

PENGARUH FAKTOR INSTITUSIONAL DAN KONTEKS SOSIOBUDAYA TERHADAP KETERLIBATAN BELAJAR DI KALANGAN MAHASISWA JURUSAN BAHASA INGGRIS DI TIGA PERGURUAN TINGGI DI BAWAH CHINA NEW HIGHER EDUCATION GROUP LIMITED

Zhang Lingli

ABSTRAK

Keterlibatan belajar merupakan indikator penting kualitas pendidikan, namun penelitian yang mengkaji pengaruh simultan faktor institusional dan konteks sosiokultural dalam sistem pendidikan tinggi terpusat masih terbatas. Penelitian ini bertujuan menganalisis pengaruh faktor institusional dan konteks sosiokultural, baik secara parsial maupun simultan, terhadap keterlibatan belajar mahasiswa Program Studi Bahasa Inggris pada tiga perguruan tinggi di bawah *China New Higher Education Group Limited* (CNHEGL), serta mengeksplorasi persepsi mahasiswa dan dosen terhadap kedua faktor tersebut. Penelitian ini menggunakan desain *mixed methods* eksplanatori sekuensial. Tahap kuantitatif melibatkan 393 mahasiswa tahun kedua yang dipilih melalui *proportionate stratified random sampling*. Data dikumpulkan menggunakan kuesioner yang diadaptasi dari *China College Student Survey* (CCSS) dan dianalisis dengan statistik deskriptif, regresi, serta analisis *bootstrap*. Tahap kualitatif melibatkan wawancara semi-terstruktur dengan 9 mahasiswa dan 3 dosen yang dianalisis secara tematik. Hasil penelitian menunjukkan bahwa faktor institusional berpengaruh signifikan terhadap keterlibatan belajar ($R = 0,929$; $R^2 = 0,864$; $p < 0,001$), demikian pula konteks sosiokultural ($R = 0,919$; $R^2 = 0,844$; $p < 0,001$). Secara simultan, kedua variabel menjelaskan 90,4% variasi keterlibatan belajar ($R^2 = 0,904$; $F = 1836,149$; $p < 0,001$). Temuan kualitatif menegaskan pentingnya dukungan dosen, fasilitas pembelajaran, kolaborasi teman sebaya, dan kegiatan ekstrakurikuler dalam meningkatkan keterlibatan belajar. Penelitian ini menyimpulkan bahwa keterlibatan belajar dibentuk oleh interaksi antara faktor institusional dan konteks sosiokultural, serta memberikan implikasi teoretis dan praktis bagi peningkatan mutu pendidikan tinggi.

Kata kunci: keterlibatan belajar; faktor institusional; konteks sosiokultural; mahasiswa Program Studi Bahasa Inggris; *mixed methods* eksplanatori sekuensial.

INSTITUTIONAL FACTORS AND SOCIOCULTURAL CONTEXT ON LEARNING ENGAGEMENT AMONG ENGLISH MAJORS IN COLLEGES UNDER CHINA NEW HIGHER EDUCATION GROUP LIMITED

Zhang Lingli

ABSTRACT

Learning engagement is a key indicator of educational quality, yet limited research has examined the combined influence of institutional factors and sociocultural context within centralized higher education systems. This study investigated the individual and simultaneous effects of these factors on learning engagement among English major students in three colleges under China New Higher Education Group Limited (CNHEGL) and explored students' and teachers' perceptions of these influences. An explanatory sequential mixed methods design was employed. The quantitative phase involved 393 English major students who completed questionnaires adapted from the China College Student Survey (CCSS), with data analyzed using descriptive statistics, regression, and bootstrap analyses. The qualitative phase involved semi-structured interviews with 9 students and 3 teachers, analyzed thematically. Institutional factors significantly influenced learning engagement ($R = .929$, $R^2 = .864$, $p < .001$), while sociocultural context also showed a significant effect ($R = .919$, $R^2 = .844$, $p < .001$). Together, both variables explained 90.4% of the variance in learning engagement ($R^2 = .904$, $F = 1836.149$, $p < .001$). Qualitative findings highlighted the importance of lecturer support, learning facilities, peer collaboration, and extracurricular English activities in enhancing engagement. The study concludes that learning engagement is jointly shaped by institutional and sociocultural factors, providing an integrated framework and practical implications for improving higher education quality.

Keywords: Learning engagement; institutional factors; sociocultural context; China College Student Survey (CCSS); higher education.