

**Differences in Learning Achievement between Major Students
History of the Faculty of Social Sciences, Semarang State University
Active and Inactive Class of 2008 in Student organizations**

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Abstract

This study aimed at finding out if the effect of active students in student organizations on their learning outcomes. This time we have two main problems, namely the activity of students in student organizations and student learning outcomes. The hypothesis taken is that there is no influence between the activity of students in student organizations and student learning outcomes. These results indicate the average GPA of students who are active in student activities of 3.38, a minimum GPA of 3.16 and a maximum GPA of 3.6. while the average GPA of students who were not active in student activities amounted to 3.19 GPA minimum GPA of 2.72 and maximum of 3.43.

Keywords: *Student organizations, Student Learning Achievement*

Introduction

Being a student, you have your own authority in determining what you will do. Some choose to be "ordinary students" with activities that are mostly monotonous and seem "that's all." However, quite a few students also choose to be super busy with many activities. There are many activities on campus that they can choose from. You can join an organization, private lessons, or work. If you have a particular hobby, UKM (Student Activity Unit) can be a facility for students (Farid , 20 13 , p. 6). . If this is not possible, you can join various communities on campus. It would be a shame if our free time was wasted without doing anything useful (BP2M post , p. 1). It turned out that quite a lot of Semarang State University History Department students, class of 2008, were interested in taking part in activities other than regular lectures. Of the 125 students, it is certain that 30 of them are activists. Anggoro Alam SB (HIMA, HSC, Exsara and BEMU activist) said, "I feel more confident and have many friends from my participation in HIMA and BEMU Exsara. I found kinship, while HSC gave me immeasurable knowledge. My IP is also good" (interview on February 28, 2013)

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opinion shows that student organizations do not actually interfere with their lectures (Caesari et al , 2013 , p. 10). On the contrary, it provides benefits which, if used properly, will have a positive impact on their learning outcomes and survival in higher education (Firdausz , 2013 , p. 4). However, not all functionaries are activists. There are several criteria by which someone can be said to be active in a student organization. They must have the following things: responsiveness, accountability, accountability, adaptation, survival, openness or transparency, empathy (ratminto et al, 2012 , p. 181-182)

Apart from this, to state that a student is active is based on information from the head of the organization who was in office at that time and on the author's personal observations. Learning outcomes are changes in behavior obtained by students after experiencing the learning process. (Sudjana, 2005 , p. 3) suggests that learning outcomes are essentially changes in behavior. Behavior as a result of learning in a broad sense includes the cognitive, affective and psychomotor fields. (Sudjana, 2005 , p. 22) also defines learning outcomes as the abilities that students have after receiving their learning experience. So in general learning outcomes can be interpreted as something that has been achieved by students after experiencing the learning process (Rasyid , 2009 , p. 2).

In this process, we can increase their activeness in the organization. After experiencing this, students will have their own experience. The benefits obtained will also be different for each individual. As stated by Erika Widya Nugraha (Scout activist), "from there, I became brave enough to speak out and had many friends outside campus. These things turned out to happen naturally and without me realizing it." This is different from what Istiqomah (KSR activist) said, "my activity in KSR has taken up my study time, not to mention the activities of the boarding school I live in. But this has made me improve my ability to manage the time I have. I found it very helpful"

The stories of these two students are proof that students' active participation in student organizations has different impacts on each individual. As long as it can be used properly, it will have a good impact on their learning outcomes in the classroom. The real benefit of student activity in student organizations is that they are able to manage their time well and are more confident. The two main problems above then converge and become two mutually continuous variables. Variable X is student activity in student organizations. Meanwhile, variable Y is student learning outcomes.

Method

This research uses an Ex Post Facto design, namely the research method refers to treatment where the variable x has occurred before so the researcher does not need to provide treatment again, just look at the effect on the dependent variable. (Sudjana, et al 1989 , p. 56). Variable X is student activity and inactivity in student organizations, while variable Y is student cumulative achievement index (GPA). The data collection methods used were observation, questionnaires, interviews and documentation.

