

**THE CORRELATION AMONG STUDENTS' ACTIVENESS IN
AN ORGANIZATION, LEARNING MOTIVATION, AND
ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION
STUDENTS AT SRIWIJAYA UNIVERSITY**

A THESIS

BY

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ART EDUCATION DEPARTMENT



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2023

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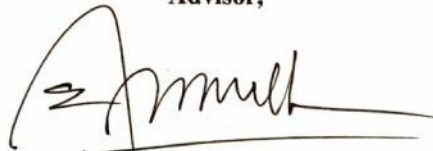
English Education Study Program

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2023

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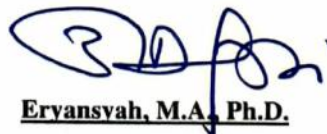
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DECLARATION

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Certified that thesis untitled "*The Correlation Among Students' Activeness in an Organization, Learning Motivation, and Academic Achievement of English Education Students at Sriwijaya University*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 12th June 2023

The Undersigned,



Octavianus Prima
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DEDICATION

I would like to sincerely dedicate this thesis to my Almighty God, Allah, and my family. Thanks a bunch for have been my source of inspiration and guidance. Although with several paragraphs to describe, I believe that they can barely explain my gratitude and appreciation.

MOTTO

“Humans are free creatures, without faith or something that they truly believe in, who knows what they will become? Therefore, I believe in Allah.”

“Kembali ke perspektif.”

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I realized that this thesis could not be done properly without the help and support from encouragement parties.

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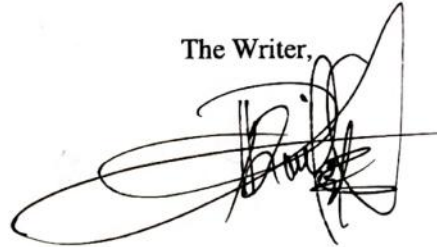
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Palembang, 12th June 2023

The Writer,

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned to the right of the text 'The Writer,'.

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THE CORRELATION AMONG STUDENTS' ACTIVENESS IN AN ORGANIZATION, LEARNING MOTIVATION, AND ACADEMIC ACHIEVEMENT OF ENGLISH EDUCATION STUDENTS AT SRIWIJAYA UNIVERSITY

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ABSTRACT

This quantitative study aimed to determine whether or not there was a significant correlation between students' activeness in an organization and their learning motivation as well as their academic achievement. The population of this study comprised the 2nd, 4th, 6th, and 8th students of the English Education Study Program within the Faculty of Teacher Training and Education, Sriwijaya University. To draw the sample from the population, the purposive-sampling technique was applied. The data were collected by using students' activeness in an organization questionnaire, the Motivated Strategies for Learning Questionnaire (MSLQ), and academic achievement (students' GPA). The result of the correlation analysis showed the existence of a negative correlation between students' activeness in an organization and their learning motivation as well as their academic achievement; however, the correlations were not significant. This finding suggested that future studies may not only investigate the relationships among the presently conducted variables but also add more variables to get more research contributions.

Keywords: *activeness in an organization, learning motivation, academic achievement, tertiary EFL students, Indonesia*

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CHAPTER 1 INTRODUCTION

In this chapter, the writer explains (1) The Background of the Study, (2) The Problems of the Study, (3) The Objectives of the Study, and (4) The Significances of the Study.

1.1 The Background of the Study

The twenty-first century is a knowledge-based era in which communication technology widely advancing. It also presents the greatest potential for innovation across all spheres of society, including education (Sujana & Rachmatin, 2019). A collaborative effort, connectivity, digital literacy, participation, problem-solving, logical analysis, creativity, and productivity are the main 21st-century qualities (Fajri et al., 2020). Similarly, Rusdin (2018) states that students must acquire 21st-century skills such as interpersonal relationships, critical thinking, and innovation. As a result, to prepare for the changing demands of 21st-century learning, students should pursue education at their own pace.

Education is one of the most important elements for preparing students' futures as good citizens (Hirschman & Wood, 2018). Since the advances and adjustments in education are constant over time (Lengkana et al., 2017). Therefore, the education offered must be adjusted to the 21st century, which is characterized by the rapid advancement of information technology (Abbas, 2021). In addition, by applying national education goals of Indonesia is one way to deal with the numerous preparations and changes of this present time. One of these national education goals of Indonesia is to improve the standard of Indonesian people to live in the modern society.

