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The Influence of Learning Goal Orientation and College Adjustment on Student Engagement

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Abstract: This research aims to determine the influence of learning goal orientation and college adjustment (academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment) on student engagement. This research uses explanatory quantitative research methods. The sampling technique used a proportional sampling technique with a total of 200 accounting students from the State University of Malang class of 2022. The data collection process used a questionnaire. The data analysis technique used is multiple regression analysis. The research results show the positive influence of learning goal orientation on student engagement; there is a positive influence of college adjustment (academic adjustment, social adjustment, personal-emotional attachment and institutional attachment) on student engagement.

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INTRODUCTION

University education in Indonesia is currently implementing a student centered learning system that provides opportunities for students to be actively involved in learning activities (Ratnaningsih, Prihatsanti, and Prasetyo 2018). State University of Malang is one of the universities in Indonesia that implements a student-centered learning approach. Student involvement is the basic foundation of learning activities in higher education in improving student achievement, perseverance and development (Ribeiro et al. 2019). Engagement consists of positive behaviors such as pride and satisfaction and negative behaviors such as anger and anxiety (Bowden, Tickle, and Naumann 2021). Positive engagement such as showing enjoyment and interest in the ongoing lecture process (Shernof et al. 2017). It is essential for academic success and achievement.

But in reality, students do not show activeness such as asking questions and discussing when learning takes place, deliberately avoiding lecture hours, and asking others to fill in the attendance list

(Handayani 2020). Research by Qonita et al. (2021) also stated that students did not show activeness during lectures. This is in line with the research of Jamaluddin et al. (2022) and Putri & Aslamawati (2022) who stated that students had difficulty understanding the material and lacked enthusiasm and curiosity in the learning process. The problems in previous studies indicate that students show low involvement during learning.

The problem of low involvement is experienced by all universities that implement a student centered learning system including the State University of Malang. Specifically, this study examines student involvement in accounting majors at State University of Malang. According to accounting majors require high mathematical skills and the level of difficulty of tasks that are heavier than other majors. Accounting learning is identical to counting and prioritizes accuracy, requiring complex reasoning and logic in solving problems (Nisa and Ulfatun 2023; Syamra et al. 2018). The involvement of accounting students can be shown through solving complex accounting problems and requires a high understanding of concepts (Khotimah and Yanto 2019).

The first year at university is an important phase in demonstrating engagement for students (Korhonen et al. 2019). Student engagement can be shown when learning takes place. First-year students majoring in accounting must take the Introduction to Accounting course which discusses the basic sciences of accounting and as a requirement for taking advanced accounting courses so that it must be taken by accounting students in the first year (Sari and Sartika 2018). This basic knowledge is not only related to the theoretical understanding of accounting but involves self-attitude and learning experiences in the family, peer and university environment (Taufiq 2017), so that student involvement when learning Introduction to Accounting is important to note for provision in the following year.

According to Fredricks et al. (2004) there are factors that can influence engagement, namely factors that come from individuals and factors that come from the environment. Previous research has examined several internal factors that can influence engagement, namely student background, motivation, self-concept, and goal orientation (Handayani 2020; Putri and Aslamawati 2022; Qonita et al. 2021; Ribeiro et al. 2019; Ulum, Yanto, and Widiyanto 2017). There are also studies that examine factors from the environment that can affect engagement such as social support, the lecture environment and students' relationships with their environment (Chi, Liu, and Bai 2017; Ko et al. 2016; Xerri, Radford, and Shacklock 2018). Individual factors and environmental factors are important because they can affect the level of student engagement when learning.

This research examines engagement from the perspective of Kurt Lewin's cognitive field theory. This theory examines human behavior. Based on the perspective of cognitive field theory by Lewin (1939) behavior comes from the relationship between individuals and the environment in an interdependent field. Any change from one group to another is critical to the individual's behavior (Lewin, 1939). Changes in behavior consider goals for the next few years and can affect present behavior (Waseso, 1986). Clear future goals can determine the direction of one's actions in achieving certain goals (Lewin, 1939). Students as individuals seeking knowledge in higher education need to determine the direction of future goals that can help build their behavior during lectures.

According to Handayani (2020) learning goal orientation is one of the important factors from within individuals to build student engagement behavior. Learning goal orientation is a tendency that focuses on developing one's competence by acquiring new skills, mastering new situations and learning from experience (VandeWalle et al., 2001). Learning goal orientation can improve student academic performance and students' sense of responsibility in completing assignments (Alhadabi and Karpinski 2020; Lu et al. 2022; Pambudi, Darmawati, and Insyastuti 2020; Susanti and Ardila 2022).

