



Grit's Contribution to Developing Student School Engagement with Teacher Support as Moderator

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Abstract

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School engagement is an important aspect that supports students' academic success. This study aims to prove the contribution of grit moderated by teacher support to students' school engagement. The participants of this study were 237 students, consisting of 94 males and 143 females, who were selected through a purposive sampling technique. The analysis shows that grit positively and significantly affects students' school engagement [$\beta = 0.433$ (43.3%), p -value = 0.001]. In moderation, the teacher support variable can moderate the influence of the grit variable on school engagement, with the magnitude of the effect increasing to 0.497 (49.7%) and a significance value of $P = 0.043$. Additional results of gender analysis of the level of school engagement of students at school are more excellent for male students than female students. These findings can be used to increase student engagement in schools by strengthening the quality of student grit and by moderating the provision of teacher support and attention.

INTRODUCTION

School engagement is one of the essential aspects that students must do in achieving their academic success. This engagement is often considered a significant predictor of achieving academic success and increasing academic achievement and is closely related to reducing student dropout rates (Fikrie, 2021; Estévez et al., 2021; Vijayakumaran et al., 2023). Students with good school engagement impact positive outcomes such as increased academic performance, more disciplined attendance, positive attitudes toward school, potential development, and student achievement (Abubakar et al., 2017). The study results showed that student engagement at school is essential to support discipline and a sense of belonging during learning activities (Erdoğan, 2019; Abubakar et al., 2017). Students who are well involved tend to show higher motivation to participate in activities and display maximum academic performance. Likewise, low engagement is often associated with adverse outcomes such as disruptive behavior at school, low motivation, students being more absent, withdrawing, inability to complete assignments, and avoiding school behavior

(Chipchase et al., 2017).

Less involved students usually experience frustration, especially when learning certain subjects (Fielding-wells & Makar, 2014). The subsequent impact often occurs when students are not involved, as they tend to fail and drop out of school (Blondal, 2014). Various facts related to student disengagement in the field, namely the case of the Civil Service Police Unit (Satpol PP) securing 20 students in the Tangerang Regency Government Center (Puspemkab) area, Tigaraksa District, for skipping school, Monday (16/1/2023). The 20 students were secured when caught in a raid by the Tangerang Regency Satpol PP patrol team (Pranita & Sari).

The results of the study showed that when students are not involved in school, they tend to leave various school activities or are more often referred to as peak embolus, which has an impact on low student learning performance (Santoso et al., 2023; Rahayu & Arianti, 2020). This shows that many cases related to negative student behavior at school are related to student disengagement behavior at school. Various facts in the field and these theories show that student involvement in school is essential to supporting academic success. School engagement refers to students' ability to participate actively in school activities (Lei et al., 2018). The study's results stated that the main factors that increase student achievement are involvement in activities, having an emotional bond with the school, and focusing on achievement. High school engagement usually also impacts the ability to self-regulate in achieving achievement (Estévez et al., 2021; Upadyaya & Salmela-Aro, 2013; Tang et al., 2020). Therefore, it is essential to consider school engagement by looking at several factors that influence it. Factors influencing increasing school engagement include peer support, emotional regulation, self-efficacy, teacher support, and grit (Alonso-Tapia et al., 2023; Savitri et al., 2023; Hodge et al., 2018).

Teacher support is related to including the teacher's emotional closeness, teacher attention, and appreciation for students, which influences student involvement in school activities (Lobo, 2023). Meanwhile, grit is one of the critical factors that also influences increasing student performance in participating in various academic and non-academic activities at school. Grit, which refers to students' perseverance and focus on the goals they want to achieve, usually encourages students to participate more in academic activities, resulting in student achievement (Hodge et al., 2018; Liu, 2021). Students who are diligent, focused, and resilient influence their involvement in showing the best learning outcomes.

Student grit has a positive effect on the level of student engagement in school (Yau & Shu, 2023; Zhong et al., 2020). The role of grit in increasing student engagement is shown through students' interest in learning something new so that this right can support their involvement in various school activities. In addition, students with high grit are usually much more focused and motivated to achieve goals and ideals in the future, even though they experience various difficulties (Jachimowicz et al.,

2018). Students tend to be more diligent and committed to achieving their desired goals, including academic achievement at school. Thus, student grit can predict high levels of student motivation and involvement in various student self-development activities (Allen et al., 2021; Anggraeni et al., 2024).

