



THE INFLUENCE OF STUDENT ORGANIZATIONAL ACTIVITIES AND LEARNING DISCIPLINE ON LEARNING OUTCOMES

¹Samsul Arifin, ²Yulius Kurniawan

¹University of Sunan Giri, Surabaya, ²University of Widya Kartika, Surabaya

correspondence: samsul.arifinsar@gmail.com

Abstract

Every student must try to get the best possible learning outcomes. In the world of higher education, learning outcomes become a benchmark in the success of learning. This study intends to observe student learning outcomes through the formation of student involvement in organizations and learning discipline. This quantitative study uses 54 students who are involved in Student Executive Organizations and Student Association in a university in Surabaya. Data were processed and analyzed using regression analysis. The data analysis process in this study will then be supported by the use of the SPSS 26.0 application. The results stated that active involvement of students in the Student Executive Organization and Student Association has an impact on learning outcomes and is positive. Personally, the presence of learning discipline in students will help improve student learning outcomes. The role of study discipline is greater than active involvement in student organizations.

Keywords: student learning outcomes, student organizational activities, learning discipline.

Introduction

Educational activities in Indonesia with various sciences to be mastered by students are divided into several levels of education. One of the levels of education in Indonesia is higher education. Teaching and learning activities in higher education are activities that must be supported from learning media, places, lecturers and students. There is the availability of complete facilities for students so that students can obtain effective learning processes and results (Yuliana, 2012). Success in the learning process can be seen in student learning outcomes. Learning outcomes are changes in behavior that students are expected to master after receiving or taking learning experiences (Yanti & Darmawan, 2016; Mardikaningsih & Hariani, 2016). Learning outcomes are a reflection of the level of success or achievement of the objectives of the learning process that has been carried out and culminates in an evaluation which is then measured using grades or numbers (Pintrich, 2004; Sutarjo et al., 2007).

Every student must strive to obtain good learning outcomes. Students who have good learning outcomes are characterized by cognitive, affective and conative changes (Gunawan, 2010; Darmanto et al., 2014). In addition, they should also complete their studies according to the normal period without being distracted. However, sometimes there are obstacles or influencing factors in achieving learning achievement (Najumba, 2013; Al Hakim et al., 2014). Higher education is an educational institution that is expected to be able to develop interests, talents, and potential through various student activities to improve the social role of students (Akmal et al., 2015; Munir et al., 2022). Students should be able to play a role as social beings in fulfilling their duties and responsibilities so that their existence and actions can benefit themselves and the environment (Khayru et al., 2021; Mardikaningsih et al., 2021). Strengthening integrity in developing quality as a social being can be done through organizational activities (Yanti et al., 2013; Issalillah & Kurniawan, 2021).

Students in higher education are generally expected to be active in organizational activities to explore their potential and skills (Mardikaningsih & Darmawan, 2018; Darmawan, 2022). Organizational activities are naturally carried out by students. Organizational activities are teaching and learning activities outside of programmed learning hours,

which are intended to increase students' horizons, foster talents and interests (Kabalmay & Andayani, 2014). Students through organizational activities can learn about how to understand other people to be responsible for themselves and the social environment, and be able to think creatively in achieving the vision and mission of the organization (Darmawan & Djaelani, 2022). Organizational activity can also provide a number of other experiences, in addition to the material provided by the lecturer (Issalillah & Khayru. 2021). This experience can be in the form of courage to argue, diligent reading, and being able to express suggestions, criticisms, proposals or opinions in front of many people (Kurniawan et al., 2022). These various activities are expected to improve students' ability to solve problems (Andayani, 2004; Gunawan et al., 2016).

The student organization is a non-structural institutional sub-system of the university which is a forum and means of student self-difference which is expected to accommodate and channel interests, talents and abilities as well as a forum for activities to improve reasoning and science, as well as the student profession which is part of the educational process (Khasanah et al., 2016; Wahyudi et al., 2018). Thus, a student organization is a group of several students with a coordination that carries out an activity to achieve certain goals that have been set in the direction of broadening horizons and increasing intelligence. In the organization there is a relationship or interaction between one member and another to carry out a collaboration to achieve a goal (Darmawan et al., 2020).

