

THE IMPACT OF ACTIVE LEARNING METHODS ON STUDENT ENGAGEMENT DURING THE LESSONS IN SCHOOLS

O IMPACTO DOS MÉTODOS DE APRENDIZAGEM ATIVA NO ENVOLVIMENTO DOS ALUNOS DURANTE AS AULAS NAS ESCOLAS

Article received on: 12/10/2025

Article accepted on: 3/10/2026

Vjosa Thaqi*

*Faculty of Education, University St. Kliment Ohridski, Bitola, Kosovo

Orcid: <https://orcid.org/0009-0003-0009-6815>

vjosa.thaqi@uklo.edu.mk

Tatjana Atanasoska*

*Faculty of Education, University St. Kliment Ohridski, Bitola, North Macedonia

tatjana.atanasoska@uklo.edu.mk

Luljeta Shala**

**Kosovo Pedagogical Institute, Kosovo

Orcid: <https://orcid.org/0009-0000-9346-5277>

luljeta.shala@rks-gov.net

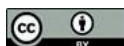
The authors declare that there is no conflict of interest

Abstract

This empirical study examines the impact of active learning methods on student engagement during the teaching process, focusing on how these methods contribute to improving the quality of learning and increasing students' participation in the classroom. A mixed-method approach (quantitative and qualitative) was employed, enabling a more comprehensive and reliable analysis of the studied phenomenon. Data were collected through structured questionnaires and direct classroom observations, providing a realistic overview of students' behavior and perceptions during the learning process. The study sample consisted of 25 sixth-grade students who actively participated in learning activities where methods such as group work, discussion, and brainstorming were implemented. These methods aimed to enhance interaction, collaboration, and critical thinking among students. Observations indicated that students showed greater interest and were more willing to participate when active methods were used, compared to traditional teaching approaches. The results of the study indicate that the majority of students feel more engaged when active learning methods are applied. Specifically, about 80% of students prefer group work, 75% show increased participation during discussions, and 70% report better understanding of the learning content. Additionally, an increase in motivation and collaboration among students was observed, demonstrating that active methods

Resumo

Este estudo empírico examina o impacto de métodos de aprendizagem ativa no envolvimento dos alunos durante o processo de ensino. com foco em como esses métodos contribuem para melhorar a qualidade da aprendizagem e aumentar a participação dos alunos em sala de aula. Uma abordagem mista (quantitativa e qualitativa) foi empregada, permitindo uma análise mais abrangente e confiável do fenômeno estudado. Os dados foram coletados por meio de questionários estruturados e observações diretas em sala de aula, proporcionando uma visão realista do comportamento e das percepções dos alunos durante o processo de aprendizagem. A amostra do estudo consistiu em 25 alunos do sexto ano que participaram ativamente de atividades de aprendizagem onde métodos como trabalho em grupo, discussão e brainstorming foram implementados. Esses métodos visavam aprimorar a interação, a colaboração e o pensamento crítico entre os alunos. As observações indicaram que os alunos demonstraram maior interesse e maior disposição para participar quando métodos ativos foram utilizados. em comparação com as abordagens de ensino tradicionais. Os resultados do estudo indicam que a maioria dos alunos se sente mais engajada quando métodos de aprendizagem ativa são aplicados. Especificamente, cerca de 80% dos alunos preferem o trabalho em grupo, 75% demonstram



have a significant impact on improving both engagement and learning outcomes.

Keywords: Active Learning Methods. Engagement. Students. Teaching. Motivation.

maior participação durante as discussões e 70% relatam melhor compreensão do conteúdo da aprendizagem. Além disso, observou-se um aumento na motivação e na colaboração entre os alunos, demonstrando que os métodos ativos têm um impacto significativo na melhoria tanto do envolvimento quanto dos resultados de aprendizagem.

Palavras-chave: Métodos de Aprendizagem Ativa. Envolvimento. Alunos. Ensino. Motivação.

1 INTRODUCTION

Contemporary education requires a continuous transformation of teaching methods, shifting from a traditional approach to a more interactive and student-centered model. In the traditional model, students often remain passive recipients of information, whereas in the modern approach they are considered active participants in the construction of knowledge. This shift is closely related to social and technological developments, which demand individuals with critical, creative, and collaborative skills.

Active teaching methods have become a key element in this transformation. They include strategies that directly engage students in the learning process through discussion, collaboration, and critical reflection. These methods not only increase engagement but also help develop higher-order thinking and problem-solving skills. In this regard, it has been emphasized that “active learning improves student engagement and academic performance” (Prince, 2004, p. 223), highlighting the importance of these methods in education.

The importance of addressing this topic lies in the fact that student engagement is one of the most significant factors influencing academic success. Students who are actively involved in the learning process are more likely to understand content, retain information, and develop positive attitudes toward learning. Moreover, active methods contribute to creating a more inclusive and motivating learning environment.

