

## **The Impact of Organizational on the Achievement Index**

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### **Abstract**

In addition to studying, students choose to study while participating in organizing activities to fill their free time. However, the joining of students in organizations has both positive and negative impacts. The Achievement Index (IP) can be used as a benchmark for the maturity of a student's cognitive abilities. Researchers use qualitative methods with a phenomenological approach. The determination of informants uses purposive sampling with the criteria for students majoring in Development Economics (EKP) UM class of 2018 who follow the organization. Data collection was carried out with in-depth interviews and documentation. The results of the study found several findings, namely students majoring in EKP 2018 have IP in the good category above 3.50 and have increased when participating in organizations, but among them have experienced a decrease, but not significant. Students have also been and often are not present in lectures on dispense grounds. Other impacts beyond academic achievement include gaining a lot of experience, gaining relationships, mastering public speaking, understanding various backgrounds of people, knowing how to work in a team, and experiencing the external experience of the campus

**Keywords :** *Organizational Impact, Achievement Index*

### **INTRODUCTION**

Students are students who have passed various levels of education, so that later a student is able to become a useful member of society and has special abilities both in terms of academics and professionalism. Students have three strategic functions, namely as truth-tellers, agents of change, future generations (Ridwan Yusup et al., 2020). Apart from being students whose task is to study, some of them choose to study

*Received November 02, 2022; Revised November 17, 2022; Accepted Desember 6, 2022*

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while participating in organized activities to fill their free time. Student organization is a forum for student self-development that can play three strategic functions (Fajarini, 2017)

Decree of the Minister of Education and Culture Number 155 / U / 1998 concerning General Guidelines for Student Organizations explained that student organizations are vehicles and means of student self-development towards expanding their insights and increasing intellectuality and personality integrity to achieve higher education goals (Amin, 2021). Students enter an organization driven by other goals, including because the organization is a forum for self-development, by organizing students can have independent personalities, can expand their abilities and prepare themselves as leaders by participating in student organizations can broaden horizons, channel talents, interests and form a critical person where this is not obtained in a formal classroom. The choice of student activities must be in accordance with the interests and talents of students because these activities are a complementary means of fostering personal abilities as intellectual candidates in society later (Wardah & Syarifuddin, 2022).

Student organizations in the Faculty of Economics and Business, State University of Malang are the Student Executive Board of the Faculty of Economics & Business (BEM FEB), the Department Student Association (HMJ), and several Sub-Field Organizations or known as Semi-Autonomous Institutions (LSOs). In accordance with the Regulation of the Rector of the State University of Malang Number: 13 / KEP / UN32 / KM / 2012 Faculty Student Executive Board (BEM FEB UM) (Rektor & Malang., n.d.) coordinates student activities and is a nonstructural subsystem at the faculty level; serves as the coordinator of student activities, while the Department Student Association (HMJ) is the executive body of student organizations at the department level as the implementer of student activity work programs in accordance with his major. The non-governmental organization of the Faculty of Economics and Business, also called the Semi-Autonomous Institution (LSO), is an organization that implements work programs according to the interests and talents of its member students.

According to (Nursyamsi et al., 2020) gave his opinion on the impact of organizational experience, namely providing provisions to university graduates in various ways, including the ability to interact, the ability to communicate, the ability to think logically-systematically, the ability to convey ideas in public. However, the negative impact of organizational activities is the division of student study hours which is a challenge for students who organize in achieving learning achievements. Students who organize will be divided into concentration of thoughts and time on lecture activities. Student participation in organizational activities will be quite time-consuming, so for students who are active in organization if they cannot control their activities properly and do not have the right scheduling of activities, it can actually interfere with their activities in fulfilling their obligations as students such as doing assignments on time or attending lectures (Saputro et al., 2018)

Similar problems are also often encountered in the Department of Development Economics, State University of Malang (EKP UM) where some students majoring in UM EKP who are actively involved in organizations tend to have an attitude of delaying work, for example in terms of doing college assignments or delays in attending lectures. If this happens continuously, it is feared that the achievement index is unstable and may

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decrease. According to the achievement index is a series of student activities that have been evaluated for one semester or several semesters by lecturers of courses taken by students in a certain semester. The Achievement Index (IP) can also be used as a benchmark for the maturity of a person's cognitive abilities so that it can prepare students to enter the world of work. Students who are active in organizations must be good at managing their study time. Organizational activity provides a variety of new knowledge and experiences outside of lecture activities. Students who are active in organizations are expected to be able to obtain better learning outcomes and be able to excel. One of his expected achievements is to obtain an optimal achievement index (IP).

