

## The Effect of Students' Activeness in Vocabulary Building Program Toward The English Vocabulary Achievement

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### ABSTRACT

This study was conducted in the tenth grade of Harapan Ummat High School. This study aims to determine the effect of students' activeness in vocabulary building program toward the English vocabulary achievement of the tenth grade students at SMA Unggulan Harapan Ummat. This study used quantitative research method with Ex-post facto design. The population used in this study were 41 tenth grade students. The data collection techniques used were tests (multiple choice) and documentation. Testing the results of this study using SPSS 27 for windows. This research hypothesis test uses simple linear regression analysis. The results showed that there was an impact of student activeness in the vocabulary building program on the results of English grades at Harapan Ummat Unggulan High School with a percentage of 27% with an R-count of 0.522. These results indicate that there is a positive impact of student activeness then 73% shows other impacts that are not examined by researchers.

**Keywords:** *Students' Activeness, Vocabulary Building Program, The English Vocabulary Achievement*

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### INTRODUCTION

In the face of globalization, English has become a vital international language in various aspects of life. Mastery of vocabulary in English is not just an additional skill, but an essential need. English plays a crucial role as the dominant means of communication in the world (Nurvrita, 2020). Therefore, the implementation of vocabulary building program is becoming increasingly important to ensure that students have adequate language skills to participate in global communication and access future educational and employment opportunities. In the globalized world of work, the ability to communicate in a foreign language is essential to unlock international career opportunities (Alimuddin, 2023).

English vocabulary mastery is a key element in the educational environment as it significantly affects students' success in language development. To improve learning, especially English lessons, vocabulary proficiency and language organization need to be improved. It is expected that students are able to support improvement in terms of understanding a reading (Munibi, 2023). The communication enabled by vocabulary acquisition not only

includes the use of appropriate words, but also involves understanding the meaning and context of the words. In the context of English language learning, vocabulary plays an integral role in building a deep understanding of structure, reading, and writing as a whole. The importance of vocabulary is not only limited to the day-to-day aspects of communication, but also forms a strong foundation for English learning as a whole. Students who have a good command of vocabulary tend to be more successful in understanding texts, conveying ideas clearly, and responding to communication situations with flexibility.

Such a vocabulary building program implemented as a compulsory program during the first forty days in the educational context reflects the determination to give high priority to students' language development from the very beginning of learning. The decision to make this program compulsory shows an awareness of the importance of establishing a strong language foundation in the early stages, where it will have a major impact on the overall development of students' language skills.

The main objective of this program is to help students expand their English vocabulary. The program emphasizes on vocabulary as a collection of words that one understands and uses in communication. The program recognizes that students must not only understand grammatical structures, but also have a rich and relevant vocabulary. This has a direct impact on proficiency.

This research is expected to examine in depth how students' engagement in this vocabulary building program contributes to their English language achievement. Student engagement includes student activeness in learning activities in the classroom. Student activeness is an important basic element in learning activities. According to (Sugandi, 2004) student activeness is in the learning process not only involved in physical forms such as sitting in a circle, doing or doing something, but in the learning process in the form of a process of analysis, analogy, comparison, appreciation, all of which are a form of student involvement in terms of psychology and emotions. By analyzing students' engagement, this study can reveal the extent to which the program is effective in preparing students not only for exams, but also for developing sustainable and powerful English language skills in various communication situations.

Hence, in this study the researcher will investigate the data collected from vocabulary building program to measure the effect between the students' activeness and the English vocabulary achievement.

## **LITERATURE REVIEW**

According to (Busa, 2023) Learner learning activeness is a condition, behavior, or activity that occurs in students during the learning process. It is characterized by student involvement in the learning process, such as the ability to ask questions, provide feedback, complete tasks, respond to questions from the teacher, collaborate with other students, and take

responsibility for the assigned tasks. According to (Adina Jen, 2022) Student activeness is an important and fundamental issue that teachers need to understand. Student activeness in learning is shown from the activities of students during the learning process, by students invited to be involved and dominate learning activities, it will increase student activeness and achieve learning goals. Some understanding of student activeness above can be concluded that student activeness is a learning process where students make their own observations, experience themselves, investigate themselves, work alone, actively ask questions, question, and express their ideas. These activities are very good for increasing student activeness.