Another factor that also supports increasing student academic engagement is teacher support (Ma, 2021; Sadoughi & Hejazi, 2023). Teacher support was chosen as a moderator variable based on the Author assumption based on the theory review results and subjects in early adolescence. Junior high school students enter early adolescence and experience a transition from childhood to early adolescence. They need direction and support from adults, including teacher support at school. Teacher support given to students can encourage students to be more enthusiastic about participating in various activities at school (Tao et al., 2022). Teacher support through providing information and positive relationships between teachers and students can encourage students to continue to focus on being involved in cognitive, emotional, and behavioral learning activities (Xia et al., 2023).

Teacher support can include providing information, providing attention, teacher concern for student difficulties, and making students feel appreciated, cared for, and loved by teachers, which can encourage students to be more enthusiastic about being involved (Kiefer & Florida, 2015; Parra et al., 2021). Teacher support through 4 main aspects: informational, instrumental, emotional, and appraisal (Lei et al., 2018). Informational teacher support can be in the form of providing teacher information on student career development or other development information. Instrumental support can provide materials that support the student's learning process, while emotional teacher support can be in the form of emotional support, attention, empathy, or direction the teacher gives students. Meanwhile, appraisal support can be feedback or positive responses to student work (Lei et al., 2018; Vargas-madriz & Konishi, 2021).

The study's results stated that teacher support can influence motivation, focus, and consistency and encourage students to commit to showing academic performance through their involvement in various academic activities (Li, 2024). Students who receive teacher support feel cared for, appreciated, and encouraged to focus and consistently develop themselves, including participating in various academic activities at school (Shen & Guo, 2022).

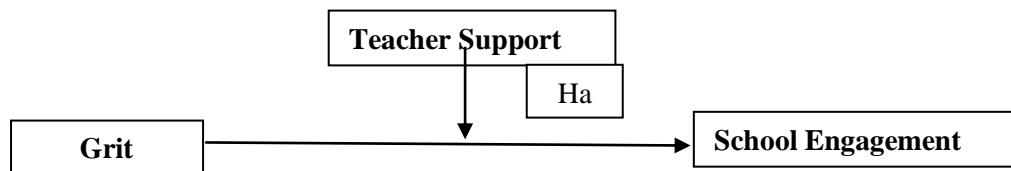
The study's results showed that teacher support, emotional support, and attention to students were positively correlated with the quality of grit possessed by students (Bai & Zheng, 2024). Teachers who build good communication with students can impact students' motivation, focus, perseverance, and commitment to show the best performance through various activities in which they participate. This certainly supports the quality of students' selves at school.

Based on several studies above show that teacher support plays a vital role in improving the quality of student grit during the learning process at school. When

students can focus on goals and be diligent and consistent, it encourages them to be more optimally involved in school. Therefore, researchers are interested in analyzing the role of teacher support moderation in strengthening student grit's influence on student involvement at school. The following is the framework model used in this study:

Figure 1

School Engagement of Students in Islamic Boarding Schools



Many previous studies have discussed student engagement, especially studying student engagement seen from internal influences alone. This study tries to analyze internal and external factors simultaneously. This study aims to measure the impact of grit moderated by teacher support in developing student engagement at school. Teacher support is related to teacher emotional closeness, teacher attention, and appreciation for students, which influence student engagement in school activities (Lobo, 2023).

The novelty of the study lies in the analytical approach model used. Previous studies have conducted more direct analyses of independent variables and used only internal or external variables. Still, this study's moderation analysis of teacher support variables strengthens the relationship between grit and student school engagement. In addition, the research subjects were students who went to school and lived in dormitories.

Research is essential to understand the role of teacher support in moderating student grit on student school engagement. Thus, it is hoped that students will increase their involvement in school activities by maintaining grit, perseverance, and consistency while maintaining relationships with teachers to get support to achieve academic success. This research hypothesizes that student grit influences student school engagement with teacher support as a moderator variable.

METHOD

Research Design

This study uses a quantitative and causal approach to analyze the causal relationship between dependent and independent variables (Sugiyono, 2019). This study has three variables: X1 = grit, X2 = teacher support, and Y = school engagement.

