

THE EFFECT OF ORGANISATIONAL ACTIVITY AND SELF-EFFICACY ON STUDENT ACHIEVEMENT INDEX

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ABSTRACT

This study aims to determine the effect of organisational activity and self-efficacy on student achievement indexes for students who are actively organised in the internal campus organisations of STIE YPUP Makassar and STKIP YPUP Makassar for the 2021–2022 period. Studying this is studying "ex post facto." Population study: This is the whole internal organisational management of the STIE YPUP Makassar campus and STKIP YPUP Makassar for the 2021–2022 period, with as many as 128 people who simultaneously become sample researchers. The results showed that organisational activity had a significant negative effect on the student achievement index, self-efficacy had a significant positive effect on the student achievement index, and both organisational activity and self-efficacy had a significant effect on the student achievement index. Based on these results, it was found that students who were active in organisations but did not have good self-efficacy had a negative impact on the achievement index obtained. Conversely, students who are active in organisations and have good self-efficacy will have good academic achievement scores; the higher their self-efficacy, the higher their learning achievement scored.

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1. INTRODUCTION

Student participation in class is also evaluated during lectures, and academic performance is affected by this measure. A student can know his learning ability by knowing his learning achievement [1]. The cumulative grade point average (GPA) is a key indicator for raising the quality standard of graduates in tertiary institutions because it measures student performance in relation to the lecture process over a certain period of time. It is thought that students will be able to broaden and develop their skills by participating in extracurricular activities such as joining an organisation on campus in addition to studying in the classroom [2]. Learning achievement as measured by students' hard and soft skills can be influenced by various circumstances, some of which come from the students themselves (internal factors) and some of which come from outside the students (external factors) [3], [4]. Self-efficacy, or student confidence in their own ability to learn, is one of the internal factors that influences their learning success [5]–[8]. Among external factors, participation in organisations is one that has an important influence on student academic success [9]–[12].

Learning opportunities in both academic and non-academic fields are offered by the university as part of an initiative to improve student academic achievement. All activities carried out both inside and outside the classroom are considered academic activities. These activities include courses that students must take. Activities that are not related to academics include activities carried out outside of scheduled class hours, such as those held by students. This exercise has the ability to improve students' hard skills and soft skills, which can then be used to develop interests and talents and encourage student success in fields other than academics [4].

Students want to be in a place where they can use their skills and pursue their dreams in order to grow. Otherwise, there is a place for students to demonstrate their skills, and their skills will be noticed. A great student's ability to determine which fields can be used to develop potential, fine in interests and abilities, as well as capacity to develop critical and solution-oriented thinking, as well as spiritual skills, all

help to develop potential. All of this is done to raise the level of quality owned by students so that they can change it to make it more valuable and useful to students in general [13]. On-campus student organisations can provide a venue for students who are interested in their personal development [14].

Participation in organising activities provides a platform for the skills, interests, creativity, and inventiveness of college students, which has the potential to improve the overall quality of graduates from the campus. Actively participating in organisations offers opportunities to gain experience in effective communication, collaborative work, expression of points of view, and shared commitment to goal achievement. The purpose of this debriefing is to encourage students to improve their "soft skills," which include abilities and attitudes, with the hope of being able to support their "hard skills," which can be seen from the average value of their grade point average. Activities that involve organisations also equip students with the organisational skills necessary to compete successfully in today's increasingly globalised society [3].

Because organisation is an integral component of the educational experience that students have had throughout their history, it is impossible to separate students and organizations. On the other hand, there are times when students are not able to adequately understand the goals and aspirations of the organization, which in turn disrupts student learning activities [15]. It is unacceptable for students to use their involvement in organisational activities as an excuse for not paying full attention to the academic activities carried out in their classes. On the other hand, there are students who join more than one organization, making it difficult for them to find time to study. Due to this circumstance, students are placed in certain roles and have to make certain decisions, such as whether to engage in organisational activities or only concentrate on their academic pursuits [4].