The activeness of students in an organization can be seen from the regularity and involvement to be active in activities. This involves activity or everything that is done or activities that occur physically and non-physically, such as mental, intellectual and emotional. Organizational activeness is learning to do activities by being active, moving in doing something with the meaning of each situation experienced by using what is learned for the benefit of the group by striving to make everything happen. Student activeness in the organization is marked by indicators of attendance at meetings; positions held; providing suggestions, criticism and opinions for organizational improvement; members' willingness to sacrifice; and member motivation.

Learning discipline is the action or attitude of someone who voluntarily obeys the rules and is aware of his responsibilities so that he will obey and

perform tasks as expected (Purwanti et al., 2014). Many students find it difficult when faced with a choice and finally, students avoid it for all reasons (Hoy et al., 2000; Djazilan, 2021). Students who are busy in organizations with reasons to channel activities, train mentally, enrich experiences and add insight. The role of learning discipline is very necessary in learning activities, because learning discipline is one of the regulatory factors that must be obeyed by someone who can affect learning (Darmawan, 2007; Lembong et al., 2015). Indicators of learning discipline that will be studied are time discipline and discipline of action (Hutomo et al., 2012). Time discipline is when a person starts and ends work on time, while discipline of action requires a person to strictly follow certain actions or rarities in action in order to achieve and produce something with predetermined standards. These two disciplines must be implemented simultaneously and not halfway. Learning in a formal sense takes place on campus. In addition, students are required to study at home, including repetition of what has been learned on campus and preparation for lectures at the next meeting. Learning discipline can be in the form of learning discipline on campus and learning discipline at home.

Learning outcomes in the world of education are very important and become a benchmark in the success of learning. Therefore, this study intends to observe student learning outcomes through the formation of student activeness in organizations and learning discipline.

Method

This research uses a quantitative approach, used with the aim of finding the magnitude of the influence of the independent variable on the dependent variable and is deductive in nature, where to answer the formulation of the problem concepts or theories are used so as to answer the research objectives (Damayanti et al., 2011; Mardikaningsih & Darmawan, 2013).

The object of this research is 54 students who are involved in the Student Executive Organization and Student Association at a university in Surabaya. The study was researched using a quantitative approach by distributing Likert-scale closed questionnaires. The research variables used are student activeness in organizations and learning discipline as independent variables and learning outcomes as dependent variables.

The research instrument was tested using validity and reliability tests. The results will then be analyzed using regression analysis. The data analysis process in this study will then be supported by the use of the SPSS 26.0 application.

Result and Discussion

Research with the aim of knowing the effect of activeness in organizations and learning discipline on learning outcomes 54 students involved in the Student Executive Organization and Student Association as the research population. The results of data collection first began with instrument testing. The results of the validity test showed that there were 24 question items declared valid. The results of the instrument reliability test using the Cronbach Alpha formula and the help of the SPSS 26.0 application with criteria greater than 0.600. The results obtained for the organizational activeness variable are 0.748; learning discipline variable is 0.652; and the learning outcomes variable is 0.739 so that the 24 statement items in the questionnaire are reliable.

Table 1. t-Test and Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	22.228	9.501		2.340	.023
	X.1	3.973	1.575	.254	2.523	.015
	X.2	7.450	1.232	.610	6.045	.000

Source: SPSS Output Results

Based on the results of data analysis as in table 1 using multiple linear regression analysis, the significance value of each independent variable is lower than 0.005 where the independent variable of student activeness in the organization is 0.015 and learning discipline is 0.000. This shows that there is a positive and significant influence between the variables of student activeness in the organization and learning discipline partially on the student learning outcomes variable. This shows that there is a positive and significant influence between the variables of student activeness in organizations and learning discipline partially on the student learning outcomes variable. The regression model is $Y = 22.228 + 3.973X.1 + 7.450X.2$.

