



The effect of student activity in organizing, learning motivation and learning behavior on academic achievement of students of the faculty of economics and business, Bengkulu University

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ABSTRACT

This study aims to determine the effect of student activeness in organizations, learning motivation and learning behavior on the academic achievement of students of the Faculty of Economics and Business, Bengkulu University. This research is descriptive research with quantitative research. The population of this study were students of the Faculty of Economics and Business, Bengkulu University class of 2020, 2021, 2022 and 2023 who participated in organizations inside and outside the campus environment. Sampling in this study used probability sampling technique with 100 students as respondents. The data collection technique used a questionnaire. The data analysis technique uses multiple regression analysis. The results showed that: (1) There is a positive and significant effect of student activeness in organizations on student academic achievement. (2) Learning Motivation has no positive effect on student academic achievement. (3) There is a positive and significant effect of learning behavior on learning achievement.

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1. INTRODUCTION

Higher education as an educational institution is one of the important educational opportunities that occur between lecturers, namely teachers and students, so that this process is expected to produce superior human beings and make an important contribution to the development of the nation and state. According to (Azra, 2002: 215), through quality education, Indonesia will be safer, especially for this country in the transition process, and only through quality education can Indonesia create a competitive advantage in fierce global competition.

Education is a place to develop the potential of students. Education is organized to improve the intelligence and dignity of the nation, realizing Indonesian people who are faithful and devoted to God Almighty, capable and independent, so that they can develop themselves and their surrounding communities and meet the needs of the people. national development and responsible for nation building (Wahyuni, 1997: 2).

In this competitive era of globalization, the wheels of education must be designed in such a way that the educational process runs well along with the development of advanced technology. With good learning in accordance with technological developments, it will create the next generation of quality nations. A quality generation is born from the world of good education. Students have an important role today, where this era is marked by acceleration starting with globalization and students are considered able to carry the mandate of life to create a better future. Students are often referred to as agents of change, having the meaning of being a facilitator includes several things, namely being able to create fun learning, education about healthy lifestyles, planting adab and moral values, practicing skills (Irfan, 1993; Rochanah, 2020).

Educational institutions, in this case colleges or universities, are one of the containers for the process of creating quality human resources. Higher education is a formal educational institution that has the mission and responsibility of preparing students and producing quality graduates both in the fields of *hard skills* and *soft skills*. That is the National Education System Law No. 20/2003 concerning the "National Education System" Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to achieve religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needs, society, nation and state.

Teaching and learning activities on campus must be optimally supported in the learning environment, location, teaching staff and students. So that further learning runs smoothly and efficiently. The success of the teaching and learning process can be seen from the results of the Cumulative Achievement Index (GPA) of the students.

Academic success is always related to student academic results. Academic achievement is a measure of student success in the learning process over a period of time, expressed in a score. Students who are very successful academically can be said to be successful in learning. Academic success or academic achievement is a combination of skills, interests, talents, abilities, motivation, lecturer skills, attention span, learning habits and learning environment, which are interconnected and affect the behavior patterns of each student. Based on this, the success of the learning process can be determined by the level of learning, which can be seen from the learning assessment, both semester records and the Cumulative Achievement Index (GPA) of students. Activities that can be carried out by students to create change, one of which is through organizational activities that are followed, are expected to provide benefits in the form of creating new environments, learning friends and expanding relationships, in addition to obtaining practical experience (Caesari & Listiara, 2013).

Students can be said to be active in the organization as mentioned by Davis & Newstrom (2015) related to the involvement, contribution and response, as well as the theory Schaufeli, et al., (2002) Regarding work engagement that is still related to this. Research in recent years supports that work engagement can be used within the scope of student-level educational organizations in various countries such as Japan, South Africa, Brazil, Italy, Norway, Finland, Serbia and Russia (Carmona-Halty et al., 2019; Dimitriadou et al., 2021; Loscalzo & Giannini, 2019).

Bengkulu University (UNIB) is a state university located in Bengkulu City, Bengkulu Province. UNIB is one of the national universities that has a mission to produce high quality personnel. UNIB has 8 faculties, one of which is the Faculty of Business which consists of several programs such as Bachelor of Development Economics, Bachelor of Management, Bachelor of Accounting and D3 Accounting.

There are two factors that influence student success in academic achievement, namely internal and external factors. Internal factors are factors that come from within students, including motivation, learning behavior, interest, skills, and intelligence, while

external factors are factors that come from outside students, including: socio-economic conditions, environment, infrastructure, and faculty. Self-adjustment is characterized based on the aspects of the four aspects by Baker dan Siryk (1984), Then the difficulties that occur when you want to adjust include differences in physical characteristics, language and cultural (Wijanarko & Syafiq, 2013).