Students who are learning goal-oriented can determine future academic efforts and are encouraged to contribute to material mastery and performance (Lu et al. 2022; Venkatesan and Prabu 2022). The concept of engagement also includes student academic performance in the form of student actions and responses such as contributing to discussions and persevering in facing tasks (Bowden et al. 2021). Students who are not engaged in learning activities are at risk of having a difficult time when facing challenges in college (van Rooij, Jansen, and van de Grift 2017). The challenges faced by first-year students such as changes in the environment and new situations, differences in learning methods, more difficult material,

and friends from various regions due to the transition from high school to college require students to have the ability to adapt to these changes (Nyimas and Rulanggi 2022). This adaptability is called college adjustment.

According to Anderson & Guan (2018) college adjustment is the ability of students to manage social, psychological and scientific challenges when facing the transition to college life. Students' adaptability contributes an important role as a good indicator in the lecture journey (Rahmadani and Mukti 2020). Previous research states that student adaptation has an important role in predicting GPA, intention to persist in the coming year and encouraging student engagement (Benraghda, Goudih, and Abdallah 2018; Fitria and Susandari 2019; Haq, Djunaidi, and Yuanita 2021; van Rooij et al. 2017). Good student adaptation tends to have a positive impact on student behavior in higher education.

Research on engagement has been widely studied by previous researchers and most researchers examine three dimensions of engagement based on the concepts put forward by Fredricks et al. (2004) namely cognitive involvement, behavior and emotional involvement. According to DeVito (2016) the concept of engagement includes participation and involvement in academic and social activities that are important for academic success. In relation to involvement in academic and social activities, Wang et al. (2016) added the dimension of social engagement in accordance with the findings of previous research. The four dimensions are interrelated and simultaneously motivate students in the academic sphere, so it is very important to study further (Bowden et al. 2021). There are several studies in several countries that examine the four dimensions of engagement, namely Bowden et al. (2021), Yang et al. (2021), and Chen et al. (2023) which were conducted on Australian and Chinese students. Meanwhile, research on these four engagements is still rarely carried out in Indonesian universities.

Based on this rationale, researchers aim to understand the effect of learning goal orientation and college adjustment (academic adjustment, social adjustment, personal emotional adjustment and institutional attachment) on the engagement of first-year students majoring in accounting based on the perspective of cognitive field theory. The results of this study are expected to contribute to increasing student involvement in learning activities, especially at the college level and can strengthen existing theoretical perspectives.

LITERATURE REVIEW AND HYPOTHESES

Cognitive Field Theory

Cognitive field theory is a theory developed by Kurt Lewin. This theory is often called field theory. According to cognitive field theory by Lewin (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). Cognitive field theory is formulated with Behavior = Person Function and Environment = Function (Life Space) (Waseso, 1986). Each individual is in a life space that includes the embodiment of the environment in which the individual reacts to the people encountered, the material objects faced, and the psychological functions possessed (Novelti 2017). Cognitive field theory allows individuals to learn and understand themselves and know their perspective on the world and how someone views them. (Burnes and Cooke 2013).

Student Engagement

Student involvement is one of the manifestations of student behavior during the learning process in higher education. According to Fredricks et al. (2004) engagement is a behavior, way of thinking and emotions felt when students are actively involved in learning activities that are influenced by internal and environmental factors. There are four engagements namely behavioral, affective, social and cognitive engagement (Wang et al., 2016). Behavioral engagement is related to observable actions and participation such as attendance and participation in class (Bowden et al. 2021). Affective engagement is related to positive emotional reactions experienced by students such as happiness and enthusiasm (Bowden et al. 2021). Social engagement is related to social interactions with peers in forming a relationship while learning

(Wang et al., 2016). Cognitive engagement is related to the use of deep learning strategies for self-regulation (Wang et al., 2016).

Learning Goal Orientation

According to VandeWalle et al. (2001) learning goal orientation is a tendency that focuses on developing one's competence by acquiring new skills, mastering new situations and learning from experience. Meanwhile, according to Alhadabi & Karpinski (2020) learning goal orientation is a sense of wanting to master skills and understand learning materials in order to develop competence. According to Barreno et al. (2020) learning goal orientation owned by students is useful for measuring the extent to which students focus on learning, increasing their knowledge and capacity and to avoid looking incompetent from the perceptions of others. So that learning goal orientation is a learning orientation that focuses students on developing competence and trying to look competent.

