



# Participatory and Inclusive Environment Improves Student Academic Achievement

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## ABSTRAK

Manajemen yang baik yang dapat mengintegrasikan konsep partisipasi dan inklusi ke dalam kebijakan, praktik, dan budaya lembaga pendidikan terkadang masih belum optimal. Berdasarkan hal tersebut, penelitian ini bertujuan untuk menganalisis pengaruh lingkungan partisipatif dan inklusif terhadap prestasi akademik siswa. Penelitian ini menggunakan jenis penelitian kausal komparatif dengan pendekatan kuantitatif. Populasi dalam penelitian ini berjumlah 222 mahasiswa. Teknik pengambilan sampel adalah teknik probabilitas sampling dengan simple random sampling. Jumlah sampel dalam penelitian ini adalah 38 siswa. Metode yang digunakan untuk mengumpulkan data adalah angket dan dokumentasi. Instrumen yang digunakan dalam penelitian ini adalah lembar angket. Teknik yang digunakan untuk menganalisis data adalah analisis regresi. Hasil penelitian menunjukkan bahwa lingkungan partisipatif dan inklusif menumbuhkan suasana belajar yang menumbuhkan partisipasi siswa yang tinggi. Fasilitas, aksesibilitas, dukungan akademis, dan kebebasan berbicara berkontribusi positif terhadap pemahaman dan pertumbuhan secara keseluruhan. Prestasi akademik, yang dinilai melalui nilai, pengakuan, persentase kelulusan, pemahaman tes standar, dan keterlibatan dalam kegiatan ekstrakurikuler, dipengaruhi secara positif. Evaluasi dosen dianggap berguna, dan secara statistik, lingkungan partisipatif dan inklusif berdampak positif terhadap kinerja akademik. Implikasi penelitian ini yaitu lingkungan partisipatif dan inklusif yang diterapkan dengan maksimal akan berdampak pada prestasi akademik siswa yang meningkat.

## ABSTRACT

Good management that can integrate the concepts of participation and inclusion into educational institutions' policies, practices, and culture is sometimes not optimal. Based on this, this research aims to analyze the influence of a participatory and inclusive environment on student academic achievement. This research uses a type of comparative causal research with a quantitative approach. The population in this study was 222 students. The sampling technique is a probability sampling technique with simple random sampling. The number of samples in this research was 38 students. The methods used to collect data are questionnaires and documentation. The instrument used in this research was a questionnaire sheet. The technique used to analyze data is regression analysis. The research results show that a participatory and inclusive environment fosters a learning atmosphere that fosters high student participation. Facilities, accessibility, academic support, and free speech contribute to understanding and growth. Academic achievement, as assessed through grades, recognition, pass percentage, understanding of standardized tests, and involvement in extracurricular activities, is positively influenced. Lecturer evaluations are considered useful, and statistically, participatory and inclusive environments positively impact academic performance. Recommendations for further research include increasing student involvement, improving facilities, and strengthening academic support and student welfare. The implication of this research is that a participatory and inclusive environment that is implemented optimally will have an impact on increasing student academic achievement.

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## 1. INTRODUCTION

Educational management involves the process of planning, organizing, supervising, and controlling resources in an educational institution to achieve predetermined educational goals. It includes various aspects such as curriculum planning, budget management, staff development, resource selection, and strategic decision-making (Sulistiany et al., 2022; Yasin, 2022; Yayuk & Sugiyono, 2019). The main goal of educational management is to create an educational environment that is efficient, effective, and responsive to the needs and goals of students (Anwar et al., 2019; Sari et al., 2021; Satria & Shahbana, 2020). Successful education management requires the active involvement of all stakeholders in decision-making and policy planning, including teachers, students, parents, school staff, and the community (Iskandar Batubara et al., 2018; Jääskä et al., 2022). A participative leadership approach fosters an atmosphere where diverse perspectives and interests can be considered in decision-making. By involving all parties, education management becomes more aligned with the needs of the education community, thereby ensuring that policies are relevant and effective (Aji Sofanudin et al., 2016; Moch Arif Burhanudin, Totok Sumaryanto F, 2018). In a participatory educational environment, educational management plays an important role in facilitating the involvement of all stakeholders in educational decision-making (Iskandar Batubara et al., 2018; Putri & Wibowo, 2018). It includes giving teachers, students, parents, school staff, and communities a voice in curriculum planning, policy development, and resource allocation. Participatory education management establishes a framework where all parties feel involved in shaping the direction and goals of education, fostering a more inclusive school climate that accommodates various perspectives and interests ((Novi Hardini Putri & Wibowo, 2018; Sopwandin et al., 2020). At the same time, in an inclusive education environment, educational management is critical in ensuring that all students, including those with special needs or unique individual differences, receive comprehensive support and access throughout the learning process (Anwar et al., 2019; Moch Arif Burhanudin, Totok Sumaryanto F, 2018).

