

# **STUDENT ACTIVITIES IN ORGANIZING, LEARNING MOTIVATION AND SELF-ADJUSTMENT (CASE STUDY IN PTKIN STUDENTS)**

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## **ABSTRACT**

*This study focuses on the study of organizational activities with learning motivation moderated by self-adjustment variables. This study looked at the resulting influence between organizational activities and motivation to learn, then looked at the two variables mediated by self-adjustment. The perspective that students who are active in organizations are considered to have difficulty in maintaining their learning motivation, an analysis is carried out to see the influence that arises from this variable. The sample for this research was taken as many as 254 students from PTKIN in North Sumatra. This study uses a quantitative research approach with simple random sampling technique, respondent data is collected by filling out via google form and then the data is analyzed by mediation analysis and data analysis calculations assisted by JASP software, the validity test of the research scale is carried out by Confirmatory Factor Analysis. The prerequisite test was carried out with the results meeting the criteria, then a mediation analysis was carried out and the results of the analysis showed that self-adjustment was proven to be a mediating variable that connected organizational activity variables with learning motivation by 30.3% and there was a partial mediation effect and there were direct effects and indirect effects between these variables.*

**Keywords:** *Organizational Activities, Learning Motivation, Adjustment, Students, Moderation of Adjustment.*

## A. INTRODUCTION

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).

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, et al., 2013; Starodubtsev & Rodionov, 2018). 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; Loscalzo & Giannini, 2019; Dimitriadou, et al., 2020).

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 (Santrock, 2011; Mitchall & Jaeger, 2018).

Motivation is defined as what explains the direction, magnitude, and persistence (Keller 2010). Usually motivation is divided into only two things, namely extrinsic and intrinsic, but other approaches can be used to explain the motivation of theory Ryan & Deci (2017) By adding one aspect, namely *amotivation*. Further, motivation can encourage the individual to develop the knowledge and skills of the individual, since there is a desire to continue to grow, know and understand (Putri and Simarmata 2013; Pearce and Larson 2006).

For students, the organization is not just about filling their spare time when they are on campus, but the organization is expected to improve *soft skills* in the form of talents, interests and potential themselves to grow, and the importance of managing or adjusting well between organizational activities and lectures so that they can be carried out in a balanced manner and will gain practical experience during lectures (Haryono & dkk, 2014; Starodubtsev & Rodionov, 2018; Hidayati, et al., 2021). Based on *preliminary research*, students from the State Islamic Religious College (PTKIN) are actively organizing by participating in more than one organization both intracampus and extracampus (Litbang HMI, 2020).

This perspective shows that students can adapt or adjust to the environment actively so that they can participate in lecture and organizational activities well, this interaction is supported while on campus including social support and self-adjustment that can help academic activities, then the characteristics of individuals having good self-adjustment are characterized by a satisfactory GPA and can overcome academic stress (Girelli, et al., 2018; Maulina & Sari, 2018; Ardias, et al., 2020).

Self-adjustment is defined by Schneider (2014) as an action that is generally done by individuals when they want to adapt or blend into the surrounding environment. In parallel with this, self-adjustment is closely related to the interaction of the individual with peers, family conditions, social environment and motivation (Desmita 2016; Rufaida and Kustanti 2018; Ali and Asrori 2014). Family participation as social support and fulfillment of psychic needs within the family sphere (Suharni and Sayekti 2004; Wijaya 2012). 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 and Syafiq 2017).

In addition, kampus has an important role in reducing the constraints of academic stress experienced by students, the campus through a series of counseling service programs that are compiled can increase self-adjustment (Saniskoro & Akmal, 2017; Tusilawati & Nur'aini, 2017; Seskoadi & Ediati, 2018). The campus also plays a role in shaping and maximizing individual potential in order to improve academic adjustment and campus organizations as well as a forum and shaping individuals to dare to become leaders (Nugroho and Ariati 2014; Mutakim 2015; Raza, Qazi, and Yousufi 2021).

A common assumption that often arises that students who are active in organizations will have difficulties when they want to undergo lectures. Research shows that organizations don't always have a positive impact. On organizational processes do not have a significant correlation with achievements (Sebastian and Park 2022), students have difficulty adjusting themselves, especially in students who have ADHD (Hartung, et al., 2022) and in students who have physical limitations or disabilities (Saloviita and Pakarinen 2021).