Some students who are members of the organisation are the subject of observational research. The author found a number of challenges experienced by students. The problem is that while there are some students who are active in organisations and end up with a poor level of academic achievement, there are also other students who join organisations and end up with a good level of academic achievement. In this regard, the authors are interested in conducting further research to find the elements that cause this effect. Previously, there have been many researchers who have discussed the influence and relationship of organisational activity on student learning achievement, such as several studies entitled: "Hubungan Keaktifan Berorganisasi dengan Manajemen Waktu dan Indeks Prestasi Kumulatif pada Mahasiswa Angkatan tahun 2013 di Fakultas Kedokteran Universitas Lampung" [16], "Pengaruh Keaktifan Berorganisasi dan Manajemen Waktu Terhadap Prestasi Belajar Mahasiswa" [3], "Hubungan Antara Keaktifan Organisasi dengan Prestasi Belajar (Indeks Prestasi) Mahasiswa Fakultas Ilmu Keperawatan Universitas Indonesia" [14], "Hubungan Keaktifan Berorganisasi Dan Budaya Organisasi Dengan Prestasi Akademik Pengurus Himpunan Mahasiswa Jurusan Pendidikan Ekonomi Periode 2017" [13], "Pengaruh Aktivitas Organisasi terhadap Prestasi Belajar (Studi Kasus Pengurus Bem Universitas Riau Kabinet Inspirasi Periode 2016-2017)" [9], "Pengaruh Keaktifan Mahasiswa dalam Organisasi dan Motivasi Belajar Terhadap Prestasi Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta" [10], "Pengaruh Keaktifan Organisasi dan Motivasi Belajar Terhadap Prestasi Belajar Pengurus Unit Kegiatan Mahasiswa Universitas Negeri Yogyakarta Periode 2019-2020" [17], "Pengaruh Aktivitas Organisasi dan Intensitas Belajar Mahasiswa Pendidikan Matematika Terhadap Prestasi Belajar" [12], "Pengaruh Keaktifan Organisasi Terhadap Prestasi Belajar Mahasiswa Manajemen Pendidikan Islam UIN Alauddin Makassar" [18], "Hubungan Antara Keaktifan Berorganisasi, Motivasi Belajar dengan Prestasi Belajar dan Status Kesehatan Mental pada Mahasiswa FISIP di Universitas Cenderawasih Papua" [15], "Pengaruh Keaktifan Mahasiswa dalam Organisasi Internal Mahasiswa Terhadap Prestasi Belajar di Lingkungan Universitas Tribhuwana Tungadewi Malang (Studi pada Himpunan Mahasiswa Manajemen (HIMMA)" [11], "Pengaruh Intensitas Dalam Mengikuti Unit Kegiatan Mahasiswa, Motivasi Belajar dan Efikasi Diri terhadap Prestasi Belajar Mahasiswa Pendidikan Ekonomi Universitas Sebelas Maret Angkatan 2015 dan 2016" [19], dan "Keaktifan Mahasiswa Dalam Organisasi, Efikasi Diri Dan Motivasi Belajar Terhadap Hasil Belajar Mahasiswa Universitas Pembangunan Nasional "Veteran" Jakarta (Studi Kasus Pada Organisasi Mahasiswa/Unit Kegiatan Mahasiswa Universitas Pembangunan Nasional "Veteran" Jakarta)" [20]. Of these studies, there are only two that specifically examine the relationship or influence of organisational activity, learning motivation, and self-efficacy simultaneously on student achievement. However, researchers will focus on only two independent variables, namely organisational activity and self-efficacy, simultaneously on student achievement because, according to Bandura, students' sense of self-efficacy is one of the most important factors influencing student academic performance [8].