College Adjustment

According to Anderson & Guan (2018) college adjustment is the ability of students to manage social, psychological and scientific challenges when facing the transition to college life. The process of student adjustment is carried out during the first year of entering college which will be the basis for students' adaptability in the following years (Baker and Siryk 1984). Students begin to form a new identity and begin to accept all changes that support their new role in the college environment (Almukhambetova & Hernández-Torrano, 2021). According to Iqbal (2014), students experience a period of adaptation in the college environment within 2 years and students with a study period of more than 2 years are considered sufficient to interact widely with the college environment.

There are four dimensions of college adjustment, namely academic adjustment, social adjustment, personal-emotional adjustment and institutional adjustment (Baker and Siryk 1984). The first dimension is academic adjustment related to the ability to cope with academic demands that characterize higher education (Rahmadani and Mukti 2020). The second dimension, namely social adjustment, is related to students' ability to deal with the social and interpersonal demands of college life such as establishing relationships with various parties in higher education (Rahmadani and Mukti 2020). The third dimension is personal-emotional adjustment related to the psychological and physical well-being felt by students when facing demands in college (Nyimas and Rulangi 2022). The fourth dimension is institutional attachment, which is an attachment to the institution assessed by the level of student satisfaction with their existence while in college (Lestarina and Purwantini 2023; Nyimas and Rulangi 2022).

The Influence of Learning Goal Orientation on Student Engagement

According to cognitive field theory by Lewin (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). When experiencing a transition period, students are required to interact with their new environment. These environmental changes occur in the scope of the individual by considering the goals of the next few years which can affect current behavior (Waseso, 1986). Students have standards of achievement in the future that can affect behavior during lectures such as being involved in tasks and persevering in learning when facing difficulties (Wahyuningtyas 2013).

In relation to learning goal orientation, students who have an orientation to learning goals will show positive behavior and effort during learning (Biduri 2018). Research by Handayani (2020) states that high and low learning goal orientation can affect the level of student engagement. In line with research by Aleksić & Mihelić (2022) that learning goal orientation is one of the main driving factors of student engagement. This is because students who have a goal to achieve a competency will be actively involved in lectures such as doing assignments and participating in solving problems in discussions. Based on this explanation, the following hypothesis can be formulated:

H1: Learning goal orientation has a positive influence on student engagement.

The Influence of Academic Adjustment on Student Engagement

According to cognitive field theory by Lewin (1939), the relationship between the individual and the interdependent environment in a field or life space that can affect individual behavior (Waseso, 1986). The change in academic environment from high school to college requires students to adapt different learning styles and will be reflected in their engagement (Almukhambetova & Hernández-Torrano, 2021). According to van Rooij et al. (2017) students who are unable to deal with demands or academic adjustment problems show low levels of engagement. This is because passive students will tend not to be confident in their abilities so that these students find it difficult to show efforts to engage in learning activities. Meanwhile, students who have the ability to adjust well during learning will show behavior such as being active in class discussions and always doing every assignment given. So it can be hypothesized as follows:

H2a: Academic adjustment has a positive influence to student engagement.

The Influence of Social Adjustment on Student Engagement

According to cognitive field theory by Lewin (1939), the relationship between the individual and the interdependent environment in a field or life space that can affect individual behavior (Waseso, 1986). Students who have good adjustment skills will show their involvement when joining the social structure in college (Chai et al. 2020; Cobo-Rendón et al. 2022; Felton et al. 2022). One of the challenges first-year students experience is communication difficulties and language differences with their peers. Poor communication skills can lead to low levels of student engagement (Benraghda et al. 2018). This is because engagement occurs when students interact with peers (Gharacheh et al. 2022). Students who have good socialization skills such as being able to get along with peers will show activeness when in discussion groups. Based on this explanation, the following hypothesis can be formulated:

H2b: Social adjustment has a positive influence to student engagement.

The Influence of Personal-Emotional Adjustment on Student Engagement

According to cognitive field theory by Lewin (1939), the relationship between the individual and the interdependent environment in a field or life space that can affect individual behavior (Waseso, 1986). During the transition period, first-year students are required to be able to adjust to their environment in college. According to Farzaneh et al. (2016) individuals who can adjust to their environment tend to have a good mentality so that they will show positive behavior. Good psychological and physical health of students can contribute to efforts to adjust well (Nyimas and Rulangi 2022). Meanwhile, the decline in student psychological health can hinder studies and reduce the level of student engagement academically (Benraghda et al. 2018). Students who have healthy psychological and physical conditions can routinely participate in learning activities actively, in contrast to students who experience health problems such as stress will tend to avoid something that is the source of their stress so that it will limit their behavior. So it can be hypothesized as follows:

H2c: Personal-emotional adjustment has a positive influence on student engagement.