## METHOD

Researchers use qualitative methods, using qualitative methods the data found are in the form of written word descriptions of the observed findings (Darmalaksana, 2020). The researcher chose a qualitative method with the consideration that the problem in this study requires in-depth observation to reveal the facts encountered in the field.

In conducting the study, the authors used a *phenomenological* type of approach. Phenomenology as a tradition focuses on one's conscious experience (Yusanto, 2020). The purpose of using the phenomenological approach is to find out the phenomena occurring in the field according to the personal experience of the informant. At the beginning of the study, the author will look for students majoring in Development Economics class of 2018 who follow the organization. After obtaining the right informant, researchers will begin to dig up information by interviewing the informant concerned to get more in-depth information about the impact of organizing on the Achievement Index (IP) of students majoring in Development Economics class of 2018 based on findings that occur in the field.

The research data source used in this study is the primary data source. Where to get research data, researchers get directly from informants. The determination of information in this study is to use *purposive sampling*, where researchers choose certain people according to criteria that can provide the necessary information. In addition, based on information obtained from previous informants, researchers can determine other information that is considered to be able to provide more complete data.

The data analysis stage in this study is in the form of data collection stage, data reduction stage, data presentation stage, and conclusion drawing/verification stage.

The validity of the data in the study can be known through triangulation examination techniques, namely source triangulation and triangulation techniques.

## RESULTS OF RESEARCH AND DISCUSSION

Based on the research data that has been presented, the researcher found several research findings, including the rganization followed by 3 informants, namely HMJ EKP while the other 2 chose to follow BEM FEB UM, alasan that underlies informants to follow the organization is h informants looking for friends and relationships, then 2 others stated to follow the organization to fill free time, seeking experience and love teamwork. Meanwhile, the last 1 informant admitted to joining the organization because he wanted to get out of his comfort zone and wanted to know new things.

Four informants entered and joined the organization through open recruitment and interview tests. While 1 informant entered and joined the organization because he had a talent for singing as well as being a Delegate. Two informants have the same position, namely as Chairman, 1 of whom concurrently serves as a member in different organizations. Then 3 other informants served as members, and 1 of them concurrently served as Senators of the 3rd Commission on Law and Law.

Two informants explained that because of his responsibilities as chairman, at least in one month he had to attend the meeting 4 times. 1 of them can attend meetings up to 8 times because they concurrently become members in other organizations. The other 3 informants claimed to have attended organizational meetings 1 to 4 times a month. Where 1 of them is a Senator Commissioner 3 so that the total meetings he attends are 8 times in one month, due to his active status in two organizations. In dividing time between lectures, coursework, and dividing time in an organization run by 4 informants choose to sift their assignments, while1 informant more often does assignments when approaching deadlines.

The five informants who participated in the organization's activities spent their time, three of whom admitted to raising costs in the form of gasoline in order to keep up with the development of their organizations. 1 informant said that he paid for transportation because he did not have a private vehicle so he had to use Go-Jek to take him to his destination. And 1 other informant said that he had to spend his time and energy because he had to go back and forth to campus to keep abreast of the development of his organization. The five informants said they still prioritize college over organization. Although 3 of them have not attended lectures because of their activities in the organization, they can still account for their lectures. The five informants experienced an increase in the Achievement Index when participating in the organization, and3 of them had experienced a decrease when they were following the organization. The five informants claimed to have an impact from organizational activities beyond academic achievement. Namely gaining a lot of experience, relationships, mastering *public skills*, starting to understand various languages, understanding various kinds of other people's backgrounds, knowing how to work in a team, feeling the external experience of the campus, and knowing better how to communicate with people.

From the results of the research, the impact of organization on the achievement index (IP) of students of the Department of Development Economics Class of 2018 obtained is good. Students who participate in organizations have different advantages, including adding insight/knowledge, having broad associations, learning to manage time, forming a better mindset, being strong in the face of pressure, improving communication skills, and practicing leadership. This explains that organizational activities have the

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advantage of training students to learn to live in society, learn to solve various problems, and get knowledge that is not obtained in lectures.