Results and Discussion

The results of this research show that the average GPA of students who are active in student activities is 3.38, the minimum GPA is 3.16 and the maximum GPA is 3.6. while the average GPA for students who are not active in student activities is 3.19. The minimum GPA is 2.72 and the maximum GPA is 3.43. With confidence level = 95% or (α) = 0.05. the number of active students = 30 and the number of inactive students = 75 obtained table= 2.1 H_0 is rejected if (count \leq table) H_0 is accepted if (count > table) . Based on the results of the t test calculation, the value obtained is sig = 0.000 with t = 6.37 > 2.1. So H_0 is accepted so there is a difference in the GPA of students who are active in student activities and the GPA of students who are not active in student activities. History is a subject that requires memory, insight and a little adventure to master it. It is difficult to only rely on books to understand and interpret history lessons considering that various sources present different historical stories about the same event.

Students who are active in student activities find it easier to obtain information from various sources, including internet media, colleagues and even direct information from historical witnesses, both in the form of living and non-living objects. (Ardi , 20 11 , p. 12). As Ganda Kurniawan (HIMA and exsara activist) said, "I became excited after visiting the ancient site directly. When I visited various historical places, I did so with pleasure, it almost didn't feel like studying. So, without realizing it, I loved history and wanted to dig deeper."

The existence of visits to historical sites carried out by student organizations provides advantages for activists to study, interpret and understand historical lessons in real terms. Activists have a more critical tendency, when activists obtain something that is pro and con and contains elements of controversy. , the activist's curiosity prompted him to dig deeper into the problem in order to obtain facts closest to the truth.

It cannot be denied that history lessons are lessons full of controversy. From various historical book sources compared to historical stories contained in different history books, it

will be very easy to find various kinds of differences in stories, opinions and sometimes even different characterizations. This is natural considering that the history books circulating throughout this country are not books whose veracity is guaranteed, there are always pros and cons in studying history. This is what activists usually eat daily, so that it is not the confusion that activists feel when they are given material that is full of controversy, but it is precisely the challenge that activists get.

Referring to the opinion of a BEMF activist and journalist, Estik Wijayasari, "I often report on problems that occur on campus and outside campus, with various opinions for and against. From there I unconsciously became interested in solving problems, which often carried over into the classroom, I often spoke in class. It is true that my participation in student organizations has had a good impact. Especially the increase in self-confidence and ability to manage my time."

By continuing to dig up information about historical material, of course the historical knowledge possessed by activists is higher than that of non-activist students, who in fact are more able to accept whatever other people give them. Without reducing the credibility of non-activist students, text books, memorizing, remembering and occasionally understanding the material, that is what non-activist students usually do, a learning system like this is the same as closing itself off from the outside world which continues to stir, fuss and debate about truth and authenticity. various things contained in history.

The many activities scheduled in a student organization divides time and thoughts. For example, in the HIMA organization, there are many activities that require stamina and a full mind. Activities at HIMA include discussions, book reviews, history month, KEMAS, class classes, and many other incidental activities. Different organizations, different types of activities. At EXSARA, for example, the activists in EXSARA tend to have the same interests and hobbies, namely traveling. So, many of his activities focus on traveling and visiting historical places in Indonesia. Traveling around the islands of Java, Bali and Lombok and planting the EXSARA flag on the mountain peaks around the island of Java is proof that EXSARA is made up of people who like to travel.

Various kinds of organizational activities usually follow the name of the organization it carries. For example, Islamic Spirituality (ROHIS), they prioritize Islamic activities. Such as recitation of the Koran, breaking the fast together, tarawih together, and so on. Another thing is the Training Group (GUSLAT), we know them better as scouts. Its activities are centered on events such as jamborees, camps, as well as handling routine events every new school year, namely OKPT (College Scout Orientation).

Being an active student in various activities means that the time you have for studying decreases. Not infrequently, eating, studying and sleeping patterns change completely. However, apparently this increasingly makes students have certain advantages. Activists' ability to manage their time tends to be better compared to students who have more hours of sleep. Even though they have relatively less effective study time, activists are better able to optimize the little time they have.

