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THE EFFECT OF STUDENT PARTICIPATION IN STUDENT ACTIVITY UNITS ON LEARNING ACHIEVEMENT

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ABSTRACT

This study aims to determine the effect of student participation in the Student Activity Unit (SAU) on student achievement. This study used the Independent-Sample T-Test analysis, which is the analysis used to compare two averages or two groups that are not related and calculated using the SPSS program. The sample in this study was taken from active and inactive students in SAU activities with a total of 40 students. The results showed that the activeness and inactivity of students in SAU activities had no effect on students' Grade Point Average (GPA) scores.

Keywords: GPA, Participation, Student Achievement, SAU.

INTRODUCTION

Education is an effort so that humans can develop their potential through a formal learning process, one of which is in college. Increasing and perfecting the implementation of education in accordance with the development of science and technology is an effort to realize national development in the field of education (Alpian and Sri, 2019).

A student is a person who studies in college either at a university, institute or academy. Those who are registered as students in colleges can be called students. However, basically the meaning of student is very broad. The student does not only study the field he is studying, but also applies and is able to innovate and have high creativity in that field. Students are expected to become agents of change in a positive direction. Students should also be figures who can provide solutions to problems faced by a nation's community in various parts of the world (Wulan and Sri, 2014).

At every university, in order to accommodate the interests, hobbies, or potential possessed by students, usually a forum or media is needed to channel students' talents and interests in certain fields. Therefore, it takes a student organization that can accommodate the interests and potential of students as a medium in honing and sharpening their talents and interests as a provision of skills that support their success in life, usually in the form of a Student Activity Unit (SAU) (Saudah, 2018).

One of the effects of the existence of SAU in universities is the classification of types of students based on their daily activities. This classification gave rise to the terms student activist and student non-activist.

Student activists are students who on the sidelines of their studies have many activities in organizations. They have an interest in doing more than just learning through lectures. They understand that if the learning processes are carried out on a family basis, the company's community (organization) and the community can be carried out adequately, then the meaning of success in life will be more real than just having an academic certificate. This type of student really appreciates everything they hear, and dares to change the traditions of the surrounding campus, so that their activities are denser for learning and organizing (Trisno, 2010). However, among students and even society in general, there is often a stigma that being an activist or participating in activities in SAU too often can have a negative impact on the student's Grade Point Average (GPA).

Meanwhile, non-activist students are those who spend their full time just for lectures, so their learning period is only lecture-oriented (Sholikhah, 2018). They understand that the institution and the academic degree that will be achieved is the only way to change their destiny. This type of student spends most of his time just for college, because they think that by focusing on studying, their GPA will be good and have a positive impact on their future.

Based on this background, the author took the initiative to conduct research on the effect of student participation in SAU on student achievement. The results of this study are expected to provide insight and discourse for students, especially in participating in and organizing lecture activities and extra-curricular activities on campus.

METHOD

This research was conducted at the PGRI Argopuro University Jember campus. This type of research is quantitative research. The method used in this research is a comparative method with an ex post facto and survey approach

The independent variable in this study was student participation in the Student Activity Unit (SAU), while the dependent variable was learning achievement as indicated by the student's Grade Point Average (GPA). Data collection in this study used a questionnaire and documentation method. The sample in this study was taken from students who are active and not active in UKM activities with a total of 40 students.

This study uses the Independent-Sample T-Test analysis, which is the analysis used to compare two averages or two groups that are not related and calculated using the SPSS program. Before the T-Test test, the same variance similarity test was carried out, the t-test used Equal Variance Assumed (assumed the same variance) and if different variants used Equal Variance Not Assumed (assumed different variants).

RESULT AND DISCUSSION

Data on student learning outcomes (GPA) in one semester at the time of the research are summarized in Table 1. as follows:

Table 1. Student GPA Data

Response Number	Student's GPA	
	Aktive	Non Aktive
1	3.37	3.13
2	3.17	2.23
3	2.93	3.39
4	3.04	2.97
5	3.33	3.5
6	2.97	3.03
7	3.18	3.25
8	3.38	3.31
9	3.18	3.42
10	3.33	3.44
11	3.23	3.38

12	3.33	3.26
13	3.26	3.28
14	3.07	3.32
15	3.29	3.21
16	3.21	3.18
17	3.22	3.11
18	3	3.43
19	3.07	3.03
20	3.58	3.48
Total	64.14	64.35
Average	3,207	3,217

Table 2. Results of T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	1.367	.250	-.145	38	.885	-.01050	.07235	-.15697	.13597
	Equal variances not assumed			-.145	30.354	.886	-.01050	.07235	-.15819	.13719

Table 2. above shows that the significance value is > 0.05 , so H_0 is accepted, which means that there is no difference in learning achievement between active and non-active students in SAU.

The Grade Point Average (GPA) has always been one of the indicators of student achievement, although many factors actually determine a student's level of achievement. According to Pratiwi (2016), learning achievement is a combination of abilities, interests, talents, facilities, motivation, attention, study habits, and learning environments that are interconnected and affect student behavior patterns or attitudes.

The results of this study indicate that there is no difference in GPA scores for activist and non-activist students. This shows that the activeness and inactivity of students in SAU activities have no effect on the GPA value. The average value of student activists and non-activists is in the very good range, which is 3.2.

Various factors can affect the level of student achievement, both internal and external factors (Pratiwi, 2016). Internal factors are factors that come from within students, which can be in the form of physical conditions (physical health) and

psychological conditions (intelligence, interests, attitudes, and talents) of students. Meanwhile, external factors are factors that come from outside the student, such as; socio-economic conditions, environment, infrastructure, motivation of lecturers, and so on.

There are several possibilities that there is no significant difference in GPA scores for active and non-active students, including; active students can manage their time well, extra activities in SAU provide motivation for active students to prove that they can also be good academically, students have physical and psychological conditions that support them to achieve optimal performance, and students are more disciplined and have ambitions to go forward.

The facts in the results of this study may be different from the conditions for students in other places (outside the research area), because each student or student population has different internal qualities and is influenced by different external conditions. As in the results of Apiwie's research (2013) which showed that the average GPA of activist students was higher than non-active students. Students who are actively involved in organizations appear to be more prominent than other students who are not activists. In addition, student activists have more ability to divide time and coordinate certain activities. Participation and activeness in student organizations brings various kinds of positive impacts on student achievement on campus and off campus.

² CONCLUSION

The results of this study indicate that the activeness and inactivity of students in SAU activities have no effect on students' GPA scores.

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