



**Analysis of the activities of the Organization with the origin of the Indonesian Student area**

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**ABSTRACT**

Background Problems: Student maturity or maturity is not only seen in intra-campus activities (organizations), but also seen by the activity of students in extra-campus (organization). However, the activity of students in organization is influenced by the origin of the student area because each region has a different cultural culture. As for the region, the student determines the organization's choice and activeness of the organization that is followed. Research Objective: This study aims to determine the relationship between regional origin and the activeness of student organizations in the tarbiyah faculty of STAI At-Taqwa Bondowoso. Method: this study

uses a type of field research (field). The approach used through a quantitative approach. This data is obtained from the distribution of questionnaires or Likert scale questionnaires that contain regional origin variables and activeness in organization. The data is tabulated using the Likert scale questionnaire tabulation. The population of this study is the Tarbiyah Faculty students STAI At-Taqwa Islamic Education Management Study Program and Madrasah Ibtidaiyah Teacher Education Study Program. Sampling was carried out by proportional random sampling using questionnaires and documentation. The spread of the Likert scale questionnaire was conducted in room 2E with the MPI study program and room 3C with the PGMI study program with a total of 25 respondents each. Data analysis using Correlation Test with Crosstabulation using SPSS. Result: Based on the Chi-square test table, the Asymp column appears. Sig is 0.673 or significance > 0.05, meaning Ho is accepted and Ha is rejected. This means that there is no relationship between the origin of the student area and the activeness of the organization. While in the Symmetric Measures table, where the price of the contingency coefficient (contingency coefficient) seen in the Value column is 0.060, and in the Approx column. Sig is 0.670, or significance > 0.05, meaning Ho is accepted and Ha is rejected. This means that there is no relationship between the origin of the student area and the activeness of the organization. Conclusion: the closer to the origin of the area students are not necessarily active in the organization and the farther away from the region is not necessarily also not active in organizing. Then there is no relationship between regional origin and the activeness of the organization.

**Keywords:** *Student demographics, regional origin, activeness of the organization*

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## **Introduction**

Humans are creatures who have the desire to unite with each other and the natural environment around them. By using thoughts, instincts, feelings, desires and so on, humans react and interact with their environment. The pattern of social interaction is generated by continuous relationships in a society (Kurniawan, M.I: 2015). Therefore, education in society is very much needed because humans are social beings. Like in universities, students should play an active role in the campus social environment.

The world of higher education is a place of education that prioritizes independence for individuals involved in it, so that freedom in academic and non-academic fields is felt when compared to the level of education below, namely elementary, middle and high school. The academic field which emphasizes more on scientific and non-academic characteristics such as extracurricular activities with its social characteristics are two interrelated things (Marantika I: 2009).

Students as part of higher education interact more in the campus social environment. The campus social environment contains students from various regions with different backgrounds. Differences in background such as culture, language, socio-economic status will affect how students behave and behave with each other (Amanah, T.N: 2017). Therefore, it is necessary to have a forum or organization for students to adapt and channel their aspirations and develop the potential possessed by the students themselves.

Organization is an element that is very necessary in the life of students. Organizations help implement things or activities that cannot be implemented properly by an individual. The existence of an organization is that organizations are usually formed to achieve a certain goal where these goals can only be achieved well if done collectively. In essence the organization is a place that can be used as a forum to be able to shape the character of the prospective leader. This organization should be the goal of young people, especially students, to be able to develop their abilities beyond formal education (Wahidiyanti, E: 2015).



Student organizations are a group form of several students with a coordination that carries out an activity to achieve certain goals that have been set. In other words, in the organization there is a relationship or interaction between members of one and the other members to do a collaboration to achieve a goal (Bukhori B: 2017).

