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RESEARCH ARTICLE

The Impacts of Students Association on The Students' Academic Achievement

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Abstract: This mixed-methods research aims to investigate the impact of student associations on students' academic achievement. A scale test administered by a questionnaire using Likert scale was used to collect data. The distribution of questionnaires was addressed to the administrator of HMPS ACCESS for the 2023-2024 period to determine the impact of student association on their academic achievement; the score of student academic achievement was taken from student GPA. 39 students from the HMPS ACCESS board were purposely taken as the sample as they are active members of the student association in the English Education Study Program. It was found that the student association (X) impacted the students' academic achievement (Y) indicated by the mean score of the questionnaire which is 42.2 falling into the impacted category. This finding takes into account that the student associations can positively contribute to the students' academic achievement as long as they utilize and place both proportionally.

Keywords: Impacts, Students Association, Academic Achievement.

1. Introduction

Education is a platform for developing students' potential and achieving national education goals. Higher education institutions, such as universities, must be conducive to developing students' talents and interests through various activities, aiming to improve intellectual and attitude abilities. The Law of Indonesia Number 12 of 2012 states that students develop their talents, interests, and skills through curricular and extracurricular activities, which can be carried out through student associations. Student associations are crucial in building social cohesion and the right feeling within the academic community.

Student associations and higher education depend on each other, as involvement in a student association can have a positive effect on a wide array of developmental outcomes. Universities and colleges need students to stay involved and active in student associations to ensure a complete and holistic education. Student associations can significantly affect students' academic achievement by offering opportunities to apply skills learned in the classroom and providing educational support such as study guidance, mentoring, and tutors. Extracurricular activities, such as social, cultural, and sports, can also help improve students' social skills, leadership, and creativity, ultimately improving their academic performance.

The relationship between student associations and academic achievement is complex and multifaceted. While some students may struggle to balance their academic and extracurricular responsibilities, others may benefit from the skills and experiences gained through participation in student associations. However, too much involvement in student activities can interfere with students' focus on academic performance, leading to academic failures, low GPAs, or even delaying graduation. Student associations can be stigmatized for



being ineffective in fighting for student interests, too political, or lacking relevance to students' needs. However, these stigmas do not always reflect reality, as some students may be absorbed in associations and forget their first obligation, college.

Being active in associations positively impacts students' confidence, time management, public speaking, and good connections. One of the benefits of being involved in associations is an increase in the grade point average (GPA), as almost all recipients of scholarships or awards are students who are active in associations. Additionally, participating in student association activities improves soft skills in dealing with other parties and develops a spirit of leadership. The students at Universitas Negeri Makassar, particularly English Language Education students, benefit from student associations for developing their talents, interests, and reasoning skills. These associations provide opportunities for students to learn about English through discussions, seminars, and training events. They also provide a supportive environment for students to meet peers outside of the academic environment and engage in more relaxed discussions.

The results of research from Sutio (2022) show that there is a significant favorable influence between student participation in the Extra Campus Student Organization (OMEK) on the learning achievement of Tadris Social Science students at the Faculty of Tarbiyah and Education Sciences at Universitas Kiai Haji Achmad Siddiq Jember. This is based on the results of the significance score of $0.03 < 0.05$ and the results of the t-test score of $7.153 > 1.997$, which means that variable X influences variable Y with a significant influence on the coefficient of determination (R Square) of 0.444 or 44.4%. In comparison, 55.6% is influenced by other factors not discussed in this study. This finding takes into account that the student association can positively contribute to the students' academic achievement as long as they utilize and place both proportionally. That is the reason why the researchers are eager to seek the answers of a research question addressed in this research, namely What are the impacts of student association to the academic achievement of the English Education Study Program, UNM?

2. Literature Review

2.1. Student Association

The following deals with the ideas how student association is defined:

- 1) Haines (2019) convinced that the student associations were literary societies. These academic societies highlighted the importance of student associations in the overall development of students by focusing on the exchange of ideas. Based on the guidelines for implementing student associations from KEMENDIKBUDRISTEK (2022), intra-college student associations are established and organized by one university by the statutes and ratified by the university's leadership.
- 2) Astin (1999) defined a student association as run by college students in which peer groups influence student growth and development.
- 3) Patunru et al. (2020) stated that student associations are a means for student self-development that has many benefits, including broadening student horizons, increasing scholarship, and increasing student personal integrity in addressing campus, community, and national problems. Student government consists of student institutions at the University, Faculty, and Department / Study Program levels on campus. In addition, there are also Student Activity Units (UKM) which are engaged in one field.

