

The Influence of Student Organizations on the Learning Motivation of Gorontalo State University Students (Case Study: Student Association of the Department of Economics Education in 2021)

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ABSTRACT

This study aims to determine the influence of student organizations on student learning motivation of the Department of Economics Education, Faculty of Economics and Business, Universitas Negeri Gorontalo (A Case Study: Economics Education Student Union, 2021). The study employed a quantitative approach with a descriptive research method. Data were collected through a questionnaire consisting of two main sections: participation in student organizations and the level of student learning motivation. Data analysis was then conducted utilizing linear regression to assess the extent to which participation in student organizations influences student learning motivation of active members of the Economics Education Student Union, 2021. Furthermore, the study's sample size amounted to 64 respondents, selected using purposive sampling techniques. The data were then analyzed using simple linear regression. The findings indicate a significant and positive influence of participation in student organizations on student learning motivation in the Department of Economics Education, Faculty of Economics and Business, Universitas Negeri Gorontalo (A Case Study: Economics Education Student Union, 2021). The coefficient of determination from the regression model obtained was 0,571, indicating that 57,1% of the variability in student learning motivation can be addressed by participation in student organizations. In other words, participation in the Economics Education Student Union, 2021, contributes to the increase of enthusiasm, discipline, and commitment to learning. This is then positively influences student learning motivation. Additionally, this study highlights the importance of developing more effective student organization programs to support student learning motivation and to improve academic achievement. On the other hand, the remaining 42,9% of the variability is attributed to other variables not examined in this study.

Keywords: Organizations, Learning Motivation, Student, Economic, Association

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I. INTRODUCTION

Gorontalo State University as one of the universities in Gorontalo City, where this university is very supportive of student activities. Of course, we find many student organizations in universities, because organizations are very important for students to develop their skills, personality and intellect. Starting from university-level organizations, faculties and departments, including the Department of Economic Education, with the existence of student organizations, this can increase student learning motivation.

At Gorontalo State University, the Department of Economics Education is under the auspices of the Faculty of Economics. Some Economics Education students are active in student organization activities, namely the Student Association of the Department of Economics Education (HMJ). HMJ is an executive institution at the department level that has a functions as an institution to improve students' organizational management skills and become a forum to develop the skills and potential of economics education students. The board and members are education students economy is selected through the results of the selection when the chairman has been elected through student selection.

In the HMJ organization, there are various fields of activity such as the Reasoning and Scientific Division, the Interest and Talent Division, the Alumni and Career Division, the Student Affairs Division and the Public Relations Division (PR). Student participation in this organizational activity will have an impact on student lecture activities, especially in the learning process. Thus, it will affect the learning motivation of students in lecture activities. As expressed by [1] explained that learning motivation is the driving force and influence of

learning acts. Encouragement in the sense of giving strength that allows the act of learning to be carried out. Director in the sense of making demands on the act of learning towards a predetermined goal. Meanwhile, according to [2] motivation can foster the power to encourage individuals to perform tasks to achieve their goals. Motivation is formed by forces both inside and outside the individual.

Learning motivation is not just an encouragement to do but refers to a measure of the success of the assessment of the learning tasks he is doing. However, the problem is that each student has different learning motivations, some are strong and some are weak. Weak learning motivation can be shown by students who are lazy to study, not diligent in doing assignments, sometimes some students only borrow assignments that have been completed by friends and do not want to ask questions even though they often experience learning difficulties. There are many extracurricular activities that students can participate in at the Department of Economics Education, Faculty of Economics, Gorontalo State University, including the Student Executive Board (BEM) at the University level, the Student Senate (SENMA) at the Faculty level, the Student Activity Unit (UKM) at the University level and the Student Association of the Department of Economics Education (HMJ). Among students who participate in extracurricular activities, the goal is only to have many friends, and organizational experience and get scholarships. But some really want to develop their abilities, talents, and interests.

Universities are expected to be able to develop student's talents and interests through the development of student activities. Through student activities, it is hoped that it can support the improvement of the quality of intellectual ability and attitude ability. Student activities can also be used by students to develop student personality and academic achievements. One of the ways that can be made to help develop student potential optimally is through activities to develop interests, talents, and critical, creative, innovative, and productive thinking, both in the field of technology and art development to become superior and qualified human beings in the future. Therefore, students are allowed to participate in various kinds of activities outside of academic hours, for example, student activities and student activity units at the university.