In tertiary institutions, especially STAI At-Taqwa Bondowoso, there are many places for developing potential such as intracurric and extracurricular organizations. Within the intracurric organization there are several organizations namely the Student Executive Board, the Student Legislative Body and the Student General Election Commission. Under the auspices of the Student Executive Board there are several Student Activity Units such as the Study Program Student Association, Hadrah, Burdah Warriors Forum, Scouts and so on. While extracurricular organizations include the Indonesian Islamic Student Movement and the Islamic Student Association. The student activity unit is a place for students to develop interests, expertise of each student and the ability to socialize with the outside world. By participating in SMEs there are many positive sides that can be taken, one of them is by participating in UKM activities we will also know or get to know students from other departments (Pertiwi, M. C, et al: 2015).

With the existence of different student backgrounds, there are differences in the choice to organize. Some choose to actively organize or not actively organize. The organization is a training ground for students to interact socially, because the activities carried out require individuals to interact with others. Students who are active in organizations, especially those who are administrators, have greater opportunities to interact with others in order to achieve organizational goals and individual goals that cannot be achieved alone (Bukhori, B: 2017).

Speaking of maturity or maturity of students is not only seen in student achievement in the classroom, but also seen from the activeness of students in organizing in the intracurricular and extracurricular organizations of the campus. These two things greatly influence the development of students which will later be implemented in community life.

Human agents are characterized by intentionality, which is defined as a representation of the direction of actions to be taken in the future (Suheri, 2018). Students are carriers of change in other words as future generations. As a young generation, of course you must have many



achievements that will provide a bright future. Learning to gain insight and knowledge that supports the future (Lestari, S. W. A: 2015). However, it became an irony when the campus used to be a place of thirst for those who were hungry for knowledge. Now it seems that it is only an ancient icon of a campus of fact in the field, especially at STAI At-Taqwa Bondowoso, reading is no longer in habit. Scientific discussion programs are only held occasionally, even now missing without a trace, scientific writings are lonely and only people with the same faces are always active.

While others, more interpret the campus as a place to clash fashion, as a trendy-trendy place, as a place to spread charm and love young people, with a rush to increasingly emphasize a new lifestyle formed by modernization. It is not surprising that many students just come to school, sit and quietly listen to the explanation from the lecturer then go home (butterfly students). They are more comfortable to hang out at the mall for a long time, enjoying the beauty of the world of youth by further fertilizing the hedonic attitude and consumptive in their souls (Masrurroh: 2013).

With this busyness, finally many students are reluctant to follow the intracurricular and extracurricular organizations of the campus. This is also based on several factors, namely regional origin, social status and employment status.

## **Method**

This research was conducted in September-December 2018 at the STAI At-Taqwa Bondowoso campus. This study uses a type of field research or field research (Suheri, 2017). The population in this study were STAI At-Taqwa students. The samples used were several students from two study programs which included: 1) third semester Education Management Study program, and third semester PGMI study program. The contents of the variable measurements consisted of variable demographics of STAI At-Taqwa students.

In simple terms, the method of observing field research can be defined, namely directly conducting observations to obtain information needed in preparing reports. Field research is



conducted when research questions include learning about, understanding or describing the interaction of a group of people.

The data collection techniques are obtained from the distribution of questionnaires or questionnaires using the Likert scale. The questionnaire contains study program variables, regional origin, employment status, organizational status, organization followed and active in organization. The data is tabulated using the Likert scale questionnaire tabulation. The population of this study is the Tarbiyah Faculty students STAI At-Taqwa Islamic Education Management Study Program and Madrasah Ibtidaiyyah Teacher Education Study Program. Sampling was carried out by proportional random sampling using questionnaires and documentation. The distribution of the Likert scale questionnaire was distributed to 25 respondents of Islamic Education Management study programs and 25 respondents to the Ibtidaiyyah Madrasah Teacher Education study program with a total of 50 respondents. The approach used through a quantitative approach and data analysis using Correlation Test with Crosstabulation using SPSS.

