

## The Influence of Organizational Activity, Motivation and Discipline through *Self Efficacy* on Learning Achievement

Syanita Sari<sup>1✉</sup>, Muhammad Khafid<sup>2</sup>, Widiyanto<sup>3</sup>

<sup>1,2,3</sup>Economic Education Master Program, Faculty of Economics and Business, Universitas Negeri Semarang, Indonesia

Article Info	Abstract
<p>Article History : Received May 2024 Accepted September 2024 Published December 2024</p> <p><b>Keywords:</b> <i>Organizational Activity, Learning Motivation, Learning Discipline, Self Efficacy, Learning Achievement</i></p>	<p>Learning achievement is the result achieved by a person to achieve predetermined goals. This study is to test organizational activity, learning motivation and learning discipline on student learning achievement by presenting <i>self-efficiency</i> as an intervening variable. In addition, seven hypotheses were proposed in this study to ascertain whether the independent variables of organizational activeness have a direct influence on each other, learning motivation and learning discipline, through intervening variables of <i>self-efficiency</i> on the dependent variable of learning achievement. The population in quantitative research amounted to 381 students of Economic Education, Semarang State University in 2020. A sample of 195 respondents from Semarang State University Economic Education was selected using <i>proportional random sampling</i> method. Data collection using questionnaires, descriptive statistical data analysis, and path analysis. The results of this study show: (1) organizational activity has a direct influence on learning achievement positively and insignificantly, (2) direct influence of learning motivation on learning achievement positively and significantly, (3) direct influence of learning discipline on learning achievement positively and significantly, (4) direct influence of <i>self efficiency</i> On learning achievement positively and significantly, (5) the direct influence of organizational activity on learning achievement through self efficiency positively and significantly, (6) the direct influence of learning motivation on learning achievement through self efficiency positively and significantly , (7) <i>the direct influence of learning discipline on learning achievement through self efficiency positively and significantly</i>.</p>

© 2024 Universitas Negeri Semarang

✉ Correspondence :  
Economic Education Master Program, Faculty of Economics and  
Business, Universitas Negeri Semarang, Indonesia  
E-mail: [jee@mail.unnes.ac.id](mailto:jee@mail.unnes.ac.id)

## INTRODUCTION

Higher education as an educational institution, becomes one of the important educational facilities in the process of transferring values and knowledge that takes place between educators, namely lecturers and students as students, so that from this process it is expected to be able to produce superior individuals and be able to make a significant contribution to the progress of the nation and state. Success in the learning process can be seen in the learning achievement (GPA) of the students themselves.

Sulaiman (2017) stated that student achievement plays an important role in the progress of Human Resources (HR), because students are *agents of change*. Students are expected to be able to contribute through intellectuality, so that during college they must be used as well as possible in self-development and creativity. However, in reality, there is still low student learning achievement because there are still many students who are more concerned with playing and being lazy than using their time to study (Ikramullah, 2020). Learning achievement is also the implementation of a student's success after carrying out the learning process.

Low learning achievement due to several factors such as motivation, interest, and social environment will affect unsatisfactory GPA scores and can have an impact on the delay of students graduating not on time, this is a problem that must be resolved. Because the world of work requires people with the best graduate grades to benefit in a company (Silvia, 2019).

Based on UNNES graduation data for economic education students of the class of 2016 and 2017, there are still many students who graduate not on time by 38%, namely as many as 225 students. This can be caused by several factors so that there are still many students who do not graduate on time. The importance of increasing student achievement in order to produce quality output, it is necessary to increase learning achievement. Learning achievement is something that is achieved as a result of learning.

Factors that affect learning achievement according to Hamdani (2011) are: (1) internal factors such as intelligence, physical or physiological, attitudes, interests, talents, and motivation; (2) external factors such as family circumstances, school

circumstances or environment, and community environment. Efforts that can be made to help develop student potential optimally one way is through the development of interests, bakat, pemikiran yang kritis, kreatif, inovatif dan produktif. Oleh sebab itu mahasiswa diberi peluang untuk mengikuti berbagai macam kegiatan di luar jam akademik misalnya kegiatan kemahasiswaan seperti mengikuti kegiatan organisasi intra kampus maupun ekstra kampus dan unit-unit kegiatan students in the college. From the factors above, this study takes several factors that can affect learning achievement including, organizational activity, learning motivation, learning discipline through self-efficiency as intervening variables.