However, good management that can integrate the concepts of participation and inclusion into educational institutions' policies, practices, and culture is only sometimes optimal. The non-maximal implementation of a participatory and inclusive environment in the scope of education can be caused by several complex factors. First the unpreparedness of educational institutions. Inadequacy in implementing a participatory and inclusive environment can be caused by a lack of preparation and resources in educational institutions (Mardhiyah et al., 2021; Sholihah & Firdaus, 2019). It includes a need for more training for teaching staff in supporting students with special needs. Second, Inadequate Support and Resources. Inadequate inclusion can also be caused by limited support and resources, including psychological and physical support for students with special needs (Barsihanor & Rosyida, 2019; Khusus et al., 2015). This lack of resources can hinder educational institutions' ability to overcome the barriers that students with special needs may face. Third, Lack of Awareness and Involvement of Stakeholders. Lack of awareness and active involvement from stakeholders such as parents, the community, and other related parties can also hinder the implementation of a participatory and inclusive environment. Fourth, Policy and Regulatory Issues. Unsupportive policies and regulations can cause the non-maximal implementation of a participatory and inclusive environment in education. Fifth, Stigma and Prejudice. Social factors such as stigma and prejudice against students with special needs can hinder the implementation of an effective, inclusive environment (Suastariyani & Tirtayani, 2020; E. I. Yunita et al., 2019). It creates an unsupportive environment for these students.

Based on these problems, the solution offered is that good management is needed in a participatory and inclusive educational environment. A participatory educational environment is an educational management approach that encourages the active involvement of all stakeholders, including teachers, students, parents, school staff, and the community, in decision-making and planning related to education policy (T. N. Aini & Winahyu, 2021; Sopwandin et al., 2020). The goal is to ensure that decisions reflect various perspectives and meet diverse educational needs. Educational leaders who apply a participatory approach can build a more inclusive and empowering environment (Keizer & Pringgabayu, 2018; Kusumaningrum et al., 2020; Putrayana et al., 2018). The scope of the student participatory environment includes involvement in policy-making, such as participation in forming academic and administrative policies. Students should have a voice in determining content and teaching methods, emphasizing the importance of including student perspectives in curriculum planning. Students learn better when working in groups to achieve common goals, emphasizing the importance of cooperation, communication, and team-based problem-solving (Jayanta & Agustika, 2021; Namaziandost et al., 2019; Segundo Marcos et al., 2020).

An inclusive educational environment in educational management is an approach that concentrates on embracing and supporting all students, including those with special needs or unique individual characteristics, throughout the learning process (Amka, 2019; Sulthon, 2019; Yusuf, 2012). This approach involves removing physical and social barriers and adapting the curriculum to ensure equal access and participation for all students. An inclusive environment seeks to integrate all students into the same

learning environment, regardless of their differences (Suharmini et al., 2017; Windarsih et al., 2017). It means that students with special needs, for example, people with disabilities, must have full access to the same classes and curriculum as their friends (Anggita Sakti, 2020; Wardah, 2019). Another important aspect of an inclusive education environment is collaboration. The final element is student empowerment, namely giving students control over their learning, allowing them to play an active role in the learning process, and encouraging the development of problem-solving skills and independence.