As emphasized by [3] states that "An organization is any form of fellowship between two or more people who work together and to achieve a common goal, and is formally bound in a hierarchical bond where there is always a relationship between a person or a group of people called a leader and a person or group of people called subordinates". Most the students, when students enter an organization, can cause a decrease in student learning motivation, because they are busy organizing and putting aside lectures, even though in reality there are also students who are organized who can excel and even their GPA can be higher, with the soft skills they get also make students who are organized to be able to develop more with the abilities they get. This is in line with a study entitled "The Influence of Student Organizations on Student Learning Motivation in Facing the Era of Globalization" by [4] states that "An organization is any form of fellowship between two or more people who work together and to achieve a common goal, and is formally bound in a hierarchical bond where there is always a relationship between a person or a group of people called a leader and a person or group of people called subordinates". Most the students, when students enter an organization, can cause a decrease in student learning motivation, because they are busy organizing and putting aside lectures, even though in reality there are also students who are organized who can excel and even their GPA can be higher, with the soft skills they get also make students who are organized to be able to develop more with the abilities they get. This is in line with a study entitled "The Influence of Student Organizations on Student Learning Motivation in Facing the Era of Globalization"

II. LITERATURE REVIEW

2.1 Learning Motivation

Student learning motivation is an encouragement that arises from within and from outside students, which is able to generate enthusiasm for learning and provide direction for learning so that the desired goals can be achieved [5]. As for what was revealed by [1] Learning motivation is a state that exists in an individual where there is an urge to do something to achieve a goal.

According to [6] Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm for learning. Learning motivation is not only a driver to achieve good results but also contains efforts to achieve learning goals. Meanwhile, according to [7] Learning motivation is a student's desire that is driven by desire to carry out activities about something to achieve maximum success in learning. It is different as expressed by [8] Learning motivation is an absolute requirement for learning and plays an important role in providing passion and enthusiasm for learning.

Based on these opinions, it can be concluded that learning motivation is the driving and guiding force that allows the act of learning to be carried out and demands the goals that have been fought for and that are determined.

2.2 Student Organizations

Student organizations are a vehicle and means of student self-development towards expanding horizons, improving knowledge and knowledge, as well as the integrity of student personalities. Student organizations are also a forum for the development of extracurricular activities for students in higher education which includes the development of reasoning, science, interests, talents, and hobbies of the students themselves [9]. This is confirmed by the Ministry of Education and Culture of the Republic of Indonesia No. 155/U/1998 concerning General Guidelines for Student Organizations in Higher Education, that intra-university student organizations are a vehicle and means of student self-development towards expanding horizons and improving scholarship and personality integrity to achieve higher education goals. Meanwhile, according to [10] Student organizations are non-mandatory or optional activities that are important for every student to follow during their studies so that they complete the learning outcomes as a whole. The choice of extracurricular activities must be by the interests and talents of students because these activities are a complementary means of fostering personal abilities as intellectual candidates in society later.

From the description above, it can be concluded that student organization activities include the development of reasoning, science, interests, talents and hobbies that can be followed by students at the department, faculty and university levels. The goal is to expand insights, knowledge, and knowledge and shape the personality of students.

III. METHOD

This research was conducted at Gorontalo State University, Faculty of Economics and Business, Department of Economic Education. The determination of the object of this research is based on the consideration of this location because it meets the requirements for data collection. This research was carried out in approximately ten months, beginning with the receipt of research proposals until the completion of the preparation which began in February 2024 where an initial observation on this research, proposal guidance, proposal hearing, proposal revision, questionnaire guidance, research, research results, research results revision, thesis trial, and thesis revision were carried out until November 2024

IV. RESULTS AND DISCUSSION

4.1 Data Normality Test

The data normality test uses *the Kolmogrov Smirnov* normality test which is part of the classical assumption test. The data normality test with *Kolmogrov Simornov* aims to find out whether the residual values are normally distributed or not. A good regression model is to have a normally distributed residual value.

Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		64
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,18327713
	Absolute	,091
Most Extreme Differences	Positive	,057
	Negative	-,091
Kolmogorov-Smirnov Z		,729
Asymp. Sig. (2-tailed)		,663

a. Test distribution is Normal.

b. Calculated from data.

The basis for decision-making in the *Kolmogorov-Smirnov data normality test* is that if the significance value > 0.05 , then the residual value is normally distributed, on the other hand, if the significance value is < 0.05 , then the residual value is not normally distributed. Based on the table above, it can be seen that the results of the normality test using the *Kolmogorov-Smirnov* test method have a significance value of **0.663** where this value is greater than *alpha* 5% (0.05), so it can be concluded that the residual value is normally distributed.