In addition, students majoring in EKP UM 2018 have the potential, namely an attitude of responsiveness in lecture materials. Students who take part in activities in the organization can divide their time, and are able to prioritize their lectures first, such as completing assignments given by lecturers so that they can do time management well and have finished doing assignments when collecting deadlines. This is in line with what was stated by (Hurriyati & Arisandy, 2021) who organize are able to have an attitude to compile agendas and priorities for activities carried out and strengthened by research conducted which states that by participating in organizations or campus activities students can be more active in the classroom, and able to following the lessons delivered in class. Students who are active in organizations also get new knowledge from organizations that can support their lectures.

However, the reality is that there are some facts that informants who follow the organization have decreased their achievement index. This is because informants are still doing tasks with an overnight speeding system or working close to the deadline for tasks collected, which causes informants to be not optimal in doing their tasks which results in a decrease in the achievement index. This is in line with the research conducted (Imron & Suhardi, 2019) which states that the active role of organizing is a social factor that also affects student academic achievement.

The informant also admitted that he had and often did not attend lectures several times on dispen grounds. It can be said that in carrying out his activities the informant has not been able to divide his time between lectures and organizations. This is in line with the research conducted (Fridayani, 2022) which states that student organization activists will generally be distracted mainly by organizational activities, especially for students who are not good at managing time.

The impact of the organizational activities of students majoring in Development Economics class of 2018 beyond their academic achievements is that most of them explained that they gained a lot of experience, gained relationships, mastered *public skills*, began to understand various kinds of regional languages, understood various kinds of people's backgrounds, knew how to work in teams, felt the external experience of the campus, and knew better how to communicate with many people. This is in line with research conducted (Sudirman, A., & Muttaqiyatun, 2018) which states that students who are active in organizations are able to communicate, socialize, interact well, can exchange ideas with other members, seek experience, and add insight.

From the advantage of having relationships in organizing for students, it is easy to achieve a target to be achieved, because students can build relationships with the right people so as to open wider opportunities towards the target to be achieved, then can help streamline work because with a good relationship between each other students can

help provide maximum work results, and help understand everyone's personality because having broad relationships can make students more tolerant and think more openly in accepting every shortcoming that others have, and easily get help when there are obstacles. With relationships, you can have a mutually beneficial relationship until the future.

Furthermore, the advantages of mastering public speaking for students are that they increase self-confidence, help improve the ability to lead, help us to think more critically, and through public speaking we can convey ideas to the crowd effectively. This is in line with what was stated by (Tresnawati, 2019) that by mastering public speaking, of course, it will train us to be able to speak more vocabulary and also train us to dare to appear in public. By participating in student organizations, you can build a mentality to socialize with the wider community. Students who organize are able to speak politely to lecturers, to other communities, and their peers. In addition, it is able to eliminate the pessimistic mindset of being optimistic, able to look neat, clean, in accordance with applicable regulations in the surrounding environment and be able to accept suggestions and criticism from others. It is also corroborated by (Direktorat Jenderal Pendidikan Tinggi, Riset & Kementerian Pendidikan, Kebudayaan, Riset, n.d.) against the General Guidelines for Student Organizations in Higher Education, that intra-college student organizations are vehicles and means of self-development of students towards expanding their insights and increasing intellectuality and personality integrity to achieve higher education goals.

By participating in organizations, students have broad insights so as to influence ways of thinking that are basically not taught in lectures in college. Aktif in participating in student organizations will have an effect on significant changes in insight, way of thinking, knowledge about socialization, and leadership management that are not basically taught in the normative curriculum of higher education. Organizational activities are external aspects that can support student academic achievement, because these experiences and lessons are not obtained in lectures.

## **CONCLUSION**

From the results of the study, it was found that EKP UM 2018 students who participated in the organization had different advantages including adding insight/knowledge, learning to manage time, forming a better mindset, being strong in facing pressure, improving communication skills, and training leadership. In addition, students majoring in EKP UM 2018 have the potential, namely an attitude of responsiveness in lecture materials. Students who take part in activities in the organization can divide their time, and are able to prioritize their lectures first, such as completing assignments given by lecturers so that they can do time management well and have finished doing assignments when collecting deadlines.

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