The aim of this study is to analyze the impact of active learning methods on student engagement during the lesson, while also identifying the most effective methods and their influence on students’ motivation and understanding.

The research questions are:

- How do active methods influence student engagement?
- Which active methods are the most effective?
- How do these methods affect students' motivation and understanding?

The hypothesis of the study is that the use of active methods significantly increases student engagement during the teaching process.

2 THEORETICAL FRAMEWORK

2.1. The concept of active teaching

Active teaching is a pedagogical approach that aims to actively involve students in the learning process, moving them away from the passive role of listeners and placing them at the center of the teaching process. In this approach, students participate in activities that require analysis, discussion, reflection, and problem-solving, allowing them to construct knowledge in a conscious and meaningful way.

This approach is grounded in constructivist learning theories, which emphasize that knowledge is not simply transmitted from teacher to student, but is actively constructed by the learner through experience and interaction with others. In this context, the role of the teacher shifts from being a source of information to a guide and facilitator of the learning process.

According to Prince (2004), “active learning improves student engagement and academic performance” (p. 223). This highlights that active engagement is a key factor in students' success, as they not only acquire knowledge but also develop important skills such as critical thinking, communication, and collaboration.

Furthermore, active teaching creates a more dynamic and motivating classroom environment. Students feel more engaged when they are given the opportunity to express their ideas, participate in discussions, and collaborate with peers. This increases not only their interest in learning but also their individual responsibility for learning.

Another important aspect of active teaching is its contribution to improving long-term understanding of learning content. Unlike rote learning, where information is often

quickly forgotten, active learning helps students connect more deeply with the material and apply it in different contexts.

Active teaching represents one of the most effective approaches in modern education, as it not only enhances student engagement but also supports the development of essential competencies for their academic and professional future.

2.2 Types of active learning methods

Active learning methods include a wide range of pedagogical strategies aimed at increasing student engagement and involvement in the learning process. These methods provide students with the opportunity to become active participants by engaging them in discussion, collaboration, and problem-solving, rather than remaining passive listeners. According to Prince (2004), active teaching involves activities that directly engage students in learning and improve both engagement and academic performance.

Group work is one of the most commonly used methods, as it promotes collaboration, communication, and shared responsibility among students. Through this method, students learn to share ideas and work together to achieve a common goal. In this regard, it has been emphasized that “cooperative learning results in higher achievement and greater productivity” (Johnson & Johnson, 2009, p. 365), demonstrating the effectiveness of this approach in the learning process.

Classroom discussion is another important method that supports the development of critical thinking and argumentation skills. Through discussion, students learn to analyze different ideas and construct well-founded arguments. According to Brookfield and Preskill (2012), “discussion is a powerful pedagogical tool for fostering critical thinking” (p. 21), highlighting the importance of this method in students’ intellectual development.

Problem-based learning places students in real-life situations, helping them develop analytical and problem-solving skills. This method encourages independent learning and enhances decision-making based on analysis. In this context, it has been noted that “problem-based learning helps students develop flexible knowledge and effective problem-solving skills” (Hmelo-Silver, 2004, p. 235).

Brainstorming is a technique that stimulates creativity and innovative thinking, allowing students to freely express their ideas. Osborn (1953) emphasizes that “brainstorming encourages the free flow of ideas without immediate criticism” (p. 156), creating an open and creative learning environment.

In addition, other methods such as educational games and case studies contribute to creating a more interactive and motivating learning environment. According to Hattie (2009), strategies that actively involve students have a significant impact on improving academic outcomes and increasing engagement.

Overall, the use of active methods creates a dynamic and inclusive learning environment where students not only acquire knowledge but also develop important skills for their academic and professional future.

2.3 Student engagement

Student engagement is a multidimensional concept that includes emotional, cognitive, and behavioral involvement in the learning process. It is considered one of the most important factors influencing academic achievement and the quality of the learning experience. According to Fredricks et al. (2004), engagement is a key component of school success, as it is directly related to students’ active participation and commitment to learning.

Emotional engagement is related to students’ feelings and attitudes toward learning, such as interest, enjoyment, and motivation. Students who demonstrate emotional engagement are more likely to participate in activities and develop a positive attitude toward school. In this regard, it has been emphasized that “students who are emotionally engaged show greater interest and persistence in learning tasks” (Fredricks et al., 2004, p. 63).

Cognitive engagement refers to the mental effort students invest in understanding and processing information. It includes the use of learning strategies, analysis, reflection, and problem-solving. Students with high cognitive engagement are better able to connect with the content and apply it in different situations. This form of engagement is closely related to the development of critical thinking and deep learning.

Meanwhile, behavioral engagement is associated with students' active participation in learning activities, such as following rules, participating in discussions, and completing tasks. Students who are behaviorally engaged demonstrate greater commitment and discipline in the learning process.