The Influence of Institutional Attachment on Student Engagement

According to cognitive field theory by Lewin (1939), the relationship between the individual and the interdependent environment in a field or life space that can affect individual behavior (Waseso, 1986). First-year students interact with their environment during the transition period which can lead to attachment between the two. A high level of student attachment to the college indicates that students are satisfied to be members at the college (Lestarina and Purwantini 2023). Students who have a good attachment to college will tend to attend classes, look forward to interactive activities in class, and spend time studying independently or in group (Kurland and Siegel 2020). This is because students who successfully feel attached to the college will feel happy and enthusiastic while at college. So it can be hypothesized as follows:

H2d: Institutional adjustment has a positive influence on student engagement

METHODS

This study uses an explanatory quantitative research method. The variables used in this study are learning goal orientation (X1), academic adjustment (X2a), social adjustment (X2b), personal-emotional adjustment (X2c), institutional attachment (X2d), and student involvement (Y). The population in this study were new students of D4 Accounting, S1 Accounting and S1 Accounting Education Class of 2022 totaling 399 students. The characteristics of the research population are students majoring in Accounting who are new students and actively participate in face-to-face Accounting Introduction learning. The research population was chosen because students who are actively participating in learning activities will experience problems related to classroom engagement and new students were chosen because they are experiencing a period of adjustment to the college environment due to the transition period. In the first year of college, students begin to form a new identity and begin to accept all changes that support their new role in the college environment (Almukhambetova & Hernández-Torrano, 2021).

The sampling technique in this study uses proportional random sampling technique to take a representative sample randomly by considering the proportion of the sub-population so that the sampling of each class will be proportional to the number of sub-populations. The total sample size was determined based on the Slovin formula, namely 200 students. Research data was obtained directly from new students majoring in Accounting through google form. Variable measurement using a questionnaire containing statements using a four-level Likert scale. The modification of the Likert scale to four levels aims to eliminate the weaknesses of the five-level scale which avoids neutral answers (Hadi, 1991). The four-level alternative scale used in this study is Strongly Agree; Agree; Disagree; Strongly Disagree.

Student involvement variable is defined as student participation during learning activities consisting of behavioral involvement, ways of thinking and emotions felt. This variable is measured using indicators from the research of Wang et al. (2016) namely behavioral engagement, affective engagement, social engagement and cognitive engagement. The learning goal orientation variable is defined as a learning orientation that focuses students on developing competence and trying to always look competent. This variable is measured using the research indicators of Barreno et al. (2020) namely approach goal orientation and avoidance goal orientation. Sub-variables of academic adjustment (adaptation related to academic demands), social adjustment (adaptation related to social demands), personal emotional adjustment (adaptation related to psychological and physical well-being), and institutional attachment (perceived attachment to higher education) are measured using indicators from research by Papageorgiou & Callaghan (2018).

The validity test is carried out to obtain information on whether the items on the instrument are valid or not by comparing the calculated r value with the r table 0.349 where if the significant value < 0.05 is declared valid. Meanwhile, the reliability test is carried out on a valid instrument with a Cronbach's alpha value > 0.60 declared reliable (Paramita, Rizal, and Sulistyan 2021). The classic assumption tests carried out are normality, multicollinearity and heteroscedasticity tests. The analysis technique used is multiple linear regression analysis with a significance level of 0.05. If the significance value is smaller than 0.05, the hypothesis is accepted and vice versa (Paramita et al. 2021).

RESULTS AND DISCUSSION

Respondent Description

The sample of this research is students consisting of D4 Accounting Major, S1 Accounting and S1 Accounting Education class of 2022 who have taken Introduction to Accounting in the first year of lecture.

The following are student data who are respondents in this study:

Table 1. Research Respondents' Data

| No | Major | Total of Respondents | Percentage |
|--------------|-------------------------|----------------------|-------------|
| 1 | D4 Accounting | 22 | 11% |
| 2 | S1 Accounting | 128 | 64% |
| 3 | S1 Accounting Education | 50 | 25% |
| Total | | 200 | 100% |

Sumber: Data Penelitian (2024)

According to table 2, the total of 200 respondents are students from 11 classes, namely offering K, offering G, offering GG, offering H, offering HH, offering I, offering II, offering J, offering EE, offering F and offering FF.

