

A Study on the Correlation Between Organizational Activity and Academic Achievement among Students

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Abstract

Student organizations serve as vehicles for the personal growth and development of students, expanding their horizons, augmenting their knowledge, and nurturing their individualities. Academic achievement refers to the degree to which a pupil succeeds in attaining the objectives established for their educational journey. The objective of this research was to ascertain whether or not the achievement of STIKes Karsa Husada Garut students is correlated with their participation in organizations. This research employs quantitative techniques and a cross-sectional design. The research sample for this study comprised 99 individuals, selected using the cluster random sampling method. Methods of data analysis that employ chi-square correlation. The study's findings indicate a significant correlation between organizational activity and student academic achievement, as supported by the odds ratio value of 17.712 and the p value of 0.023, both of which are less than 0.05. These values indicate that there is a noteworthy relationship between organizational activity and student academic achievement.

Keywords: Academic achievement, organization activity and student

INTRODUCTION

Originality, ingenuity, and efficiency are effective methods for nurturing kids' latent abilities. Hence, students are afforded the chance to engage in diverse extracurricular pursuits during their free time, including participation in Student Activity Units and University Student Activities. Student organizations serve as a platform for students to enhance their personal growth, expand their knowledge, and cultivate their own identities. Student groups in higher education provide a platform for students to engage in

extracurricular activities. This enables them to cultivate their own community norms, gain experiences, acquire knowledge, pursue their interests, showcase their abilities, and indulge in hobbies. According to Nurliani (2016), STIKes Karsa Husada Garut has a total of 8 student activity units (UKM) and 6 student organizations (Ormawa). The UKM (University Student Activity Units) at this institution include Limpa, UKM Art, UKM Futsal, UKM Badminton, UKM Voly, UKM KSR (Student Red Cross Unit), UKM

FIM (Film Appreciation Unit), UKM Rohis (Islamic Student Association), ORMAWA KEMA D3 Nursing (Student Organization for D3 Nursing Program), ORMAWA FORMA S1 Nursing (Student Organization for S1 Nursing Program), HIMA D3 Midwife (Midwifery Student Association), ORMAWA HIMA D3 Health Analyst (Student Organization for D3 Health Analyst Program), ORMAWA HIMA D3 Pharmacy (Student Organization for D3 Pharmacy Program), and BEM (Student Executive Board). The criteria for determining the level of success a student achieves in college is not well-defined. However, the grade point average (GPA) is often regarded as an indicator of a student's level of success or failure in a class. The GPA value for semester 6 shown a substantial increase compared to semester 2 across all levels of organizational activities, including low, medium, and high categories ($p < 0.05$). Nevertheless, the rise in the CAI's value was not correlated with the amount of organizational activity ($p > 0.05$). (Luailiyah, 2022). Students' readiness to enter the workforce is influenced by their academic accomplishments and involvement in organizational activities. Organizational activities are anticipated to offer practical knowledge, whereas academic accomplishment is regarded as an indicator of an individual's cognitive talents' level of development.

Multiple opportunities exist for pupils to enhance their academic achievement. Student engagement in organizational activities refers to the active involvement of students in specific groups or organizations to accomplish shared objectives. Participating in intra-campus organizations offers numerous advantages to students, including the development of skills in collaborating with diverse teams, fostering independence, self-assurance, discipline, and responsibility, as well as enhancing communication and public speaking abilities. Student organizations are valuable endeavors for students to enhance their educational achievements.

Engaging in organizations and activism can significantly influence a student's academic achievement, thanks to the numerous benefits it offers. According to Putri (2017), activists tend to receive a higher score in their assessment of activeness compared to other students due to their ability to effectively communicate and develop self-skills.