The meaning of the regression model is that if $X = \text{constant}$, the coefficient value $Y = 22.228$ and that every 1% addition of student activeness in the organization, learning outcomes will increase by 3.973 and there is a tendency that the higher the level of student activeness in the organization, the better the learning outcomes. In addition, every 1% addition of learning discipline, learning outcomes increase by 7.450 and there is a tendency that the better the learning discipline, the greater the chance of getting good learning outcomes. The role of learning discipline is greater than the activeness of students in the organization. F test results as in table 2.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3787.892	2	1893.946	26.805	.000 ^b
	Residual	3603.534	51	70.658		
	Total	7391.426	53			

Source: SPSS Output Results

The results of the F test show that the significant value obtained is lower than 0.05 and the calculated F value is 26.805. This means that there is a real role of the student activeness variable in the organization and learning discipline simultaneously on the student learning outcomes variable.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.716 ^a	.512	.493	8.406	1.573

Source: SPSS Output Results

In table 3, the effect of student activeness in organizations and learning discipline on student learning outcomes variables has an R Square value or coefficient of determination of 0.512. This means that there is a 51.2% role of the independent variable of student activeness in organizations and learning discipline on the student learning outcomes variable. There is another 48.8% role that comes from other factors besides the independent variables.

Thus, in this study it is proven that student activeness in organizations has a role in shaping student learning outcomes. This is in accordance with research from Pratiwi (2016). These results indicate that there is a possibility that students who are active in organizations have good learning outcomes when compared to inactive students who only focus on academic grades. A student will get added value, if he is active in an organization because by organizing, he will get used to working with people (work as a team), have a leadership spirit (work as a leader), get used to working with management (work with management). In addition, students will also get used to conveying their ideas, opinions and ideas and accepting other people's ideas, opinions and ideas as well as encouraging the creation of achievement motivation, initiative, creativity, and self-confidence of students in meeting their learning needs in the academic environment (Sinambela et al., 2014). From a series of benefits of activeness in the organization, it is expected to be able to boost the achievement of student learning outcomes which can be realized through the student achievement index so that learning achievement will also increase. However, in contradiction, there are risks inherent in students who are too busy with organizational activities, namely obstacles to the learning process in class because they cannot manage the time between lectures and organizations (Khasanah & Hariani, 2015). Students must remain rational in their efforts to complete their studies at university (Ujianto, 2003).

Learning discipline is also proven to shape student learning outcomes. This is in accordance with research from Syafrudin (2005). If students have high learning discipline, these students will have a high awareness of their duties and responsibilities, including discipline in participating in learning activities on campus, discipline in taking exams, discipline in adhering to study schedules, accuracy in carrying out and collecting assignments (Darmawan & Mardikaningsih, 2022). Therefore, high learning discipline will be able to provide direction for students to achieve optimal learning achievement (Karina et al., 2018). Conversely, low learning discipline causes the student to get low learning outcomes.

Conclusion

The results of the study stated that the active involvement of students in the Student Executive Organization and Student Association has an impact on learning outcomes and is positive. Personally, the presence of discipline in students will help improve student learning outcomes. The role of self-discipline is greater than active involvement in student organizations.

Students are expected to further increase their sense of activeness in organizations to train a sense of responsibility and manage time appropriately while still paying attention to the main interest, namely completing studies on time. Following the learning process, learning while simultaneously following the organization makes students have to divide their time and focus as well. Being responsible for the learning process and being responsible for participating in organizational activities if it is not balanced will harm one of them or even both. The role of learning discipline is needed in learning activities because learning discipline is one of the regulatory factors that must be obeyed by students which can affect learning. Universities are expected to be able to take wise steps in creating learning discipline in accordance with the development and psychology of students.