Descriptive Statistic

The data that has been collected through the questionnaires will be described briefly as follows

Table 2. Descriptive Statistic

| | Statistics | | | | | |
|----------------|------------|-------|-------|--------|-------|-------|
| | LGO | CA_AA | CA_SA | CA_PEA | CA_IA | KM |
| Mean | 24.78 | 24.00 | 20.64 | 14.54 | 16.05 | 34.67 |
| Std. Deviation | 3.49 | 3.83 | 3.49 | 3.49 | 2.85 | 4.69 |
| Minimum | 8.00 | 8.00 | 7.00 | 5.00 | 5.00 | 11.00 |
| Maximum | 32.00 | 32.00 | 28.00 | 20.00 | 20.00 | 44.00 |

Source(s): Research Data (2024)

According to Table 2, learning goal orientation has a mean of 24.78, meaning that the average level of learning goal orientation owned by students is relatively high at 77% because the mean value is close to the maximum value. This indicates that most students have a learning orientation that focuses on developing competence and trying to always look competent. The standard deviation (3.49) is lower than the mean value (24.78) indicating that most respondents' answers are less varied. The learning goal orientation variable is measured using two indicators with 8 statement items. The following is presented the classification of learning goal orientation variable indicators.

Table 3. Learning Goal Orientation Variable Indicator' Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|----------------------------|-------------|----------------|------------|-------------|
| 1 | Goal orientation approach | 3231 | 16,15 | 3,23 | 53% |
| 2 | Goal orientation avoidance | 1725 | 8,63 | 2,88 | 47% |
| Total | | | 24,78 | | 100% |

Source(s): Research Data (2024)

According to table 3, goal orientation approach indicator has the highest mean of 53%, meaning that accounting students tend to focusing theirself to develop their competencies during Introduction to Accounting class, by considering learning the recent cases or questions to be important and having the desire to improve their skills at every class.

College adjustment variable divided to 4 sub variable namely academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment. According to table 3, academic adjustment sub variable has a mean of 24,00 meaning that students academic adjustment level is relatively high at 75% because the mean value is close to the maximum value. This indicate that most of the students are able to cope with academic pressures well. Standard deviation (3.83) is lower than the mean value (24.00) shows that the majority of respondents answer are lack of variety.

Academic adjustment sub variable measured with four indicators with 8 questions item. Academic adjustment sub variable indicators classification are showed below.

Tabel 4. Academic Adjustment Variable Indicator' Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|--|-------------|----------------|------------|-------------|
| 1 | Motivation to face the academic pressures | 1966 | 9,83 | 3,28 | 28% |
| 2 | Fulfill the academic pressures | 585 | 2,92 | 2,93 | 25% |
| 3 | Confidence in achieving the academic success | 1043 | 5,22 | 2,61 | 22% |
| 4 | Satisfaction to the academic situations | 1205 | 6,03 | 3,01 | 25% |
| Total | | | 24,00 | | 100% |

Source(s): Research Data (2024)

According to table 4, academic adjustment sub variable indicator with the highest score at 28% is motivation to face the academic pressures, showing that accounting students tends to perceive that bachelor degree is important.

According to table 2, social adjustment sub variable has a mean of 20,64, meaning that social adjustment level that students having is relatively high at 74% because the mean value is close to maximum value. This indicates that the most of students were able to face the social pressures in college life well. Standard deviation (3.49) is lower than the mean value (20.64) shows that the majority of respondents answer are lack of variety.

Social adjustment sub variable is measured with three indicators with 7 questions item. The social adjustment sub variable classification is showed below.

Tabel 5. Social Adjustment Variable Indicator' Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|---|-------------|----------------|------------|-------------|
| 1 | Success in social activities in general | 1230 | 6,15 | 3,08 | 35% |
| 2 | Success in self adjustment with others in university | 1776 | 8,88 | 2,96 | 33% |
| 3 | Success in self adjustment of parting with family at home | 1121 | 5,61 | 2,80 | 32% |
| Total | | | 20,64 | | 100% |

Source(s): Research Data (2024)

According to table 5, social adjustment sub variable indicator with the highest score at 35% is success in social activities in general, meaning that accounting students tends to feel satisfied participating in social activities in the college and feel able to adjust to the campus atmosphere.

According to the table 2, personal-emotional adjustment sub variable has mean of 14,54, which means that personal-emotional level of students are relatively high at 73% because the mean value is close to maximum value. This indicates that the majority of students has good physical and psychological well-being during the adjustment period at college. Standard deviation of 3.49 is lower that the mean value of 14.54 shows that the majority of respondents answer are lack of variety.

Personal-emotional adjustment sub variable is measured with two indicators with 5 questions item. The personal-emotional adjustment sub variable classification is showed below.

