

Active Involvement in Organizations, Hobbies, and Self-Discipline: Determining Factors Of Students' Academic Success

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ABSTRACT

The research aims to explore the relationship between involvement in organizations, hobbies, self-discipline, and academic success of students at the Faculty of Computer Science (FILKOM) Universitas Putra Indonesia (YPTK) Padang, especially students who are in the Sixth Semester. It applies a correlational quantitative approach with a cross-sectional design to identify the relationship between these variables. The research sample consisted of 150–200 students selected randomly using simple random sampling techniques. Data was collected through an online questionnaire, which included questions regarding organizational involvement, hobbies, self-discipline, and academic achievement. The research results show that involvement in organizations, hobbies, and self-discipline have a significant relationship with students' academic success. The results of multiple linear regression analysis show that these three factors together can explain 46% of the variation in student academic success. Involvement in organizations contributes to improving social and managerial skills, hobbies play a role in maintaining psychological well-being and managing stress, and self-discipline helps students to stay focused and avoid procrastination. This research provides important insight that to achieve academic success, students need to develop involvement in organizations, positive hobbies, and self-discipline in a balanced way. Suggestions are given for educational institutions to provide facilities and programs that holistically support this third factor's development.

Keywords: Organizational Involvement, Hobbies, Self-Discipline, Academic Success, Students

INTRODUCTION

An organization is a group of people who collaborate to achieve certain goals, with a leader who directs and manages existing resources. In the context of students, good performance will not be optimal without discipline, which includes compliance with institutional standards and regulations. Good study discipline will show students' high responsibility in completing academic assignments. According to Noguera, (2008), and Lesmana, (2017), it is the awareness and desire to comply with the rules that apply in an institution. Therefore, students need to prioritize discipline in learning so that they can support the success of the institution in achieving its stated goals. Factors that influence discipline include goals and abilities, the leader's example, and fairness and compensation in the organization.

Student academic success is an important indicator in assessing the effectiveness of the higher education system. However, it does not only depend on intellectual factors or academic ability alone, but is influenced by various other elements, such as involvement in organizations, hobbies, and self-discipline. Student involvement in various activities outside the classroom, such as student organizations or extracurricular activities, is often considered a factor that can support academic success (Taufik, 2014; Erlin, 2024). These out-of-class activities provide opportunities to develop leadership, teamwork, and time management skills that are very useful in dealing with complex academic demands.

According to Geovanni, (2024), Involvement in organizational activities can increase motivation and social skills which in turn improve student academic performance. Involvement in organizations provides opportunities for students to develop important skills, such as leadership, teamwork, and time management (Yolanda, 2024; Nastiti, 2023). Several previous studies conducted by Guiffida, (2004), and (Dunkel, N. W., Schuh, J. H., & Chrystal-Green, 2014) show that students who are active in campus organizations tend to have better academic performance because they can manage their time more effectively, as well as gain additional experience and skills that are useful in the world of work. This is also supported by research from (Durlak, 2007 and Buckley, 2021), which states that experiences outside the classroom, including involvement in organizations, can improve personal and social skills, which are very useful in supporting academic achievement.

Apart from involvement in organizations, hobbies are also an important factor that can support students' academic success. Positive hobbies, such as sports, art, or other recreational activities, can be a means of managing stress and maintaining students' emotional balance (Mannell, 2007; Vetrivel, 2024). Hobbies provide space for students to relax and escape academic pressure, which can increase their concentration and productivity in completing academic assignments. Research conducted by Csikszentmihali, (2020) regarding the concept of flow shows that involvement in enjoyable and satisfying activities, such as hobbies, can improve psychological well-being and support a more effective learning process.

On the other hand, self-discipline is a factor that is no less important in determining student academic success. Self-discipline includes the ability to manage time, set priorities, and maintain focus on long-term goals (Meadows, 2015; Maharani et al., 2024). Students who have high self-discipline tend to be better able to avoid procrastination and complete their assignments on time. Research conducted by Duckworth, (2005) shows that the factor of self-discipline or grit is very influential on academic achievement, even more significant than IQ in some cases. Self-discipline helps students to stay focused on their goals despite many external distractions.

Integrating involvement in organizations, hobbies, and self-discipline, previous studies show that these three factors are interrelated and can support each other in increasing academic success. For example, students who are active in organizations usually have good time management, which allows them to maintain academic quality even though they are involved in various activities (Basri, 2020). In addition, hobbies that are taken seriously can provide an opportunity to relieve the pressure that comes from academic demands so that students can still maintain balance in their lives. High self-discipline will ensure that students can stay focused on their academic goals without being distracted by unimportant things.