The research is based on Albert Bandura's *Social Cognitive Theory*, a theory that explains the psychosocial function of humans in triadic reciprocal causes. In the causality model there are determinants that influence each other in two directions, namely personal factors in cognitive form. affective, and biological events, in addition there are behavioral and environmental factors (Bandura, 2001). *Social Cognitive Theory* is in accordance with research when it is associated with factors that affect learning achievement where there are variables of organizational activity, learning motivation and learning discipline on learning achievement with *self-efficacy* as intervening. The learning achievement of economic education students certainly requires relevant abilities to support future results. This theory has also been relevant to research where this theory is related to qualified skills so that someone can actively organize and improve their learning achievement. One of the functions of student organizations is as a means of supporting education and a means to develop self-efficacy *and it is important for every student to be able to blend in and participate directly in community life.*

With regard to the above, problems arise in students both internally and externally, especially in looking at an organization that stands in higher education. The facts that occur in the field are different from the theories that have been put forward before. This is due to the student paradigm in viewing an organization differently. Some students think that organizations are important for developing themselves and creativity, but there are also those who think that organizations can slow down the study

period and even consider it unimportant to participate in organizations. This shows the inconsistency between theory and facts that occur in the field (Kokasih, 2017).

Previous research on the effect of organizational activity on student achievement showed different results. Saepuloh's research (2017) states that there is a negative influence between student activity in organizations on student achievement at FKIP Syekh-Yusuf Islamic University Tangerang. Research by Lestari & Syabrus (2015) states that there is a negative influence between activities in the student organization on learning outcomes. The results of Luailiyah et al.'s research, (2022) stated that the level of organizational activity does not affect the GPA of Unissula Semarang medical faculty students.

The next factor that affects learning achievement is learning motivation. Pratiwi (2014), stated that learning motivation factors have an influence on learning achievement. Thus, a student who has high learning motivation will be serious in learning so that it can affect student academic achievement (GPA). However, in contrast to the results of Agustin's research (2019), there is no positive and significant influence between motivation and learning outcomes with a regression coefficient value of 0.005.

Another factor that affects student achievement is learning discipline. Hidayatullah (2010) stated that lack of discipline in a person can result in weakening one's motivation to do something, so it can be said that discipline is the core thing that

needs to be developed in a person. For this reason, through a coaching or training that is carried out repeatedly and the existence of self-management will make a habit in cultivating discipline attitudes from an early age.

Previous research has shown that there is a *research gap* that causes different influences from each variable, some have a positive or negative influence. So it is intended that there are other variables that affect indirectly. The variable that is thought to affect learning achievement indirectly is *self-efficacy* Based on *Social Cognitive Theory* by Bandura, that basically humans have the capacity to control their lives. Bandura in Lent et al., (2002) suggests that human performance in general will increase when they have high self-efficacy, namely strong thoughts and beliefs possessed by students so as to increase their academic achievement.

The objectives in this study are to analyze the effect of organizational activity on learning achievement, analyze the influence of learning motivation on learning achievement, analyze the influence of learning discipline on learning achievement, analyze the influence of self efficiency on learning achievement, analyze the influence of organizational activity through *self efficacy* on learning achievement, *analyze the influence of learning motivation through Self efficacy* on learning achievement, analyzing the influence of learning discipline through *self efficacy* on the learning achievement of students of the Economic Education Study Program, Semarang State University.