Tabel 6. Personal-Emotional Adjustment Variable Indicator' Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|--------------------------|-------------|----------------|------------|-------------|
| 1 | Psychological well-being | 1745 | 8,73 | 2,91 | 51% |
| 2 | Physical well-being | 1162 | 5,81 | 2,90 | 49% |
| Total | | | 14,54 | | 100% |

Source(s): Research Data (2024)

According to table 6, personal-emotional adjustment sub variable indicator with the highest score at 51% is perceived psychological well-being when experiencing adjustment in college, meaning that accounting students tends not to feel sad, gloomy, angry and depressed easily and feel no need for counseling or psychological support during the transition period in the university year.

According to the table 2, institutional attachment has a mean of 16.05, meaning that students institutional attachment level are relatively high at 80% because the mean value is close to the maximum value. This indicates that the majority of students are satisfied with their time at university. Standard deviation of 2.85 is lower that the mean value of 16.05 shows that the majority of respondents answer are lack of variety.

Institutional attachment sub variable is measured with two indicators with 5 questions item. The institutional attachment sub variable classification is showed below

Table 7. Institutional Attachment Variable Indicator' Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|--|-------------|----------------|------------|-------------|
| 1 | Satisfaction when at university in general | 1920 | 9,60 | 3,20 | 49% |
| 2 | Satisfaction with the current institution and department | 1290 | 6,45 | 3,23 | 51% |
| Total | | | 16,05 | | 100% |

Source(s): Research Data (2024)

According to the table 7, institutional attachment sub variable indicator with the highest score at 51% is the satisfaction with the current institution and department, meaning that accounting students tends to feel happy to be able to study at the State University of Malang and the do not think about switching to another department.

According to the table 2, student engagement variable has a mean of 34.67, meaning that the students engagement level are relatively high at 79%, because the mean value is close to maximum value. This indicates that the most of students show participation during the Introduction to Accounting class activities. Standard deviation of 4.69 is lower than the mean value of 34.67, meaning that the majority of student answers are less varied.

Student engagement variable measured with 4 indicators with 11 question items. The following is a classification of indicators of student engagement variables.

Tabel 8. Student Engagement Variable Indicator Classification

| No | Indicator | Total Score | Indicator mean | Score mean | Percentage |
|--------------|----------------------|-------------|----------------|------------|-------------|
| 1 | Behaviour engagement | 1178 | 5,89 | 2,95 | 23% |
| 2 | Afective engagement | 1830 | 9,15 | 3,05 | 24% |
| 3 | Social engagement | 1892 | 9,46 | 3,15 | 25% |
| 4 | Cognitive engagement | 2034 | 10,17 | 3,39 | 27% |
| Total | | | 34,67 | | 100% |

Source(s): Research Data (2024)

According to the table 8, indicator of student engagement variable with the highest score at 27% is cognitive engagement, meaning that accounting students tend to show behaviour such as actively seeking problem-solving solutions during the Introduction to Accounting course.

Classical Assumption Test

The data analysis technique used is multiple regression analysis. The classical assumption test is carried out by testing normality, multicollinearity and hesteroscedasticity. The normality test using the Kolmogorov-Smirnov Test produces a significance value of 0.200 which is greater than 0.05 which indicates normally distributed data. The multicollinearity test results produce a tolerance value above 0.10 and VIF below 10 so that there is no multicollinearity. The results of the hesteroscedasticity test show a random distribution of points above and below the number 0, so there is no hesteroscedasticity.

Hypothesis Testing

After classical assumption test confirmed, multiple regression analysis performed with the result are presented in the following table:

Table 9. Multiple Regression Analysis Result

| Variable | Regression coefficients | t | Sig |
|---|-------------------------|-------|-------|
| Learning Goal Orientation | 0,467 | 6,824 | 0,000 |
| College Adjustment (Academic Adj) | 0,464 | 6,605 | 0,000 |
| College Adjustment (Social Adj) | 0,157 | 2,197 | 0,029 |
| College Adjustment (Personal-Emotional Adj) | 0,143 | 2,130 | 0,034 |
| College Adjustment (Institutional Attachment) | 0,192 | 2,184 | 0,030 |
| R-Square | 0,664 | | |

Source(s): Research Data (2024)

According to the table 9, Berdasarkan Tabel 9, the regression equation is obtained, that is $Y=3.563 + 0,467X_1 + 0,464X_{2.1} + 0,157X_{2.2} + 0,143X_{2.3} + 0,192X_{2.4}$. The t-statistic results and significance values show that learning goal orientation and college adjustment (sub-variables academic adjustment, social adjustment, personal emotional adjustment and institutional adjustment) partially have a positive and significant influence on student engagement. So the higher the learning goal orientation and college adjustment owned, it will increase student engagement. Learning goal orientation and college adjustment variables (sub variables of academic adjustment, social adjustment, personal emotional adjustment and institutional adjustment) have an influence of 66.4% on student engagement..

