

CORRELATION OF ORGANIZATIONAL ACTIVITIES TO ACADEMIC ACHIEVEMENT OF "LECTURE-MEETINGS" STUDENTS

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Abstract

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This study aims to analyze the correlation between the intensity of organizational involvement and academic achievement, as well as identify soft skills that develop through "Lecture-Meeting" activities. This study uses a descriptive quantitative approach with a survey design. The research population is S1 students who are registered as active members of internal student organizations (BEM, HIMA, and UKM) for at least one semester. The sample was determined using a purposive sampling technique with a total of 23 students who met the criteria. The results of the study show that student participation in organizations has a positive impact on the development of soft skills, especially in the aspects of leadership, discipline, responsibility, time management, and collaboration. The majority of respondents experienced improvements in

various aspects of self-development, and felt more organized in managing academic and non-academic schedules. In academic development, most respondents showed stability in GPA scores. This indicates that organizational activities do not significantly reduce students' academic achievement. Overall, organizational activities contribute positively to the development of discipline. Organizational activities are not a factor in decreasing academic achievement, but are able to support improved performance in managing time and setting priorities. Thus, the organization becomes an effective forum for student academic development.

Keywords: Organizational activities, academic achievements.

INTRODUCTION

The lecture period is an important transition period where students are not only expected to excel in academics (hard skills), but also be able to develop interpersonal and intrapersonal skills (soft skills). According to (Sherin et al., 2024) soft skill development training such as leadership, self-management, time management, and group management is needed by students to help them face challenges. In an era of global competition, non-technical skills such as leadership, collaboration skills, interpersonal communication, and time management are some of the many aspects that help determine students' readiness to enter the professional world. These *soft skills* can be optimally honed through active involvement in organizational activities, where students have the opportunity to collaborate, lead, and manage various responsibilities directly. According to Basri & Dwiningrum, 2020 in (Pertiwi et al., 2021:112) Internal student organizations in universities act as a forum for students to convey their aspirations and views through various student activity programs. Furthermore, this entity also acts as a platform for students' self-training as educated individuals and aspiring national leaders, through leadership, management, and other competency training sessions offered within the organization. In an effort to form and improve the capacity and interpersonal will of students, in addition to those obtained through the learning process in the classroom, this can also be achieved through participation in student

organization activities or student activity units organized by the campus, such as the Student Executive Board (BEM), the Student Consultative Assembly (MPM), the Department Student Association (HMJ), and the Student Activity Unit (UKM). In practice, many students choose not only to focus on academic activities, but also actively participate in various student organizations such as the Student Executive Board (BEM), the Study Program Student Association (HIMA), and the Student Activity Unit (UKM). This phenomenon gave birth to the popular student term "Kura-Kura" (Lecture-Meetings), which reflects the dual role between academic demands and organizational activities. This phenomenon often raises pros and cons.

On the one hand, organizational activity is considered as a forum for self-development, expansion of relationships (networking), and the application of theory in real practice. This is in line with the findings (Magfirah & Prafitriyani, 2019) which stated that by participating in student organizational activities, students gain many benefits, such as practicing cooperation, developing independence, confidence, discipline, and responsibility, training organizational skills, practicing communication and expressing opinions in public, developing interests and talents, expanding knowledge, increasing awareness and sensitivity to community environment and student environment, developing critical thinking skills, productivity, creativity, and innovation, training themselves to become leaders (leadership), learning to manage time, honing social skills, problem solving and conflict management, expanding networks, forming a good mindset, and improving communication skills.

But other findings reveal concerns that excessive organizational involvement can reduce the focus of learning, potentially lowering the Cumulative Grade Point Average (GPA). According to Arisandy & Siregar, (2024) in (Rafa Yulizar, 2025: 27) academic procrastination often occurs in students who actively participate in organizations, because of the tight schedule of organizational activities that distract attention from academic tasks. However, this again depends on how good the student is at managing risks. This is in line with the findings (Citra Febriyanto & Ibnatur Husnul, 2020) That in studying by maintaining a cum laude GPA, even though students are actively involved in organizational and work activities, the habits that need to be developed by students include the following: (1). Students are expected to be able to manage time effectively by utilizing soft skills and hard skills, as well as setting priorities in studies, organizational activities, and work. (2). Students need to establish a consistent routine to achieve their goals that are desirable, adjusting to their individual abilities in the field of study, organization, and work. (3). Students must identify their personal strengths and weaknesses to understand the factors that support or hinder the learning, organization, and work process.

This condition shows a research gap, especially related to how the role of organizational activities affects academic abilities as well as shaping students' soft skills. Most previous research has only emphasized the relationship of organization to GPA, without integrating the contribution of soft skill development as part of broader academic achievement.

Based on these problems, this research is formulated as follows:

1. Is there a correlation between the intensity of organizational involvement and student academic achievement?
2. *What soft skills* are developed through student activities "lecture-meetings"?

Based on these research gaps, this study has two main objectives:

1. Analyze the correlation between the intensity of organizational involvement and student academic achievement (GPA).
2. Identify and describe the development of specific soft skills (discipline, responsibility, leadership, time management, and social care) that develop through organizational experience.