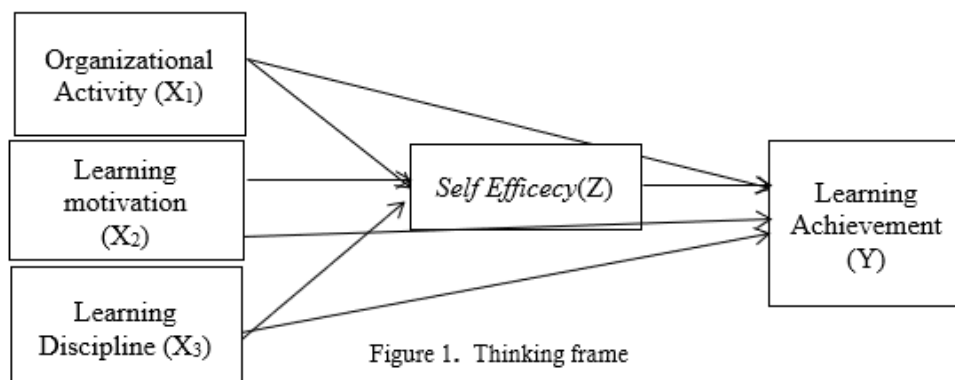


Figure 1. Thinking frame

## RESEARCH METHODS

This research is a quantitative research with a correlational approach that aims to test the

hypotheses of theories that previously existed. This research uses quantitative and descriptive methods, because the data obtained will be measured on a numerical scale (number) and later processed based

on statistics. Primary data in the form of responses to questionnaires from students who are directly involved are the data used.

The first operational definition of variables in this study Organizational Activity (X1) is the physical, mental, intellectual, and emotional involvement of members in providing initiatives for the activities carried out by the organization and supporting the achievement of goals and being responsible for their involvement. To measure the variables of organizational activity using several indicators, namely, 1) The level of attendance at meetings, 2) The position held, 3) The provision of suggestions, proposals, criticisms, and opinions for organizational improvement, 4) The willingness of members to sacrifice, 5) Member motivation

The second variable Learning Motivation (X2) is a drive or driving force from within the individual that gives direction and enthusiasm to learning activities so that they can achieve the desired goals. Thus the role of learning motivation is very important for students because with motivation will increase, strengthen, and direct the learning process, so that effectiveness in learning will be obtained. Indicators to measure learning motivation variables include; 1) Perseverance in learning, 2) Tenacious in facing difficulties, 3) Interest and sharpness of attention in learning, 4) Achievement in learning, 5) Independent in learning.

The third variable of Learning Discipline (X3) is a person's self-control over the forms of rules in obeying the rules set by the person concerned or from outside as well as a form of awareness of duties and responsibilities as a student, by not doing something that can harm the purpose of the learning process. Learning Discipline in this study is measured by time discipline and action discipline which includes punctuality in learning.

Self efficacy *is an individual's* belief or assessment of his ability to deal with a difficult activity or situation that is beyond his ability. Indicators used to measure *self-efficacy* refer to Bandura (1997) states that self-efficacy indicators can be measured through three scales (dimensions) yaitu 1) besarnya (*Magnitude*); 2) Kekuatannya (Strength); 3) Generalitasnya (*generality*).

Variabel dependen Prestasi Belajar (Y) adalah hasil pengukuran dari penilaian usaha belajar yang mencakup aspek ranah kognitif, affective, and psychomotor expressed in the form of symbols, letters and sentences that tell the results that have been achieved by each student in a certain period. Student achievement is measured by a Grade Point Average (GPA).

The population or participants in this study are all students of Economic Education Semarang State University class of 2020 totaling 381 students from accounting, cooperative and office administration concentrations. Sampling using *proportional random sampling* technique was obtained by 195 students. The data source of this study used questionnaires.

Descriptive analysis methods were used in this study. and carry out a requirement test, namely: First, test the normality of the data with the data obtained in a normal distribution indicated by the results of the normality test. Second, the linearity test of all data has a linear relationship between research variables. Third, the data multicollinearity test does not occur multicollinearity so that the data can be used, and Fourth, the heteroscedasticity test of all data does not occur heterokedasticity, and uses path analysis. The data collected in the calculation is processed with the help of SPSS application version 25.0.

## RESULTS AND DISCUSSION

The purpose of statistical testing is to provide a summary or description of research variables. The descriptive statistics used in this study consist of determining the mean value, maximum value, minimum value, and standard deviation of each independent variable. The purpose of the classical assumption test is to determine whether the regression estimation results are completely free of any symptoms that may interfere with the accuracy of the analysis. Hypothesis testing of this study was carried out using a *path analysis model*. A sobel test is performed to test whether the intervening variable can mediate the independent variable to the dependent variable.