The Influence of Learning Goal Orientation on Student Engagement

Based on Table 9, the learning goal orientation variable has a positive effect on student engagement, which means that the higher the learning goal orientation owned by students, the more it will affect student engagement. According to Lewin's cognitive field theory (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). When experiencing a transition period, students are required to interact with their new environment. These environmental changes occur in the scope of the individual by considering the goals of the next few years which can affect current behavior (Waseso, 1986). First-year students enter the university world considering their future goals to study in the desired field. First-year accounting students who have the desire to master the basic concepts of financial accounting for trading service companies in Introduction to Accounting class will actively participate in Introduction to Accounting lectures.

Learning goal orientation shows students' desire to master a skill and understand learning material in order to develop their competence (Alhadabi and Karpinski 2020). Students who want to be competent will show behavior such as being actively involved in lectures. The results of this study support the findings of Aleksić and Mihelič (2022) who conducted research on students in Slovenia. The results showed that learning goal orientation is positively and significantly related to student engagement. In addition, Handayani (2020) research on Andalas University students also shows a significant effect of learning goal orientation on student involvement.

Based on the results of the study, accounting students in class of 2022 have an average relatively high level of learning goal orientation of 77%, which is indicated by most accounting students tending to think that learning the latest cases or questions is important and have a desire to improve their abilities at each meeting. Assignments given by lecturers facilitate students to develop their competencies which can increase students' cognitive engagement (Lazarides and Rubach 2017). Accounting students who consider learning cases important will be actively involved in finding problem-solving solutions to cases worked on during the Introduction to Accounting course.

Learning goal orientation directs students to utilize all strategies related to engagement in learning (Wang et al., 2017). The desire to be competent encourages student behavior to work hard on assignments

and study diligently even though they are experiencing difficulties (Wahyuningtyas 2013). Students who have the desire to master the material on the basic concepts of financial accounting for service and trading companies will be actively involved during the Introduction to Accounting course. This is in line with the research hypothesis that learning goal orientation can encourage student engagement, so the hypothesis is accepted.

The Influence of Academic Adjustment on Student Engagement

Based on Table 9, the academic adjustment sub variable has a positive effect on student engagement, meaning that the higher the academic adjustment that students have, the more it will affect student engagement. According to Lewin's cognitive field theory (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). The adjustment experienced by students in the first year of college requires students to interact with their new environment. The change in academic environment from high school to college requires students to adjust to different learning styles and will be reflected in their engagement (Almukhambetova & Hernández-Torrano, 2021). Students who have good academic adjustment skills will show engagement during lectures.

Academic adjustment is related to students' ability to deal with various academic demands that will encourage efforts to survive and satisfaction with the academic environment (Cobo-Rendón et al. 2022). The results of this study are in line with research by van Rooij et al. (2017) on students of a university in the Netherlands which states that academic adjustment has a positive relationship with student engagement. The results of this study indicate that accounting students in the class of 2022 have an average relatively high level of academic adjustment of 75% which is indicated by most accounting students considering a bachelor's degree important. Students who are motivated to complete their degree will tend to show behavior such as being involved in learning activities (Benraghda et al. 2018).

Students also feel satisfied with the course program and can enjoy the Introduction to Accounting assignments given. Accounting students who can adapt to their academic activities will tend to feel happy and excited when learning Introduction to Accounting takes place, thus creating affective engagement where students feel positive emotions shown through enthusiasm and curiosity during learning (Bowden et al. 2021). Based on this explanation, the hypothesis that there is an effect of academic adjustment on student engagement is accepted.

The Influence of Social Adjustment on Student Engagement

Based on Table 9, the social adjustment sub variable has a positive effect on student engagement, meaning that the higher the social adjustment that students have, the more it will affect student engagement. According to Lewin's cognitive field theory (1939), the relationship between the individual and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). First-year students experience a period of adjustment to their environment that describes the interaction between the two. The social demands experienced during the first year in college are being able to socialize with classmates. Students who have good adaptability will show their engagement when joining the social structure in college (Chai et al. 2020; Cobo-Rendón et al. 2022; Felton et al. 2022). Students who can have social adaptability in class will show engagement during lectures.

This research is in line with the research of Cobo-Rendón et al. (2022) on university students in southern Chile which states that social adjustment has a positive correlation with student engagement. In addition, research by Benraghda et al. (2018) on university students in Malaysia also found that social adjustment can affect student engagement. Students who realize the importance of social adjustment will be engaged with tasks in lectures that are important because they are the key to success (Sofla and Jahania 2021). Accounting students in class 2022 have an average relatively high level of social adjustment of 74%, which is indicated by most accounting students who are able to work well with groups chosen by lecturers randomly. One of the social challenges in college for new students is socializing with new friends (Claudia et al. 2023).

