

# Comparative Study of Learning Outcomes among Students Engaged in Student Organizations and Those Not Participating in Student Organizations

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## Abstract

This research aims to compare the learning outcomes of students who actively participate in student organizations with students who do not participate in student organizations in Basic Mathematics courses. The research design utilized a quantitative comparative approach with two sample groups, each consisting of 34 students who actively participate in organizations and 33 students who do not participate in organizations. The research instrument was a basic mathematics learning outcomes test, including objective and subjective aspects. The results of statistical tests indicated that the average score of students who actively participate in organizations (77.21) is higher than students who do not participate in organizations (72.58). Data analysis using the t-test showed a significant difference between the both groups ( $p = 0.026$ ), confirming that students who are active in student organizations have better academic achievements. These findings support the alternative hypothesis, which states that there are significant differences in learning outcomes between the two groups. These results have the implication that participation in student organizations can make a positive contribution to student learning outcomes. Therefore, it is recommended for educational institutions and students to consider the potential benefits of involvement in student organizations as a strategy to improve academic achievement.

*Keywords:* Students, Organizations, Comparative Studies.

## 1. Introduction

Students play a significant societal role, carrying substantial expectations by society. Students are individuals who are experiencing a stage of development and consolidation in life, with an average age range of 18 to 25 years. Universities try to produce a quality generation in the future by improving the quality of education and providing a platform for self-development through student activities as the members of student organizations. Student organizations on campus have a central role in opening up opportunities for students to explore and develop their potential. According to Sinta Utami (2019), student organizations are not only a place to express aspirations, but are also a means of accommodating student interests and talents. There is a process of building fundamental character values in shaping a person's personality. Utami also emphasized that through participation in student organizations, they can gain experience interacting with other individuals, broaden their horizons, and develop positive character values.

Research conducted by Angelia Putri & Supriyanto (2020) shows that student organizations are not only a place to increase academic knowledge, but also play a role in the development of individual non-academic and social aspects. Extracurricular activities in student organizations should have a positive impact, not the opposite. Students, according to Syamsiah (2017), are required to implement the knowledge and skills they have through participation in student organizations. This is related to the development of personal character and their contribution to the progress of the country. Thus, it is expected that student participation in organizations can form self-sufficient and independent personalities. The importance of student participation in organizations is also emphasized by Munajat et al. (2018), who stated that participation in organizations helps broaden students' understanding of various issues. In addition,

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individuals who are intensively involved in an organizational group can achieve happiness, achievement and other benefits, such as position or rank, accreditation, and reputation.

Furthermore, student participation in organizations is considered a dominant agent of change in the nation's journey. Through organizational activities, students can build character, internalize noble values, and develop communication and interaction skills, thereby forming their personality holistically (Suwena & Meitriana, 2018). Therefore, it can be concluded that student participation in organizations has an important role in character formation, potential development, and positive contributions to society and the nation. Student organization activities are expected to not only provide insight into the academic field, but also support the development of students' intellectual qualities, attitudes, and analytical skills. This goal is in line with efforts to increase student intelligence in various aspects, including interpersonal, intrapersonal, and language. However, negative perceptions and paradigms towards participation in student organizations often appear in society (Suningsih et al., 2021). Some people consider that joining an organization to be a waste of time, unimportant, or even a means of learning to lie. There is also an assumption that organizational activities can reduce academic grades because they interfere with time management that must be used for studies.

Kim et al. (2020) argued that students involved in campus organizations maintain strong ties to their institutions, creating close relationships with peers and faculty. Participation in such activities can result in active students earning higher grades. According to Fong et al. (2017), students in non-practical disciplines tend to have better levels of critical thinking. The success of student learning achievements can be reflected in the Cumulative Achievement Index (GPA), which is obtained through the lecture process, active participation in class, mid-semester exams, final semester exams, and so on. Theoretically, learning achievement reflects a person's abilities, which are influenced by life in the external environment and the learning process undertaken by students.

Astuti et al. (2018) stated that joining an organization has several benefits, and this is in line with the views of Pinatih & Vembriati (2019) who stated that participation in an organization can increase and develop one's potential (soft skills), explore interests and talents, train time management, expand networks, and train leadership and motivation. Puspita et al. (2020) also shows that students who are active in university organizations tend to achieve very satisfactory learning achievements. However, student activity in organizations is not always without obstacles. Based on research by Lestari et al. (2020), student activities in organizations can make it difficult for them to manage their time between academic and extra-academic activities, resulting in disruption of learning intensity related to lecture material. Learning intensity is considered as the reality of motivation in achieving goals, in which full enthusiasm is triggered by motivation as a driver of achievement.

The concept of learning intensity, according to Lestari et al. (2020), involves various aspects such as duration, frequency, activity, and presentation or target. Therefore, learning intensity is a crucial factor that needs to be considered to encourage optimal learning outcomes for students. Previous research also shows that students' learning intensity can significantly influence their learning achievement. In this context, awareness and good time management are required for students who are active in organizations to maintain a balance between academic and extracurricular demands. Even though organizing can provide various benefits for self-development, efforts are needed to ensure that learning intensity remains optimal in order to achieve satisfactory learning results.