In the context of this research, the term "student associations" refers to groups or associations formed by students within an educational institution. These associations are formed to pursue common interests, promote personal and professional development, and engage in various activities related to academic, extracurricular, or social purposes, especially student organizations within the scope of the English education study program.

2.2. *Characteristics and Elements of Student Association*

Every association has different characteristics, they are dynamic, require information, have goals, and are structured. Dynamic, an open system association, is constantly in flux because it faces new challenges from its environment and must adapt to environmental changes; information is required for an association to run well which is essential in getting an organization's information. Information is needed for the association and things outside the association; having a goal, the association is a group of people who work together to achieve specific goals in which the association's purpose should be lived by all members so that each member can be expected to support achieving organizational goals through individual participation; and Structured associations usually create rules, laws, and hierarchical relationships to achieve their goals. An organization develops a structure that helps it control itself (Sari, 2006).

Siswanto (2007) states several organizational elements, namely (a) a group of people, (b) interaction and cooperation, and (c) common goals. Meanwhile, according to Gitosudarmo Sudita (2014) categorized an association into four elements, that is (a) the association is a system, (b) the pattern of activity, and (c) a group of people, and d). association goals. It can be inferred that the characteristics of student associations may vary. Student associations have specific aims and objectives that align with their members' interests, such as academic, cultural, social, or professional development. Student associations often have a leadership structure, including elected or appointed positions, to manage the activities and operations of the organization. Student associations engage in various activities and programs that contribute to achieving their goals, such as organizing events, workshops, seminars, community service projects, or academic initiatives.

2.3. *The Impacts of Students Association on Students' Academic Achievement*

The impact of associations on student academic achievement is divided into two, that is positive and negative. The positive impact of activeness in the association based on the results of Setyono's research (2013) is that it is easier to get along and get many relationships, have more experience (time management, confidence, relationships, academic material) than students who are not active in the association, have an independent nature that does not depend on others, broad-minded and rational, a high sense of solidarity with fellow students, especially members who are in the association that is followed.

The negative impacts of being active in associations, based on the results of Setyono's research (2013), include attending lectures often late and even often skipping classes to participate in organizational activities that are followed, poor academic performance even tends to decline, and often not on time in completing coursework. Not being on time to complete college assignments is an act of procrastination by students. According to Kosasih (2016), there are negative impacts felt by students when participating in associations, namely inhibiting the completion of course assignments, limited free time, differences of opinion sometimes becoming disputes between students, and the lack of good time management will interfere with achievement in the academic field and can slow down the student's study period. Thus, students involved in busy student associations can cause high-stress levels and burnout, interfering with academic performance.

3. Method

This research used a mixed method combining quantitative and qualitative approaches in a single study (Gay, 2012). The population of this research was the English Education Study Program students consisting of seven classes with a total number of 280 students. It used purposive sampling to collect the research sample taking all HMPS ACCESS administrators who were active students of English education totalling 39 students as the participants of this research. The instrument used was a questionnaire adapted from Putri (2017) consisting of 20 items and using Likert Scale with a four-point scale. The data collected

were then analyzed using the simple linear regression formula, which ensures normal and linearity. Academic achievement component was taken by GPA as a fundamental metric for assessing students' learning achievement. The classic assumption test produced a regression model that meets the BLUE (Best Linear Unbiased Estimator) criteria. The linearity test determined the relationship between the independent and dependent variables using the SPSS version 22 program. The simple linear regression test tested the effect of one independent variable on the dependent variable.

4. Results and Discussions

The result of a questionnaire analysis shows that the student association impacted the academic achievement of the students English Education Study Program, Universitas Negeri Makassar as shown in the table 1.

Table 1. Questionnaire Result Analysis

Range	Result
129 – 159	Very impactful
99 – 128	Impacted
69 – 98	Unimpacted
39 – 68	Very unimpacted

Based on the results from Table 1, the impact level increases as the range changes from very no impact to very impact. The impact of a variable is determined by its value within a certain range, with values between 39 and 68.25 considered very unimpacted and 69.25 to 98.5 having no impact. The average respondent scores between 102 and 140 indicate they are in the impact range.

4.1. Classical Assumption Test

The normality test can also be determined using the Kolmogorov-Smirnov test that can be seen in the figure 1.