When students are able to interact with their classmates, it will encourage their engagement when discussing and solving cases during lectures. Students who are able to socialize in college will tend to participate in class (Olivier et al., 2018). This is because these students feel accepted by their social environment so that they are confident to be engaged during lectures. Based on this explanation, the hypothesis stating that there is an influence of social adjustment on student engagement is accepted.

The Influence of Personal Emotional Adjustment on Student Engagement

Based on Table 9, the personal emotional adjustment sub variable has a positive effect on student engagement, meaning that the higher the personal emotional adjustment that students have, the more it will affect the student's engagement. According to Lewin's cognitive field theory (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). This indicates that there is a dependence between individuals and components in their environment so that when in a new environment, individuals need to adjust to the newly occupied field. First-year students are required to adjust to the environment in college which can affect their involvement during lectures.

During the transition period, students are required to be able to manage their mental and physical health, this is because these two components can help students adjust to their new learning environment. According to Farzaneh et al. (2016) individuals who can adjust to their environment tend to have a good mentality so that they will show positive behavior. Students who feel good mental health will show their involvement during lectures. This is because good psychological well-being can affect individual behavior (Benraghda et al. 2018).

The results of this study are in line with the research of Cobo-Rendón et al. (2022) on university students in southern Chile which states that personal-emotional adjustment has a positive correlation with student engagement. Accounting students in class of 2022 have an average relatively high level of personal-emotional adjustment of 73%, which is indicated by most students feeling that they do not have psychological disorders due to being stressed by the new situation they experience in the first year of college. Students who have a good level of psychological adjustment will tend to be involved in lectures (Benraghda et al. 2018; Cobo-Rendón et al. 2022). Accounting students who are mentally stable such as not getting angry easily when getting difficult assignments will show cognitive engagement such as being actively involved in discussions to solve trading company transaction cases. Based on this explanation, the hypothesis that there is an influence of personal-emotional adjustment on engagement is accepted.

The Influence of Institutional Attachment on Student Engagement

Based on Table 9, the institutional attachment sub variable has a positive effect on student engagement, meaning that the higher the institutional attachment that students have, the more it will affect student engagement. According to Lewin's cognitive field theory (1939), the relationship between individuals and the environment is interdependent in a field or life space that can affect individual behavior (Waseso, 1986). When first-year students experience changes in the academic environment from high school to college, it will affect student behavior. It is important for universities as a student's academic environment to create a positive institutional image so that it creates a feeling of attachment for students (Bowden et al. 2021).

First-year students are required to start building an attachment to the campus in order to create a feeling of comfort while studying there. Institutional attachment describes student satisfaction with the experience while studying in higher education (Lestarina and Purwantini 2023). Attachment to college can be beneficial during lectures because the closeness and positive feelings that students have towards college can increase student involvement in achieving their learning success (Maunder 2018). The results of this study are in line with the research of Cobo-Rendón et al. (2022) on university students in southern Chile which states that institutional attachment has a positive correlation with student engagement. Students who have high institutional attachment will attend class, look forward to the interactive aspects of class and have more group learning (Kurland and Siegel 2020).

Based on the research results, accounting students have an average relatively high level of institutional attachment of 80% which is indicated by most students being satisfied with their decision to study at the State University of Malang and they do not think about switching from the Accounting department. Institutional attachment owned by students can shape students' emotional responses (Bowman et al. 2019). Students who feel attached to the college will show their pleasure in being on campus and establish more relationships with parties in higher education (Gauthier et al. 2022). The attachment felt by students during Introduction to Accounting lectures will be actively involved with friends and lecturers during lectures. In line with the research hypothesis which states that there is an effect of institutional attachment on engagement is accepted.

CONCLUSION

The purpose of this study was to determine the effect of learning goal orientation and college adjustment (academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment) on student engagement. The results of this study prove that learning goal orientation has a positive and significant effect on student engagement. All sub-variables of college adjustment, namely academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment, each have a positive effect on student engagement. This study is able to enrich the results of previous studies regarding the effect of college adjustment variables on student engagement because each dimension is analyzed separately so that the contribution of each dimension of college adjustment to student engagement can be known. There are several limitations of this study that can be considered by further researchers in perfecting their research, namely the variable of student engagement is measured using 4 aspects in face-to-face learning, not adding 1 new aspect of engagement in online learning. Based on the limitations of the study, it is hoped that further researchers can consider suggestions to expand research on online and offline learning by adding the latest student engagement indicators.

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