This adjustment difficulty is related to time management, organizational skills and its adjustment (Hartung, et al., 2022) and tend to experience severe stress, difficulties when in the classroom, difficulty following learning (Saloviita and Pakarinen 2021), Stressor factors can be influenced by the organization followed and gender (Can 2010), Then male students tend to interpret organizations more positively than women. In addition, a similar condition is also felt by doctoral program students, more risk experiencing psychiatric disorders and this is influenced by several faktor related to family, work and career conditions. This is directly related to failure in *academic adjustment* and *personal-emotional adjustment* (Levecque, et al., 2017).

However, this is still a conflict because in recent studies it has shown the opposite, meaning that students who are actively organizing have good self-adjustment and have a positive effect on their learning motivation (Fitria, et al., 2014; Hayati & Lubis, 2019), Individuals can further develop and increase learning motivation when deciding to join the organization by doing several things such as reading character biographies and actively discussing with lecturers, then discussing with peers and seniors when in organizational forums (Daulay, 2021; Rohmatul Hidayati, et al., 2021) and Prestation obtained from good self-adjustment is an important faktor in forming motivation (Mrayyan, et al., 2008) and not limited to specific class types (Can 2010).

Crowded organizational activities are widely misinterpreted so that students are sometimes reluctant to focus on the organization while in college, the reasons are diverse and one of them is not being able to graduate on time. Some of the factors inhibiting graduation such as (1) internal and learning factors (2) readiness and self-potential factors (3) economic factors and campus management (4) external factors of the

community environment, and motivation as an internal factor contribute the most in timely graduation while external factors related to educational services include a clean and green campus environment, a quiet and comfortable learning environment (Ihsan & Zaki, 2016; Yuniar, et al., 2019; Wulandari, et al., 2020). Even though students who have good GPA and are active in organizations tend to be able to adjust and be able to complete lectures on time (Girelli, et al., 2018; Rosmini et al., 2018).

The assumptions that often arise about organizational activities that have been feared to interfere with the lecture process until graduation on time are not entirely true. Organizational activities bring immediate benefits to students, such as supporting to overcome academic anxiety and helping to earn a high GPA (Girelli, et al., 2018; Maulina & Sari, 2018; Ardias, et al., 2020). Then the organization is also able to improve individual capabilities (Mutakim, 2015; Nugroho & Ariati, 2014; Raza, et al., 2021). The most important point is that the organization is able to provide motivation both internally and externally to students in order to complete education on time (Girelli, et al., 2018; Rosmini, et al., 2018; Wulandari, et al., 2020).

## **B. LITERATURE REVIEW**

The perspective of *work engagement* that is commonly used in corporate organizations can also be adapted within the scope of educational organizations. Organizational activity is characterized by the following characteristics, (1) *vigor* (2) *dedication* and (3) *absorption* (Schaufeli, et al., 2002).

Through SDT theory Ryan & Deci (2017) namely *Self-Determination Theory* contains three aspects, (1) extrinsic motivation, namely extrinsic motivation, (2) intrinsic motivation, namely intrinsic motivation and (3) *amotivation*. Difference between this theory of motivation and other theories lies in the aspect of *amotivation*.

Interpreting self-adjustment as an action that is generally done by individuals when they want to adapt or blend into the surrounding environment. Self-adjustment is characterized based on the following aspects, (1) a *cademic* adjustment (2) social adjustment, (3) *personal-emotional adjustment* (4) *commitment* (Baker & Siryk, 1984).

## **C. METHOD**

### **Respond**

This research uses quantitative methods, as it is known that this method looks in the perspective of the reality and phenomenon of the population is (Sugiyono, 2013). PTKIN students in the North Sumatra environment, the initial determination of the population is based on the following (1) active in intracampus or extracampus organizations, (2) membership status, namely administrators and members, (3) being in semesters 1-8, (4) membership period starting from 1-2 years. Then the determination of samples using the *random sampling* technique and obtained 254 samples based on the reference to the Krijcie table.

### **Instrumen**

The scale of organizational activity is adapted from the *Utrecht Work Engagement Scale-9* (UWES S-9) scale Carmona-Halty, et al., (2019) and is based on theory Schaufeli, et al., (2017). This scale amounts to 9 aitemes with details consisting of three dimensions, namely *vigor* as many as 3 aitemes, *dedication* as many as 3 aitemes, *absorption* as many as 3 aitemes and this scale has answer options ranging from 1 (strongly disagree) to 5 (strongly agree). This scale has gone through the CFA test process and meets the GoF index. The scale qualifies validity with a GoF value i.e. a

value Chi-Square=0,00; GFI=1,00; CFI=1,00; NFI=1,00; IFI=1,00; RMR=0,00; RMSEA=0,304.