The value of education is also reflected in the Decree of *Majelis Permusyawaratan Rakyat* or People's Consultative Assembly of the Republic of Indonesia Number 2 of 1993, which clearly states that the goal of national education is to enhance the qualities of Indonesian citizens, including their religiousness, piety toward God Almighty, high moral character, hard work ethic, responsibility, independence, intelligence, and physical and mental well-being

(People's Consultative Assembly, 1993). It implies that education has a significant effect on all aspects of life and is essential for the existence of a country. It can lead to a better future and direction of one's life because education can also be called an effort to develop and train one's own knowledge, skills, and abilities (Kurniawan & Syahrani, 2021). It is also expected to result in better improvements in students' soft and hard skills.

However, in order to achieve the goal of national education of Indonesia, Indonesian students cannot simply learn by observing how the class proceeds in order to attain these particular objectives. Indonesian students should be able to appropriately engage in non-academic activities as well. The educational objective can be accomplished not just through formal education but also through non-formal education, or what is known as extracurricular activities (Saputro et al., 2017). One of those examples of non-academic skills or activities is an extracurricular or organizational activity. To assist in the attainment of national education goals of Indonesia, extracurricular activities are held in order to develop the potential, talents, and interests of students through activities organized by students or educational staff who are capable and authorized at school (Riani & Purwanto, 2018). Students' activeness includes a variety of cooperative activities that benefit students' learning and growth as well as the academic environment and culture of the institutions (Peters et al., 2019). The purpose of having student extracurricular activities is to raise the standard of students' education as well as their behavioral capacity. In addition, these cooperative activities might involve participation from all students or from student representatives (Bovill et al., 2016).

Non-academic activities include gatherings for students that are oriented toward their diverse interests, talents, and tendencies to encourage innovation, as well as extracurricular activities, that are done outside of the classroom (Astafiyah, 2018). Extracurricular activities are one of the instruments for training and maximizing the potential of students. Moreover, a key component of self-development in a school today is the growth of extracurricular activities (Adyanto et al., 2018). Many schools also are well-known in the community came to their extracurricular accomplishments or other non-academic contributions (Putra &

Kristiyandaru, 2020). It implies that through extracurricular activities, students can develop further and schools can gain attention from the public to demonstrate their positive outcomes. The study by Hardiansah (2019), conducted at the State University of Surabaya by having the Management of the Economic Education Department Student Association 2017 as the participants showed a substantial and significant correlation between organizational involvement and academic accomplishment. Another study by Damayanti et al. (2021), conducted at the Office Administration Education Study Program at the State University of Jakarta showed a positive correlation between students' engagement and learning achievement. Nevertheless, in order to succeed these both academic and extracurricular activities, students must set up their time management properly.

According to Khan et al. (2020), time management is significant since it teaches people how to properly manage their time and life. Because of the students' non-academic or organizational responsibilities, many students also struggle to manage their time. However, as an addition, empirical research demonstrates a substantial correlation between these variables and the tendency of students who actively engage in time management activities to choose their effort allocations carefully (Pintrich, 2004; Wolters et al., 2017). According to Park and Sperling (2012), time management is very important for students, as it improves their output and academic performance. Time management is an important and crucial skill to acquire competence and skill for students should be mastered. It is crucial to remember that time management is valued not only for the more productive working hours it offers, but also because people require a variety of social interactions and activities to advance both socially and culturally (Kaya et al., 2012). Therefore, it is considered important that Indonesian students should master the time management skill that also seen as a non-academic talent.

According to Amert (2017), schools certainly need to set up extracurricular initiatives that serve to best foster and develop students' talents and interests, after intracurricular activity. Intracurricular and extracurricular activities are one of those unity in education that should not be separated each other in order to improve the qualified of students. The law of the Ministry of Education and

Culture of Indonesia Number 62 of 2014 that concerns about extracurricular activities in elementary education and secondary education in Article 3 Paragraph 3 also clearly states that scouting extracurricular or *Pramuka*, being one example of a mandatory extracurricular activity that must be carried out by educational units and applied to all students, especially in 2013 curriculum (Ministry of Education and Culture, 2014). Scouting education is an activity or process that educates and fosters character, mentality, and builds one's noble character (Putra & Zuhri, 2022). Character education, which is currently given priority in the Indonesian national curriculum and evaluation, will benefit greatly from this engagement. Each school has alternatives for non-mandatory extracurricular activities including those that can advance students' interests and skills in line with their fields. According to Hasanah (2019), *Pasukan Pengibar Bendera Pusaka* or Flag Hoisting Troop is one of those non-mandatory extracurricular activities.