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual	
N		38	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.02333883	
Most Extreme Differences	Absolute	.111	
	Positive	.081	
	Negative	-.111	
Test Statistic		.111	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.274	
	99% Confidence Interval	Lower Bound	.262
		Upper Bound	.285

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 1. Kolmogorov-Smirnov Test Results

Based on the results obtained, Kolmogorov-Smirnov = 0.285. Following the test criteria, it is accepted because p-value (0.285) > α (0.05), so H₀ is accepted, which means the data is normally distributed.

The multicollinearity test is a test conducted to ascertain whether or not, in a regression model, there is intercorrelation or collinearity between the two variables that can be seen in the table 2.

Figure 2. Multicollinearity Test Results

Coefficients		
Model		Collinearity Statistics
		Tolerance
		VIF
1	(Constant)	
	X STUDENTS ASSOCIATION	1.00
a. Y_STUDENTS_ACADEMIC_ACHIEVEMENT		1.00

Based on the results of the "coefficients" table output in the "Collinearity Statistics" section, it is known that the Tolerance value for variable X (Student Association) is $1 > 0$, and the VIF value for variable X (Student Association) is $1 < 10$. So, based on the test criteria, H_0 is accepted, which means there is no multicollinearity in the variables in the model.

Heteroscedasticity is a condition of different variances and residuals for all regression models that can be seen in the figure 3.

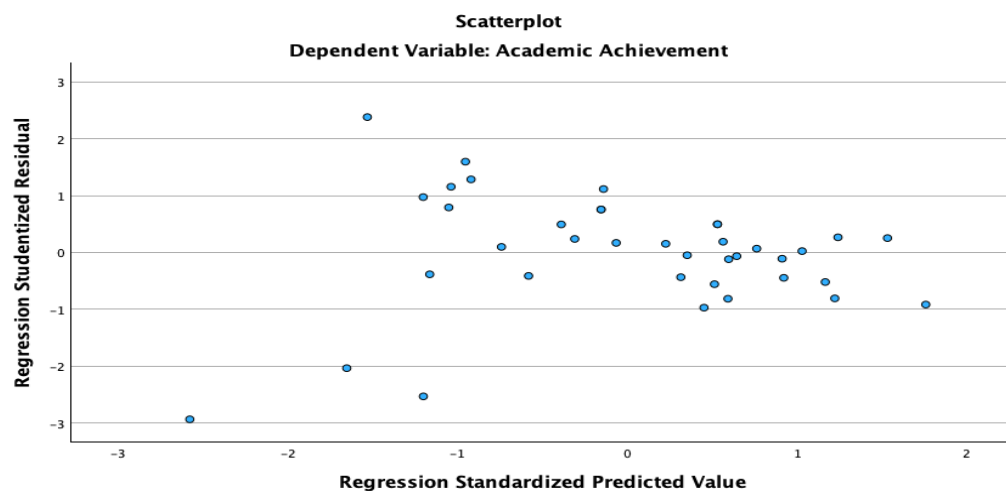


Figure 3. Scatter Plot of Regression Residual

Based on the output results using SPSS for the results of heteroscedasticity testing, the scatterplot shows points that spread above and below the number 0, do not gather above and below, and do not form a particular pattern. From these results, it can be concluded that there is no heteroscedasticity problem in the regression model in the research.

4.2. Hypothesis Test

The t-test is carried out to measure whether the independent variable influences the dependent variable or shows how far each independent variable influence individually explains the variation in the dependent variable that is shown in the figure 4.

Based on the output on Figure 4, it is known that the Student Association variable (X) has a sig value. $(0.001) < (0.05)$ so that based on the test criteria, H_0 is rejected, which means that the Student Association variable (X) has a significant influence on Academic Achievement (Y). The T-count value $(5.127) > T\text{-table} (1.68830)$ indicates that the Student Association (X) also has a significant influence on Academic Achievement (Y).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	130.421	7.638		17.076	<.001		
	Students Asociação	-.732	.143	-.650	-5.127	<.001	1.000	1.000

a. Dependent Variable: Academic Achievement

Figure 4. The result of the T-Test

The f (simultaneous) test aims to determine whether the independent variable on the dependent variable gives a simultaneous influence (together).