References

- Akmal, D. Kurniawan, D. Darmawan & A. Wardani. 2015. *Manajemen Pendidikan*, IntiPresindo Pustaka, Bandung.
- Al Hakim, Y.R., M. Hariani, D. Darmawan, R. Mardikaningsih, & M. Irfan. 2014. Pembelajaran Mahasiswa melalui Media Jejaring Sosial, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(2), 109-124.
- Andayani, D. & D. Darmawan. 2004. *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.
- Darmanto, D., A.R. Putra & R. Mardikaningsih. 2014. *Evaluasi Hasil Belajar*. Pustaka Belajar, Yogyakarta.
- Damayanti, N., S. Hutomo, D. Darmawan & I. Wahyudi. 2011. *Penelitian Tindakan Kelas*, IntiPresindo Pustaka, Bandung.
- Darmawan, D. 2007. *Strategi Belajar*. Metromedia, Surabaya.
- Darmawan, D., R. Mardikaningsih, E. A. Sinambela, S. Arifin, A.R. Putra, M. Hariani, M. Irfan, Y.R. Al Hakim, & F. Issalillah. 2020. The Quality of Human Resources, Job Performance and Employee Loyalty, *International Journal of Psychosocial Rehabilitation*, 24(3), 2580-2592.

- Darmawan, D., & M. Djaelani. 2022. Hubungan Stres dan Strategi Coping bagi Mahasiswa Fakultas Teknik di Masa Pandemi Covid-19. *Ekonomi, Keuangan, Investasi dan Syariah (EKUITAS)*, 3(3), 429–433.
- Darmawan, D. 2022. Pengaruh Lokus Kendali, Lingkungan Sosial dan Perilaku Produktif Mahasiswa terhadap Intensi Berwirausaha. *Justek: Jurnal Sains dan Teknologi*, 5(2), 422-430.
- Darmawan, D. & R. Mardikaningsih. 2022. Hubungan Kecerdasan Emosional Dan Hasil Belajar Dengan Kualitas Komunikasi Mahasiswa Fakultas Ekonomi. *ARBITRASE: Journal of Economics and Accounting*, 3(1), 45-49.
- Djazilan, M.S. & D. Darmawan. 2021. The Influence of Parenting Style and School Culture on the Character of Student Discipline, *Studi Ilmu Sosial Indonesia*, 1(2), 53-64.
- Gunawan, A. 2010. *Motivasi dan Hasil Belajar*. Spektrum Nusa Press, Jakarta.
- Gunawan, A., R. Mardikaningsih & Yuliana. 2016. *Evaluasi Pembelajaran*, Revka Prima Media, Surabaya.
- Hoy, C., C. Jardine Bayne & M. Wood. 2000. *Improving Quality in Education*. PalmerPress, London.
- Hutomo, S., D. Akhmal, D. Darmawan & Yuliana. 2012. *Dasar-Dasar Evaluasi Pendidikan*, AddarPress, Jakarta.
- Issalillah, F. & Y. Kurniawan. 2021. Modal Psikologis Dan Intensi Berwirausaha: Potensi Kewirausahaan Ditinjau Dari Kekuatan Mental, *Jurnal Manajemen, Bisnis, dan Kewirausahaan*, 1(1), 27-38.
- Issalillah, F. & R. K. Khayru. 2021. Stress and Reference Group Contribution to Achievement Motivation of Student, *Studi Ilmu Sosial Indonesia*, 1(1), 13-28.
- Kabalmay, S.S. & D. Andayani. 2014. Hubungan Kebutuhan Sosial, Kebutuhan Penghargaan, dan Semangat Belajar Siswa, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 1(1), 15-22.
- Karina, A., E. Davitri, & D. Darmawan. 2018. Kedisiplinan dan Kemandirian Siswa Dalam Proses Pembelajaran dan Pengembangan Diri, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 5(2), 107-120.
- Khasanah, H. & M. Hariani. 2015. Peran Efikasi Diri dan Lingkungan Belajar terhadap Hasil Belajar Mahasiswa, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(2), 97-110.
- Khasanah, H., S. Arifin, & A.R. Putra. 2016. *Manajemen Pendidikan Indonesia*. Rineka Cipta, Jakarta.
- Khayru, R.K., N. Nichen, A. Chairunnas, S. Safaruddin, & M. Tahir. 2021. Study on The Relationship Between Social Support and Entrepreneurship Intention Experienced by Adolescents, *Journal of Social Science Studies*, 1(2), 47-51.
- Kurniawan, Y., A. S. Lee, R. K. Khayru, & M. Hariani. 2022. Social Media, Impact on Student Learning Behavior, *Bulletin of Science, Technology and Society*, 1(1), 15-21.
- Lembong, D., S. Hutomo & D. Darmawan. 2015. *Komunikasi Pendidikan*, IntiPresindo Pustaka, Bandung.