According to Mahoney et al. (2006, as cited in Kristen et al., 2016), students' activeness in activities such organization has been linked to higher educational attainment, and accomplishments minimize negative behaviors and increase psychosocial competencies. Furthermore, in the organization, students will deal with a range of different issues, including one involving developing skill sets. Regulation of the Indonesian Ministry of Education and Culture, Number 81A of 2013 which concerns about curriculum implementation states that extracurricular activities serve to enhance or go beyond the interest hours established by the curriculum by helping students develop their personalities, passions, capabilities, and qualifications (Ministry of Education and Culture, 2013). Moreover, the organizational life of higher education institutions relies on such activities (Jakhongir, 2021). Organizational identity, according to Teresi et al. (2019) is a crucial aspect of organizational life and encourages a pro-organizational manner.

Research conducted by Saepuloh (2017), found that participation in organizations has a negative effect on learning outcomes for the students of Faculty of Teacher Training and Education at Sheikh-Yusuf Islamic University in Tangerang because these students consistently highlighted organizational activities over courses, which significantly reduces student outcomes. Based on

this research, it is also evident that occasionally, students who participate in a variety of organizational activities struggle to balance their time between the activities of an organization and academic activities (Saepuloh, 2017). However, there was also research that showed different perspective as shown in Saepuloh's study (2017). The ability to manage time as effectively as possible, being mature, possessing the ability to improve connectivity, being innovative, and thinking critically have an influence when going to join an organization. As a result, the organization can affect learning outcomes and enhance student values such as self-development, innovation, and information exchange, and students have the capacity to adapt themselves by managing time, in sequence to becoming people who are intellectually qualified to build authenticity for a brighter life (Suwena & Meitriana, 2018).

The Law of Republic Indonesia Number 12 of 2012, Article 14, which concerns about higher education, mandates that curricular, co-curricular, and extracurricular learning activities should be integrated into students' education (Republic of Indonesia, 2012). Moreover, co-curricular and extracurricular activities can be carried out by student organizations, and one strategy to raise the standard of science-related human resources is to develop students' organizational skills, particularly through student organizations (Saputra et al., 2016). A student organization is an organization made up of students with the purpose of serving as a platform for students to express their talents, interests, and potential through extracurricular activities (Fiona et al., 2019). A student organization is affiliated with the university and holds authorization from the head of the university to operate legally, such as a Student Association and Student Executive Board or *Badan Eksekutif Mahasiswa* (Setiawan & Darma, 2015).

The Law of Republic Indonesia Number 20 of 2003, dedicated to the national education system, establishes the framework for how student organization activities are carried out. Every student in a school has the legitimate right to receive an education that is relevant to their interests and abilities, according to the law (Republic of Indonesia, 2003). The right of students to get educational services that are in line with their potential and abilities in the fields of their

interests and capabilities is further affirmed by the Law Number 12 of 2012 regarding higher education. Moreover, according to the Law of the Republic of Indonesia, Number 12 of 2012 Article 14 Paragraph 2, academic activities, co-curricular activities that assist the educational process, and extracurricular activities carried out by student organizations are all effective ways to help students develop their interests and abilities. In addition, Article 77 further states that all facilities and infrastructure, as well as funds to cover student organization activities, will be made accessible for students to organize their own organizations by the educational institution, which of course have predetermined purposes (Republic of Indonesia, 2012).

The Ministry of Education, Culture, Research, and Technology Republic of Indonesia encourages universities to support a range of student organizations that can function efficiently and still in accordance with relevant laws and regulations, while also ensuring that a range of student activities guarantee the safety and security of students by avoiding a set of behaviors that could lead to negative or unforeseen events. Regulation of the Minister of Education and Culture regarding the Accreditation of Study Programs and Universities is outlined in Article 55, Paragraph 8 of Law Number 12 of 2012 concerning higher education. This law's purpose is to protect the interest of students and society by guaranteeing the quality of study programs and educational establishments on the outside in both academic and non-academic fields (Republic of Indonesia, 2012). Furthermore, Minister of Education and Culture Regulation Number 20 of 2018 concerning strengthening character education in formal education units mandates that specifically for students in basic education level education units or secondary education level education units, in particular, a broad space must be allocated to developing potential through extracurricular activities (Ministry of Education and Culture, 2018).