In addition to these dimensions, student engagement is influenced by several factors, such as classroom climate, teacher-student relationships, and teaching methods. A supportive environment and the use of active methods contribute to increasing student engagement. According to Skinner and Belmont (1993), "students' engagement is strongly influenced by teacher support and classroom context" (p. 572), highlighting the important role of the teacher in this process.

In conclusion, student engagement is an essential element in the learning process, as it affects not only academic achievement but also students' personal and social development. A high level of engagement leads to a more effective learning process and better educational outcomes.

2.4 The importance of active learning methods

Active learning methods contribute to the creation of a more interactive, dynamic, and motivating learning environment, where students are not merely listeners but active participants in the learning process. In such an environment, students feel more engaged and motivated to participate in learning activities, which directly affects the quality of learning and academic outcomes.

Studies show that there is a strong positive relationship between active methods and student engagement. These methods help increase interest in learning, as students are involved in activities that require thinking, collaboration, and reflection. In this regard, it has been emphasized that "active learning leads to greater student engagement and deeper understanding of content" (Prince, 2004, p. 223), indicating that students benefit more when they are actively involved in the learning process.

Another important aspect of active methods is their impact on the development of critical and creative thinking skills. Through discussions, problem-solving, and group work, students learn to analyze information, construct arguments, and make reasoned

decisions. These skills are essential for preparing students for academic and professional challenges.

Active methods also contribute to improving relationships among students and creating a positive classroom climate. Through collaboration and interaction, students develop social and emotional skills such as respect for others' opinions, empathy, and shared responsibility. According to Hattie (2009), strategies that actively involve students have a significant impact on improving their academic outcomes and increasing motivation.

Another important benefit of active methods is that they support more sustainable knowledge acquisition. Students who actively participate in the learning process are more likely to retain information and apply it in different contexts. This occurs because active learning involves deeper processing of information and connections with prior experiences.

The importance of active methods lies in the fact that they not only enhance student engagement and motivation but also contribute to the development of essential lifelong learning skills. Therefore, their use in pedagogical practice is fundamental for effective and contemporary teaching.

3 METHODOLOGY

This study is empirical and employs a mixed-method approach, incorporating both quantitative and qualitative elements to analyze the impact of active learning methods on student engagement. This approach enables a more comprehensive understanding of the phenomenon by combining numerical data with practical observations.

The study sample consists of 25 sixth-grade students, selected purposively. The study was conducted in real classroom conditions, reflecting typical teaching situations.

Two main instruments were used for data collection: a questionnaire and classroom observation. The questionnaire was used to gather data on students' perceptions, while observation helped analyze the level of their engagement during learning activities.

The study was carried out over a two-week period, during which active methods such as group work and discussion were implemented. The data were analyzed using descriptive methods, focusing on identifying the main trends in student engagement.

3.1 Results from classroom observation protocol

Understanding students' engagement in the learning process is essential for improving teaching practices and educational outcomes. In recent years, active learning methods have gained increasing attention, as they encourage student participation, collaboration, and critical thinking. These methods shift the focus from teacher-centered instruction to student-centered learning, making the classroom more interactive and effective.

This study focuses on examining the impact of active learning methods on student engagement among sixth-grade students. The research is conducted in a real classroom setting, providing a practical perspective on how these methods function in everyday teaching situations. A group of 25 students participated in the study, representing a relatively homogeneous sample in terms of age, grade level, and educational context.

The balanced gender distribution and similar age range of the participants contribute to the reliability of the findings. By analyzing both students' perceptions and their observed behavior during learning activities, the study aims to provide a comprehensive understanding of how active learning influences engagement. Ultimately, the findings of this research seek to support the improvement of teaching strategies and promote more effective learning environments.

Table 1

Demographic data of participants (N = 25)

<i>Variable</i>	<i>Category</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
<i>Gender</i>	<i>Male</i>	12	48%
	<i>Female</i>	13	52%
<i>Age</i>	<i>12 years old</i>	14	56%
	<i>13 years old</i>	11	44%
<i>Grade</i>	<i>6th grade</i>	25	100%
<i>Residence</i>	<i>Urban (City)</i>	25	100%
<i>School</i>	<i>City school</i>	25	100%

This section presents the results collected from the classroom observation protocol conducted during lessons, with the aim of assessing the level of student engagement during the use of active learning methods. The observation was carried out in real teaching conditions, focusing on three main dimensions of engagement: behavioral, emotional, and cognitive.

The data were collected systematically during various learning activities in which active methods such as group work, discussion, and brainstorming were applied. These methods enabled a clearer analysis of students' level of engagement and their impact on the learning process.