Meanwhile, the novelty of this research lies in a multidimensional correlation analysis approach that not only assesses the relationship between organizational activities and academic achievement (GPA), but also integrates five specific soft skill aspects including discipline, responsibility, leadership, time management, and teamwork, as contribution variables. Different from previous research that generally discussed organizations in general, this study seeks to identify which aspects of *soft skills* have the most significant influence on academic success, as well as how organizational activities can

minimize negative impacts such as time conflicts or decreased focus on learning. This approach provides a more comprehensive and measurable understanding of the function of the organization in the academic and non-academic development of students.

RESEARCH METHODS

This study uses a qualitative methodology with a descriptive main focus, which aims to describe students' views, tendencies, and experiences related to soft skill development through student organizations. The research method applied is Survey (Survey Design). The selection of this design was based on its ability to enable the efficient collection of data from many respondents (samples) by using standard instruments (online questionnaires) to obtain a general view of population characteristics.

Population and Sample: The research population is S1 students who are registered as active members of internal student organizations (BEM, HIMA, and UKM) for at least one semester (or equivalent to a minimum of 6 months). The sampling technique uses purposive sampling, according to Sugiyono, 2019 in (Ani et al., 2021) purposive sampling is a sample determination technique with certain considerations. The sample criteria in this study are students who play an active role in organizational activities with a total of 23 students who meet the criteria. **Research Instruments:** The main instrument is an online questionnaire consisting of three parts:

1. **Demographic Data:** Includes the respondent's basic identity, namely Study Program, Active Semester, and last Cumulative Grade Point Average (GPA).
2. **Soft Skill *Development Scale*:** This section measures respondents' perception of the extent to which organizational activeness contributes to *soft skill development*.
3. **Open-ended Qualitative Questions:** This section includes one open-ended question to obtain respondents' views on "whether organizational engagement has the potential to lower GPA". Response from this section

will be categorized and calculated in frequency to strengthen the descriptive analysis.

Data analysis: The data obtained through the questionnaire is analyzed in a quantitative descriptive manner by calculating the frequency and percentage of each alternative answer. Meanwhile, the qualitative data obtained from open-ended questions were analyzed using a thematic classification process. The respondents' answers were first grouped based on similarities in substance in the main topic.

RESULTS OF RESEARCH DISCUSSION

The results showed that the majority of respondents experienced an increase in various aspects of personal development after joining the organization, especially in terms of discipline, sense of responsibility, cooperative ability, and confidence in interacting with the campus environment. A small percentage of respondents reported not feeling any significant changes, and only a small number of respondents reported a decrease in motivation or a certain psychological burden during the organization. In addition, most respondents stated that participation in organizations has a positive impact on the development of *soft skills*, especially on time management skills, prioritization, leadership, and teamwork skills. Respondents also admitted that organizational demands help them become more structured in undergoing academic and non-academic activities.

Table 1. Respondents' Perceptions related to the Impact of Organizational Involvement on Academic Achievement.

No	Question Substance	Reach	Percentage	Frequency
1.	How is the self-development of repsonden before and after joining the organization?	Experienced significant improvements in collaboration, discipline, leadership, and responsibility.	56,50%	13
		There is an improvement in <i>soft skills</i> but further development is still needed	39,10%	9
		No changes	0%	0
		Decreased motivation to learn after organizing	4,10%	1
2.	Does the organization help with time management?	Yes, it is very helpful in organizing and dividing time	82,60%	19
		Not significantly helpful	13%	3
		No, it's getting harder and harder to balance time between organization and learning	4,30%	1
3.	After joining the organization, do respondents prioritize academic activities, organizational activities, or chatting?	Putting academic activities as a top priority	47,80%	11
		Focus more on organizational activities	13%	3
		It's still difficult to divide time between the two	30,40%	7
		Can balance the two	8,70%	2
4.	What is participation in the organization	Very important	50%	11
	During college plays an important role in shaping personality and readiness Facing the world of lectures and the world of work?	Quite an important role	40,90%	9
		Less important	9,10%	2
		No important role	0%	0
5.	How is the development of grades (GPA) before and after being actively organized?	GPA increases	9,10%	2
		Relatively stable GPA	59,10%	13
		GPA had experienced a decline, but it has returned to stability	22,70%	5
		GPA has decreased	0%	0
		Don't want to mention	9,10%	2
6.	Last GPA after joining the organization	< 3,00	4,50%	1
		3,00 - 3,49	22,70%	5
		> 3,50	10%	6
		Don't want to mention	27,30%	10

The results of the study show that student participation in organizations has a positive impact on personal development and academic preparation. Most respondents (56.50%) reported significant improvements in *soft skill development*, especially in terms of leadership, discipline, responsibility, and collaboration. In addition, 39.10% of respondents also experienced an increase, although they felt that

still need further development. These findings suggest that organizational activities serve as an effective means of interpersonal training. The fact that none of the respondents reported stagnation in self-development, and only 4.10% experienced a decrease in motivation, reinforces the idea that organizations tend to provide positive stimuli for psychological and social development.