When students are active in learning, the success rate of learning will be higher (Mariah, 2023). Student learning activeness is the achievement of learning objectives and adequate learning outcomes in the learning process cannot be separated from the important role of student learning activeness. In the Indonesian Language Dictionary, activeness comes from the word active after getting the prefix ke- and the suffix-an, so that it becomes activeness which means activity or busyness. So, student learning activeness is the activity or busyness of students in learning activities at school and outside of school that support student learning success (Susilowati, 2021).

Student activeness is a learning that invites students to learn actively. Students are active to find ideas from learning materials, solve problems or apply what the teacher gives in the learning process. Student activeness is intended to encourage the potential that is owned in students, so that they can achieve learning outcomes (Septiawati, 2022).

According to Nugraha (2020), learning achievements are student abilities obtained after doing learning activities. Defining learning outcomes are abilities that students have after he receives their learning experience. Learning outcomes can be interpreted as the result of the teaching and learning process, both in terms of cognitive, affective and psychomotor in accordance with the curriculum of the educational institution. Learning outcomes are related to changes in knowledge, understanding, attitudes and behavior of a person caused by learning (Rafidah, 2023). Behavior of a person as a result of learning.

Learning achievement is the result achieved after going through the teaching and learning process. Learning achievement is seen through the grades given by teachers or educators from the fields of study that students have learned (Nuhan, 2021). According to Ozcan (2021), it is a fact that the student's academic achievement, which is one of the most basic and indispensable aims of education institutions, is also an expectation of society. Therefore, when education systems are setting their goals and objectives, they take academic achievement into consideration alongside a number of competences. This reinforces the reason that the effectiveness of the management of extracurricular activities becomes very important because the success that will be achieved not only in the implementation of its activities but also supports the success of education in extracurricular activities (Devi,

2021). Learning achievement is the ability to solve difficult things, master, outperform, match, and surpass other students while overcoming obstacles and achieving high standards (Susanti, 2019).

## **METHOD**

This research uses an ex-post facto research design, because it examines the causal relationship that is not manipulated or treated. That is, determining the factors that cause an event that has occurred based on existing data. This type of research is quantitative research, which is research that examines the level of relationship between variables based on the results of data analysis using data in the form of numbers.

The researcher choose one of the high school in Puri, Mojokerto. The subject in this study is all the tenth grade students at SMAS Unggulan Harapan Ummat. This school is a Cambridge-based school. There are 41 students, with 21 boys and 20 girls.

The instrument of this study are vocabulary test, this test is used to obtain data on students' score related to learning achievement. This vocabulary test in this study uses multiple choice questions totaling 25 questions with 4 answer choices. This vocabulary test contains everyday vocabulary that students often encounter, such as action verb, library objects, office objects, school rooms and places, school objects, computer laboratory objects, things in bathroom, things in bedroom, and hobbies and documentation for collecting the attendance list of the tenth grade students of SMAS Unggulan Harapan Ummat.

For collecting the data, the researcher use this procedure, determine the population of students who will be the subject of the study. Selecting a representative sample from the population using the saturated sampling technique. Identifying the variables of students' activeness in vocabulary building program and the English vocabulary achievement. Developing research instruments in the form of vocabulary tests that are relevant and valid. Distributing the instruments to the sampled students. Ensuring the delivery of the instrument is done clearly and appropriately. Collected and recorded vocabulary test from all sampled students. Used SPSS 27 software and Microsoft Excel to tabulate the data. Using statistical analysis methods to evaluate between variables. Analyze the results in depth to identify the significance between 2 variables. Draw conclusions based on the results of the data analysis.

## **FINDING AND DISCUSSION**

### **RESULT**

When the data for conducting research has been collected, then the research instrument is made in the form of a test. The steps taken are making a research instrument lattice, compiling research instruments in the form of multiple choices which are then submitted to students. Students who were trusted to provide an assessment of this research instrument amounted to 41

students who came from the research sample which was the tenth grade of SMAS Unggulan Harapan Ummat. Then the validity and reliability of the instrument were tested, to find out whether the data obtained was valid or not.