Engaging in activities within student activity units does not imply neglecting college work, nor does being a student activist entail compromising college grades. Being a student activist entails demonstrating to people that we, as students, possess superior academic achievements compared to our peers. Organizers have grown accustomed to this scenario, ranging from failure in class to

failure in academics. Conducted a preliminary study on March 20, 2022, involving 20 students who were active in organizations on the campus of STIKes Karsa Husada Garut. The survey yielded three findings: Out of the total of 20 students, 10 experienced a consistent increase in their grades each year, 6 maintained the same grades, and 4 saw a decline in their grades upon leaving the organization.

Alexandro's (2022) prior research demonstrated that those engaged in organizational activity at the very active level exhibit the greatest average GPA when compared to those at the active and moderately active levels. Nevertheless, organizational activities that are currently active exhibit a lower mean GPA in comparison to organizations that are moderately active.. Nevertheless, a separate study conducted by Putri (2017) revealed a lack of correlation between student participation in groups and their academic performance.

The researcher aims to explore the correlation between organizational activity and student academic achievement at STIKes Karsa Husada Garut, based on the aforementioned factors..

RESEARCH METHOD

This study collects, interprets, and presents its findings using quantitative research methods since it makes extensive

use of numerical data. In order to ascertain the degree and direction of the association between the variables under study, researchers opted for a cross-sectional strategy (Sugiono, 2019).

Thirty-one students that belong to the STIKes Karsa Husada Garut organization participated in this study.

Sugiyono (2019) asserts that the sample's attributes and size are part of the population. Only a part of the population is used in the sample data collecting technique to determine the required demographic characteristics (Siregar, 2015).

The research sample size was determined using the Slovin method. The researcher discovered that the minimal sample size utilized in this investigation was 99.113 after computing n using the formula. STIKes Karsa Husada Garut selected a representative sample of all the students involved in the program at random. Data for this study will be gathered via questionnaire responses. Respondents agreed to participate in the study by giving informed consent to the researchers. Students who have been chosen as respondents will fill out questionnaires as part of the study project. Questionnaires were employed in this study in order to gather data. Sugiono (2019) defines a questionnaire as a data collection tool that consists of written statements or questions that are sent to the subject of the survey either directly, by mail, or online. Using a

questionnaire containing the respondent's name or code, age, gender, and organizational affiliation will yield demographic data. KHS each semester was utilized to collect statistics on academic achievement. The components of the research questions were determined by using a checklist questionnaire. The student organizational activeness questionnaire was completed using a set of fifteen questions addressing topics including dedication, responsibility, and other topics. Measurements of observable social and natural events are made with research devices. According to Sugiyono (2019), these phenomena are all expressly referred to as research variables. Both documentation and observation are used in this study. Observation is an empirical scientific activity that relies on firsthand information gathered from the field or text, employing the five senses without any alteration (Hasanah, 2017). This indicates that the design of observation is methodical in terms of what, when, and where it will be observed. To gather data, the researcher employs tried-and-true research instruments. This study paper focuses on the IP that was acquired from the student's Study Result Card (KHS) from the prior semester.

The purpose of univariate analysis is to characterize each variable seen in the research. The study typically yields simply the frequency distribution and percentage

for each variable. A bivariate study looks at two variables that are thought to be connected or associated, whereas a univariate table shows data presented as a frequency distribution for one variable. The chi-square test, a statistical tool for assessing the importance of two variables, is used to do this. This analysis aims to assess the correlation between two variables, specifically the independent and dependent variables. The association between students' academic progress and organizational activity at STIKes Karsa Husada Garut is the dependent variable. From January until September 20, 2022, the STIKes Karsa Husada campus in Garut served as the study's location.

RESEARCH RESULT AND DISCUSSION

RESULT

Table 1. Frequency Distribution Based on Gender of Students who follow the organization

Gender	Frequency	Percentage (%)
Male	45	45,5
Female	54	54,5
Total	99	100

Table 1 presents the findings, which indicate that 54 respondents (54.5%) were female and 45 respondents (45.5%) were male.