Motivation encourages individuals to be serious in learning and achieving achievements, when individuals are actively organizing there will be intrinsic motivation, then peers in the organization also provide stimulus in the form of providing external motivation (Purnawan, et al., 2014; Sardiman, 2011). Then extrinsic motivation can also arise from family, parental participation and this has positive implications (Mitchall & Jaeger, 2018; Santrock, 2012).

Student performance in organizations, motivation and learning behavior affect student academic success. Among the many campus activities, students who are active in organizations must be able to divide their time between studying and organizing. Because if you do not know how to manage your time well, it will have an impact on student academic achievement. Conversely, if students can manage their time well between studying and organizing, then their academic performance is likely to improve. The organization is a source and means to develop the skills, interests and personal potential of the organization's activists (Haryono, 2014). Students are currently the greatest hope of society as humans, especially the voice of social change (*Social Agent of Change*).

Student organizations are a form of higher education activities organized according to the principles of students, by students, and for students (Sukirman, 2004: 72). This organization is a means and source of self-development for students to broaden their horizons, increase their knowledge and improve their understanding and the integrity of their personality. Student organizations are also a forum for the development of extracurricular student activities, which include the development of reasoning, knowledge, interests, skills, and hobbies of the students themselves (Sudarman, 2004: 34). This is confirmed by the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 155/U/1998 Article 1: 1 concerning General guidelines for student organizations in higher education, that student organizations are a forum for student self-development and opportunities to broaden their horizons and improve their intellect and personality in order to achieve integrity. higher education goals. . the purpose of higher education.

The positive benefits obtained by students in preparing themselves, studying, participating in organizational activities or becoming organizational activists as young intellectuals are difficult to put into practice. Students must be able to divide their time and focus into two parts and be responsible for the commitment of both activities. Maintaining this commitment requires good motivation and learning behavior, especially learning motivation, because learning motivation greatly affects academic success and efforts to achieve these goals. Learning motivation can direct students to be more diligent in learning and direct students to work towards their goals, for example by organizing or managing time in order to complete lectures on time (Purwanto, 2004: 72).

Other factors that can affect academic success are psychological factors, in this case motivation and learning behavior. Motivation is a versatile driving force that generates learning activities and ensures the continuity of learning, so that the desired subject goals can be achieved (Syah, 2003: 158). Meanwhile, according to Hamalik (in Djamarah, 2002: 60), motivation is a change in energy in a person's personality characterized by the emergence of affection (feelings) and reactions to achieve goals. Uno (2008:27) says that a person's low academic achievement is due to a lack of learning motivation, which means that the child is unable to apply his inner strength to learning activities that may be carried out. Core motivation can help understand and explain a person's behavior, including the behavior of a learner. Meanwhile, learning behavior is

the attitude that appears from a student in responding and reacting to every teaching and learning activity, which shows if his attitude is enthusiastic and responsible for the learning opportunities given to him.

This study is different from previous research where previous research conducted by Tarida Marlin Surya Manurung (2017) only used 3 variables, namely H1 Learning Motivation, H2 Learning Behavior and H3 Academic Achievement. Whereas in this study researchers used 4 variables / hypotheses, namely H1 The effect of student activeness in organizations, H2 Learning Motivation, H3 Learning Behavior and H4 Academic Presentation. The case study of previous research is also different where in previous research the case study was at STIE Kesatuan Bogor while in this study the case study was students of the Faculty of Economics and Business, Bengkulu University.

Based on the background that has been explained, this study aims to determine the relationship between student activity in organizations, learning motivation and learning behavior on the academic achievement of students of the Faculty of Economics and Business, Bengkulu University. This research is expected to be information for students of the Faculty of Economics and Business, Bengkulu University to improve their academic performance. And for the Faculty, it can be a source of information about things that affect the academic achievement of economic faculty students.

2. RESEARCH METHOD

Based on the type of data and analysis, this research is classified as Quantitative research. According to Sugiyono (2018: 13) quantitative research is a research method based on positivism (concrete data), research data in the form of numbers to be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion.

This research was conducted at the Faculty of Economics and Business, Bengkulu University, which is located at Jl WR Supratman, Kandang Limun, Kec. Muara Bangka Hulu, Bengkulu City, Bengkulu Province. The subjects of this research were all students of the Faculty of Economics and Business, Bengkulu University, class of 2020-2023.

