, F. N. (2016). "*Students'active Learning Interaction In The Classroom (A Descriptive Study For The First Grade Students Of Smk Negeri 1 BanyumasInAcademic Year2015/2016)".* DoctoralDissertation, Universitas Muhammadiyah Purwokerto.

Nurhayati, E. (2020). *"Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz Pada Masa Pencegahan Penyebaran Covid-19"*. Jurnal Paedagogy, 7(3), 145-150.

Nurwanti, E. (2016). "*Pengaruh Penerapan Model Pembelajaran Examples Non Examples Terhadap P Eningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Ekonom*". Doctoral Dissertation, Fkip Unpas.

Priyatno, D. (2010). *"Paham Analisa Statistik Data dengan SPSS".* MediaKom

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education, 93*(3), 223–231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x

Rahman, A., Suryadi, B., & Fitria, Y. (2023). Student learning activeness and its impact on academic achievement in secondary schools. *International Journal of Instruction, 16*(2), 457–472. https://doi.org/10.29333/iji.2023.16225a

Riani, D, et.al. (2023*)."Sosialisasi Dan Edukasi Pentingnya Belajar Bahasa Inggris Di Era Globalisasi Untuk Siswa Mts Fitra Mulia Di Desa Nambo"*. Integritas: Jurnal Pengabdian, 7(1), 100-110.

Sari, Y. N. (2018). *"Pengaruh penerapan model pembelajaran means ends analysis menggunakan media video terhadap keaktifan belajar peserta didik pada mata pelajaran ekonomi di SMA Negeri 3 Pagar Alam"*. Jurnal PROFIT: Kajian Pendidikan Ekonomi dan Ilmu Ekonomi, *5*(1), 89-103.

Saragih, S., & Napitupulu, E. (2021). The effect of students' learning activity on learning outcomes. *Journal of Education and Learning, 15*(3), 386–394. https://doi.org/10.11591/edulearn.v15i3.20345, Slavin, R. E. (2020). *Educational psychology: Theory and practice* (13th ed.). Pearson Education.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press