The two concepts, participatory and inclusive educational environments, can complement each other in effective educational management. The participation of all stakeholders in educational decision-making can help identify barriers to inclusion and encourage policy changes that support full inclusion (Hidayati & Warmansyah, 2021; Lestari et al., 2022; Lohmann et al., 2019; Magnússon et al., 2019; Srivastava et al., 2017). Integrating the concepts of a participatory and inclusive educational environment in educational management aims to create an educational environment that is equitably fair and supports the development of all students, regardless of their background, abilities, or special needs. It aligns with the vision of a more inclusive and empowering education. Previous research findings state that management in a participatory and inclusive educational environment can positively impact student academic achievement (Dista, 2020; Yanto, 2020). Other research also states that in a participatory environment, students are invited to participate actively in decision-making to increase their motivation to feel responsible for their education (T. N. Aini & Winahyu, 2021; Sopwandin et al., 2020). Based on this, it can be concluded that an inclusive environment and management that supports it can facilitate learning adjustments for students with various needs. There has been no study regarding the influence of a Participatory and Inclusive Environment on Student Academic Achievement at School. Based on this, this research aims to analyze the influence of a participatory and inclusive environment on student academic achievement at the Santo Bonaventure Pastoral School, Medan Archdiocese.

## 2. METHOD

This research uses a type of comparative causal research with a quantitative approach. This research uses a quantitative comparative causal approach because, in its implementation, the researcher looks for the influence between variables, which are analyzed using appropriate statistical methods (Creswell, 2012). The research was carried out by the Santo Bonaventura Delitua Pastoral College, Medan. The population in this study were all students at the Santo Bonaventura Pastoral College Delitua Medan, totaling 222 students. The sampling technique used in this research is a probability sampling technique with simple random sampling. This research uses simple random sampling because each member of the population has the same opportunity to become a member of the sample, which is taken randomly without paying attention to existing strata. The number of samples in this research was 38 students. The methods used to collect data are questionnaires and documentation. The questionnaire used in this research is a closed questionnaire containing questions and answer choices, then the respondent chooses the answer. The questionnaire distributed was used to determine the influence of a participatory and inclusive environment on student academic achievement at the Santo Bonaventura Pastoral College, Delitua, Medan. The documentation method in this research was used to collect data about the Santo Bonaventura Delitua Pastoral College, Medan, as well as research photos. The instrument used in this research was a questionnaire sheet. The questionnaire grid is presented in Table 1 and Table 2.

**Table 1.** Participatory and Inclusive Environment Variable Questionnaire

No	Statement
1	I am a student who is active in the learning process. I always participate in class discussions, always ask questions, and always contribute to improving my understanding of the learning material.
2	Campuses provide physical accessibility to educational facilities, such as (disability) friendly buildings, access to appropriate libraries, laboratories, and lecture halls and other appropriate physical facilities.
3	The campus has an openness to cultural and social diversity that is respected and championed, so students from different backgrounds feel valued.
4	Campuses provide students with access to quality academic support resources, such as tutors, academic counselors, and libraries.
5	There is an open culture on campus where students feel comfortable talking about ideas without fear of being ignored.

No	Statement
6	The campus provides access to mentors or advisors who can help develop students' academic and career potential.
7	Campuses provide free speech facilities where students can express their views without fear of repression or punishment.
8	The college provides opportunities to participate in on-campus organizations and leadership projects, which can help students develop leadership and social skills.
9	Campuses provide adequate access to technology tools and resources that support learning.
10	Students are given access to wellbeing support, including mental and physical health services, as well as financial assistance.