- Mardikaningsih, R. & D. Darmawan. 2013. *Metode Penelitian Kuantitatif*, IntiPresindo Pustaka, Bandung.
- Mardikaningsih, R. & M. Hariani. 2016. Peningkatan Hasil Belajar Siswa Dengan Kontribusi Dari Kompetensi Kepribadian Guru Serta Kreativitas Siswa, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(1), 1-12.
- Mardikaningsih, R. & D. Darmawan. 2018. Kecerdasan, Perilaku Belajar, dan Pemahaman Mahasiswa, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 5(1), 13-26.
- Mardikaningsih, R., E. A. Sinambela, D. Darmawan & S.N. Halizah. 2021. Hubungan Perilaku Produktif dan Minat Mahasiswa Berwirausaha. *Jurnal Manajemen, Bisnis, dan Kewirausahaan*, 1(1), 121-130.
- Munir, M., E. A. Sinambela, S. N. Halizah, R. K. Khayru, V. Mendrika. 2022. Review of Vocational Education Curriculum in the Fourth Industrial Revolution and Contribution to Rural Development, *Journal of Social Science Studies*, 2(1), 5 – 8.
- Najumba, J. 2013. *The Effectiveness of Teaching and Learning in Primary Schools*. Sage Publications, Boston.
- Pintrich, P. 2004. A Conceptual Framework for Assessing Motivation and SRL in College Students. *Educational Psychology Review*, 16, 385–407.
- Pratiwi, S.S. 2016. Pengaruh Keaktifan Mahasiswa dalam Organisasi dan Motivasi Belajar terhadap Hasil Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta. *Skripsi*, Universitas Negeri Yogyakarta.
- Purwanti, S., T. Palambeta, D. Darmawan, S. Arifin. 2014. Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa, *Jurnal Ilmu Pendidikan*, 8(1), 37-46.
- Sinambela, E.A., R. Mardikaningsih & D. Darmawan. 2014. *Inovasi Pendidikan dan Profesionalisme Guru*, IntiPresindo Pustaka, Bandung.
- Sutarjo, M., D. Darmawan & Y. I. Sari. 2007. *Evaluasi Pendidikan*. Spektrum Nusa Press, Jakarta.
- Syafrudin. 2005. Hubungan Antara Disiplin Belajar dan Perhatian Orang tua Dengan Hasil Belajar Bahasa Indonesia Siswa SMA PGRI. *Skripsi*. Fakultas Ilmu Pendidikan Universitas Sunguminasa Kabupaten Gowa. Makassar.
- Ujianto & D. Darmawan. 2003. Rasionalitas Mahasiswa dalam Memilih Partai Politik: Studi terhadap Faktor yang Dipertimbangkan Mahasiswa Kota Surabaya dalam Memilih Partai Politik, *Jurnal Ilmu-Ilmu Sosial dan Humaniora*, 7(1), 43-54.
- Wahyudi, I., D. Darmawan & R. Mardikaningsih. 2018. *Model Pembelajaran di Sekolah*, IntiPresindo Pustaka, Bandung.
- Yanti, Y., Yuliana, D. Darmawan & E. A. Sinambela. 2013. *Psikologi Pendidikan*, Spektrum Nusa Press, Jakarta.
- Yanti, Y. & D. Darmawan. 2016. Pengaruh Kompetensi Guru dan Lingkungan Belajar Terhadap Hasil Belajar melalui Motivasi Belajar Sebagai Variabel Intervening, *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(4), 269-286.
- Yuliana, Y. 2012. *Dinamika Pendidikan di Indonesia*, IntiPresindo Pustaka, Bandung.