The concept of "self-efficacy" refers to a person's belief in their capacity to pursue opportunities that will enable them to achieve the goals and activities they have set for themselves [21]. A person's level of

self-efficacy can be defined as the extent to which they are confident in their ability to successfully carry out a task, regardless of challenges [22]. Bandura argues that students who have high levels of self-efficacy desire greater things in life, are more flexible in their approach to solving problems, exhibit higher intellectual skills, and carry out more accurate self-evaluations than students who have high intellectual skills, but lacks confidence in his abilities [23], [24]. In addition, students who have high levels of self-efficacy are more likely to want bigger things in their careers [25]. When students feel confident in their abilities, they are more able to think creatively, and vice versa. Lack of self-efficacy is associated with poor performance, low self-esteem, negative views of personal achievement and progress, and stagnation in many aspects of life. Self-esteem is the degree to which an individual values themselves. People who have high levels of self-efficacy are able to make an accurate evaluation of their own abilities and identify whether they have what it takes to succeed in a particular occupation, such as teaching at a university. Individual notions of their own ability to fulfil specific goals are at the core of the concept of context-related self-efficacy in education, which refers to education-related self-efficacy. Self-efficacy in education, as a context-related construct, involves individuals' beliefs about their own competence to meet predetermined goals [26].

2. METHOD

This study employs an ex post facto method with three variables: organisational activity, self-efficacy as independent variables, and student achievement index as a variable bound. Population in study: this is the whole internal organisational management of STIE YPUP Makassar and STKIP YPUP Makassar campuses for the 2021-2022 period, with a sample of 128 people selected using the purposive sampling method.

This study employed a non-testing instrument in the form of a questionnaire on organisational activities and a questionnaire on self-efficacy. The organisational activity questionnaire consists of 26 questions based on the attributes of organisational activity [27], namely: (1) He gets involved in a lot of campus activities as head of the organisation, chairman of the committee, coordinator, or member of the committee; (2) He gets to know and be known by many institutions and parties on campus; (3) He always makes time to go to the organization's secretariat; and (4) He tells his friends what he thinks will happen in the social world; (5) Responding orally or in writing to existing social problems; (6) communicating, discussing, and coordinating with friends about organization-related matters; (7) giving their opinions in a forum, meeting, or organization-related meeting; and (8) spending most of their time on organization-related tasks; (9) Learn more about problems that happen in the environment around you. (10) Talk about and give ideas for building an organisation often; (11) have very little time to give lectures; (12) often give material or non-material contributions or help to the organisation (time, energy, and thoughts); and (13) tend to like challenges and new experiences. The self-efficacy questionnaire, on the other hand, is made up of 22 questions or statements that were made based on self-efficacy indicators [28]. These indicators include (1) magnitude, which is about how hard a task is. Belief in a task varies from person to person; (2) generality is the feeling of ability that people show in different task contexts; and (3) strength is how much a person believes in his abilities. Each of these questionnaires is the final product of a small test and meets valid and reliable criteria. The documentation of the Biro Administrasi Akademik dan Mahasiswa (BAAK) of STIE YPUP Makassar and STKIP YPUP Makassar was used to get data on the student achievement index. The collected data were then looked at using multiple regression analysis to see if organisational activity and self-efficacy had a significant partial effect on the student achievement index and if this effect happened at the same time.

3. RESULT AND DISCUSSION

3.1 Organized Activeness and Student Achievement Index

According to Table 1, the equation is obtained by regression, that is $\hat{Y} = 3,981 + -0,016X_1 + 0,01X_2$, with a statistical price (t value) of -2.463 and a significance obtained by a p-value of $0.01 < 0.05$, which means that for every increase of one unit score of organisational activity, the student achievement index score decreased by 0.016 at a constant of 3.981. This shows that significantly more activity in the organisation has a negative influence on the student achievement index.

These findings differ from the results of previous relevant studies. Research conducted by Pradayu [9] with a case study of the Riau University BEM Management concluded that organisational activities have a beneficial influence on student academic achievement. In addition, Santoso [17] came to the conclusion that the organisational activities of the UNY UKM Management had a good and substantial impact on their

academic achievement. Students who take part in organisations are better off academically than those who do not take part in these activities and organisations [5].