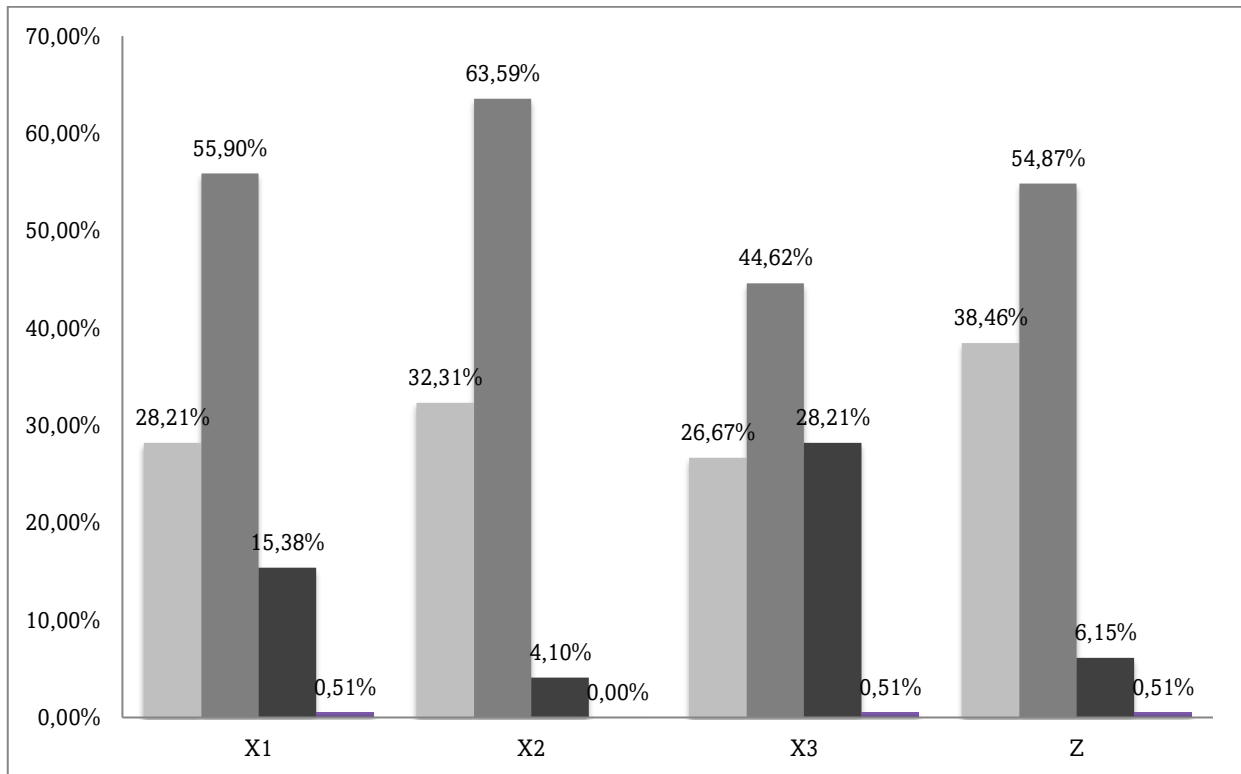


Figure 2. Distribution of Organizational Activeness (X1), Learning Motivation (X2), Learning Discipline (X3), and *Self Efficiency* (Z) of Economic Education Students of Semarang State University.

Based on Figure 2, the variable of Organizational Activity (X1) with a very good category of 28.21% (55 Students), a good category of 55.90% (109 Students), and a fairly good category of 15.38% (30 Students), for the variable of learning motivation with a very good category of 32.31% (63 Students), a good category of 63.59 (124 Students), and a fairly good category of 4.10% (8 Students) for a

variable of learning discipline with a very good category of 26.67% (52 Students), the good category is 44.62% (87 students), and the good enough category is 28.21% (55 students), while for the *self efficiency* variable with a very good category of 38.46% (75 students), a good category of 54.87% (107 students), and a fairly good category of 6.15% (12 students).