4.2 Simple Regression Test

Regression analysis is used to see the influence of independent variables on dependent variables and predict dependent variables using independent variables. After the classical assumption test, namely data

normality and data heteroscedasticity have been met, the next stage is data modeling using simple regression analysis. The results of the analysis using the *IBM Statistics SPSS version 21.0* program are presented as follows:

Table 2. Regression Analysis Results

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	14,721	7,444		1,978	,052
	Organisasi Kemahasiswaan	,813	,090	,755	9,075	,000

a. Dependent Variable: Motivasi Belajar

Based on the results of the above analysis, the simple linear regression model constructed is:

$$\hat{Y} = 14.721 + 0.813X$$

From the model, the following things are interpreted:

- The value of the variable Y (Learning Motivation) will be 14.721 if the variable X (Student Organization) has a value of 0 or none.
- For every one percent increase in variable X (Student Organization), the number of variables Y (Learning Motivation) will increase by **0.813**.
- A positive coefficient means that there is a positive and significant relationship between variable Y (Learning Motivation) and Variable X (Student Organization), the higher the value of Variable X (Student Organization), the higher the value of Variable Y (Learning Motivation).

4.3 Hypothesis Testing

After obtaining the estimated regression equation model, the next step is to test the hypothesis. The test was carried out using the t-test. The statistical hypothesis to be tested is as follows:

$H_0 : \beta = 0$ This means that there is no influence of variable X (Student Organization) on variable Y (Learning Motivation).

$H_1 : \beta \neq 0$ This means that there is an influence of variable X (Student Organization) on variable Y (Learning Motivation).

The test criteria are if the value of $t_{hitung} \geq t_{tabel}$, so H_0 rejected H_1 accepted means significant. If the value $t_{hitung} \leq t_{tabel}$, so H_0 accepted and H_1 rejected means insignificant.

Using the *IBM Statistics SPSS version 21.0* program, the following results were obtained:

Table 3. Test Results t

Model		t	Sig.
1	(Constant)	1,978	,052
	Organisasi Kemahasiswaan	9,075	,000

a. Dependent Variable: Motivasi Belajar

From the above results, the value obtained t_{hitung} is **9.075** and a significant level of **0.000**. Thus, the following significant test results were obtained as follows:

Table 4. Significant Test Comparison

Side Significance α	Value t_{hitung}	Value t_{tabel}	Value Significance	Conclusion
5%	9,075	1,998	0,000	Significance

Based on the results of the significant, the value of $t_{hitung} > t_{tabel}$ namely $9,075 > 1,998$ at a significance level of 5%, so H_0 rejected H_1 accepted, with significant conclusions. This gives an indication that Student Organizations have an effect on the Learning Motivation of Students of the Department of Economics Education.

4.4 Coefficient of Determination Test

The determination coefficient reflects the magnitude of the influence of changes in independent variables in carrying out changes to dependent variables together, to measure the truth and goodness of the relationship between variables in the model used. The magnitude of the value r^2 Ranges $0 < r^2 < 1$.

If the value r^2 The closer to one, the better the proposed model is because the higher the variation of the dependent variable that can be explained by the independent variable. Based on the results of the estimation of the regression equation model that has been carried out above, the value of the determinant coefficient is obtained r^2 as follows:

Table 5 Coefficient of Determination X to Y

R	R Square	Kontribusi Faktor Lain
0.755	0.571	0.429

Based on the above results, the *RSquare* was obtained at **0.571**. This value means that **57.1%** of the variability regarding the variable of Student Learning Motivation of the Department of Economics Education can be explained by the variable of Student Organization, while the remaining 42.9% is influenced by other variables that were not studied in this study

V. Discussion

Based on the results of the analysis with simple regression, it can be found that there is a positive influence between the Influence of Student Organizations on the Learning Motivation of Students of the Department of Economics Education, Faculty of Economics and Business, Gorontalo State University (Case Study: Student Association of the Department of Economics Education in 2021), also significant with the t-test result of 9.075 greater when compared to the t-table alpha 0.05 (df = 64-2 = 62) of 1.998 or it can be said that the value of Tcount (9.075) > Table (1.998). The results of the determination coefficient test also showed a value of 0.571, this value means that 57.1% of the variability of student learning motivation can be explained by student organizations. In other words, student participation in the 2021 Student Association Organization of the Department of Economics Education contributes to increasing student enthusiasm, discipline, and commitment to learning which can influence student learning motivation.

Student organizations such as the Student Association of the Department of Economics Education (HMJPE) play an important role in creating a dynamic and inspiring learning environment. HMJPE, for example, organizes various activities such as seminars, workshops, and academic competitions that not only enrich knowledge but also motivate students to perform better. Through these activities, students can share experiences and learning strategies, so as to create a supportive learning community. Through involvement in these organizations, students can gain experiences that not only support academic development, but also develop social, leadership, and managerial skills.

Student organizations are a place for students to learn to work in teams, manage time, and plan and carry out various useful activities. Thus, student organizations are one of the factors that encourage students to achieve their academic potential to the maximum. In this context, student organizations play a significant role in increasing student learning motivation.