## Results

The research findings were carried out on the purpose of the research, namely to measure each student's origin variables with the activeness of students in the organization. Regarding the example of the case, the collection of researchers wanted to know that there was a relationship between regional students and the activeness of the organization. The origin of the region is divided into two categories, namely: villages and cities. While organizational activeness is divided into two categories, namely: active and inactive. Based on 50 samples randomly selected using the results of SPSS analysis.

### Data Analysis Results

In this study the hypothesis proposed is as follows:

Hypothesis:



Ho: there is no relationship between the origin of students and the activeness of the organization.

Ha: there is a relationship between the origin of students and active organization

| <b>Case Processing Summary</b>                      |       |         |         |         |       |         |
|-----------------------------------------------------|-------|---------|---------|---------|-------|---------|
|                                                     | valid |         | Missing |         | total |         |
|                                                     | N     | Percent | N       | Percent | N     | Percent |
| Origin of student area<br>Organizational activeness | 50    | 100,0%  | 0       | 0,0%    | 50    | 100,0%  |

In the Case Processing Summary table, it can be explained as follows: that N or the amount of data that is 50 students are all processed and for data that is missing or no data is missing, to its validity level of 100%.

| <b>Origin of student areas * active organization</b> |         |                           |            |       |
|------------------------------------------------------|---------|---------------------------|------------|-------|
| <b>Crosstabulation</b>                               |         |                           |            |       |
|                                                      |         | Organizational activeness |            |       |
|                                                      |         | active                    | not active | Total |
| Origin of student areas                              | Village | 21                        | 19         | 40    |
|                                                      | City    | 6                         | 4          | 10    |
| Total                                                |         | 27                        | 23         | 50    |

In the Crosstabulation table between the origin of the student area and the activeness of the organization, it can be explained as follows: Students from their village origin who choose to actively organize = 21 people, and choose not to actively organize = 19 people, total = 40 people. Thus, students who come from villages are more active in organizing than those who are not actively organizing.



Students who come from the city from the city who choose to organize = 6 people, and choose not to actively organize = 4 people. Thus, students from the city are more active in organizing than those who are not active in organizing.

If the significance is  $> 0.05$ , then  $H_0$  is accepted

If the significance is  $< 0.05$ , then  $H_0$  is rejected

| Chi-square test                    |                   |    |              |            |            |
|------------------------------------|-------------------|----|--------------|------------|------------|
|                                    |                   |    | Asymptotic   |            |            |
|                                    |                   |    | Significance | Exact Sig. | Exact Sig. |
|                                    | Value             | df | (2-sided)    | (2-sided)  | (2-sided)  |
| Pearson chi-square                 | .181 <sup>a</sup> | 1  | .670         |            |            |
| Continuity Correction <sup>b</sup> | .005              | 1  | .943         |            |            |
| Likelihood Ratio                   | .182              | 1  | .669         |            |            |
| Fisher's Exact Test                |                   |    |              | .736       | .474       |
| Linear-by-Linear Association       | .178              | 1  | .673         |            |            |
| N of Valid Cases                   | 50                |    |              |            |            |

Based on the Chi-square test table, it can be explained the relationship between the origin of the student area with organizational activity: In the Chi-square test table, the Asymp column is seen. Sig is 0.673 or significance  $> 0.05$ , meaning  $H_0$  is accepted and  $H_a$  is rejected. This means that there is no relationship between the origin of the student area and the activeness of the organization.

| Symmetric Measures |                         |       |                          |
|--------------------|-------------------------|-------|--------------------------|
|                    |                         | Value | Approximate Significance |
| Nominal by Nominal | Contingency Coefficient | .060  | .670                     |
| N of Valid Cases   |                         | 50    |                          |



In the Symmetric Measures table, where the price of the contingency coefficient (contingency coefficient) seen in the Value column is 0.060, and in the Approx column. Sig is 0.670, or significance > 0.05, meaning  $H_0$  is accepted and  $H_a$  is rejected. This means that there is no relationship between the origin of the student area and the activeness of the organization.