Research instruments are tools used by researchers in collecting data so that research is easier and the results are easily processed (Arikunto, 2013: 203). This study uses an instrument in the form of a questionnaire (questionnaire) which contains written questions or statements submitted to students of the Faculty of Economics and Business, Bengkulu University. The consideration in the preparation is the ease of responses in filling out the questionnaire. Answers to questions provided with score details. Strongly Agree (SS) =5, Agree (S) =4, Undecided (R) =3, Disagree (TS) =2 Strongly Disagree (STS) =1

3. RESULTS AND DISCUSSIONS

This section is the result of the research, which consists of 3 parts, namely the first section on descriptive statistics covering the characteristics of respondents and the second section evaluates the constraints and validity of the proposed model while the third section analyzes the relationship between exogenous variables and endogenous variables in the model and conducts hypothesis testing

3.1 Descriptive Statistics

The number of respondents in my research was 95 people. Respondents in my research are students at the Faculty of Economics and Business, Bengkulu University

which consists of 4 study programs such as Development Economics, Management, S1 Accounting and D3 Accounting. More complete information can be seen in the table below.

Table 1. Respondent Characteristics Table

Characteristics	Respondents (n=100)	Percentage
Gender		
- Male	36	36%
- Female	64	64%
Study Program		
- Development Economics	25	25%
- S1 Management	40	40%
- S1 Accounting	32	32%
- D3 Accounting	3	3%

3.2 Reliability and Validity

In this study I used Smart Partial Least Square (SPLS) analysis to measure my proposed model. I used Cronbach's alpha and Composite to assess the level of internal consistency of the construct. According to Ghazali & Latan (2015) a good Cronbach's alpha value is >0.7 and according to Sarstedt et al (2021) the value of composite reliability above > 0.7 , it is considered a reliable measurement. To measure the validity of construct convergence, you can use the average extracted (AVE) with an acceptable threshold of 0.5 (Hair et al. 2014).

Table 2. Reliability and Validity Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Student Organizational Activity	0.844	0.852	0.890	0.618
Learning Motivation	0.732	0.740	0.831	0.552
Learning Behavior	0.855	0.860	0.896	0.633
Academic Achievement	0.815	0.821	0.871	0.576

The four variables above have a Cronbach's alpha value above 0.6 and a Composite reliability value above 0.7 so that this research can be said to be reliable. The average variance extracted (AVE) value is also above 0.5 so that this research can be said to be valid.

To assess discriminant validity, we must compare the square root of the average variance extracted (AVE) of each construct with the correlation between the constructs. In this case, the square root of the AVE of each construct must exceed the correlation between the constructs in order to meet the requirements of discriminant validity, as described by Fornier and Larcker (1981). The results listed in the table below show that all AVE square root values on the diagonal exceed the correlation between constructs, indicating that the discriminant measurement used has met the standards and is considered fulfilled.

Table 3. Discriminate Validity

Student Organizational Activity	Learning Motivation	Learning Behavior	Academic Achievement

Student Organizational Activity	0.786			
Learning Motivation		0.743		
Learning Behavior	0.368		0.796	
Academic Achievement	0.564	0.517		0.759
	0.541	0.474	0.662	

3.3 Structural Model

A Partial least square (PLS) path modeling is a highly valued approach in the analysis of causal relationships between latent variables in social science research and is often considered a very flexible and effective model that can be established in a variety of research situations (Hair et al., 2011).

The proposed structural model was analyzed using SmartPLS software, which has a graphical user interface for performing PLS-SEM analysis. A total of 5000 bootstrap subsamples were used in the full bootstrap procedure to assess the significance of the hypothesized variable relationships.

The path coefficient is considered statistically significant if the t-statistic exceeds a value of 0.96 at a significance level of 0.05. Referring to Cohen's (2013) guidelines, values above 0.35 are considered strong indications, while values above 0.15 and 0.02 are considered moderate and weak indications, respectively.