The observation results are presented in tables and percentages, providing a structured and measurable overview of student engagement. The analysis of these data aims to identify key trends and evaluate the effectiveness of active methods in increasing student engagement during the lesson.

The following section presents the detailed results for each dimension of engagement.

Table 2

Student engagement (Behavioral)

<i>Indicator</i>	<i>Yes (%)</i>	<i>Partially (%)</i>	<i>No (%)</i>
<i>Participate in activities</i>	84%	12%	4%
<i>Collaborate in groups</i>	80%	16%	4%
<i>Follow teacher instructions</i>	88%	10%	2%

The data presented in Table 2 indicate that students' behavioral engagement is at a high level. Active participation in activities reaches 84%, while group collaboration is 80%, showing that students are engaged and cooperative during the learning process. Additionally, 88% of students follow the teacher's instructions, while only 2% do not, reflecting a good level of discipline and commitment in the classroom.

These results show that the use of active methods directly influences the increase in participation and positive student behavior, creating a more effective and organized learning environment.

Table 3*Emotional engagement of students*

<i>Indicator</i>	<i>Yes (%)</i>	<i>Partially (%)</i>	<i>No (%)</i>
<i>Show interest</i>	78%	18%	4%
<i>Are motivated</i>	82%	16%	2%
<i>Show enthusiasm</i>	76%	20%	4%

Table 3 presents the level of students' emotional engagement during the implementation of active learning methods. The data clearly indicate a high level of positive emotional involvement among the participants, which is an important factor in effective learning.

A significant majority of students (82%) reported that they felt motivated during the learning activities, while only a very small percentage (2%) did not feel motivated at all. This suggests that active learning strategies, such as group work and discussions, have a strong influence on increasing students' internal motivation. The presence of 16% of students who felt only partially motivated indicates that, although the overall effect is positive, there is still room for improvement in addressing the needs of all learners.

In terms of interest, 78% of students stated that they showed interest in the learning process, while 18% reported partial interest and only 4% expressed no interest. This distribution demonstrates that the majority of students were actively engaged and attentive, which is essential for deeper understanding and participation. The small percentage of disengaged students may be influenced by individual differences, such as learning preferences or prior knowledge.

Similarly, 76% of students showed enthusiasm during the activities, while 20% expressed it partially and 4% not at all. Enthusiasm is closely related to enjoyment and emotional connection to the learning process, and these findings suggest that active methods create a more dynamic and stimulating classroom environment.

The results confirm that active learning methods have a strong positive impact on students' emotional engagement. The high percentages of motivation, interest, and enthusiasm indicate that students are not only participating but also experiencing positive emotions during learning. This supports the idea that active teaching approaches contribute to a more supportive and engaging learning climate, which can enhance both academic performance and overall student well-being.

Table 4*Cognitive engagement of students*

<i>Indicator</i>	<i>Yes (%)</i>	<i>Partially (%)</i>	<i>No (%)</i>
<i>Express ideas and opinions</i>	72%	20%	8%
<i>Ask questions</i>	68%	24%	8%
<i>Solve tasks</i>	74%	20%	6%

Table 4 presents data on students' cognitive engagement during the implementation of active learning methods. Cognitive engagement refers to students' involvement in thinking processes, such as expressing ideas, asking questions, and solving tasks. The results indicate that students demonstrate a satisfactory and meaningful level of cognitive participation in the learning process.

A considerable proportion of students (74%) reported active involvement in solving tasks, while 20% were partially engaged and only 6% were not engaged. This suggests that most students are able to apply their knowledge and participate in problem-solving activities, which are essential components of active learning. The relatively low percentage of disengaged students indicates that the majority are cognitively involved, although some may still require additional support or guidance.

Similarly, 72% of students stated that they express their ideas and opinions during classroom activities, while 20% do so partially and 8% do not. This finding highlights that active methods encourage students to think independently and share their perspectives. However, the presence of students who participate only partially or not at all may be related to factors such as lack of confidence, limited communication skills, or fear of making mistakes.

The lowest percentage is observed in the indicator "ask questions," where 68% of students reported active participation, 24% partial participation, and 8% no participation. Although this still reflects a generally positive level, it suggests that questioning as a cognitive skill is less developed compared to other aspects. Asking questions requires critical thinking and curiosity, and students may need more encouragement and a supportive classroom environment to develop this ability further.

The findings indicate that active learning methods positively influence students' cognitive engagement by promoting participation in analytical and reflective processes. Students are not only receiving information but are also actively involved in constructing

knowledge. Nevertheless, the results also suggest the need for targeted strategies to further develop students' confidence in asking questions and fully expressing their thoughts, in order to maximize the benefits of active learning.

Table 5

Use of active learning methods

<i>Method</i>	<i>Percentage (%)</i>
<i>Group work</i>	90%
<i>Discussion</i>	85%
<i>Brainstorming</i>	60%

Table 5 presents the extent to which different active learning methods were used during the teaching process. The data indicate a strong emphasis on interactive and student-centered approaches, with group work and discussion being the most frequently applied methods.