### **Discussion**

With the existence of different student backgrounds, there are differences in the choice to organize. Some choose to actively organize or not actively organize. The organization is a training ground for students to interact socially, because the activities carried out require individuals to interact with others. Students who are active in organizations, especially those who are administrators, have greater opportunities to interact with others in order to achieve organizational goals and individual goals that cannot be achieved alone (Bukhori, B: 2017).

This research proves that there is no relationship between the origin of the student area and the activeness of the organization. This means that, from the student area from the village and the city, it has nothing to do with the activity of student organizations. This proves that the closer (the city) from the area of the student is not necessarily active in the organization and the more distant (village) from the region is not necessarily also not active in the organization. Then there is no relationship between regional origin and the activeness of the organization. Thus, there are other variables that influence student activeness in organization.

The influence of student activity and inactivity in organization is caused by several factors, including: learning motivation, interests, work status and parental permission. Darsono (2000) states that students who feel they have the ability to do something, will encourage themselves to do something to be able to realize the goals they want to achieve and vice versa who feel unable to feel lazy to do something. Students who have low motivation tend to be lazy to find and solve questions.

Behind all the positive benefits that can be obtained by students to prepare themselves to become young intellectuals, college activities while following organizational activities or becoming an organizational activist are difficult things to do. Students must divide their time



and concentration into two and be responsible for the commitment of the two activities. In maintaining these commitments, high motivation is needed, especially learning motivation because learning motivation influences goals in achievement and the efforts made to achieve those goals. With the motivation to learn and direct students to work more diligently to learn and direct students to work to achieve their goals, for example by arranging or managing time so they can complete college on time (Pratiwi, S.S: 2017).

Of the many reasons stated there are other factors which can actually influence the interest of a student to organize on campus that is to add experience that we cannot get in class during lectures and want to multiply friends. Organizing will provide space for students to be able to create and move more broadly. Students will interact a lot with other people with different backgrounds. This is where communication and emotional abilities (emotional quotient) students will be trained in dealing with various problems and conflicts that occur. The maturity of thinking of students will grow as they actively organize on campus. In fact, often the experience of organizing on campus will more or less help friends in facing the world of work after graduating later (Pertiwi, M. C, et al: 2015).

There are also other factors, namely the phenomenon of college students while working is not new in private universities. There are many things that underlie students to study while working, generally for college fees, or to finance their lives in college. The problems that often occur are the presence of students who come not in time, forget to do the assignment, complain during class hours. So that motivation in learning will also decrease. In this case, students who work must certainly be able to balance between work and assignments (Khusaini, K: 2017).

According to Jacinta (2002) which underlies a student to work including the needs of self-actualization, financial needs, and social-relational needs. The decision to work while studying is actually risky, but the level of risk must be different based on the work involved. The problem that becomes a problem in college while working is that it is not easy to divide the time between college, work, rest and other matters.



Students cannot be denied as the nation's front guard in the progress of the nation. It is undeniable also that the history of the nations of the world also never relates the role of students. However, today many parents forbid their children from joining organizations for many reasons. Therefore, it is understandable if the wishes of parents prohibit their children from organizing, so that their children can immediately graduate from college and obtain a better future. In addition to prohibitions from parents, the interest of organizational students is also due to the reason for wanting to focus on lectures and thinking that the organization is a waste of time (Pertiwi, M. C, et al: 2015).

### **Conclusion**

Based on the results of research conducted by researchers, it can be concluded that there is no relationship between the origin of the student area and the activeness of student organizations. But there are other variables that influence student activity and inactivity in organizing. The influence of student activity and inactivity in organization is caused by several factors, including: learning motivation, interests, work status and parental permission.

### **Suggestion**

Students are carriers of change in other words as future generations. As a young generation, of course you must have many achievements that will provide a bright future. Learning to gain insight and knowledge that supports the future.



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