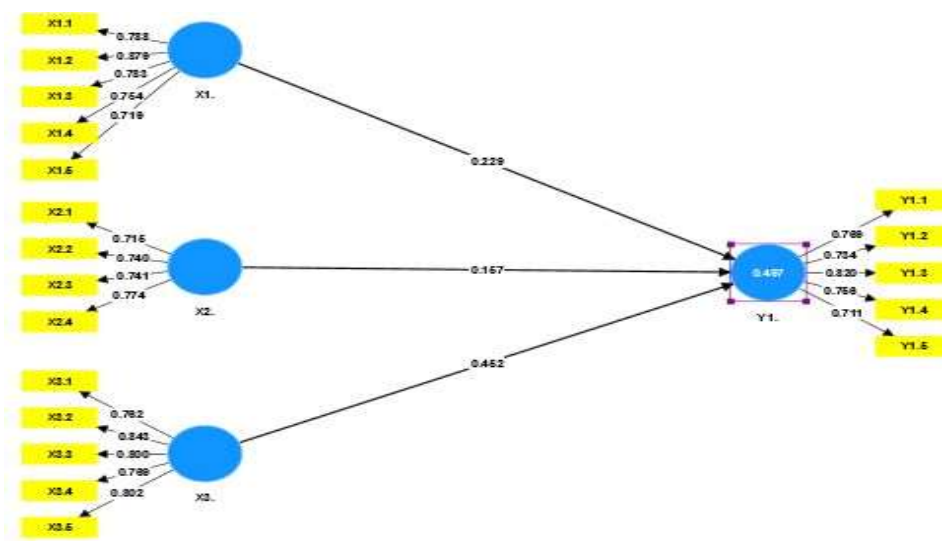


Figure 2 Structural model

Table 4 Hypothesis Testing

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1. -> Y1.	0.229	0.244	0.113	2.025	0.043
X2. -> Y1.	0.157	0.163	0.088	1.775	0.076
X3. -> Y1.	0.452	0.442	0.101	4.493	0.000

Hypothesis 1 states that student activeness in organizing has a positive and significant effect on academic achievement. The test results of the parameter coefficient between student activeness in organizing on academic achievement show a positive

relationship with a coefficient value of 0.229 with a t-statistic value of 2.025 and significant at a p value = 0.043. Thus H1 is accepted.

Hypothesis 2 states that learning motivation has no positive effect on academic achievement. The test results of the parameter coefficient between motivation and academic achievement do not show a positive effect because the coefficient value is 0.157 with a t-statistic value of 1.775 and a p value of 0.076. Because the p value is above 0.05, H2 has no positive effect.

Hypothesis 3 states that learning behavior has a positive and significant effect on academic achievement. The test of the parameter coefficient between learning behavior and academic achievement shows a positive influence with a coefficient value of 0.452 with a t-statistic value of 4.493 and significant at a p value of 0.00. Thus H3 is accepted.

3.4 Inner Model

R-Square, also known as the coefficient of determination, is used to measure the extent to which the variance of observed endogenous variables can be explained by exogenous variables. R-Square is an indicator used to measure how much overall impact the structural model has.

	R-square	Adjusted Rsquare
Y1.	0.497	0.481

From the results of the above research, it shows that academic achievement is influenced by 49.7% by student organizational activities, learning motivation and learning behavior.

3.5 Discussion

The Effect of Student Activity in Organizing on Student Academic Achievement
The results of data analysis show that student activeness in organizing has a positive and significant effect on the academic performance of students of the Faculty of Economics and Business, Bengkulu University. This shows that the indicators of student activeness in organizing used in this study have a positive and significant influence in improving the academic performance of students of the Faculty of Economics and Business, Bengkulu University. The more active students are in organizing, the better their skills and academic performance will be with a note that they can manage their time.

The results of this study are in line with those conducted by Sholikhah (2018), who in her research results said that student activeness in organizing has a positive and significant effect on academic achievement.

The Effect of Learning Motivation on Academic Achievement, The results of data analysis show that learning motivation does not have a positive effect on the academic achievement of students of the Faculty of Economics and Business, Bengkulu University. This shows that the learning motivation indicators used in this study have an insignificant effect. This is different from the results of research conducted by Manurung (2017) who in her research said that learning motivation has a positive and significant effect on academic achievement.

The Effect of Learning Behavior on Academic Performance, The results of data analysis show that learning behavior has a positive and significant effect on the academic achievement of students of the Faculty of Economics and Business, Bengkulu University. This shows that the learning behavior indicators used in this study have an influence on learning achievement. This is in line with research conducted by Hanifah & Abdullah (2001) which says that learning behavior has a positive and significant effect on academic achievement

4. CONCLUSION

The results of this study show that Student activeness in organizing has a positive and significant effect on academic achievement. This shows that academic achievement will increase if students of the Faculty of Economics and Business, Bengkulu University are active in organizations and can manage their time. Learning Motivation does not have a positive effect on Academic Achievement. This shows that academic achievement will not always be influenced by motivation.

Learning Behavior has a positive and significant effect on Academic Achievement. This shows that academic achievement will increase if students of the Faculty of Economics and Business, Bengkulu University have good learning behavior.

The weakness in this study is that the data collection method still uses an online questionnaire so that many responses are afraid that their personal data will be misused so that suggestions for further research should not only use online questionnaires to respondents but also in other ways.

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