The last is statistical calculation and reporting of results. The test data that has been obtained from students is then tabulated into a table that can describe all the scores and the number of student scores. This data tabulation is made to facilitate the next statistical calculation, namely to determine the trend value. Furthermore, the results of the calculations that have been analyzed are outlined in the results of the research discussion.

The following data is obtained from the test scores in the form of the total score of the question items that have been answered by students:

**Students' English Vocabulary Achievement**

Number	Name	Answer	Score
1.	ARM	21	84
2.	ACL	16	64
3.	ATKP	15	60
4.	AMAP	15	60
5.	AMAB	16	64
6.	ADM	25	100
7.	AW	13	52
8.	ADF	17	68
9.	DFH	17	68
10.	FAA	9	36
11.	JAQ	20	80
12.	LCI	18	72
13.	MZAF	15	60
14.	MAAF	14	56
15.	MBT	15	60
16.	MIA	13	52
17.	MN	20	80
18.	RSPH	13	52
19.	RKA	7	28
20.	RDR	18	72
21.	RPS	25	100
22.	AKAS	13	52
23.	AZ	17	68
24.	ARN	25	100
25.	ACS	25	100

26.	AFMAA	12	48
27.	AAA	19	76
28.	BA	25	100
29.	DN	24	96
30.	FI	25	100
31.	JAN	23	92
32.	KCD	25	100
33.	MH	14	56
34.	NARU	11	44
35.	NHSKF	20	80
36.	NAM	25	100
37.	NMAN	14	56
38.	PASS	19	76
39.	SNJ	23	92
40.	TAM	22	88
41.	ZHS	15	60

It can be described in the interval class table of English score of the tenth grade SMAS Unggulan Harapan Ummat as follows:

**Frequency Distribution of Students' English Score**

Score	Frequency
28 – 36	2
37 – 45	1
46 – 54	5
55 – 63	8
64 – 72	7
73 – 81	5
82 – 90	2
91 – 100	11

Based on the data table of the tenth grade English score of SMAS Unggulan Harapan Ummat shows that the highest English score is 100 and the lowest English score is 28. From the data analysis, it can be concluded that the average ( $\bar{X}$ ) of the data is 72, with a median ( $me$ ) of 68, mode ( $mo$ ) of 100, and standard deviation of 20.079.

**Students' Score Data and Students' Attendance List**

Number	Name	English Score	Amount of Attendance
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1.	ARM	84	28
2.	ACL	64	26
3.	ATKP	60	24
4.	AMAP	60	26
5.	AMAB	64	28
6.	ADM	100	34
7.	AW	52	27
8.	ADF	68	33
9.	DFH	68	26
10.	FAA	56	26
11.	JAQ	80	29
12.	LCI	72	31
13.	MZAF	60	30
14.	MAAF	56	26
15.	MBT	60	24
16.	MIA	52	24
17.	MN	80	32
18.	RSPH	52	26
19.	RKA	28	23
20.	RDR	72	32
21.	RPS	100	32
22.	AKAS	52	34
23.	AZ	68	26
24.	ARN	100	33
25.	ACS	100	33
26.	AFMAA	48	27
27.	AAA	76	31
28.	BA	100	32
29.	DN	96	33
30.	FI	100	34
31.	JAN	92	34
32.	KCD	100	30
33.	MH	56	32
34.	NARU	44	33
35.	NHSKF	80	34
36.	NAM	100	31
37.	NMAN	56	28

38.	PASS	76	29
39.	SNJ	92	26
40.	TAM	88	23
41.	ZHS	60	23

#### Students' Attendance

Group	Amount of Attendance	Students
A	< 29	19
B	≥ 29	22

Based on table 4.4, the data from the data of the students' attendance of the tenth grade students of SMAS Unggulan Harapan Ummat shows that group A with the attendance less than 29 with the amount is 19 students. Group B with the attendance more than 29 with the amount is 22 students.

From this analysis it can be concluded that the average ( $\bar{X}$ ) is 29.09, the median ( $me$ ) is 29, the mode ( $mo$ ) is 26, and the standard deviation is 3.63.