Group work shows the highest percentage (90%), suggesting that collaborative learning was a dominant strategy in the classroom. This method encourages cooperation, communication, and peer learning, allowing students to exchange ideas and support each other in understanding the material. The high use of group work reflects a teaching approach that values student interaction and shared responsibility in the learning process.

Discussion is also widely used, with 85% of students reporting its presence in classroom activities. This method promotes active participation, critical thinking, and the expression of opinions. Through discussion, students are given opportunities to articulate their thoughts, respond to others, and engage more deeply with the content. The high percentage indicates that the classroom environment supports open communication and dialogue.

Brainstorming, although used less frequently (60%), still represents an important active learning technique. It encourages creativity and the generation of new ideas, allowing students to think freely without immediate judgment. The lower percentage compared to other methods may suggest that this strategy is used more selectively, possibly depending on the lesson content or instructional goals.

Overall, the data demonstrate a clear orientation toward modern teaching practices that prioritize student engagement and participation. The frequent use of group work and

discussion, combined with the inclusion of brainstorming, creates a dynamic and interactive learning environment.

When these findings are considered alongside the results from emotional and cognitive engagement, it becomes evident that the use of active learning methods has a significant positive impact on students. These methods contribute to increased motivation, interest, participation, and critical thinking. Therefore, the consistent application of active learning strategies plays a crucial role in enhancing student engagement across behavioral, emotional, and cognitive dimensions.

Table 6

Overall evaluation of student engagement

<i>Level of Engagement Percentage (%)</i>	
<i>High</i>	<i>80%</i>
<i>Midle</i>	<i>20%</i>
<i>Low</i>	<i>0%</i>

Table 6 presents the overall level of student engagement observed during the implementation of active learning methods. The data clearly indicate that engagement among students is predominantly high, reflecting the effectiveness of the teaching strategies used.

A large majority of students (80%) demonstrate a high level of engagement. This suggests that most students were actively involved in the learning process, showing consistent participation, interest, and effort across activities. High engagement typically reflects not only behavioral involvement but also emotional and cognitive investment, indicating that students were attentive, motivated, and mentally engaged in learning tasks.

The remaining 20% of students fall within the middle level of engagement. This group may have shown participation and interest to some extent, but not consistently or at the same intensity as the highly engaged group. Their partial engagement may be influenced by individual differences such as learning styles, confidence levels, or varying degrees of motivation. This highlights the importance of adapting teaching strategies to meet diverse student needs.

Notably, none of the students were categorized as having low engagement (0%). This is a significant finding, as it suggests that all students, regardless of their level, were

at least somewhat involved in the learning process. The absence of low engagement strongly indicates that active learning methods have created an inclusive and supportive classroom environment where all students are encouraged to participate.

Overall, these results confirm that active learning approaches have a substantial positive impact on student engagement. The high percentage of students demonstrating strong involvement, combined with the absence of disengaged learners, suggests that such methods are effective in fostering a productive and interactive learning atmosphere. This reinforces the value of integrating active strategies in teaching practice to enhance engagement across all students.

3.2 Results from the student questionnaire

This section presents the results collected from the questionnaire administered to students, aiming to evaluate their perceptions of the use of active learning methods in the teaching process. The questionnaire was designed in accordance with the research questions and seeks to analyze the level of engagement, motivation, and understanding of students when active methods are used.

The data were collected from a sample of 25 students and analyzed in percentages, providing a clear and structured presentation of the results. Students' responses offer valuable insight into their classroom experiences and the impact of active methods on their engagement in the learning process. The results are presented in tables and interpreted in detail for each question, in order to identify key trends and evaluate the effectiveness of active methods in increasing student engagement.

Table 7

<i>Response</i>	<i>Percentage (%)</i>
<i>Yes</i>	72%
<i>Sometimes</i>	20%
<i>No</i>	8%

Table 7 presents students' perceptions of their engagement when active learning methods are used in the classroom. The data indicate that a clear majority of students

experience increased engagement during the application of these methods, highlighting their effectiveness in promoting active participation.

Specifically, 72% of students reported that they feel more engaged when active methods are implemented. This high percentage suggests that strategies such as group work, discussions, and brainstorming successfully capture students' attention and encourage their involvement in learning activities. It reflects a positive response to interactive teaching approaches, where students are not passive recipients of information but active participants in the learning process.

Meanwhile, 20% of students indicated that they feel engaged only sometimes. This group may experience fluctuating levels of interest or participation depending on factors such as the type of activity, the subject matter, or their individual preferences and confidence levels. Their responses suggest that while active methods are generally effective, their impact may vary and could be further enhanced by diversifying instructional strategies and ensuring that all students are equally included.