However, despite a wealth of research highlighting the importance of involvement in organizations, hobbies, and self-discipline, there is still a gap in understanding how these three factors interact and influence academic success together. While involvement in extracurricular activities can provide many benefits, there is also the potential for tension

between time spent on organizational activities and time spent on studies (Alif, 2019). The novelty of this research lies in the approach that combines the interactions between involvement in organizations, hobbies, and self-discipline, which have often been studied separately in previous research. This research also emphasizes the importance of hobbies as a factor that supports students' emotional balance and academic performance, as well as provides context that is relevant to the challenges of modern students, such as academic pressure and competition. With this approach, this research offers practical solutions to help educational institutions support student academic success holistically. This research aims to fill this gap by examining in depth how involvement in organizations, hobbies, and self-discipline can act as determining factors for students' academic success.

METHOD

The study employs a quantitative correlational approach to analyze the relationship between involvement in organizations, hobbies, self-discipline, and student academic success. According to Creswell, (2015), it is research using statistical methods that measure the influence between two or more variables. This research aims to investigate to what extent these factors contribute to student academic achievement at Universitas Putra Indonesia (YPTK) Padang, especially at the Faculty of Computer Science (FILKOM) in the sixth semester.

Research Design

The paper employs a cross-sectional design. Data is collected at one specific point in time. This design was chosen to identify the relationship between involvement in organizations, hobbies, self-discipline, and students' academic success at the same time

Population and Sample

The population in this research were active students of the Faculty of Computer Science (FIKOM) Universitas Putra Indonesia "YPTK" Padang who are currently taking their sixth Semester in the 2023/2024 academic year. The sample used was FIKOM sixth-semester students who were selected randomly using a simple random sampling technique from the student population in that semester. The number of samples to be taken in this research is around 150–200 students, which were obtained based on the sample formula for quantitative research in order to obtain an optimal level of confidence and margin of error.

Data Collection Technique

Data will be collected through a survey using a questionnaire. This questionnaire was distributed online using the Google Forms survey platform to facilitate data distribution and collection. Students were instructed on how to fill out the questionnaire correctly and honestly and ensure that they understood the purpose and benefits of this research.

RESULT AND DISCUSSION

Result

Based on the results of Pearson correlation analysis, there is a significant correlation between involvement in organizations and academic success with a p-value of 0.001. This shows that the higher the involvement of students in organizations, the higher their academic performance. Activities in organizations provide opportunities for students to develop time management, leadership, and collaboration skills, which support academic success.

Table 1: Correlation between Engagement in Organizations and Academic Success

Variable	Organization Involvement	Academic Success
Organization Involvement	1,5	0.50**
Academic Success	0.50**	1,5

Note: Significant correlation values are marked with two asterisks (**) which indicate a significance value of <0.05 , which indicates that there is a strong and significant relationship between the variables tested. This significant correlation shows that involvement in organizations can contribute to increasing student academic success because this factor has a positive influence on managerial skills, time management, and social abilities that support academic achievement.

Research Results: Hobbies and Academic Success

Hobbies were also found to have a positive influence on students' academic success. Students who have positive hobbies tend to have better psychological well-being, which in turn helps them manage stress and improve academic concentration. The correlation test results show a significance value of 0.02, which means the relationship between hobbies and academic success is significant. Fun hobby activities provide an opportunity for students to escape academic pressure, improve emotional balance, and improve study focus.