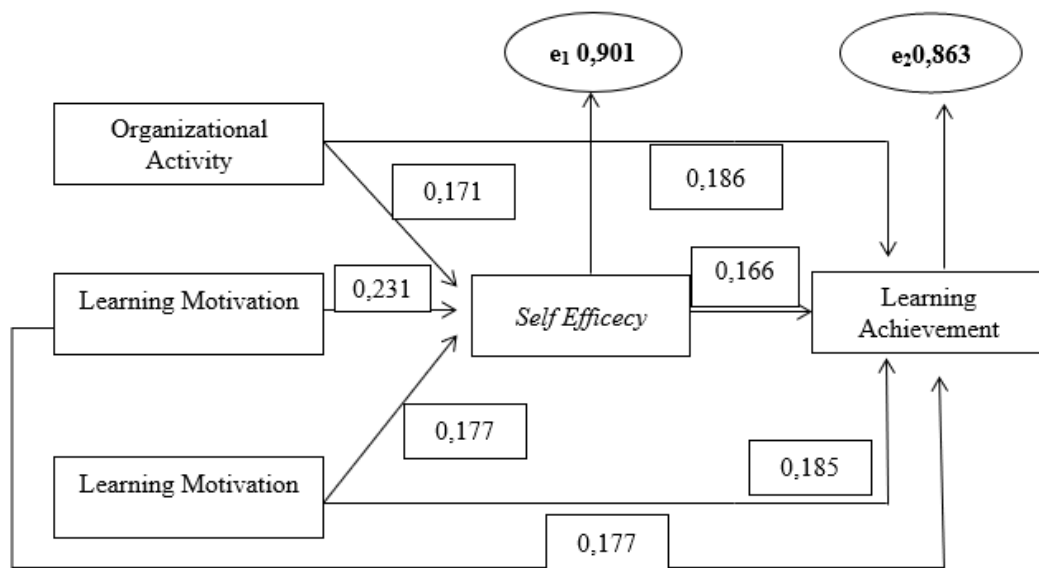


Figure 3. Research Model Image

From the figure above, it can be concluded that learning achievement is directly positively and significantly affected by organizational activity by 0.186 (18.6%), learning motivation has a direct effect on positive and significant learning achievement by 0.177 (17.7%), learning discipline has a direct effect on learning achievement positively and significantly by 0.185 (18.5%). Organizational activity affects learning achievement indirectly through positive and significant *self-efficiency* by  $0.171 \times 0.166 = 3.2\%$ . Learning motivation affects learning achievement indirectly through positive and significant *self-efficiency* by  $0.231 \times 0.166 = 3.8\%$ . Learning discipline affects learning achievement indirectly through positive and significant *self-efficiency* of  $0.177 \times 0.166 = 2.9\%$ . While the calculation of error1 gets a number of 0.901 and the calculation of error2 gets a number of 0.863.

The explanation above can provide a statement where organizational activities are a vehicle for developing students who can accommodate creativity, channel talents, and increase knowledge so that in the learning process students are more active in asking, submitting opinions and discussing so that academic achievement increases. By participating in organizations, it is expected to broaden horizons, gain additional knowledge and knowledge, and form students who have a balance between intellectual intelligence, emotional intelligence and spiritual intelligence and students who will be oriented towards society, research, self-actualization, and improving student knowledge and knowledge, so that it can be an encouragement for students to achieve better learning achievements and later be able to Engage in the community environment well.

The results of this study are also in accordance with research conducted by Pratiwi (2014) states that there is a positive and significant influence of student activity in organizations on learning achievement. Student involvement in an organization through *self-efficiency* results in the formation of students' ability to regulate their emotions, skills, ways of communicating, and being able to interact well in solving a problem, developing themselves, increasing creativity and

broadening horizons, channeling talents, interests and forming a critical person where it is not obtained in a formal classroom so that it will affect the increase in achievement learning (Raditio, 2020). This mentality will clearly be formed in the organization and will significantly affect other student activities, namely learning activities or lectures. The existence of good or high learning motivation will provide encouragement to students to play a more active role and use the best abilities in participating in learning activities (Fathurrohman, 2017). In accordance with research conducted by Rahmad Hari Setiyono (2011) which explains that there is a direct influence between learning motivation on student learning achievement by 29.1%.

Learning motivation is higher if followed by high *self-efficiency* so that it will have a positive effect and can increase academic performance. Students who have high learning discipline through *self-efficacy* have a positive effect on learning achievement (Cahyani, 2020). Discipline in learning is the key to success in learning activities (Sugiarto, 2019). This attitude of learning discipline with *self-efficiency* is what will strengthen the regularity of learning in students as a provision to improve their learning achievement.