**Table 2. Results of the Academic Achievement Variable Questionnaire**

No	Statement
1	I believe that academic grades are the result of an assessment of the knowledge and skills I have acquired in a particular subject or course/training.
2	I acknowledge and accept the grade point average as a result of calculating academic grades from various subjects or courses/trainings.
3	I understand that the graduation percentage is used to measure the success of students in completing certain educational programs.
4	I realize that the standardized test has been implemented as a test tool used to measure my academic ability as a student.
5	I believe that my level of attendance at class or college reflects the extent to which I am engaged in the learning process.
6	I consider receiving academic awards, scholarships or other special recognitions to be indicators of my academic achievement, as they reflect recognition of my achievements in an educational setting.
7	I believe that the results of research or academic projects that I have published or presented can be an important indicator of academic achievement for me.
8	I feel that my involvement in extracurricular activities such as student affairs, interests, talents and reasoning, organizations, or academic competitions reflects on my academic performance, as it shows my active involvement in campus life.
9	I believe that graduation rates, especially in the context of higher education, are a key indicator in measuring academic achievement.
10	I believe that evaluations provided by lecturers or teachers/tutors can provide insight into the extent to which I appreciate and benefit from their teaching.
11	Students have an Academic: Achievement Index for even semester T.A 2022/2023 with an IPS range: 3.80 - 4.00, 3.70 - 3.79, 3.59 - 3.69, 3.45 - 3.58

The technique used to analyze data is regression analysis. Regression analysis is an analysis that aims to determine the influence of another variable. In regression analysis, the variable that influences is called the independent variable, and the variable that is influenced is called the dependent variable. Before data analysis, assumption tests are carried out as normality and linearity tests. The normality test in this study used SPSS with the Shapiro-Wilk test with a significance level of 0.05. The linearity test in this research uses the test for linearity; it is said that the data is linear if the linearity significance value is <0.05.

### 3. RESULT AND DISCUSSION

#### Result

The Participatory and Inclusive Environment at the College of Pastoral (STP) "Santo Bonaventura" Archdiocese of Medan (STP St. Bonaventura KAM) is presented based on the results of the conducted research. The findings indicate that students exhibit a high level of participation in the learning process. They consistently engage in class discussions, pose questions, and make meaningful contributions, positively influencing their comprehension of the learning material. In this context, 52.6% or 20 individuals among the research respondents affirmed that students strongly agreed with their level of participation. Additionally, 44.7% or 17 other respondents expressed agreement regarding the students' contribution and involvement in the learning process. Furthermore, the participatory and inclusive environment at STP St.

Bonaventura KAM is evident through physical accessibility to educational facilities, including disability-friendly buildings, library access, laboratories (liturgy and micro teaching), as well as suitable lecture halls and other physical amenities.

The results indicated that 60.5% or 23 respondents strongly agreed with the availability of this physical accessibility, while 39.5% or 15 other respondents expressed agreement with it. STP St. Bonaventura KAM fosters a participatory and inclusive environment by embracing cultural and social diversity on campus, ensuring that students from various backgrounds feel valued. The findings revealed that 78.9% or 30 respondents strongly agreed with this openness, and 21.1% or 8 other respondents also expressed agreement with it. This inclusivity extends to academic support resources such as tutors, mentors, academic counselors/advisors, and library accessibility on campus. The results showed that 47.4% or 18 respondents strongly agreed with the availability of these resources, while 50% or 19 other respondents expressed agreement. Moreover, STP St. Bonaventura KAM cultivates an open culture in the campus environment, where students feel at ease discussing ideas without the fear of being ignored. The results demonstrated that 57.9% or 22 respondents strongly agreed with the existence of this open culture, while 42.1% or 16 other respondents also expressed agreement. Additionally, students have access to mentors or advisors who can aid in developing their academic and career potential on campus. The findings showed that 50% or 19 respondents strongly agreed with the availability of these mentors or advisors, while 50% or 19 other respondents also expressed agreement.

Finally, the participatory and inclusive environment at STP St. Bonaventura KAM is implemented in a way that allows students the freedom of speech on campus. Here, students can express their views without fear of repression or punishment. The results indicate that 52.6% (20 respondents) strongly agreed with the availability of this facility, while 42.1% (16 other respondents) also expressed their agreement. Additionally, students have opportunities to participate in campus organizations and leadership projects, fostering the development of leadership and social skills. The results showed that 63.2% (24 respondents) strongly agreed with the availability of these opportunities, while 36.8% (14 other respondents) also expressed agreement. There is also ample access to technological devices and resources that support learning on campus. The results indicate that 57.9% (22 respondents) strongly agreed with the availability of this access, while 39.5% (15 other respondents) also expressed agreement. Finally, students have access to welfare support, including mental/physical health services and financial aid/scholarships. The results showed that 60.5% (23 respondents) strongly agreed with the availability of this access, while 39.5% (15 other respondents) also expressed agreement.