Every activity carried out by students in an organisational context must have an influence or effect. According to Pradayu [9], the influence that can be felt when students join an organisation is a change in attitude or behavior, a fighting spirit given by friends, a competitive spirit in achieving achievements, and a personality that encourages students to mature due to the association caused by organisational friends in facing every challenge in carrying out the activities carried out. These are just some of the impacts that can be felt when students join organizations. The capacity to manage time, maturity in behaviour and better communication skills, a creative and inventive attitude, and teaching children reasoning or critical thinking are all additional effects that can be felt as a result of organising [29]. However, different things happened to STIE YPUP Makassar and STKIP YPUP Makassar students who were active in organizations. Student activity in organisations has a negative impact on academic achievement. This happens because students are too focused on their organisational activities and cannot manage the time between organisational activities and academic activities. This information was obtained by the author by conducting an in-depth search of several students who were active in organisations through brief interviews after knowing the results of the data analysis previously obtained in this study.

3.2 Self-Efficacy and Student Achievement Index

Based on the equation regression that is $\hat{Y} = 3,981 + -0,016X_1 + 0,01X_2$, with a statistical price (t value) of 2.859 and a significance obtained by p-value = 0.05 < 0.05 according to Table 1, which means that there is a significant increase in one unit of self-efficacy score students, the student achievement index score increased by 0.01 at a constant of 3.981. This demonstrates that significantly higher levels of self-efficacy have a positive impact on the student achievement index.

These findings are in line with several previous research findings, including that self-efficacy influences student learning achievement [5], [6], [30]. Students who have high self-efficacy tend to have high academic achievement, while students who have low self-efficacy tend to have low academic achievement. This refers to the concept of academic achievement [6].

Table 1. Significance Test of the Regression Equation Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	std. Error	Betas		
1	(Constant)	3,981	,466		8,539	,000
	Organisational_Activity	-,016	,007	-,246	-2,463	,015
	Self-Efficacy	,010	,004	,285	2,859	,005

a. Dependent Variable: Student_Achievement_Index

3.2 Organized Activeness, Self-Efficacy and Student Achievement Index

According to the analysis results in Table 2, the obtained F statistic of 4.787 and the significance p-value of 0.01 < 0.05, equality regression $\hat{Y} = 3,981 + -0,016X_1 + 0,01X_2$ worthy measure. That is, organisational activity and self-efficacy simultaneously affect the student achievement index. R Square value of 0.071, or 7.1 percent, indicates that the magnitude of influence of organisational activity and self-efficacy on the student achievement index is as large as 7.1 percent, with the rest influenced by other variables not present in equality regression.

The results of this analysis are in line with the results of previous relevant studies. Wardani and Sunarto [19], concluded that for the performance study students of Economics Education at Sebelas Maret University in 2015 and 2016, there was a significant and positive effect on intensity following the activity unit student, motivational learning, and efficacy self. The influence of the variables intensity of participation in student activity units, learning motivation, and self-efficacy each adds 71.6%, and the rest comes from other variables not included in the regression equation.

Even so, the findings in this study are different from those of Wardani and Sunarto. Partially, organisational activity has a negative effect on the student achievement index; self-efficacy has a positive effect on the student achievement index; and simultaneously, both organisational activity and self-efficacy have an effect on the student achievement index. That is, students who are active in organisations but do not have good

self-efficacy will have a negative impact on the achievement index obtained. Conversely, students who are active in organisations and have good self-efficacy will have good academic achievement scores; the higher their self-efficacy, the higher their learning achievement scores (achievement index).

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,267a	,071	,056	,24791	,071	4,787	2	125	,010

a. Predictors: (Constant), Efikasi_Diri, Keaktifan_Organisasi

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that organisational activity has a significant negative effect on the student achievement index, self-efficacy has a significant positive effect on the student achievement index, and both organisational activity and self-efficacy have a significant effect on the student achievement index. Based on these results, it was determined that students who are active in organisations but have low or less self-efficacy will have a negative impact on their grade point average. Conversely, students who are active in organisations and have high self-efficacy will have good academic achievement scores; the higher their self-efficacy, the higher their learning achievement scored.

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