Participation in student organizations has a positive impact on student learning motivation. By being involved in organizations, students learn to manage time between academic and non-academic activities, manage tasks and responsibilities, and improve problem-solving skills. This experience not only enriches their biodata but also aids in the formation of a strong and resilient character. Students who are active in student organizations tend to have higher levels of confidence, better communication skills, and more qualified leadership skills.

The discussion of the results of this study is adjusted to the problems and objectives of this research, the results of the research with a direct effect analysis model, the hypothesis is an alternative hypothesis, while the null or nil hypothesis states that there is no effect, through the comparison between the t-test value generated in the computer analysis and the t-value of the table at a significant level $\alpha = 0.05$, then the t-table value of 1.998 is obtained. So it can be concluded that the hypothesis that states that there is an influence between independent variables on bound variables is declared accepted. Briefly, the discussion of the free variable to the bound variable is described by the order of the proposed research hypothesis. Thus, the hypothesis testing of the regression

analysis model that has been built by the desired theory, for more details in detail in the discussion is described as follows.

This research provides important implications for the development of more effective student organization programs to support learning motivation in improving student academic achievement. The residual value produced or influenced by other variables that were not studied in this study was 42.9%, including learning outcomes, learning activities, and learning interests. Thus, the research hypothesis reads "There is a positive and significant influence between Student Organizations on the Learning Motivation of Students of the Department of Economics Education, Faculty of Economics and Business, Gorontalo State University (Case Study: Student Association of the Department of Economics Education in 2021)", was declared accepted.

This research has a significant renewal value in the context of the influence of student organizations on student learning motivation, especially in the Department of Economics Education, Faculty of Economics and Business, Gorontalo State University. Unlike previous research that tends to focus on the general aspects of student participation in student organizations, this study specifically explores the dynamics in the Student Association of the Department of Economics Education (HMJPE) in 2021. Thus, this study provides a deeper understanding of how activities in these organizations specifically affect the learning motivation of students in this department.

The research also has relevant practical implications for policy and program development at the university level. By demonstrating that participation in student organizations such as HMJPE can increase learning motivation, universities can design and implement more effective programs to support student participation in student organizations. Not only does it help to increase learning motivation, but it also builds social and leadership skills that are essential for students' future career success. Thus, this research makes a meaningful contribution to both the theory and practice of higher education.

The results of this study are in line with the research conducted by (4), Where the results of the research show that from the data from the questionnaire, results carried out, the results are not normally distributed, so the next time the data processing was carried out through non-parametric data was obtained that the degree of relationship between student involvement in student organizations and learning motivation in students of the Department of Mechanical Engineering Education FPTK UPI Bandung showed a positive and meaningful relationship with a sufficient level of correlation. This conclusion shows that good student involvement in student organizations will produce good learning motivation.

The difference between the previous study and this study is that previous research generally shows that participation in student organizations has a positive influence on various aspects of student development, including social skills, leadership, and academic engagement. For example, some studies have found that students who are active in student organizations tend to have better time management skills and are more involved in academic activities. However, these studies are often general and sometimes do not focus on one research object such as the Department or Faculty. On the other hand, the research entitled "The Influence of Student Organizations on Student Learning Motivation of the Department of Economics Education, Faculty of Economics and Business, Gorontalo State University" provides a more specific focus on the influence of student organizations on student learning motivation in the Department of Economic Education. This study uses a case study of the Student Association of the Department of Economics Education (HMJPE) in 2021, which allows for a more in-depth and contextual analysis of how participation in the organization specifically affects the learning motivation of students in this department. The results of this study show that participation in HMJPE not only increases learning motivation, but also contributes significantly to students' enthusiasm, discipline, and commitment to learning.

V. CONCLUSION

Based on the description that has been put forward by the researcher in the previous section, the researcher can draw the following conclusions: Testing the research hypothesis which reads "There is a Positive and Significant Influence Between Student Organizations on the Learning Motivation of Students of the Department of Economics Education" can be accepted. The results of this study show the value of the correlation coefficient (R) with a strong influence on interpretation. The value of the determination coefficient (Rsquare) shows the percentage of influence of variable X (Student Organization) on variable Y (Learning Motivation), which is **57.1%**. In other words, the better the Student Organization that is followed, the more it will increase the Learning Motivation of Students majoring in Economics Education in 2021. The residual value generated or influenced by other variables that were not studied in this study was 42.9%, including Learning Outcomes, Learning Activities, Learning Interests, etc.

For student organizations, it is expected to be able to organize self-development programs that focus on academic skills and soft skills, such as time management, effective learning techniques, and communication. Meanwhile, students are expected to understand the context and dynamics of student organizations on campus, including the types of activities they offer and how they can affect their members. Likewise, for other researchers,

it is hoped that redeveloping this research into a qualitative analysis through in-depth interviews can provide deeper insights into specific factors that affect learning motivation, such as the type of activity followed or the role in the organization.

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