A smaller percentage of students (8%) reported that they do not feel engaged even when active methods are used. Although this group is limited, it is important to consider their needs. Possible reasons may include differences in learning styles, lack of motivation, or difficulties in adapting to collaborative and interactive tasks. This highlights the need for teachers to provide additional support and to create inclusive learning environments that address diverse student characteristics.

The findings demonstrate that active learning methods have a strong and positive influence on student engagement. The high proportion of students who feel engaged confirms the effectiveness of these approaches in creating a more dynamic and participatory classroom environment. At the same time, the presence of students who are only partially or not engaged suggests the importance of continuous improvement in teaching practices to ensure that all learners benefit equally.

Table 8

Frequency of participation in class

<i>Response Percentage (%)</i>	
<i>Always</i>	<i>60%</i>
<i>Often</i>	<i>24%</i>

Response Percentage (%)

<i>Rarely</i>	<i>12%</i>
<i>Never</i>	<i>4%</i>

Table 8 illustrates the frequency of students' participation in classroom activities when active learning methods are applied. The data indicate a high level of consistent participation, suggesting that these methods play an important role in encouraging students to be actively involved in the learning process.

A majority of students (60%) reported that they always participate during lessons. This finding reflects a strong level of engagement and indicates that active learning strategies successfully create an environment where students feel encouraged and motivated to take part in classroom activities. Consistent participation is a key indicator of effective teaching, as it demonstrates students' willingness to contribute, share ideas, and engage with the content.

In addition, 24% of students stated that they often participate. When combined with those who always participate, this means that 84% of students are regularly involved in classroom activities. This high percentage highlights the effectiveness of active methods in promoting continuous interaction and maintaining students' attention throughout the lesson.

On the other hand, 12% of students reported that they participate rarely, and 4% stated that they never participate. Although this represents a relatively small proportion (16%), it is still important to consider these students. Their lower level of participation may be influenced by factors such as lack of confidence, shyness, limited understanding of the material, or preference for different learning styles.

Results demonstrate that active learning methods significantly increase student participation in the classroom. The high proportion of students who participate always or often suggests that these approaches foster a more inclusive and interactive learning environment. At the same time, the presence of a small group of less active students indicates the need for additional support and differentiated strategies to ensure that all students are equally engaged and encouraged to participate.

Table 9*Most effective methods for engagement*

<i>Method</i>	<i>Percentage (%)</i>
<i>Group work</i>	<i>44%</i>
<i>Discussion</i>	<i>28%</i>
<i>Brainstorming</i>	<i>16%</i>
<i>Traditional method</i>	<i>12%</i>

Table 9 presents students' perceptions regarding the most effective teaching methods for increasing their engagement in the learning process. The data clearly show that interactive and student-centered methods are considered more effective compared to traditional approaches.

Group work is identified as the most effective method, with 44% of students selecting it. This finding highlights the importance of collaboration in learning, as working in groups allows students to share ideas, support each other, and actively participate in tasks. Group work also promotes communication skills and a sense of responsibility, which contribute to higher levels of engagement.

Discussion ranks as the second most effective method, with 28% of students favoring it. This method encourages students to express their opinions, think critically, and engage in meaningful dialogue. Through discussion, students become more involved in the learning process, as they are given the opportunity to reflect on content and respond to different perspectives.

Brainstorming, chosen by 16% of students, is also recognized as an effective method, although to a lesser extent. It supports creativity and open thinking, allowing students to generate ideas freely. The lower percentage may suggest that brainstorming is used less frequently or that students feel more comfortable with structured interaction, such as group work and discussion.

In contrast, traditional teaching methods are perceived as the least effective, with only 12% of students identifying them as engaging. This result indicates that teacher-centered approaches, where students are more passive, do not sufficiently stimulate participation or interest.

Overall, the findings emphasize that active learning methods, particularly group work and discussion, have a stronger impact on student engagement than traditional

methods. These results support the idea that interactive and collaborative teaching approaches create a more dynamic and motivating learning environment, enhancing students' involvement across different dimensions of engagement.

Table 10

Methods that increase motivation

<i>Method</i>	<i>Percentage (%)</i>
<i>Group work</i>	<i>40%</i>
<i>Discussion</i>	<i>30%</i>
<i>Educational games</i>	<i>20%</i>
<i>Traditional method</i>	<i>10%</i>

Table 10 presents students' perceptions of the teaching methods that most effectively increase their motivation during the learning process. The results clearly indicate that active and interactive approaches are significantly more motivating than traditional methods.

Group work is identified as the most motivating method, with 40% of students selecting it. This suggests that collaborative activities play a crucial role in enhancing students' willingness to engage in learning. Working in groups allows students to interact with peers, exchange ideas, and feel more supported, which increases both confidence and motivation.