#### DATA ANALYSIS

##### Instrument Validity Test

Analyze the validity of the research instrument items in the form of tests using the product moment price table and the significance level  $R > 0.308$ . The validity calculation was carried out by tabulation using the Microsoft Excel program with 25 question items tested on 41 students. All 25 question items after being calculated using SPSS 25.0 were declared all valid and suitable for use.

##### Instrument Validity Test

Indicator	R count	N=41, Rtable 0,05 (5%)	Description
P1	0,659	0,308	Valid
P2	0,340	0,308	Valid
P3	0,610	0,308	Valid
P4	0,351	0,308	Valid
P5	0,681	0,308	Valid
P6	0,309	0,308	Valid
P7	0,321	0,308	Valid
P8	0,365	0,308	Valid
P9	0,391	0,308	Valid
P10	0,346	0,308	Valid
P11	0,718	0,308	Valid
P12	0,448	0,308	Valid

P13	0,475	0,308	Valid
P14	0,728	0,308	Valid
P15	0,346	0,308	Valid
P16	0,366	0,308	Valid
P17	0,589	0,308	Valid
P18	0,571	0,308	Valid
P19	0,314	0,308	Valid
P20	0,348	0,308	Valid
P21	0,359	0,308	Valid
P22	0,539	0,308	Valid
P23	0,640	0,308	Valid
P24	0,348	0,308	Valid
P25	0,504	0,308	Valid

The results above can be analyzed that statement item *number 1* if the total score receives a value worth 0.659. If consulted with the amount of r table with  $n = 41$  and significant 5% (0.308) so for description number 1 exceeds the amount of r table as a result statement item no 1 can be declared valid. For the items afterwards as described above. That way, all 25 items of the instrument variable application of the demonstration method (X) are declared *valid*.

#### **Instrument Reliability Test**

Reliability test (reliability) is a tool to measure a test which is an indicator of a variable or construct. A test is assumed to be reliable or reliable, if individual answers to reality are consistent over time. To conduct a reliability test, the SPSS program can be used using the Cronbach Alpha statistical test. A variable is said to be reliable if it has a Cronbach's Alpha value  $> 0.6$ .

The provisions of the reliability test are if the rcount exceeds the rtable, so the instrument is assumed to be reliable. Conversely, if the rcount is less than the rtable, then the instrument is assumed to be unreliable. The instrument was tested on 41 students so for a significant level or r table worth 0.308. The reliability results in this study can be seen in the table below:

Variable Dependent	N of Items	Cronbach Alpha Score	Description
The english vocabulary achievement	25	0,859	Reliabel

All items met the reliability criteria, as shown in the table above, based on the results of the reliability test according to the output of SPSS Version 25.0 2024. This is indicated by the fact that all items in the study had Cronbach alpa values  $> 0.600$ . The reliability test results obtained the reliability

coefficient value of The English Vocabulary Achievement (Y) of 0.859. Based on the reliability coefficient value, it can be concluded that the test in this study is reliable or consistent

**Prerequisite Test Analysis**

As explained in chapter 3 that the analytical technique used in this research is simple linear regression analysis, it is necessary to fulfill the prerequisite test which is a requirement before conducting a simple linear regression test.

**Normality Test**

The normality test is used to determine whether the data population is normally distributed or not. The normality test used in this study is the One sample Kolmogorov-smirnov test using a significance level of 0.05. Data is declared normally distributed if the significance is greater than 5% or 0.05.

**Normality Test One-Sample Kolmogorov-Smirnov**

Variable Dependent	Asymp Sig (2-tailed)	Description
The English vocabulary achievement	0,200	Normal

From the One sample Kolmogorov-smirnov table, the probability number or Asymp. Sig. (2-tailed). This value is compared with 0.05 or using a 5% significance level. The basis for decision making in the normality test, using the following guidelines:

- Sig. Value or significance value or probability value <0.05, then the data distribution is abnormal.
- Sig. Value or significance or probability value > 0.05, then the data distribution is normal

The results above show that the regression model has met the assumption of normality because it can be seen that the sig value is 0.200 which means >0.05.

**Homogeneity Test**

This homogeneity test is used to determine that two or more groups of sample data come from populations that have the same variance (homogeneous). This homogeneity test is carried out with the levene test, with the criteria if the sig value > 0.05 then the data distribution is homogeneous and if the sig value < 0.05 then the data distribution is not homogeneous.