Learning motivation is another factor that influences activist students' academic achievement. A study by Damayanti et al. (2021), found that learning motivation had a favorable impact on students' performances in the 2019 Office Administration Education Study Program, Faculty of Economics, State University

of Jakarta. Students who are motivated could be better able to manage their time and goals. If students are more motivated to learn, they will take their academic goals more seriously. However, learners who are unmotivated to learn might tell by the way they act in the classroom. Some students' lack of acceptable class participation, lack of interest in the class flow, and lack of drive to study are signs that they lack the motivation to learn (Damayanti et al., 2021). Learners are likely to behave quite badly without the formation of useful habits, such as motivation, and metacognition, so self-regulation and they may find it challenging to improve their performance in the future (Baothman et al., 2018). Therefore, in order to achieve good academic outcomes, at least some students must be engaged.

Learning achievement refers to the extent to which learners have succeeded in mastering tasks or subject matter within a specific period of time. In addition, academic achievement is the outcome that students attain after engaging in learning activities in an educational environment. Students will be in better form as a result of academic success and their abilities. According to Wirajaya et al. (2019), academic success is an assessment of the sophistication of one's intellectual capacity in order to prepare students for the real world of work, whereas capabilities are supposed to provide students with experiences, notably from their activities in an organization. Further states that high levels of motivation, especially learning motivation, are required to support this commitment.

At Sriwijaya University, there are also many students who join the students' organization. For example, at the English Education Study Program of Faculty of Teacher Training and Education, there is one organization that every student can participate in, namely SEESPA (Students of English Education Study Program Association). The students' participation is in line with the statements from the statutes of Sriwijaya University 2018, that is, every student has the right to participate in student activities and organizations according to their interests, talents, and hobbies. The student organizations within the Faculties at Sriwijaya University, are responsible to the Dean through the Deputy Dean of Student Affairs. Student organizations have the purpose to improve the quality of

scientific reasoning, leadership, interests, and talents, as well as student welfare in accordance with statutory provisions (Ministry of Research, Technology and Higher Education, 2018).

Students who are active in an organization occasionally get quite bad attachments, and one of these is the lower academic results compared to other students who do not join an organization. For example, the study conducted by Norsidi (2017), in the Geography Education Study Program, Faculty of Education and Social Sciences, Teacher Association of the Republic of Indonesia or known as *Persatuan Guru Republik Indonesia* Pontianak Teaching and Education Institute found that for some student organization only hinders the increase in their academic achievements. Therefore, some students choose to leave the organization. Due to the many attachments that students face when joining an organization like this, this present study aimed to investigate whether there was any correlation between students' activeness in an organization and students' learning motivation. This study also wanted to find out whether students' activeness in an organization shared any correlation with students' academic achievement.

1.2 The Problems of the Study

- 1) Is there any significant correlation between activeness in an organization and learning motivation of the English Education Study Program students at Sriwijaya University?
- 2) Is there any significant correlation between activeness in an organization and academic achievement of the English Education Study Program students at Sriwijaya University?

1.3 The Objectives of the Study

- 1) To find out whether or not there is a significant correlation between activeness in an organization and learning motivation of the English Education Study Program students at Sriwijaya University.

- 2) To find out whether or not there is a significant correlation between activeness in an organization and academic achievement of the English Education Study Program students at Sriwijaya University.

1.4 The Significances of the Study

- 1) For learners, this study is expected to help them to know the importance of understanding the relationship between their activeness in an organization toward their learning motivation and academic achievement. The researcher also hopes that this study will help to understand their priorities for improving academic performance.
- 2) For lecturers, this study is expected to help lecturers to know about students' activeness in an organization and to know the correlation between students' activeness, learning motivation, and academic achievement, which is predicted to have a positive impact on students and class flows. By knowing this, it is also hoped that teachers can develop teaching methods that can help students to develop.
- 3) For research, the researcher anticipates that this study will be a useful reference for any future research related to students' activeness in an organization, learning motivation, and academic achievement. It is also assumed to be used by activists and all students to analyze their school activities.

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