Table 2. Frequency Distribution Based on the Organization that the respondent joins

Organization	Frequency	Percentage (%)
Forma S1 Nursing	16	16,2
Kema D3 Nursing	14	14,1
Hima D3 Midwifery	15	15,2
Hima D3 Health Analyst	15	15,2
HIMA D3 Pharmacy	14	14,1
Student	25	25,3
Executive Board		
Total	99	100

Table 2 shows the results that a small proportion of respondents who participated in the organization were in BEM as many as 25 people (25.3%) and very few of the respondents were in KEMA D3 Nursing and HIMA D3 Nursing as many as 14 people (14.1%).

Table 3. Frequency Distribution Based on Academic Level

Level	Frequency	Percentage (%)
Level 2	74	74,7
Level 3	25	25,3
Total	99	100

Table 4. Frequency Distribution Based on Organizational Activity

Organizational Activity	Frequency	Percentage (%)
High	79	79,8
Medium	5	5,1
Low	15	15,2
Total	99	100

Table 3 shows the results that most of the respondents who participated in the

organization were at level 2 as many as 74 people (74.7%).

Table 4 shows the results that most of the respondents who are active in the organization are high (79.8%).

Table 5. Frequency Distribution Based on Learning Achievement

Results	Frequency	Percentage (%)
Cumlaude	44	44,4%
Very satisfactory	11	11,1%
Satisfactory	16	16,2%
Fair	19	19,2%
Did not pass	9	9,1%
Total	99	100

Table 5 indicates that 44 individuals (44.4%) achieved cum laude GPA results, while a small percentage of respondents (11.1%) reported highly satisfying GPA learning outcomes. Additionally, a modest proportion of respondents (16.2%) expressed satisfaction with their GPA learning outcomes, while a slightly larger group (19.2%) considered their outcomes to be sufficient. Lastly, a small number of respondents (9.1%) did not graduate.

Following the completion of univariate data analysis, bivariate data analysis was performed to ascertain the correlation between the organizational activity variable and the dependent variable, specifically academic accomplishment. The association between these factors was assessed using the Chi Square test, and the variables are listed below:

Table 6. Frequency Distribution of the Relationship between Organizational Activity and Student Academic Achievement at STIKes Karsa Husada Garut

Organizational activity	Learning achievement					x ²	P-value
	Did not pass	Fair	Satisfactory	Very satisfactory	Cumlaude		
Low	6	1	1	1	11	17.712	0.023
Medium	0	0	0	1	4		
High	3	16	6	8	41		
Total	9	17	7	10	56		

Six individuals (30.0%) of the respondents with low organizational activeness and adequate learning performance failed the examination, as indicated by the data presented above. Thus, only a minority of the respondents with low organizational activeness and adequate learning performance failed. Only one respondent (5.0%) out of a very small number of those with minimal organizational activity demonstrated satisfactory learning performance. Only one respondent (5.0%) out of a very small number of those with minimal organizational activity reported a Very Satisfactory learning performance. There were eleven respondents (55.0%) who reported low organizational activeness in relation to Cumlaude learning performance, while one individual (5.0%) did not find any respondents to have moderate organizational activeness in relation to learning performance. Failure to complete None of the respondents (0, 0%) exhibited moderate organizational activity and achieved satisfactory learning performance. Similarly, none of the respondents (0, 0%)

demonstrated moderate organizational activity and achieved satisfactory learning performance. 0 individuals (0.0) While a minority of participants (20.0%) reported highly satisfactory learning outcomes, the vast majority (99%) of those with moderate organizational activity reported average learning outcomes. A minority of respondents (80.0%) and four individuals with high organizational activity exhibited poor learning performance. 3 respondents (41%), representing a minority of those who expressed high organizational activity, demonstrated adequate learning performance. Only 16 individuals (22.6%) among the respondents who reported considerable organizational activity achieved satisfactory learning outcomes. A mere six individuals (8.1%) out of the total respondents exhibited a highly satisfactory level of organizational activity in their learning performance. There were 8 individuals (10.8%) among the respondents who reported high organizational activity and cumlaude learning performance, while the majority (41 individuals, 55.4%) did so. A correlation has been identified between

student academic achievement and organizational activity at STIKes Karsa Husada Garut, as determined by the chi-square test of data analysis. As the p value is less than 0.05, it is possible to conclude that a relationship exists.