Research Procedures and Participants

The study was conducted by distributing a Likert scale to research participants, namely junior high school students based in Islamic boarding schools in Malang. Participants were taken using a purposive sampling technique using the research sample criteria: (1)

adolescents attending junior high school and aged 13-15. The research sample was 237 students. Table 1 shows the details of the research respondents based on gender.

Table 1
Research Participant Based on Gender

Gender	Amount
Male	94
Female	143
Total	237

Instrument

This study consists of 3 variables: grit, teacher support, and school engagement. The grit variable uses a scale developed by (Duckworth et al., 2007). The teacher support variable uses a scale developed by (Ertesvåg, 2016) with 3 aspects: emotional support, classroom organizational support, and instrumental support, with 19 items. The school engagement variable uses the Student Engagement in School Questionnaire (SESQ) scale by Hart et al. (2011) with 3 aspects: emotional engagement, cognitive engagement, and behavioral engagement, with 18 items.

The following briefly explains each measuring instrument and the reliability test results after the trial. The grit scale by Duckworth et al. (2007) has 2 aspects: perseverance of effort and consistency of interest, with 13 items. The items of all variables are in the form of statements with the following answer choices: strongly agree, agree, disagree, strongly disagree. Data was collected by distributing the scale directly to the predetermined student respondents.

Data Analysis

The analysis technique used in this study is moderated regression analysis, which involves moderating variables in building a relationship model. Moderating variables can strengthen or weaken the relationship between predictor variables (independent) and dependent variables. This study aims to determine the effect of student grit variables on school engagement moderated by teacher support. Data analysis was carried out using the JASP 18.3 application.

RESULTS

The results of the statistical tests, with the help of the JASP 18.3 application on the grit scale, with an item rest correlation value of 0.5-0.7 and a Cronbach's alpha value of 0.879. On the teacher support scale, the item rest correlation value ranged from 0.3-0.5 with a Cronbach alpha value of 0.666. The validity value of the school engagement scale was 0.3-0.6, with a Cronbach alpha value of 0.868. More details can be seen in Table 2:

Table 2*Reliability and Validity Test*

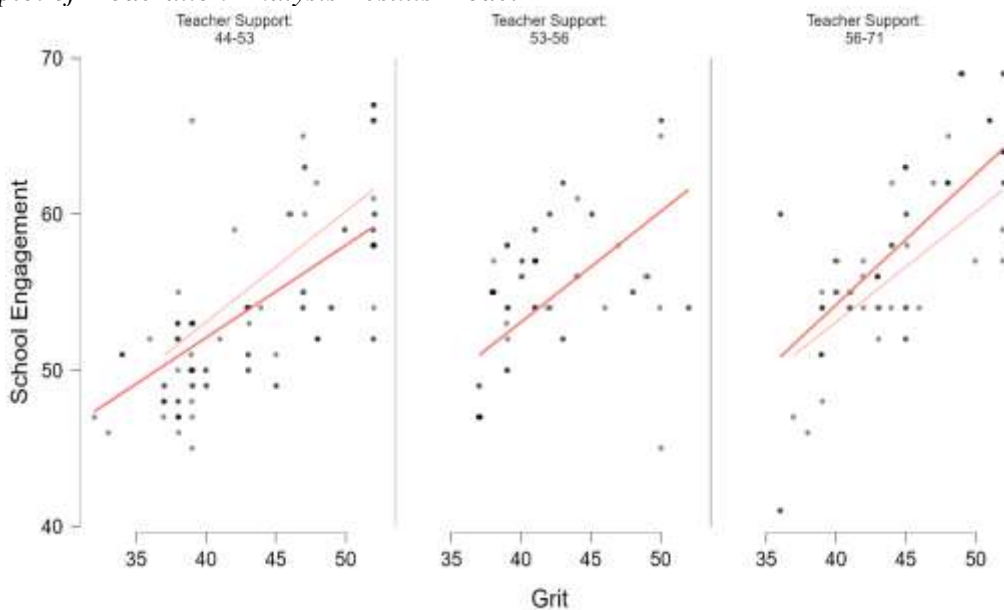
Variable	Alpha Cronbach	Item Rest Correlation
Grit	0,879	0,5-07
Teacher Support	0,666	0,3-0,5
School Engagement	0.868	0,3-0,6

Hypothesis testing using moderation regression analysis was conducted to determine the effect of Grit on school engagement moderated by teacher support. The results showed that Grit has a significant positive impact on school engagement.