The self-adjustment scale is adapted from the *the Student Adaptation to College Questionnaire (SACQ short version)* scale developed by Dominguez-Lara, et al., (2021) refers to the initial scale of the SACQ developed by Baker & Siryk (1984). This scale amounts to 24 aitem, with details consisting of four dimensions, namely *academic adjustment* as many as 3 aitem, *social adjustment* as many as 4 aitem, *personal-emotional adjustment* as many as 12 aitem, *goal-commitment institutional attachment* as 5 aitem. The scale qualifies validity with a GoF value i.e. a value Chi-Square=1,22; P=0,54; GFI=0,99; CFI=1,00; AGFI=0,97; TLI=1,03; NFI=0,98; IFI=1,01; RMR=0,017; RMSEA=0,000.

The learning motivation scale is adapted from the *Academic Motivation Scale (AMS)* Natalya & Purwanto (2018) and is based on theory Ryan & Deci (2017). This scale amounts to 15 aitem with details consisting of three dimensions, namely *extrinsic motivation* as many as 6 aitem, *intrinsic motivation* as many as 7 aitem and *amotivation* as many as 2 aitem and this scale has answer options 1 (strongly disagree) to 5 (strongly agree). This scale has gone through the CFA test process and meets the GoF index. The scale qualifies validity with a GoF value i.e. a value Chi-Square=12,81; P=0,30; GFI=0,97; CFI=0,99; AGFI=0,91; TLI=0,98; NFI=0,93; IFI=0,99; RMR=0,016; RMSEA=0,041.

Scale of organizational activities, self-adjustment and learning motivation has passed through research instrument procedures such as the adaptation process through *back-translation*, assessment of item items by *expert judgement*, readability tests and initial trials and scale validity through *confirmatory factor analysis* using JASP software.

## **Procedure**

This research was conducted at the State Islamic Religious College (PTKIN) in the North Sumatra region, the scale was distributed *online* through *google form* media starting in January 2022. A total of 254 students filled in this scale, then the data obtained will be further analyzed with partial regression using JASP software.

## **D. RESULTS OF THE DISCUSSION**

### **Test assumptions**

In this research, four types of assumption tests were carried out, namely normality tests, linearity tests and multicholnearity and heterochedasticity. Uji Normality to see statistical tests performed to find out how a data is distributed. In this study after being carried out uji normality shows that the data is distributed normally with values Sig. 0,884 > 0,05.

Then youji linearity is done to find out the nature of the linear relationship between variables, meaning that any change that occurs in one variable will be followed by a change with a magnitude that is parallel to the other variable. Obtained value Sig. 0,245 > 0,05 on the variables of organizational activity towards learning motivation and obtaining value Sig. 0,774 > 0,05 on the variable of self-adjustment to learning motivation. So it can be concluded that there is a sinister relationship between the variables of organizational activity, self-adjustment and learning motivation.

On test multicholnearity to test whether in the regression model carried out there is a correlation (strong relationship) between variables. Regression model should not show symptoms of correlation between the variables tested, obtained the results of the

*Tolerance* value on the organizational activity variable and self-adjustment of  $0,945 > 0,10$  then value *VIF*  $1,058 < 10,00$  then it can be concluded that there are no multicorrelation symptoms in this variable.

Heterochedasity test was performed to see the inequality of variants of the residual for all observations on the regression model linier. Heterochedasity test can be seen based on the *scatterplot output*, in this test the result was obtained that the results spread to all *scatterplot* points and did not gather at one point and did not form a pattern, then the heterochedasity test is acceptable .

## Descriptive

*Table 1. Respondents By Gender*

Gender	Number (n)	Percent (%)
Man	80	31,5
Woman	174	68,5

Based on the data shown in Table 1, the results show that female students dominate with 174 students (68.5%) while male students are 80 students (31.5%).

*Table 2. Respondents by Semester*

Semester	Number (n)	Percent (%)
III	30	11,8
V	146	57,5
VII	78	30,7

Based on the data displayed in Table 2, the results show that students consist of 3 levels, namely semester III totaling 30 students (11.8%), followed by semester V totaling 146 students (57.5%) and finally semester VII totaling 78 students (30.7). Based on Table 2, it can be seen that respondents are dominated by students who are in semester V (146%).