## CONCLUSION

The results of this study concluded (1) the positive and significant influence between organizational activity on learning achievement. (2) the positive and significant influence of learning motivation on learning achievement. (3) the positive and significant influence of learning discipline on learning achievement. (4) the positive and significant influence of *self-efficiency* on learning achievement. (5) the positive and significant influence of organizational activity on learning achievement through *self-efficacy*. (6) the positive and significant influence of learning motivation on learning achievement through *self-efficacy*. (7) the positive and significant influence of learning discipline on learning achievement through *self-efficacy*.

Suggestions from this study so that students can train and improve learning

achievement by training the mindset, knowledge, skills and association of students both in the campus environment and outside campus activities. Limitations This study only provides information about the influence of organizational activity, learning motivation, and learning discipline through *self-efficiency*. Regarding the learning achievement of Economic Education Students of Semarang State University, it is recommended to conduct research on other factors that affect student learning achievement that are not studied in this study such as environmental factors, interests and talents and consider other intervening variables that can mediate independent variables on learning achievement such as *soft skills* and can expand the object of research in future research.

## REFERENCES

- Arumsasi, D., Khafid, M., & Dwp, S. (2015). Pengaruh Tingkat Kecerdasan, Motivasi, Tingkat Sosial Ekonomi dan Kemampuan Adaptasi Lingkungan Siswa Sebagai Variabel Intervening Terhadap Prestasi Belajar Ekonomi. *Journal of Economic Education*, 4(2), 52–59.
- Chadwick, I. C., & Raver, J. L. (2015). Motivating organizations to learn: Goal orientation and its influence on organizational learning. *Journal of management*, 41(3), 957-986.
- Cheema, J. R., & Kitsantas, A. (2014). Influences of disciplinary classroom climate on high school student self-efficacy and mathematics achievement: A look at gender and racial-ethnic differences. *International Journal of Science and Mathematics Education*, 12, 1261-1279.
- Claver, F., Martínez-Aranda, L. M., Conejero, M., & Gil-Arias, A. (2020). Motivation, discipline, and academic performance in physical education: A holistic approach from achievement goal and self-determination theories. *Frontiers in Psychology*, 11, 1808.
- Grave, B. S. (2011). The effect of student time allocation on academic achievement. *Education Economics*, 19(3), 291-310.
- Hendrawijaya, A. T. (2022). Effects of Mediation of Learning Interest in Improving Student Learning Achievement. *International Journal of Instruction*, 15(1), 857-872.
- Hidayah, R., Mu'awanah, E., Zamhari, A., Munardji, & Naqiyah. (2021). Learning worship as a way to improve students' discipline, motivation, and achievement at school. *Journal of Ethnic and Cultural Studies*, 8(3), 292-310.
- Lestari, V. L. (2020). The Role Of Parental Attention And Learning Motivation In Increasing Students'english Learning Achievement. *SELTICS*, 3(1), 12-21.
- Luailiyah, A., Zadal Hilmi, A., & Sahariani, M. (2022). Pengaruh Keaktifan Organisasi Terhadap Prestasi Akademik Mahasiswa Fakultas Kedokteran. *PlexusMedicalJournal*, 1(3), 114121. <https://doi.org/10.20961/plexus.v1i3.5>.
- Luailiyah, A., Zadal Hilmi, A., & Sahariani, M. (2022). Pengaruh Keaktifan Organisasi Terhadap Prestasi Akademik Mahasiswa Fakultas Kedokteran. *PlexusMedicalJournal*, 1(3), 114121. <https://doi.org/10.20961/plexus.v1i3.5>.
- Margareta, R. S., & Wahyudin, A. (2019). Pengaruh motivasi belajar, perfeksionisme dan keaktifan berorganisasi terhadap prokrastinasi akademik dengan regulasi diri sebagai variabel moderating. *Economic Education Analysis Journal*, 8(1), 79-94.
- Margareta, R. S., & Wahyudin, A. (2019). Pengaruh motivasi belajar, perfeksionisme dan keaktifan berorganisasi terhadap prokrastinasi akademik dengan regulasi diri sebagai variabel moderating. *Economic Education Analysis Journal*, 8(1), 79-94.
- Maulana, A. F. (2023). Pengaruh magang, keaktifan berorganisasi, dan ipk (prestasi belajar) terhadap kesiapan kerja dengan efikasi diri sebagai variabel intervening pada mahasiswa S1 FEB UPN Veteran Yogyakarta (Doctoral dissertation, UPN" Veteran" Yogyakarta).
- Maulani, F. I., Amalia, R., & Zanthi, L. S. (2020). Kontribusi self efficacy terhadap prestasi belajar Matematika pada siswa SMA. *Maju*, 7(1), 45–49.
- Miftahul Jannah, J. M. (2020). Pengaruh Pola Asuh Orang Tua Dan Teman Sebaya Terhadap Hasil Belajar Matematika Siswa Melalui Self-Efficacy Sebagai Variabel Intervening (Studi Kasus Pada Siswa Kelas X SMA Negeri 1 Palopo) (Doctoral Dissertation, Institut Agama Islam Negeri Palopo).
- Nurhujatina, H., & Rosikh, A. (2022). Pengaruh Self - Efficacy dan Motivasi Belajar terhadap Prestasi Belajar Siswa Kelas V MI NW Kawo. *Jurnal PGMI*, 14(2), 197–213.
- Oktariani. (2018). Peranan Self Efficacy dalam Meningkatkan Prestasi Belajar Siswa. *Kognisi Jurnal*, 3(1), 45–59. <http://e-journal.potensi->