Table 3*Hypothesis Test*

Hypothesis Testing		
Grit influences school engagement	B= 0,433 (43,3 %)	P =0,001
Teacher support moderates the influence of Grit on School Engagement	$\beta = 0.497$ (49,7%)	P=0,043

Table 3 explains that grit positively affects student school engagement of $\beta = 0.433$ (43.3%) with a p-value of 0.001 or <0.05 , which means it has a significant effect. Meanwhile, in terms of moderation, the teacher support variable can moderate the grit variable on school engagement with a significance value of $P = 0.043$ so that the value of the magnitude of the influence increases to 0.497 (49.7%). These results can also be seen through the Plot of the Statistical Model image in Figure 2.

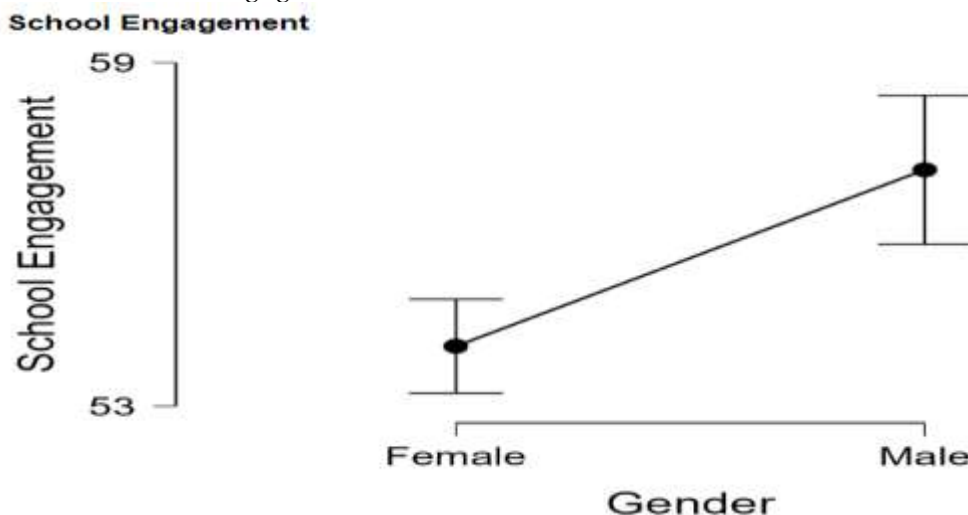
Figure 2*The plot of Moderation Analysis Results Model*

Based on the results of the analysis test, the level of school engagement can be significantly and positively influenced by student grit and moderated by teacher support. This means that the higher the level of student grit, the higher the school engagement carried out by students and, at the same time, increases with the teacher's support as a moderator. The results of the gender analysis show the level of differences in the form of involvement between men and women. Table 4 shows that male and female research respondents show that the level of school engagement in male respondents is higher than in female respondents.

Table 4*Descriptive Analysis*

Variable	Group	Average
School Engagement	Male	57.128
	Female	54.049

Table 4 shows that males' ability to engage in school is higher than in females, with a value of 57.128 for males and 54.049 for females. It can also be seen in the following Figure 3.

Figure 3*Differences In School Engagement Based on Gender*

DISCUSSION

The study results showed that student grit had a positive and significant effect on the ability of students to engage in school. This is in line with the results of previous studies, which showed that student grit refers to the focus and perseverance of students and the support provided by teachers, both emotional, assistance, and positive models, which affects the level of student school engagement at school (Gao et al., 2024; Li, 2024). The higher the perseverance of students at school and the support given by teachers, the more it can affect the level of student involvement at school in participating in all supporting school activities, both academic and non-academic activities.

Steinmayr et al. (2018) explained that grit controls students to be more focused and

diligent in achieving goals, influencing their motivation to be involved in school activities and develop their competencies. Diligent students are more likely to be motivated to be involved in completing schoolwork, which supports students' academic success. Likewise, teacher support in the form of attention, emotional support, and support when students experience difficulties in class can encourage students to be motivated again to obey the rules and complete assignments even though they face various difficulties (Tao et al., 2022).