*Table 3. Respondents Based on Organizational Choice*

Organization	Number (n)	Percent (%)
HMJ	119	46,9
SENAT	19	7,5
DEMA	15	5,9
HMI	77	30,3
PMII	39	15,4
IMM	13	5,1
KAMMI	7	2,8

Based on the data shown in Table 3, the results show that students come from various student organizations, both intracampus and extracampus organizations. Respondents from the Department Student Association (HMJ) organization totaled 119 students (46.9%), came from the Student Senate organization totaling 19 students (7.5%), coming from the Student Council (DEMA) totaling 15 students (5.9%), coming from the Islamic Student Association (HMI) organization totaling 77 students (30.3%), coming from the Indonesian Islamic Student Movement (PMII) organization totaling 39 students (15.4%), coming from the Muhammadiyah Student Association organization totaling 13 students (5.1%), from the Indonesian Muslim Student Action Unit (KAMMI) organization totaling 7 students (2.8%). Based on Table 3, respondents were

dominated by students who participated in intracampus organizations, namely HMJ, which was 119 students (46.9%).

*Table 4. Respondents By Number of Organizations*

Incorporated	Percent (%)
one organization	59,1
More than one organization	40,9

Based on the data shown in Table 4, the results show that students are incorporated and active in one organization amounting to 59.1% and active and joining two organizations totaling 40.9%.

*Table 5. Respondents By Membership Period*

Membership Period	Number (n)	Percent (%)
< 1 Tahun	112	44,1
1 Tahun	67	26,4
$\geq 2$ Tahun	75	29,5

Based on the data shown in Table 5, the results show that respondents who joined the organization for < 1 year totaled 112 students (44.1%), joined the organization for 1 year totaling 67 students (26.4%), and joined the organization for more than 2 years totaling 75 students (29.5%).

*Table 6. Respondents By Membership Status*

Status	Number (n)	Percent (%)
Member	170	66,9
Administrator	84	33,1

Based on the data shown in Table 6, the results showed that respondents had 2 statuses, namely having the status of a member, totaling 170 students (66.9%) while students who had status as administrators amounted to 84 (33.1%).

*Table 7. Data Comparison Variable*

Variable	Hipotetik	
	Mean	Std. Deviasi
Learning Motivation	50,91	4,234
Organizational Activities	28,31	4,383
Self-Adjustment	68,50	11,739

Based on the data shown in Table 6, the results show that the learning motivation variable has a mean value of 50.91 and a standard deviation value of 4.234. In the activity variable, the mean value is 28.31 and the standard deviation value is 4.383. In the self-adjustment variable, the mean value is 68.50 and the standard deviation value is 11.739.

*Table 8. Categorization of Learning Motivation*

Level	Category	Frequency	Percent (%)
$X < 30$	Rendah	0	0
$30 \leq X \leq 45$	Sedang	21	8,3
$X \geq 45$	Tinggi	233	91,7

Based on the data shown in Table 8, the results show that respondents in general have a high level of learning motivation of 91.7% or 233 students then a moderate learning motivation level of 8.3% or 21 students, and there are no respondents who are at a low level of learning motivation.

*Table 9. Categorization of Organizational Activities*

Level	Category	Frequency	Percent (%)
$X < 18$	Low	5	2 %
$18 \leq X \leq 30$	Moderate	141	55,5 %
$X \geq 30$	High	108	42,5 %

Based on the data shown in Table 9, the results showed that the dominant respondents had a moderate level of organizational activity of 55.5% or 141 students, followed by a high level of organizational activity of 42.5% or 108 students, while at a low organizational activity level of 2% or 5 students.

*Tabel 10. Kategorisasi Penyesuaian Diri*

Level	Category	Frequency	Percent (%)
$X < 48$	Low	10	3,9
$48 \leq X \leq 72$	Moderate	150	59,1
$X \geq 72$	High	94	37

Based on the data shown in Table 10, the results showed that respondents had a moderate self-adjustment rate of 59.1% or 150 students, followed by a high self-adjustment rate of 37% or 94 students, while at a low self-adjustment rate of 3.9% or 10 students.

This study proposes the following hypotheses to be tested and analyzed and then presented comprehensively. The hypothesis proposed is the influence of organizational activities on learning motivation in students mediated by self-adjustment variables.

*Table 11. Variable Mediator Analysis Test*

<i>Effect</i>	<i>Variable</i>	<i>Estimate</i>	<i>Sig.</i>
<i>Direct</i>	X – Y	0,250	0,001
<i>Indirect</i>	X – M – Y	0,053	0,006
<i>Total</i>	X - Y	0,303	0,001

This model gives an indication that partial mediation occurs between variables, Hayes (2009) this is because the results of the analysis that occur indirectly show the sig level.  $0.006 < 0.05$  means that between the effects formed between the variables X, M and Y give each other significance, the partial mediator effect is formed if the free variable against the bound variable shows a value not equal to zero after the mediator variable is entered, as well as a significant value  $< 0,05$ . While the *perfect mediator* effect is formed if the free variable against the bound variable shows a value equal to zero after the mediator variable is entered, meaning that the free variable does not have any effect after the mediator variable is entered, then the expected value is insignificant  $> 0,05$ .

