

STUDENTS' ACTIVENESS IN ORGANIZATION AND STUDENTS' ACHIEVEMENT: STUDENTS' PERCEPTIONS AND EXPERIENCES

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ABSTRACT

This research presents the student's perspective on their activeness in organization on their academic achievement, and what are the problem and solutions of students who are actively in organization in achieving their academic achievements based on experience. The design of this research is descriptive qualitative design. The participants of this research are three students' majoring in English education department, Faculty of Teacher Training and Education at the University of Islam Malang semester 7. Researchers used open interviews. Information and explanation will be obtained through interview. The data is analyzed utilizing a variety of methods, including organizing and familiarizing, coding and reducing, and interpreting and representing. Based on the results of the interviews, most of the students' perceptions said that activeness in organization do not give negative impact on academic achievement from their activeness in organizations. Researchers recommend to students' that students are expected to be able to take part in extracurricular activities without hesitation. The main thing is that students are also expected to have a priority scale and maintain consistency during lectures and when participating in organizations, so that in the future there will be no overlap between the two.

Keywords: Students' Achievement, Organization, Perspective, Experiences

INTRODUCTION

Higher education is one of the educational institutions that are expected to realize and realize a national education goal. Universities are expected to be able to educate prospective undergraduates in certain scientific fields, develop students' talents and interests through the development of student activities. Through various student activities, it is hoped that it can support the improvement of the quality of intellectual abilities and attitude abilities. Cahyani (2017) argues that efforts can be made to help develop student potential optimally, one way is through activities to develop interests, talents, critical thinking, creative, innovative and productive. Therefore, students are given the opportunity to participate in various kinds of activities outside of academic hours, such as student activities and student activity units at the university.

Fransisca (2018) argues that students and organizations are inseparable. Organizational life on campus in fact has so many views and highlights. There are those who view that participating in organizational activities will only hinder academic grades. However, not a few also think that joining a campus organization will provide many benefits for students', one of which is by becoming an existing and superior student. Furthermore, she said that as students, achieving academic achievement has become an obligation because our job is to study. But of course, it is not enough just to study. In addition to coming to campus to gain knowledge, it would be nice if a student also balances his life as a student by participating in various non-academic activities, one of which is active in several campus organizations, such as the Student Executive Board (BEM), student associations of majors/study programs and the Student Activity Unit, or join the committee for an event on campus.

Meanwhile, Fransisca (2018) also describes several possibilities that occur to students who are actively organizing, while on the other hand, they must fulfill their obligations as students related to academic interests. According to her, it is these two interests that will eventually make students faced with time problems, where there will be conflicts of interest. The first possibilities are students who are successful academically and fail to organize due to failure to allocate time.

Secondly, successful students in organizations and colleges graduate not on time. This type of student also experiences problems in time management. However, this kind of students usually determines their commitment to the organization first. And lastly, students are successful in organization and graduate from college on time with satisfactory grades. This type of student has advantages in terms of time management, good at taking advantage of opportunities on the sidelines of time between lectures and organizations. Able to do both without being bothered by organization or lectures.

Efforts can be made to help develop student potential optimally, one way is through activities to develop interests, talents, critical, creative, innovative and productive thinking. Therefore, students are given the opportunity to participate in various activities outside of academic hours, such as student activities and units - student activity units in the college.

University Islam Malang has a 17 Student Creativity Units. Also several extra-campus organizations such as the Indonesian Islamic Student Movement (PMII), the Indonesian Islamic Student Association (HMI), etc.

Student activity in organizational activities, namely students who actively contribute themselves in an organization to carry out an activity in order to achieve organizational goals

to channel their potential, broaden their horizons and relationships, shape the student's personality as a whole.

The previous study was conducted by Cahyani (2017) entitled "*Pengaruh Keaktifan Mahasiswa Dalam Organisasi Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Agama Islam (PAI) Institut Agama Islam Negeri Metrotahun Akademik 2016/2017*" said that, in addition to organizational activities, the ability or competence at the level of education can be measured by a person's success in completing the education. Until now there has never been a standard formula regarding the success of student studies in higher education.

However, in practice people think of the achievement index (IPK) as a reflection of how far a student has been successful or less successful in his studies. The achievement index or learning achievement itself is the result achieved during lessons at a certain period in an educational institution, where the results are expressed in the form of numbers or other symbols. Based on the research shows that there is an Influence of Student Activity in Organizations on Student Achievement in the PAI Department of IAIN Metro.

Another previous study was conducted by Maulidya (2014), in the title "*Pengaruh Keaktifan Siswa Dalam Kegiatan Ekstrakurikuler Dan Kebiasaan Belajar Siswa Terhadap Prestasi Belajar Siswa Program Keahlian Teknik Bangunan Smk Negeri 2 Pengasih*", This research shows that student activity in extracurricular activities is in the high category with the highest percentage (53%), student study habits are included in the good category with the highest percentage (43%), student learning achievement is included in the category of passing enough with the highest percentage (94%). With the conclusion of the study that student activity in extracurricular activities has a significant effect on learning achievement.

From the explanation of some previous study, the similarity of the previous study with the research of the researcher is that researchers want to know the effect of student activity in organizing on learning achievement. The difference between previous study and this research is the scope of the participants and the scope of the study, in previous studies the number of participants was wider and the scope of research was more general. This study only take three participants, they are students from the English language education department 7th semesters, which are based on organizational activity as measured by management decrees and learning output seen through GPA. This study explains the point to find out the student's perspective on their activeness in organization on their academic achievement also to find out the problem and solutions of students who are actively in organization in achieving their academic achievements based on experience.