**Homogeneity Test Result Output**

Dependent Variabel	Levene Statistic	df1	df2	Sig.
The English Vocabulary Achievement	2,973	1	39	0,093

Based on the output table 4.8 above, it is known that the significance value (sig.) of the English vocabulary achievement variable in class A and class B students is 0.093. Because the value of Sig. 0.093 > 0.05, then as the basis for

decision making in the homogeneity test above, it can be concluded that the variance of the data on the results of English grades in class A and B students is the same or homogeneous.

### Linearity Test

The linearity test aims to determine whether the independent variable (Students' Activeness) and the dependent variable (The English Vocabulary Achievement) have a linear relationship or not significantly. The linearity test was carried out by testing on SPSS using the test for linearity at a significant level of 0.05. Two variables are said to have a linear relationship if the significance (linearity) is  $< 0.05$ .

Linearity Test of Data					
Variable	Sum of Square	df	Mean square	F	Sig.
The English Vocabulary Achievement	4102,681	1	4102,681	12,113	,002
* Students' Activeness					

The results of the analysis show that in the ANOVA table output above, the significance value = 0.002 is smaller than 0.05, because the significance is smaller than 0.05, it can be concluded that between the independent variable (Student Activity) and the dependent variable (English Vocabulary Achievement) there is a significant linear relationship.

### Hypothesis Test

To test the significance of the relationship between the independent variable and the dependent variable in this literature study, a simple regression analysis test is needed. The purpose of the simple regression analysis is to test the effect of the relationship between the independent variable, Students' Activeness on the dependent variable, namely The English Vocabulary Achievement.

From the results of this simple regression, partial hypothesis testing will then be carried out using the t-test. The purpose of the t-test is to show the significance of the partial influence of the independent variables in the model on the dependent variable. Its usefulness is to determine how far the level of influence of one independent variable explains the variation in the dependent variable. If the value is significantly smaller than (significant at  $p < 0.01$  or  $p < 0.05$ ), it can be said that the independent variable partially has a significant effect on the dependent variable.

### Simple Linear Regression Analysis, Students' Activeness in Vocabulary Building Program toward The English Vocabulary Achievement

Simple Linear Regression Analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis is to determine the direction of the relationship between the variables.

**Table of Simple Linier Regression**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,522	,272	,253	16,776

a. Predictors: (Constant), Students' Activeness

R value which is a symbol of the coefficient. In the table above the correlation value is 0.522. This value can be interpreted that the relationship between the two research variables is in the moderate category. Through the table above, the R Square value or the coefficient of determination is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The coefficient of determination value obtained is 0.272 or 27.2%. So it can be interpreted that the independent variable X (Students' Activeness) has a contribution effect of 27.2% on variable Y (The English Vocabulary Achievement).

**Significance Value Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4102,681	1	4102,681	14,578	<,000 <sup>b</sup>
	Residual	10975,563	39	281,425		
	Total	15078,244	40			

a. Dependent Variable: The English Vocabulary Achievement

b. Predictors: (Constant), Students' Activeness

The significance test table above is used to determine the level of significance or linearity of the regression. The criteria can be determined based on the significance value test (Sig), provided that the Sig value is < 0.05. Based on the table above, the Sig value is obtained. = 0.000, meaning Sig.< from the significant criterion (0.05). Thus the regression equation model based on the research data is significant, or the regression equation model meets the criteria.

## DISCUSSION

Based on the results of the analysis described above, it is found that the variable (X) Students' Activeness has a significant effect on the variable (Y) The English Vocabulary Achievement of students at Harapan Ummat Unggulan SMAS. This is shown from the results of the simple linear regression is 0.522 compared to the r-table at a significant level of 5% N = 41 of 0.308. So r-count is greater than r-table, it can be concluded that the null hypothesis (H0) is rejected and (H1) is accepted. With a coefficient of determination of 27.2 (rounded to 27%) or 27%, it has a positive effect, meaning that if students'

attendance is frequent, their English grades are high. While 73% is a factor that affects variable Y (The English Vocabulary Achievement) from other factors not examined by the researcher. Those not studied include personality factors, socio-cognitive factors, environmental factors and individual conditions.