Based on the data shown in Table 11, the results of the mediator analysis test showed that the *direct* effect between organizational activities (X) on learning motivation (Y) was significant by 25% then the *indirect effect between* organizational



activities (X) and self-adjustment (M) on learning motivation (Y) was significant by 5.3%. The total *effect* of organizational activity (X) on learning motivation (Y) was significant by 30.3%.

## Discussion

Research resultsCaesari, et al., (2013) Giving an affirmation that the organization can actually help students to develop themselves to get a new environment and expand relationships, HAI is supported by research Sarifudin (2010); Haryono, et al., (2014); Smith & Chenoweth (2015) shows that students involved in extracurricular student organizations have higher leadership traits and behaviors than their peers who are not involved in student organizations.

The relationships built by students are obtained through the relationships between the organizations they follow, based on the data obtained that at least 40.9% of students are recorded as participating in more than one organization, this is a normal action in the campus environment. Based on the data obtained, the level of student organizational activity is at a moderate level of 55.5% and a level to high of 42.5% the rest is recorded that only a few students have organizational activities at a low level of 2%. Organizational activities that are attended by students are expected to provide tangible benefits in the form of creating new environments, learning friends and expanding relationships, in addition to obtaining practical experience (Caesari, et al., (2013); Starodubtse & Rodionov (2018).

Students who participate in more than one organization are a combination of internal campus organizations and campus external organizations so as not to violate the rules imposed in the organization, for example, the student is listed as an ordinary member in an external organization and is recorded in the internal campus organization as an administrator. The improvement of *soft skills* in question is accordance in the research Abruzzo, et al., (2016), The organization provides its members with the opportunity to develop communication skills and in-depth knowledge as well as capable skills about the disciplines of study, the organization provides opportunities for students to develop their own skills. In line with some research from Sugioko, et al., (2016); Idauli, et al., (2021); Pratama, et al., (2021) that organizations can develop student *soft skills* and help adjust to being able to divide time between lectures and organizations well.

The assumption that organizations can damage lectures can be refuted, based on the data obtained, it turns out that students who are active in organizations have an achievement index that can be said to be very good, it is recorded that students who have an IP > 3.75 dominate by 45.3%, while IP > 3.50 is 41.7% and it is recorded that only 2% of students have an IP < 3.00. Based on this, the organization is not a barrier for students to get good results or achievement indexes, but based on the data studied, organizational activities can actually encourage students to get the best results. (Girelli, et al., 2018; Maulina & Sari, 2018; Ardias, et al., 2020).

Self-adjustment and learning motivation are closely related, this is shown based on research results showing that there is a relationship between self-adjustment and learning motivation as in research Fitria, et al., (2014); Hayati & Lubis (2019) which contains that self-adjustment is high, so the motivation to learn is also high. Then supported by research results van Rooij, et al., (2018) shows that the important role of academic adjustment in predicting achievement in the university environment.

Based on the general picture, it is known that respondents are dominated by women, with 68.5% of the remaining respondents being male. The most respondents were in semester V with the remaining 57.5% spread across semesters III and VII. As many as 66.9% of respondents were listed as members of the organization then 33.1% as administrators of the organization, and respondents had joined the organization for a period of less than a year to two years. Organizations are followed not just to fill free time, but to improve *soft skills* to grow, and the importance of managing or adjusting well between organizational activities and lectures so that they can be carried out in a balanced manner and will gain practical experience during lectures (Haryono, et al., 2014; Starodubtsev & Rodionov 2018; Hidayati, et al., 2021). Then the organization provides space between class groups (stambuk) to meet and *share* about lectures, this will trigger individual interactions with peers, family conditions, social environment and motivation that can strengthen their adjustment (Desmita 2016; Rufaida and Kustanti 2018; Ali and Asrori 2014) and it is hoped that students will be able to overcome academic stress (Ardias, et al., 2020).

## E. CONCLUSION

A partial mediator model is formed in this analysis between the self-adjustment variable as a moderation variable and the organizational activity variable as a free variable to learning motivation as a bound variable. In *direct* effect contributed 25% and *the indirect effect* contributed 5.3%. The total *contribution* effect of this model of 30.3% means that the variable of learning motivation is partially influenced by the variables of organizational activity and self-adjustment as its mediator variables.

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