Academic achievement at the Pastoral College (STP) "Santo Bonaventura" Archdiocese of Medan (STP St. Bonaventura KAM) is reflected in students' perspectives on their academic grades, which result from assessments of knowledge and skills acquired in specific subjects or courses/training. The findings indicate that 55.3% or 21 respondents strongly agreed with this assessment, while 44.7% or 17 other respondents also expressed agreement. Based on these academic grades, there is acknowledgment and acceptance of the grade point average, obtained by calculating the academic grades across various subjects or courses/training. The results revealed that 55.3% or 21 respondents strongly agreed with this recognition, while 44.7% or 17 other respondents also expressed agreement. Concerning academic completion, the percentage is employed to gauge students' success in completing specific educational programs. The results indicated that 50% or 19 respondents strongly agreed with this understanding, while 50% or 19 other respondents also expressed agreement. Moreover, students are aware that standardized examinations serve as tools to measure their academic abilities. The findings showed that 63.2% or 24 respondents strongly agreed with this awareness, while 36.8% or 14 other respondents also expressed agreement. This awareness is supported by the level of attendance in class or on campus, providing insights into the extent of student involvement in the learning process. The results demonstrated that 71.1% or 27 respondents strongly agreed with this belief, while 28.9% or 11 other respondents also expressed agreement.

The impact of students' academic performance on receiving academic awards, scholarships, or other special recognition serves as an indicator of their academic achievement, reflecting acknowledgment of their accomplishments within an educational setting. The findings indicate that 68.4%, or 26 respondents, strongly agreed with this perspective, while an additional 28.9%, or 11 respondents, also expressed agreement. Another noteworthy indicator is the publication or presentation of research findings and academic projects, which can be crucial in assessing academic achievement. The results revealed that 57.9%, or 22 respondents, strongly agreed with this belief, whereas 42.1%, or 16 other respondents, also expressed agreement. Student academic achievement is also demonstrated through involvement in extracurricular activities, such as participation in student activities, exploration of interests and talents, engagement in organizations, and participation in academic competitions. These activities serve as indicators of academic prowess, showcasing active participation in campus life. The results indicate that

63.2% of the respondents, totaling 24 individuals, strongly agreed with these extracurricular activities. Additionally, 36.8%, or 14 other respondents, expressed agreement with these activities. This aligns with the primary indicator used to measure academic achievement, revealing that 52.6% (20 respondents) strongly agreed, while 44.7% (17 respondents) also expressed agreement with their involvement in student affairs activities.

Furthermore, students emphasized the value of evaluations provided by lecturers or teachers, asserting that such assessments offer valuable insights, and they benefit from the instruction received. The survey results illustrated that 63.2% (24 respondents) strongly agreed with this perspective, with an additional 36.8% (14 respondents) expressing agreement. In terms of academic performance, students exhibited achievements in the second semester of the academic year 2022/2023, with 44.7% (17 individuals) achieving a GPA within the range of 3.80 - 4.00. Additionally, 31.6% (12 individuals) attained a GPA between 3.70 and 3.79, while 15.8% (6 individuals) fell within the range of 3.59 - 3.69. Lastly, 7.9% (3 individuals) achieved a GPA between 3.45 and 3.58.

The normality assumption test is conducted utilizing the Smirnov Test statistic in the research on Participatory and Inclusive Environment and Academic Achievement. The findings indicate a significance value of 0.200 ( $p > 0.05$ ). Consequently, drawing from this outcome, it can be inferred that the research data follows a normal distribution. Normality Test Results One-Sample Kolmogorov-Smirnov Test showed in Table 3.