- [utama.ac.id/ojs/index.php/KOGNISI/article/view/492](http://utama.ac.id/ojs/index.php/KOGNISI/article/view/492)
- Patunru, S., Jam'an, A., & Madani, M. (2020). Analisis Keaktifan Berorganisasi Terhadap Prestasi Akademik Mahasiswa Program Studi Teknologi Laboratorium Medis Politeknik Kesehatan Muhammadiyah Makassar. *Competitiveness*, 9(2), 151–163.
- Pratama, A. R. (2018). Rusdarti.(2019). Pengaruh Kemandirian, Lingkungan dan Motivasi Belajar terhadap Prestasi Belajar Ekonomi siswa IPS. *Economic Education Analysis Journal*, 28(1), 148-162.
- Pratiwi, S. S. (2014). Pengaruh Keaktifan Mahasiswa Dalam Organisasi Dan Motivasi Belajar Terhadap Prestasi Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta. *Siska Sinta Pratiwi*. 1, 54–64.
- Sari, R., & Rusdarti, R. (2020). Pengaruh Motivasi Dan Lingkungan Keluarga Melalui Self Efficacy Terhadap Minat Menjadi Guru. *Business and Accounting Education Journal*, 1(2), 135-146.
- Senjaya, P., Kotamena, F., Ong, F., Andika, C. B., Purwanto, A., & Pramono, R. (2020). School environmental influences, student discipline and learning motivation toward increasing senior high students achievement. *International Journal of Advanced Science and Technology*, 29(05), 4572-4586.
- Shea, P., & Bidjerano, T. (2010). Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. *Computers & education*, 55(4), 1721-1731.
- Sulaeman, A. and Purwanto, P., (2017). pengaruh keaktifan mahasiswa dalam mengikuti organisasi himpunan mahasiswa pendidikan administrasi perkantoran (HIMA ADP) dan disiplin belajar terhadap prestasi belajar mahasiswa program studi Pendidikan Administrasi Perkantoran Fakultas Ekonomi UNY. *Jurnal Pendidikan Administrasi Perkantoran-SI*, 6(3), pp.296-305.
- Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of college student development*, 50(3), 337-346.
- Wilkins, S., Butt, M. M., Kratochvil, D., & Balakrishnan, M. S. (2016). The effects of social identification and organizational identification on student commitment, achievement and satisfaction in higher education. *Studies in higher education*, 41(12), 2232-2252.
- Yulianto, A., & Khafid, M. (2016). Pengaruh Praktik Pengalaman Lapangan (Ppl), Minat Menjadi Guru, Dan Prestasi Belajar Terhadap Kesiapan Mahasiswa Menjadi Guru Yang Profesional. *Economic Education Analysis Journal*, 5(1), 100114. <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/9989>.