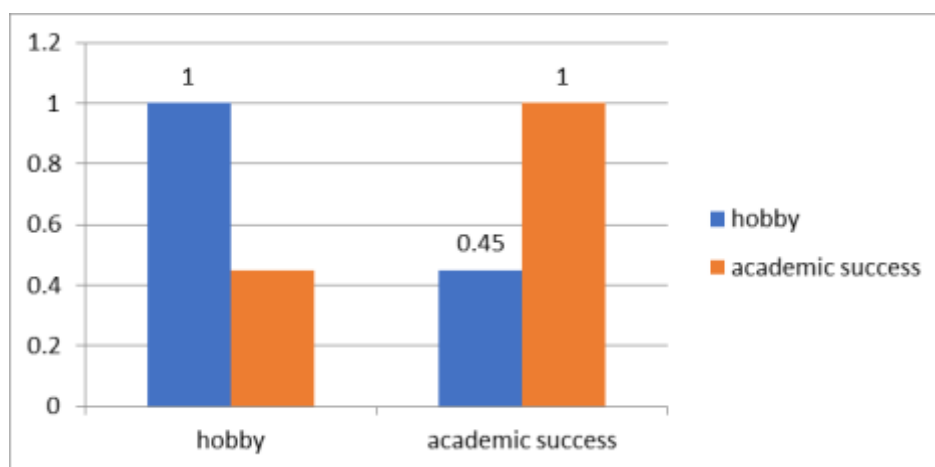


Figure 1: Correlation between Hobbies and Academic Success

Note: Significant correlation values indicate that students with positive hobbies tend to have better academic performance because healthy hobbies can help them manage stress, improve psychological well-being, and provide opportunities for relaxation, all of which contribute to increased focus and concentration in studying.

Research Results: Self-Discipline and Academic Success

Self-discipline is the factor that has the greatest influence on student academic success. Students with a high level of self-discipline are better able to manage time, set priorities, and avoid procrastination. The results of the Pearson correlation test show a significance value of 0.0001, which means that self-discipline has a very significant influence on academic success.

Self-discipline allows students to stay focused on their long-term goals despite facing many external distractions.

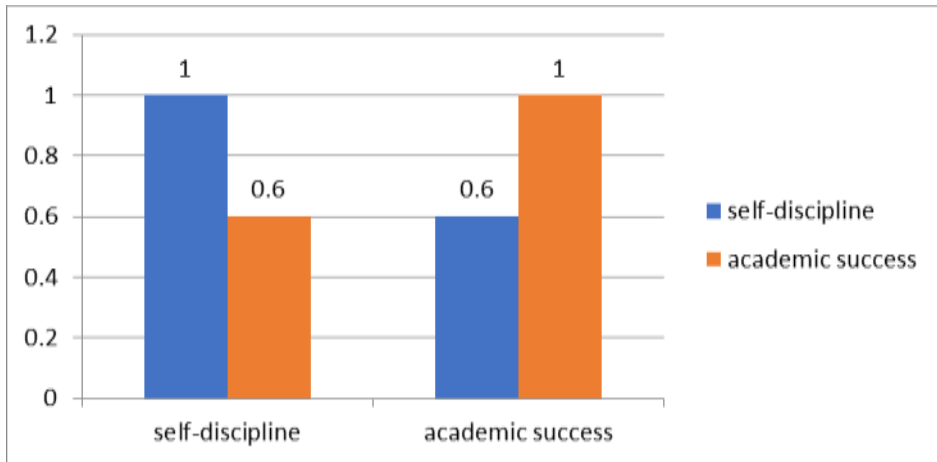


Figure 2 Correlation between Self-Discipline and Academic Success

Note: A significant correlation value indicates that self-discipline has a strong influence on student academic success, because the ability to manage time, set priorities, and avoid procrastination allows students to stay focused on their academic goals, thereby improving overall academic performance and achievement.

Results of Multiple Linear Regression Analysis: Combined Effects

The results of multiple linear regression analysis show that involvement in organizations, hobbies, and self-discipline together make a significant contribution to students' academic success. Involvement in organizations contributed 15%, hobbies contributed 13%, and self-discipline contributed 18%. Overall, these three factors explain 46% of the variation in student academic success, indicating that these three factors support each other and have a large influence.

Table 2. Multiple Linear Regression Results between Organizational Involvement, Hobbies, Self-Discipline, and Academic Success

Independent Variable	Regression Coefficients	Significance (p-value)	Contribution (%)
Organizational Involvement	0.23	0.001**	15%
Hobbies	0.18	0.02**	13%
Self-Discipline	0.30	0.0001**	18%
R ² (Coefficient of Determination)	0.45	-	46%

Note: The regression coefficient shows the contribution of each variable to academic success, with each variable having a significant influence on student academic achievement.

The R^2 value of 0.45 indicates that 45% of the variation in academic success can be explained by involvement in organizations, hobbies, and self-discipline simultaneously, indicating that these three factors have an important role in determining student academic achievement.