From the results of the t-test analysis, it is known that there is a significant effect of variable (X) Students' Activeness and variable (Y) The English Vocabulary Achievement. This is evidenced by the results of the t- test calculation of 3.818, while the t-table is 1.685 at the 5% significance level, which means that H1 is accepted. In addition, the regression equation  $Y = 8.499 + 2.783X$  was also obtained. The equation is in accordance with the simple linear regression formula, namely  $Y = a + Bx$ , where Y is the symbol of the dependent variable, a is a constant, b is the regression coefficient for the independent variable (X). So it can be concluded from the t test results, there is an influence between variable Y on variable X, in other words, accept H1, namely: There is a positive and significant effect of students' activeness in vocabulary building program toward the English vocabulary achievement of tenth grade in SMAS Unggulan Harapan Ummat. Constant of 8.499: means that if Students' Activeness (X) value is 0, then The English Vocabulary Achievement (Y) value is negative at 8.499. The regression coefficient of The English Vocabulary Achievement variable is 2.783: meaning that if students' activeness increases by 1, then the value of English achievement (Y) will increase by 2.783. The coefficient is positive, meaning that there is a positive relationship between the Students' Activeness variable (X) and The English Vocabulary Achievement variable (Y).

Thus it can be concluded that student activeness has a considerable effect on students' English achievement scores, where they routinely enter the class proving that these students will understand the material better and get good English grades.

The results of this study show that there is a positive influence of Students' Activeness on The English Vocabulary Achievement. This shows that students who understand the material better and get good English Score. Students' activeness in vocabulary building program includes students often ask the teacher or other students, students want to do the tasks given by the teacher, students want to participate in question and answer activities or express their opinions, able to answer questions given by the teacher, students like the lesson. Student attendance plays an important role in ensuring the continuity of interaction between students, teachers and English lessons in class.

The results of this research are in line with research conducted by (Sihaloho, 2021) which found that students have active learning influence on student learning outcomes. Therefore, the classroom atmosphere and learning system can be improved so that students feel comfortable and happy so that it can increase student attendance and activeness in class. By being actively involved in the learning process, students not only passively receive information but also process and apply it, which helps strengthen their

memory and understanding. In addition, student activeness also allows teachers to provide immediate feedback and correct errors more effectively, so that the learning process becomes more efficient and meaningful. Therefore, increasing students' engagement in English classes can be an effective strategy to improve their vocabulary achievement.

## **CONCLUSION**

From the data obtained and the analysis that has been done in this study, it is in accordance with the theory (Sugandi, 2004) which explains that student activeness in learning process not only involved in physical forms such as sitting in a circle, doing or doing something, but in the learning process in the form of a process of analysis, analogy, comparison, appreciation, all of which are a form of student involvement in terms of psychology and emotions, it can be concluded: First, this study proves that there is a positive and significant influence between student activeness and English vocabulary achievement at Harapan Ummat Puri Secondary School, Mojokerto. Consistent attendance in learning activities allows students to get continuous exposure to the subject matter, which is very important in the language learning process. By attending class frequently, students not only passively receive information but also have a greater opportunity to process and apply the knowledge gained, thus strengthening their memory and understanding.

Secondly, regular attendance provides opportunities for students to engage in class discussions, question and answer, and group activities that support the acquisition of English vocabulary and skills. This active participation not only improves understanding of the material but also builds confidence in using English, both orally and in writing. Thus, high attendance has a positive impact on students' ability to master vocabulary and other language skills.

Thirdly, consistent attendance also allows teachers to provide more targeted and timely feedback. With students attending regularly, teachers can monitor individual progress, identify difficulties encountered, and provide guidance accordingly. This process helps students to correct their mistakes quickly and optimize the learning process. In addition, a closer relationship between teachers and students who attend frequently can increase students' learning motivation and their commitment to the lesson. Finally, the findings emphasize the importance of school policies that support and encourage consistent student attendance. The implementation of programs or incentives to improve attendance could be a strategic step to improve student learning outcomes, particularly in English subjects. Overall, regular attendance and active participation in learning proved to be key factors in improving students' academic achievement, particularly in English language acquisition.

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