DISCUSSION

The study demonstrates that students who actively engaged in many groups achieved cum laude honors. Specifically, 44 individuals (44.4% of the respondents) attained cum laude results, indicating a high level of academic achievement. However, a small number of respondents reported less satisfactory GPA outcomes. Out of the respondents, 11 individuals (11.1%) reported having unsatisfactory GPA learning results, whereas 16 people (16.2%) reported having satisfactory GPA learning outcomes. Additionally, 19 people (19.2%) reported having average GPA learning outcomes, while some respondents did not graduate. According to Hardiansah's (2019) research, organizational activeness has an impact on academic attainment.

The researcher posits that the correlation between organizational activeness and student academic achievement can be attributed to the acquisition of supplementary knowledge and experience by the organizers, which is not attainable through lectures. This, in turn, may serve as a catalyst for enhancing academic performance. The findings indicated that a minority of respondents

(25.3%) primarily comprised 25 individuals who joined the BEM (Student Executive Board) group.

This indicates that BEM holds the highest position among campus organizations, resulting in a majority of respondents expressing a preference to join the BEM group. As stated by Hardiansah (2019), the BEM has numerous operational initiatives that the management must execute. These initiatives aim to address the concerns of STIKes Karsa Husada Garut students and enhance their individual capabilities. Every member of the BEM management is assigned a specific work program to oversee. The objective of this work program is to enhance the accountability of every staff member.

Table 6 displays the correlation between organizational activeness and academic accomplishment. The chi square test yielded a value of $p = 0.023$, which is less than or equal to the significance level of 0.05. Additionally, the odds ratio (OR) was calculated to be 17.712. This suggests that students who engage in extracurricular activities are tenfold more likely to achieve higher academic performance. This discovery aligns with the study conducted by Hardiansah (2019), which revealed a correlation between organizational activeness and academic accomplishment. This can be attributed to various factors that significantly impact kids' academic achievements.

Fauzi (2020) this is seen by the GPA outcomes of 46 students who achieved cum laude status. Through active involvement in groups, students can enhance their leadership skills and cultivate a compassionate mindset, while also developing their critical, creative, and inventive thinking abilities. This is demonstrated by the high level of engagement displayed by pupils in the classroom. The researcher posits that the correlation between organizational activeness and student academic achievement can be attributed to the acquisition of supplementary knowledge and experience by the participants, which is not often received through lectures. This, in turn, may serve as a catalyst for enhancing academic performance. This is consistent with Fauzi (2020) According to the findings from surveys and field observations, joining student organizations offers several advantages. These include enhancing time management skills by balancing academic and organizational commitments, improving problem-solving abilities, fostering social empathy, and broadening both academic and non-academic knowledge.

In addition, according to Zami's (2021) research on the impact of organizational activity on the soft skills and learning achievement of SMK students, it can be inferred from the conducted research that there is a noteworthy and positive

correlation between student organizational activity and the enhancement of soft skills.

Patunru's (2020) research highlights the pros and cons of involvement in groups. It reveals that active participation in student organizations leads to a boost in academic accomplishment. The assertion that the organization's youngsters have a poor achievement index is contradicted by the opinions of certain individuals. The results of our research demonstrate that the vast majority of scholarship or award recipients are individuals who actively engage with the organization. The drawbacks of engaging in organizational activities include diminished opportunities for spending time with family, reduced study time, and potential conflicts between organizational commitments and other activities.

CONCLUSION

The authors of this study analyzed data and discussed the findings to draw conclusions about the relationship between organizational activeness and student academic achievement at STIKes Karsa Husada Garut. The results indicate that students who are actively involved in organizations have a high GPA, with some even achieving cum laude status. Furthermore, the study found a significant correlation between organizational activeness and student academic

achievement at STIKes Karsa Husada Garut.

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