Discussion follows as the second most influential method, with 30% of students reporting that it enhances their motivation. This method provides students with opportunities to express their thoughts, participate actively, and feel valued in the learning process. Through discussion, students become more involved and develop a stronger connection to the subject matter.

Educational games are also considered motivating by 20% of students. These activities introduce elements of fun, competition, and creativity into the classroom, which can increase students' interest and enjoyment. Although not as highly ranked as group work and discussion, educational games still contribute positively to motivation, especially by making learning more engaging and less routine.

In contrast, traditional teaching methods are perceived as the least motivating, with only 10% of students identifying them as effective. This indicates that teacher-

centered approaches, which often involve passive learning, are less successful in stimulating students' interest and enthusiasm.

the findings demonstrate that active learning methods particularly group work and discussion have a strong impact on increasing student motivation, accounting for a combined 70%. These results reinforce the importance of implementing interactive and student-centered strategies in the classroom, as they create a more engaging, supportive, and motivating learning environment.

Table 11

Understanding of the lesson

<i>Response</i>	<i>Percentage (%)</i>
<i>Yes</i>	<i>68%</i>
<i>Sometimes</i>	<i>22%</i>
<i>No</i>	<i>10%</i>

Table 11 presents students' perceptions regarding their understanding of the lesson when active learning methods are applied. The data indicate that a considerable majority of students experience improved comprehension, highlighting the effectiveness of these teaching approaches.

Specifically, 68% of students reported that they understand the lesson better when active methods are used. This suggests that strategies such as group work, discussion, and interactive activities help students engage more deeply with the content, facilitating better processing and retention of information. Active participation allows students to clarify ideas, ask for explanations, and connect new knowledge with prior understanding.

Additionally, 22% of students indicated that they understand the lesson only sometimes. This group may benefit from active methods in certain situations but not consistently. Their responses may reflect differences in learning preferences, the complexity of the subject matter, or the way activities are implemented. This suggests that while active methods are generally effective, their impact can vary depending on how they are adapted to students' needs.

A smaller proportion of students (10%) reported that they do not experience improved understanding through active methods. Although this percentage is relatively low, it is important to consider these students, as they may face challenges such as

difficulty concentrating in group settings, preference for more structured instruction, or gaps in prior knowledge.

Findings demonstrate that active learning methods have a strong positive effect on students' understanding of the lesson. The high percentage of students reporting improved comprehension confirms that these approaches support meaningful learning. At the same time, the presence of students who benefit only partially or not at all highlights the need for a balanced and flexible teaching approach that accommodates different learning styles and ensures that all students can achieve a deeper understanding of the material.

Table 12

Interest in learning

<i>Response Percentage (%)</i>	
<i>Yes</i>	<i>80%</i>
<i>No</i>	<i>20%</i>

Table 12 presents students' perceptions of whether active learning methods make the learning process more interesting. The results show a clearly positive trend, indicating that the majority of students respond favorably to these teaching approaches.

A significant proportion of students (80%) reported that active methods make learning more interesting. This high percentage suggests that interactive strategies such as group work, discussions, and educational activities successfully capture students' attention and stimulate their curiosity. When students find lessons interesting, they are more likely to participate actively, maintain focus, and develop a positive attitude toward learning.

On the other hand, 20% of students stated that active methods do not increase their interest. Although this represents a smaller group, it is still important to consider their perspective. These students may have different learning preferences, may feel less comfortable in interactive settings, or may require additional support to fully benefit from such methods.

The findings indicate that active learning methods have a strong positive impact on students' interest in learning. Increased interest is closely linked to higher motivation

and engagement, which are essential for effective learning outcomes. Therefore, the use of active teaching strategies contributes to creating a more stimulating and enjoyable learning environment. At the same time, the presence of a minority of less interested students highlights the need for varied and inclusive instructional approaches that address diverse student needs and preferences.

Table 13

Motivation during group work

<i>Response</i>	<i>Percentage (%)</i>
<i>Yes</i>	<i>74%</i>
<i>Sometimes</i>	<i>18%</i>
<i>No</i>	<i>8%</i>

Table 13 presents students' perceptions of their motivation during group work activities, which are a key component of active learning methods. The data indicate that group work plays a significant role in enhancing students' motivation and involvement in the learning process.

A large majority of students (74%) reported that they feel more motivated when working in groups. This finding highlights the positive impact of collaborative learning, where students benefit from interaction, shared ideas, and mutual support. Group work creates a sense of belonging and encourages participation, as students feel more comfortable expressing themselves and contributing to the task.

In addition, 18% of students stated that they feel motivated only sometimes during group work. This suggests that while group activities are generally effective, their impact may vary depending on factors such as group dynamics, task structure, or individual preferences. Some students may not always feel equally involved or may depend on the level of cooperation within the group.