Discussion

Based on the results of this research, it was found that involvement in organizations has a significant influence on student academic success. The results of the correlation test show that the higher the student's involvement in the organization, the higher their academic achievement. This is in line with previous research by Hendra, (2018), which states that involvement in organizations can improve social and managerial skills which are very useful in supporting academic success. In addition, involvement in organizations also provides an opportunity to develop time management skills that are important in juggling academic and other activities. Previous research by Rau, W., & Heyl, (1990) and Hasmayni, (2020) also found that students who were active in organizations were better able to manage their time and complete academic assignments. Apart from involvement in organizations, hobbies were also found to have a significant relationship with students' academic success. Positive hobbies, such as sports or art, serve as a means to manage stress and maintain students' emotional balance. These findings are consistent with research conducted by Akmal, (2021), which shows that involvement in enjoyable and satisfying activities can improve students' psychological well-being. Hobbies provide space for students to escape from academic pressure, which in turn helps them to refocus and be more productive in completing their academic assignments. Research conducted by Krnjaić, Z., & Vuletić, (2022) also shows that hobbies have an important role in increasing motivation and concentration in learning.

This research also found that self-discipline has a strong influence on student academic success. The results of the analysis show that students who have high self-discipline tend to be better able to manage their time and complete assignments on time. These findings support research conducted by Fitriana, (2023) which states that self-discipline or grit is a more important factor than IQ in determining academic success. Self-discipline allows students to stay focused on their long-term goals despite facing various external distractions. This is also in line with the results of previous research which shows that students with good self-discipline tend to be more successful in completing their higher education.

Overall, the results of this study indicate that the three factors of involvement in organizations, hobbies, and self-discipline contribute significantly to students' academic success. Multiple linear regression analysis showed that these three factors together explained 46% of the variation in student academic success. This suggests that although academic factors such as intellectual ability are very important, non-academic factors such as social engagement and psychological well-being also have a significant influence. This research confirms previous findings by Kuh, (1995) which states that experiences outside the classroom, including organizational activities and hobbies, greatly influence academic achievement.

However, although these findings are consistent with previous research, there are several noteworthy differences. One of them is the role of hobbies in improving academic achievement. Previous research tends to focus more on organizational involvement and self-discipline as the main factors in academic success, while this research shows that hobbies also have a significant contribution. Research by Mannell Rahman, (2023) which shows that hobbies can relieve stress and help students maintain emotional balance further confirms the important role of hobbies in supporting academic success.

On the other hand, although involvement in organizations has a positive impact on academics, several previous studies, such as those conducted by Edmondson, (2012) also suggests that there is a potential tension between time spent on organizational activities and time on learning. This is in line with the results of this research, which show that although involvement in organizations contributes to the development of managerial and social skills, students must be able to manage their time well so as not to sacrifice academic quality. Therefore, it is important for students to find a balance between organizational activities and their academic commitments. This research also highlights the importance of self-discipline in achieving academic success, which has been proven by previous research such as by Rofiuddin & Darmawan, (2024) which states that self-discipline, more than intelligence, plays a greater role in academic achievement. The results of this research show that students with good self-discipline can avoid procrastination and remain focused on their long-term goals, even when faced with academic challenges or off-campus activities. This shows that developing self-discipline should be an important focus in higher education. Overall, the results of this research emphasize that to achieve academic success, students need to develop broader skills other than just academic abilities, such as involvement in organizations, managing stress through hobbies, and strengthening self-discipline. Therefore, educational institutions need to provide space and facilities that support the development of these three factors so that students can achieve their best potential, both in academic and personal life aspects.

CONCLUSION

It can be deemed that involvement in organizations, hobbies, and self-discipline have a very important and mutually supportive role in boosting students' academic success. Involvement in organizations not only provides social and managerial skills but also helps students manage time and stress, which are critical in achieving academic achievement. Meanwhile, positive hobbies contribute to psychological well-being, provide space for relaxation, and reduce the stress that comes from academic work. Self-discipline, on the other hand, helps students stay focused on their academic goals and avoid procrastination. These three factors together make a significant contribution to academic success, which shows that developing these aspects can improve student performance holistically. Therefore, educational institutions need to create an environment that supports organizational development, provides opportunities to explore hobbies, and forms habits of self-discipline so that students can achieve maximum academic success.

It is recommended that educational institutions strengthen self-development programs that integrate involvement in organizations, hobbies, and the formation of self-discipline. Campuses can provide more extracurricular activities that are relevant and support student interests, as well as provide training or workshops on time management and developing self-discipline. Apart from that, students also need to be given more space to explore hobbies and activities that can improve their psychological well-being. To support this, campus facilities, such as creative spaces or student activity centres, can be optimized so that students can utilize their time in a balanced way between academics, organizations, and hobbies.

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