## **2. Research Method**

This research used a quantitative comparative research design, with two sample groups comparison, namely a group of students who actively participate in student organizations and a group of students who do not participate in student organizations. The research location was conducted at the Student Organization (ORMAWA) of the Student Executive Board of Ibrahimy Sukorejo University, Situbondo. The number of respondents involved in this research was 67 students, consisting of 34 students who actively participated in student organizations and 33 students who did not participate in student organizations. This research was started by collecting initial data regarding previous academic grades. Furthermore, the research instrument employed a basic mathematics course learning outcomes test. This test is prepared objectively and subjectively, covering various aspects of the material taught in the course (using a significance level of 5%). Final data collection was done by providing learning outcomes tests to both groups of respondents, and the data analysis technique utilized the t-test.

### 3. Results and Discussions

**Table 1.** Group Statistical Test Result

		Group Statistics			
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Participating in Organization	34	77.21	8.456	1.450
	Not Participating in Organization	33	72.58	8.113	1.412

Source: Processed by SPSS Data

Table 1 presents the results of statistical group tests regarding student grades in Basic Mathematics courses based on their participation in student organizations. In the group of students who actively participate in organizations, the average score reached 77.21 with a standard deviation of 8.456 and an average standard error of 1.450. Meanwhile, in the group of students who did not participate an organization, the average score was 72.58 with a standard deviation of 8.113 and an average standard error of 1.412. These results indicate that students who are active in student organizations tend to have higher average grades in basic mathematics courses compared to students who do not join student organizations. Furthermore, the difference in standard deviation between the two groups also provides a more consistent overview of the variation in scores between groups of students who join organizations. However, to test these differences, an independent samples test can be seen in Table 2 below.

**Table 2.** T-Test Result

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
Score		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.079	.780	2.286	65	.026	4.630	2.025	.585	8.675
	Equal variances not assumed			2.287	64.992	.025	4.630	2.024	.588	8.673

Source: Processed by SPSS Data

Based on the Table 2, the t value is 2.286 with a sig (2-tailed) of 0.026. It can be concluded that the test results are as follows:

- a. Based on the sig value. (2-tailed) obtained  $0.026 < 0.05$ , which means that the H0 value is rejected or it can be concluded that there is a significant difference between the learning outcomes of students who participate in the organization and the learning outcomes of students who do not participate in the organization.
- b. Based on the t-count value obtained  $2.286 > t\text{-table } 1.997138$ , this means that H0 is rejected and H1 is accepted, or it can be concluded that there is a significant difference between the learning outcomes of students who join the organization and the learning outcomes of students who do not join the organization.

Table 2 displays the results of the t-test which compares the average scores between two groups of students, that 34 students who actively participate in student organizations and 33 students who do not participate in student organizations in Basic Mathematics courses. Levene's test results showed that the difference in variance between the two groups was not significant ( $p = 0.780$ ), indicating that the assumption of homogeneity of variance was acceptable. However, in the context of assuming equal or unequal variances, the results of the t-test show that there is a significant difference in the average value between the two groups, both assuming equal variances ( $t = 2.286$ ,  $df = 65$ ,  $p = 0.026$ ) and unequal variances ( $t = 2.287$ ,  $df = 64.992$ ,  $p = 0.025$ ).

Thus, it can be concluded that students who actively participate in student organizations have a significantly higher average grade in Basic Mathematics courses compared to students who do not participate in student organizations.

The mean difference of 4.630 with a 95% confidence interval between 0.585 to 8.675 confirms this difference. These results provide a strong indication that participation in student organizations can contribute positively to student learning outcomes, with differences in scores that can be interpreted as a positive impact of involvement in student activities. Therefore, educational institutions and students can consider the potential benefits of involvement in student organizations as a strategy to improve academic achievement.

#### 4. Conclusion

Based on the data analysis carried out, the results of the statistical group test in Table 1 show that students who actively participate in student organizations have a higher average grade in Basic Mathematics courses compared to students who do not participate in student organizations. This can be seen from the difference in average scores between the two groups, of 77.21 for the group that participate in the organization and 72.58 for the group that did not participate in the organization. Moreover, the difference in standard deviation between the two groups also shows a more consistent variation in scores in the group of students who join organizations.

Continuing with the t-test results in Table 2, a t value of 2.286 was obtained with a significance of 0.026. This indicates that there is a significant difference in the average scores between the both groups of students. These results keep relevant despite differences in Levene's test regarding variance, which do not affect the significance of the results. Therefore, it can be concluded that students who actively participate in student organizations tend to have higher average grades in Basic Mathematics courses compared to those who do not participate in student organizations. This conclusion can be a basis for consideration for educational institutions to encourage student participation in student organization activities as an effort to improve their learning outcomes in certain subjects.

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