A smaller percentage of students (8%) reported that they do not feel motivated during group work. Although this group is limited, it is important to consider their experience. Possible reasons may include difficulties in collaboration, lack of confidence, or a preference for individual work. This indicates the need for teachers to carefully organize group activities and ensure that all students are actively included.

Overall, the findings confirm that group work is a highly effective method for increasing student motivation. The high percentage of positive responses demonstrates that collaborative approaches contribute to a more engaging and supportive learning environment.

When considered together with the results from the entire questionnaire, the data clearly indicate that active learning methods have a strong positive impact on student engagement, motivation, and understanding. Compared to traditional teaching methods, active approaches create more opportunities for participation, interaction, and meaningful learning, making them more effective in supporting students' overall development.

4 DISCUSSION OF THE RESULTS

The results of this study indicate that the use of active learning methods has a significant impact on increasing student engagement during the teaching process. The data collected through the questionnaire and classroom observation show that students are more motivated, more active, and more engaged when methods such as group work and discussion are used.

In terms of behavioral engagement, the results revealed a high level of participation and collaboration among students. This is consistent with the findings of Johnson and Johnson (2009), who emphasize that “cooperative learning results in higher achievement and greater productivity” (p. 365). This suggests that group work not only increases engagement but also improves academic outcomes.

Regarding emotional engagement, students demonstrated a high level of motivation and interest during learning activities. This is supported by the studies of Fredricks et al. (2004), who highlight that emotional engagement is closely related to learning success and positive attitudes toward school. A learning environment that incorporates active methods creates more favorable conditions for developing motivation and interest.

Cognitive engagement, although at a satisfactory level, appears to be slightly lower compared to the other dimensions. This can be explained by the fact that developing cognitive skills requires more time and effort. Nevertheless, the results indicate that students are engaged in critical thinking and problem-solving, which aligns with the study

of Hmelo-Silver (2004), who states that “problem-based learning helps students develop effective problem-solving skills” (p. 235).

Furthermore, the findings of this study are consistent with Prince (2004), who notes that “active learning improves student engagement and academic performance” (p. 223). This confirms that active methods play an important role in improving the quality of learning.

Overall, the findings support the study’s hypothesis that the use of active methods significantly increases student engagement. Moreover, these methods contribute to creating a more interactive, motivating, and effective learning environment.

5 CONCLUSIONS AND RECOMMENDATIONS

The results of this study clearly demonstrate that the use of active learning methods has a significant impact on increasing student engagement in the teaching process. Data collected from both the questionnaire and classroom observation indicate that students are more engaged, motivated, and active when methods such as group work, discussion, and brainstorming are applied.

From a behavioral perspective, a high percentage of students (over 80%) actively participated in learning activities and collaborated effectively in groups, reflecting a high level of engagement and good classroom discipline. From an emotional perspective, the results show that most students feel motivated and interested in learning, indicating that active methods create a positive and engaging learning environment. From a cognitive perspective, students demonstrated a satisfactory level of engagement in critical thinking and task-solving, although this dimension requires further development.

Additionally, the questionnaire results confirm that most students feel more engaged and better understand the lesson when active methods are used. Group work and discussion were identified as the most effective methods, while traditional methods were found to be less engaging and less effective in increasing student participation.

Based on these findings, it can be concluded that the study’s hypothesis has been confirmed: the use of active methods significantly increases student engagement and improves the quality of learning.

Recommendations

Based on the results of this study, the following recommendations are proposed:

- Teachers should consistently use active methods such as group work, discussion, and brainstorming, as they have shown high effectiveness in increasing student engagement.
- Greater emphasis should be placed on activities that promote cognitive engagement, such as analytical questioning and problem-solving, in order to further develop students' critical thinking skills.
- Educational institutions should organize training programs for teachers on the use of active and innovative teaching methods.
- More interactive and supportive learning environments should be created, where students feel free to express their ideas and opinions.
- Active participation of all students should be encouraged, with particular attention given to those who demonstrate lower levels of engagement.

In conclusion, the use of active methods represents an effective and necessary approach for improving the teaching process and fostering the sustainable development of students' skills.

REFERENCES

- Brookfield, S. D., & Preskill, S. (2012). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). Jossey-Bass.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235–266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.F3>
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365–379. <https://doi.org/10.3102/0013189X09339057>
- Osborn, A. F. (1953). *Applied imagination: Principles and procedures of creative problem-solving*. Charles Scribner's Sons.

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

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571–581.

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Thaqi, V., Atanasoska, T., & Shala, L. (2026). THE IMPACT OF ACTIVE LEARNING METHODS ON STUDENT ENGAGEMENT DURING THE LESSONS IN SCHOOLS. *Veredas Do Direito*, 23(6), e235582. <https://doi.org/10.18623/rvd.v23.5582>