Vargas-Madriz et al. (2024) stated that teacher support for students can be implemented through 3 things, namely: (1) building a positive relationship between teachers and students, which can be in the form of attention, (2) the process of exchanging information as relational partners, (3) external influence from the system built in schools. This means that through these three things, increasing teacher support affects student involvement emotionally, cognitively, and behaviorally. The results show that internal student factors significantly influence students to be more actively involved in school activities. This is by the study's results, which stated that student involvement and success are more influenced by internal factors within students, including grit, motivation, and efficacy (Steinmayr et al., 2018; Alhadabi & Karpinski, 2020). Students who are diligent and consistent are related to achieving academic achievement and are strengthened by having more confidence in their competencies so that students become more actively involved in carrying out various activities at school. Likewise, when students still need direction, it is easier to focus, believe in their competencies, and are reluctant to get involved in school.

Therefore, students must determine the desired goals, be diligent and consistent, and commit to achieving these goals, which are essential aspects of academic success (Jalal, 2022; Tang et al., 2021). Teacher support provided by teachers can moderate the increase in student engagement at school, including students becoming more emotionally attached and having a sense of belonging to the school and students being more enthusiastic about learning complex material or new things (Patall et al., 2024; Martinot et al., 2022). The study results added that support at school makes students more comfortable and optimally involved in student support and teacher support. Teachers can provide comfort and be an example to be more enthusiastic in participating in various existing activities (Martinot et al., 2022). Teacher support, attention, and assistance can strengthen students' focus, perseverance, and consistency in participating in various activities for academic and non-academic self-development activities (Gao et al., 2024).

The study's results showed that the role of teacher support as a moderator strengthened the influence of grit on school engagement; this indicates that internal student factors are the main factors that influence school engagement (Lobo, 2023). This means that students, as adolescents, can recognize goals and targets for the future, accompanied by solid motivation, perseverance, and consistency in participating in various activities to support success. Meanwhile, teacher support is a form of assistance that can encourage all involvement to run optimally. In addition, teacher support is also a moderator variable that strengthens the influence of grit on school engagement. This shows that teacher support can strengthen

students' motivation to be more directly and indirectly involved in school. This aligns with previous research that teacher support can directly or indirectly affect students' involvement in showing their performance (Savitri et al., 2024; Lobo, 2023).

In school engagement, students can do through 3 main aspects: emotional, cognitive, and behavioral involvement (Fredricks et al., 2004; J. A. Fredricks & Paris, 2016). Emotional engagement includes positive reactions to teachers, classmates, and academics and a bond with the school community that can support doing work or activities at school. Cognitive engagement includes attention, focus, and willingness to make the effort needed to understand complex ideas and master difficult skills. Behavioral engagement includes participation, completing various academic tasks, and involvement in academic and extracurricular activities necessary for achieving positive academic outcomes (Kadtong et al., 2018; Wong & Liem, 2021).

The study results showed that the level of male involvement was greater than that of females, indicating that males were more focused on engaging in these three aspects. School engagement shown by students through these three aspects, namely emotional engagement, cognitive engagement, and behavioral engagement, can encourage students to achieve the desired academic success. The level and quality of this involvement are indicated by the ability of positive emotions in students, having a bond with the school, being able to focus, and completing all schoolwork, which becomes more accessible if they have perseverance and consistency or grit and teacher support. These results indicate that other factors can influence students' ability to engage in school at school. Further research is suggested to discuss or link efficacy, peer support, and other parenting skills that also support students' level of school engagement at school.

The limitations of this study are limitations on the research sample that still focuses on one class level and location. For further research, samples with several class levels and appropriate locations can be added. In addition, the method can also be added with a mixed method approach to enrich data on the form of student involvement and the form of teacher support that is more effective in encouraging student involvement.

CONCLUSION

School engagement is one of the essential aspects that support the achievement of students' academic success. This study found that student engagement through emotional, cognitive, and behavioral involvement is influenced by the level of fear and consistency or grit carried out by students at school and is strengthened by teacher support for the student's learning process. The study's results showed a significant favorable influence; the higher the students' grit and teacher support, the more it could support increased school engagement. The results of this study can be used as a basis for further research on how to encourage students to be more involved in school activities that support student academic success. For further research, adding other variables, please involve participants other than students, such as teachers or parents, to confirm the form and impact of student

involvement in schools, which can be done through qualitative methods. The implications of this study can be used as a guideline to increase student involvement through student focus and perseverance and strengthening of teacher support at school. Schools create a supportive environment for students and advise teachers to take a more emotionally and psychologically considerate approach so students feel more cared for and motivated to get involved.

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