METHOD

This study uses descriptive qualitative design. The qualitative method is a type of study to analyze someone's perception or opinion about something. According to Cropley (2021) an essential feature of qualitative research is to find out how individuals give meaning to real-life experiences in their minds and languages.

In this study, the researcher chose a qualitative descriptive method because it was suitable to be used in this study to analyze the perspectives and experiences of three students majoring in English education semester 7 regarding Students Activeness in Organization on Students Achievement. This makes sense in the definition of this method. Researchers used interviews to collect the data.

Researchers used open interviews. To collect research data, the researcher interviewed three students' majoring in English education department semester 7. Deeper investigations and asked them about the influence of their activeness in organizations on learning output as measured by GPA. Febelia (2017) stated that the interview was a communication process that was used for asking questions and it would be answered by the participants.

The data is analyzed utilizing a variety of methods, including organizing and familiarizing, coding and reducing, and interpreting and representing (Ary, Jacobs & Sorensen, 2010). The initial step is for the researcher to become acquainted with the data, which includes reading the students' interview replies, transcripts, rereading, and listening to the audio recording frequently. All of the data must be read before it can be entered into a form that can be analyzed. All of the data must be transcribed. To eliminate prejudice or interpretation while summarizing, the words should be recorded directly.

Following familiarization, the next stage is coding, which is the process of constructing concepts from raw data. In this stage, the researcher reads and rereads all of the data from the students' answers in order to separate them by particular meanings such as methods of thinking, behavioral patterns, and occurrences that happen frequently and frequently. The final researcher interprets and represents the data.

FINDINGS

1. Students' Perspectives of Students Majoring in English Education on Their Activeness in Organization on Their Academic Achievement.

Based on interview responses from the first participant which was held on December

5th, 2022, the participant said that there was no significant impact of being active in an organization on academic achievement because she had a way of managing both. In fact, being active in an organization provided benefits that supported his academic achievement.

The second participant also mentioned that there was no significant impact of being active in organizations on academic achievement because their IPK was stable and even increased. Besides that, from joining the organization she said that there were many benefits to be gained such as being known by the lecturer, helping to increase achievement in several courses, helping to develop public speaking and training self-confidence. It was because she had a way of managing both. The first has the principle that college is the main thing, the second is making a priority scale and the third is maintaining health.

The third participant thought that having a wider relationship while joining an organization had an impact on learning achievement, in terms of communication and speaking skill.

2. The Problems Faced by Students' to Maintain Academic Achievement and Activeness in the Organization and How do They Solve Them

In this topic discuss about what are students' problem and how to solve it to maintain academic achievement and activeness in the organization.

2.1 The Problems Faces by Students

The next topic is the problems faced by students in maintaining the stability of academic achievement while active in organizations. Based on the results of interviews, they encountered several problems, including; difficulty dividing time between academics, organizations, and family. According to the interview, the first participant mentioned that she found it difficult to interact and cooperate with fellow members because she tends to be introverted.

The second participant has different problems with the first participant. She mentioned that the problem she faced was the difficulty in dividing her time between college, organizational responsibilities, and time for family.

The third participant also added the same thing as the second participant. She said that the problem faced by herself to maintaining academic achievement and being active in organizations was the difficulty in dividing her time between being organized and doing college assignments.

2.2 How the Students' Solve the Problems They Have

By the problems encountered by participants in maintaining academic achievement in their activeness in organizations, they have ways to solve them. According to the first participant, she has a way to balance academics and organizations by making a list of activities.

The second participant gave a more detailed explanation, that she had several solutions including having the principle that lectures are number one, the second is making a priority scale and the third is maintaining health.

The last participant also has the same answers as most students answered above. She said that she has several ways to balancing between organization and academic.

CONCLUSION

Based on the findings in the previous chapter, the researcher concluded that activeness in organization do not give negative impact on students' academic achievement. precisely by joining the organization many positive benefits are obtained. starting from getting broad relationships, mentally training, improving public speaking skills, and increasing the value of speaking and grammar courses.

From the results of research conducted by researchers, not only did students gain benefits, but they also experienced several obstacles including the difficulty of dividing time between organizations, academics, and families. Even so, each participant has a solution to overcome these obstacles. They say that they can balance organizational activity and academic achievement because they have a priority scale that is used to determine top priorities, so that the organization can continue to run as well as academic achievement, even the benefits of the organization are able to increase academic achievement.

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the English teacher, the second for the students and the last for future researchers.

First of all, researchers recommend to studens' that students are expected to be able to take part in extracurricular activities without hesitation, especially being involved in various kinds of committees to develop their talents as well as personality or social skills such as honing speaking skills, working with others, and training mental leadership.

Secondly, the researcher wants to provide suggestions for the campus. campuses can socialize the importance of joining organizations and being active in them during the new

student admission period (OSHIKA MABA) so that students join organizations and participate more actively in managing intra- or extracurricular organizational activities.

The last, this research is expected to be useful for other researchers and also can be a reference or inspiration for future researchers who are interested in the field of students' perceptions about activeness in organizations towards academic achievement based on personal experience. Then the next researcher is expected to be able to dig deeper into how the implementation of intra and extracurricular student organization functions on campus in improving students' ability to develop themselves for better research purposes.

ACKNOWLEDGEMENT

Thank you so much to Dr. Muhammad Yunus, S.Pd., M.Pd. as the first advisor, and Nuse Aliyah Rahmati, S.Pd., M.A as the second advisor for patiently assisting in the completion of this article with suggestions, guidance, and correction. Thank you so much to my parents and some people who have supported and provided many stories to accompany me throughout the work.

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Malang, April 10th 2023

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