**Table 3. Normality Test Results One-Sample Kolmogorov-Smirnov Test**

Statistics/Parameters		Value
N		38
Normal Parameters	Mean	0.0000000
	Std. Deviation	2.59950584
Most Extreme Differences	Absolute	0.085
	Positive	0.068
	Negative	-0.085
Test Statistic		0.085
Asymp. Sig. (2-tailed)		0.200

Based on Table 3, the results of the linearity test, it was found that the significance value of deviation from linearity was 0.609, which is greater than 0.05. Therefore, it can be concluded that there is a linear influence between Participatory and Inclusive Environment on Academic Achievement. Anova Table Linearity Test Results showed in Table 4.

**Table 4. Anova Table Linearity Test Results**

			Sum of Squares	df	Mean Square	F	Sig
Academic Achievement *	Between Groups	(Combined)	103.226	11	9.384	0.917	0.541
		Linearity	18.773	1	18.773	1.835	0.189
		Deviation from Linearity	84.453	10	8.445	0.825	0.609
Participatory and Inclusive Environment		Within Groups	235.345	23	10.232		
<b>Total</b>			<b>338.571</b>	<b>34</b>			

Base on Table 4, linear regression analysis results provided elucidates the significance of the Regression/Influence (R) value, which stands at 0.619. This value delineates the percentage of influence exerted by the independent variable on the dependent variable, referred to as the coefficient of determination. The coefficient of determination is derived by squaring the R value. Upon inspection of the table, it is discerned that the R square (R<sup>2</sup>) is calculated to be 0.384. This implies that 38.4% of the variability in Academic Achievement among STP St. Bonaventura Delitua Medan students is attributed to the influence of the Participatory and Inclusive Environment. Additionally, the Standard Error of Estimate, commonly known as standard deviation, is measured at 2.63536, indicating the extent of variation in the predicted values. To test whether the hypothesis is accepted or rejected, the F statistic (F test) is used, showed in Table 5.

**Table 5.** ANOVA Result Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	155.554	1	155.554	22.398	0.000
	Residuals	250.025	36	6.945		
<b>Total</b>		<b>405.579</b>	<b>37</b>			

Based on Table 5 show the SPSS output table above, it is evident that the significance value is 0.000, which is less than 0.05. Accordingly, following the decision-making criteria in the F-test, we can conclude that the hypothesis is accepted. In other words, the participatory and inclusive environment simultaneously influences student academic achievement at Pastoral College (STP) 'Santo Bonaventura,' Archdiocese of Medan.

**Discussion**

The results of data analysis show that a participatory and inclusive environment simultaneously influences student academic achievement. A participatory and inclusive environment can improve student academic achievement. Several factors cause this. First, a participatory and inclusive environment increases student involvement in learning. The Pastoral College (STP) of the Archdiocese of "Santo Bonaventura" Medan (STP St. Bonaventura KAM) fosters a participatory and inclusive environment, as evidenced by the active involvement of students in the learning process. This active involvement is characterized by high participation in class discussions, asking questions, and providing constructive contributions that positively influence students' understanding of learning material (Marpaung & Cendana, 2020; Negara et al., 2021). Previous research shows that students' active participation improves academic results and enriches their overall learning experience (Anggraini & Wulandari, 2020; Maharani & Kristin, 2017; Wali et al., 2020; D. Yunita & Wijayanti, 2017). In addition, a participatory and inclusive environment is emphasized by providing adequate physical accessibility within the school environment. The presence of accessibility is considered important because it contributes to an inclusive learning environment. Research shows that efforts to improve educational facilities in terms of inclusivity and disability-friendly features positively impact students' learning experiences (Salmah & Tamjidnoor, 2019; E. I. Yunita et al., 2019). Increasing consensus among respondents suggests that focusing on physical accessibility aligns with creating a more inclusive and supportive educational atmosphere. This perspective is supported by previous research which emphasizes the importance of physical accessibility in the context of inclusive education (Alfina & Anwar, 2020; Irawati & Winario, 2020).