The opinions of various fellow activists have stated that their participation in student organizations has increased their ability to manage their time. As stated by Estik above, who also has the same opinion as Istiqomah (KSR activist), "my activity in KSR has taken up my study time, not to mention the activities of the boarding school that I live in. But this has made me improve my ability to manage the time I have. I found it very helpful."

According to them, the many activities other than studying certainly interfere with learning. However, this apparently didn't last long, because over time they were able to adjust and adapt to what they faced. My conclusion refers to the opinion of a colleague of mine who is a HIMA and exsara activist, Sholahuddin Marwan, "the first time I joined exsara, wow, I was so tired, going to college felt lazy, especially after a long trip. But over time I was able to get around this. One of them is by not traveling during active days at college, or only traveling during holidays. That way, studies continue, organization runs smoothly, and hobbies continue to be channeled."

Another ability that activist students gain is being active in class, which of course has a direct or indirect impact on grades. This is directly proportional to the statement of Ratna Adi Sulistiana (HIMA activist), "I often do comping, because I feel I am capable. The organizational experience I have makes me believe that I am able to organize my friends. By becoming a tutor, I often get high grades and am known to my friends and lecturers."

The things mentioned above are the added value obtained by activist students, which directly or indirectly influence their grades, or what we often call the Cumulative Achievement Index (GPA). So that student activity in student organizations will not reduce the GPA of the student concerned, it can actually increase it if this opportunity is used appropriately.

This opinion is reinforced by Diky Tia Agam's statement, "Yes, I am a non-activist, my GPA is only 3.09. I used to think that people like Winarso, Marwan, had no use participating in troublesome activities like that. But apparently I can't help but admit that they have more experience than me." Different but similar to Nur Jayanto, "My GPA is neither low nor high. But I admit that I don't have any experience regarding organizations. Activists who I thought didn't think about college at all, it turns out there are many who have a higher GPA than me,

namely Anggoro, Ganda, Erika, Nadia, and many more. And of course they have more experience than me."

Indeed, there are many non-activist students who have a GPA that is not low, for example Revita and Candra. However, as stated by the two colleagues above, the experience they have is not as much as that of most activists. From observations, most non-activists only spend their college time studying according to their schedule, going home from boarding, and eating. As Siti Fadlilah stated, "My daily activities are going to college, going home, eating, sometimes I don't need to go far because in front of my boarding house is a food stall. For example, one time I had to go out to shop for necessities, that's not every day. It depends on our needs."

This statement was reinforced by the responses of several lecturers, such as Mr. R. Soeharso, who stated that "it does not mean that student activists are stupid or undisciplined. Activist students are better able to manage their time well, respect lecturers more, so that lecturers are happy and will give permission if activists ask for dispensation. Sometimes it is ordinary students who are often absent. Ordinary students are indifferent to social phenomena that appear on the surface, because they consider their future unclear. Tends to be indifferent and unresponsive to his surroundings. Assuming activists don't provide advocacy, so ordinary students don't want to participate." He also added that activist students can attend the same lectures as ordinary students, even better.

Another thing with Mr. Arif Purnomo, he mentioned the advantages of student activists, especially during practice. "Yes, a real difference can be seen when students participate in PPL activities for education and PKL for science. Activist students will appear able to manage and organize activities and organize other friends, so that they will appear more prominent. In class, the differences are barely visible. I also support organizational activities, so if there are students who carry out organizational activities, I give dispensation and consider them present."

The two lecturers stated that they knew a lot and mentioned which students were activists in the class of 2008. Mentioned were Winarso, Anggoro, Nanang, Ning Eny, Pinky, Erika, Marwan. This proves that activists are also close to lecturers.

As for learning outcomes, of course it still depends on each individual. However, at least if we join one or more organizations, we will become more awakened to explore our potential which may still be hidden. Being confident and being able to manage your time well are some of the benefits. If we use it well, it will certainly produce something good too.

Conclusion

Students are divided into 2 groups, namely students who are active in organizations and those who are not in organizations. Each student has their own characteristics. Students who are active in organizations are more busy because they have to take part in the activities of their organizations which have their own work programs. These two groups of students can be said to have varying GPAs, which suggests that GPA is not influenced by the number of activities but by each individual.

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