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	681.708	1	681.708	26.285	<.001 ^b
	Residual	933.656	36	25.935		
	Total	1615.363	37			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Students Asociação

Figure 5. The result of the F-Test

Based on the output on Figure 5, it is known that the Student Association variable (X) has a sig value (0.001) < α (0.05) so that based on the test criteria, H_0 is rejected, which indicates that the independent variable Student Association (X) jointly has a significant impact on the dependent variable Y (Academic Achievement). The value of F-count (26.285) > F-table (4.10), which means that the Student Organization (X) simultaneously affects the dependent variable Y, namely Academic Achievement.

The coefficient of determination (R^2) measures the extent to which the model's ability to explain the dependent variable can be attributed to changes in the independent variable.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	.422	.406	5.09263

a. Predictors: (Constant), Students Asociação

b. Dependent Variable: Academic Achievement

Figure 6. The coefficient of determination

Based on the output on Figure 6, the results of the analysis of the Student Association variable (X) on the dependent variable Academic Achievement (Y) have a coefficient of determination (R^2) of 0.422. This shows that the percentage of influence of student affairs institutions (X) on academic achievement (Y) is 42.2%.

4.3. Regression Equation

Simple linear regression analysis was carried out to calculate the magnitude of the influence between the independent variable, Student Affairs (X), and the dependent variable, Academic Achievement (Y).

Coefficients^a

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta	Tolerance			VIF	
1	(Constant)	124.942	7.880		15.855	<.001		
	xx	-.620	.144	-.582	-4.298	<.001	1.000	1.000

a. Dependent Variable: Academic Achievement

Figure 7. The result of the Regression Equation

The constant coefficient of 124.942 indicates that a positive Student Association value equals 124.942, while a regression coefficient of -0.620 suggests a decrease in Academic Achievement value.

Student association significantly affects academic performance based on the testing criteria. The level of impact increases as the range changes from very no impact to very impact. The impact of a variable is determined by its value within a certain range, and the average respondent in the study is within that impact range. It indicates that the average influence of an impact variable is within the range of values considered to have a certain level of impact. However, the actual nature and magnitude of the impact will depend on the specific context and objectives of the evaluation.

Several tests were conducted in the data analysis, one of which found no significant evidence to reject the null hypothesis. The null hypothesis in this context usually states that the data follows a normal distribution. Therefore, based on the test criteria and the results obtained, the data is normally distributed. However, it is important to note that the assumption of normality should be interpreted carefully and in conjunction with other relevant statistical tests and considerations for the specific analysis. The multicollinearity test results show no multicollinearity between variables in the model. In other words, the student association does not have a significant linear dependency on other variables in the model. Therefore, based on the test criteria, it can be accepted that there is no multicollinearity between variables in the model. The scatterplot shows that the points are scattered above and below and do not form a certain pattern.

Those findings draw a conclusion that there is no heteroscedasticity problem in the regression model used in this study. Heteroscedasticity refers to the inequality of the variance of the residuals (the difference between the predicted value and the true value) in the regression model. If heteroscedasticity exists, the variance of the residuals is not constant across the range of predictor values. It can compromise the validity and reliability of the regression analysis results. However, in this case, the scatterplot shows that the residual points are randomly scattered above and below 0 without any pattern. It indicates that the residual variance tends to be constant across the range of predictor values. Therefore, in this research, there is no heteroscedasticity problem in the regression model used.

The results of this study deal with the previous research conducted by Syifah (2017) showing that there is an influence between student activeness in intra-campus student organizations on the application of discipline and academic achievement on student activeness in intra-campus student organizations on the application of discipline. It should be noted that other factors not examined in this study can also affect academic achievement. Therefore, most of the variation in academic achievement still cannot be explained by the student association variable. Factors such as individual factors, learning environment, motivation, and others can also significantly affect academic achievement, which is not covered in this study. Thus, although there is a significant relationship between the student association variable and academic achievement, the percentage of influence is only a few percent.

5. Conclusion

Based on the data analysis results on student associations' impact on student academic achievement, this research concluded that there was an impact between the Student Association variable and Student Academic Achievement, especially the management of HMPS ACCESS. It can be seen from the percentage of influence of student affairs institutions (X) on academic achievement (Y) is 42.2%. On the contrary, it is influenced by other variables not examined in this research. Based on the test results that have been carried out, the H_1 that the researcher proposed is accepted, which means that there is an influence of the Student Association on student academic achievement, so automatically, the null hypothesis (H_0) is rejected.

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