Second, a participatory and inclusive environment enhances the learning experience and student engagement. In addition, it is important to create an inclusive and diversity-friendly campus environment. It aligns with previous research, which shows that policies and practices that support cultural and social diversity can improve students' learning experiences and engagement (Agustina & Elan, 2021; Karwati, 2016; Widodo, 2020). It includes providing adequate access to academic support resources to assist student progress and achievement. Previous studies link good access to academic support resources with increased student retention and academic outcomes (Karisma et al., 2019; Sholihah & Firdaus, 2019). This research emphasizes the importance of creating a campus environment that supports freedom of expression and sharing ideas. Such an open culture can encourage dialogue and a rich exchange of ideas, contributing to a more positive learning experience. Previous research shows that an open campus culture can increase students' motivation to learn and engage in social interactions (Smith & Johnson, 2018; Smith & Johnson, 2019). This impact will be greater if there is equal access to the support of mentors or advisors on campus. Mentors or advisors can provide valuable guidance for a student's academic and career development. Previous research shows that mentor support can improve academic performance and help students achieve career goals.

Third, a participatory and inclusive environment encourages freedom of expression and open dialogue in the educational environment. A participatory and inclusive environment also exemplifies the importance of encouraging freedom of expression and open dialogue in educational settings. Within this framework, previous research has underscored the positive impact of facilitating free speech in improving student experiences and encouraging the exchange of ideas (N. Aini et al., 2021; Azis & Wibowo, 2021; Maloring et al., 2020). Therefore, it is crucial to cultivate leadership and social skills outside of academics to enrich the student experience. Research has shown that organizational involvement and leadership initiatives can improve interpersonal skills and equip students for future leadership roles (Ardiansyah, 2015; J. A. Smith & Johnson, 2018). Additionally, ensuring adequate access to technology and digital resources is an important aspect of contemporary education, especially in the digital era. This support plays

a role in improving the quality of learning and preparing students to face the challenges of an increasingly technologically connected world (Syamsuar & Reflianto, 2018; Zahwa & Syafi'i, 2022). Previous research has emphasized the role of technology in increasing the effectiveness of learning experiences in higher education (Bernadetha, 2020; Kurniawati & Baroroh, 2016). In addition, access to well-being support is essential to develop students' holistic well-being. Services aimed at physical and mental health and financial aid can help students overcome challenges they may face during college and increase their capacity for success.

St. STP student Bonaventura Delitua Medan has demonstrated academic achievements that reflect a comprehensive understanding of the essence of academic assessment, focusing on the knowledge and skills acquired during the learning process. This perspective aligns with the general approach to academic assessment in higher education settings. The important role of academic assessment is to evaluate students' understanding and abilities (Cardoso et al., 2017; Iskandar, 2014). Recognition of academic averages is an integral part of the principles of fair evaluation, which emphasize overall achievement. The importance of recognizing grade point averages in the context of academic assessment has been underscored in previous research. Students understand and appreciate the importance of achieving the graduation percentage determined to indicate academic success in an educational program. Additionally, students excel in attendance, recognizing its importance in learning. Class attendance is often considered an indicator of active participation and engagement in the teaching and learning process, and research reveals a positive relationship between attendance and academic achievement (Damanik & Setiawan, 2016; Fajariningtyas & Hidayat, 2020). It is important to emphasize that students must actively contribute to creating new knowledge and advancing their field of study. This research implies that applying management in a participatory and inclusive environment can improve student academic achievement. As a result, STP St. Bonaventura KAM has effectively built an educational environment that fosters positive growth and holistic development among students, as evidenced by their outstanding academic achievements. To further increase this positive impact, it is recommended to maintain efforts in developing student involvement, improving facilities and accessibility, and empowering academic support and welfare for students at STP Archdiocese of St. Bonaventura Medan.

#### 4. CONCLUSION

Based on the findings of the study, the participatory and inclusive environment at the Pastoral College "Santo Bonaventura" Archdiocese of Medan (STP St. Bonaventura KAM) fosters an atmosphere conducive to high levels of student participation in the learning process. The presence of well-equipped facilities, physical accessibility, academic support, and the promotion of freedom of speech all contribute positively to students' comprehension of the study material and their overall holistic development. The evaluations provided by lecturers were deemed valuable, and statistically, the Participatory and Inclusive Environment exhibited a significant positive impact on students' academic performance.

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