In terms of time management, most respondents (82.60%) stated that organizational activities help them become more organized in managing their academic and non-academic schedules. Only a small percentage of respondents felt less helped, namely (13%) or even experienced additional difficulties in coordinating their schedules (4.30%). These findings show that the effectiveness of time management is strongly influenced by the organizational workload and adaptability of students. In other words, organizations have the potential to increase students' self-regulatory capacity, even if the results are not uniform among all individuals.

Respondents' preferences in determining priorities between academic and organizational activities also vary. Almost half of the respondents (47.80%) still put academics as a top priority, while 13% are more focused on organizational activities. In addition, 30.40% of respondents had difficulty dividing time, and only 8.70% managed to balance the two. This data shows that not all students are able to strike a balance between academics and organizations, especially those facing dynamic organizational workloads. However, the findings also showed that some respondents had strong time management skills, allowing them to maintain both activities simultaneously.

In addition, students' perceptions of the organization's contribution in character formation and preparation for the world of work are very positive. As many as 50% of respondents consider the organization very important, while 40.90% consider it quite important. None of the respondents considered the organization to have no role at all. Therefore, it can be interpreted that the organization serves not only as a space for social activities, but also as a means to develop competencies relevant to the professional world, such as leadership, collaboration, and problem-solving skills.

Regarding academic development, most respondents showed stable GPA scores during their participation in the organization. As many as 59.10% of respondents stated that their GPA value Relatively stable, 22.70% decreased but then stabilized again, and 9.10% increased. None of the respondents experienced a permanent decline in their GPA. This shows that organizational activities do not directly reduce students' academic achievement; Instead, in some cases, such activities can support performance improvement through stronger discipline and better time management.

The distribution of the respondents' final GPA also reinforced these results. As many as 22.70% of respondents had a GPA in the range of 3.00–3.49, and 10% had a GPA above 3.50, indicating that some students were able to maintain good academic achievement despite being active in the organization. The proportion of college students with a GPA below 3.00 is relatively small (4.50%), while 27.30% choose not to disclose their GPA. Overall, these findings suggest that organizational activities are not a factor that significantly lowers students' academic achievement.

Meanwhile, based on the results of the analysis regarding the open question related to "involvement in the organization lowers the cumulative grade point average (GPA)", the majority of respondents stated that the statement was not entirely accurate. as many as 65.2% of respondents stated that the impact of organizational activities on GPA is strongly influenced by an individual's ability to set priorities and manage time. For most respondents, GPA can be stable if students can achieve a balance between academic activities and organizational activities. In addition, 17.4% of respondents claim that involvement in an organization has a positive impact, such as improving discipline and motivating people to work more. In this situation, respondents understand that GPA can decrease if students are reluctant to be involved in activities or prioritize organization over relatively small lecture activities, which is around 13.0%. Furthermore, there are responses based on personal experience, such as responses that report excellent GPA growth after actively participating in an organization or discussing other students who have successfully managed a high GPA despite playing an active role in an organization. In general, the results of this study prove that organizations make a positive contribution to students' personal development and academic development. Although some students face challenges in time management and fluctuations in motivation, these negative impacts are experienced by only a small percentage of respondents. Therefore, the organization can be positioned as an important

supporting element in shaping the character and competencies of students, provided that these activities are balanced with good time management and academic priorities.

The results of the study show that student involvement in student organizations has a complex relationship with the development of *soft skills* and academic achievements. This complexity can be seen from the findings that organizational activities can provide significant benefits for the development of interpersonal and intrapersonal competencies, but at the same time can potentially interfere with the focus of learning if not balanced with adequate self-management skills. The findings generally support the theoretical foundation described in the introduction, that student organizations function as a means of personal development, leadership training spaces, and a place for students to gain social experiences relevant to the professional world Basri & Dwiningrum, 2020 in (Pertwi et al., 2021:112). More specifically, this study found that student involvement in organizational activities contributes to improving leadership spirit, responsibility, and the ability to work together in groups. These findings are consistent with the view (Magfirah & Prafitriyani, 2019) that organizations provide opportunities for students to practice collaboration skills, leadership, discipline, and responsibility. This experience forms soft skills that are practically needed in the world of work, so that organizational activities are not only oriented to non-academic activities, but also support the professional readiness of students. However, the discussion becomes more interesting when it is seen that the contribution of organizations to academia is not constant.

This study confirms that some students experience a decrease in focus on learning when the organizational burden increases, especially during intensive periods such as the implementation of work programs or large meetings. This condition supports the view of Arisandy & Siregar 2024 in (Rafa Yulizar, 2025: 27) that active students tend to experience academic procrastination due to the tight organizational schedule. This phenomenon shows that organizational activity is not a single variable that determines academic quality; rather, it is the interaction between organizational intensity and students' ability to set priorities. Interestingly, this study also shows that organizational impact can be very positive if students have a good time management strategy. Students who are able to set learning goals, develop academic routines, and adjust their capacity are proven to be able to maintain academic performance despite having high organizational responsibilities. These findings support research (Citra Febriyanto & Ibnatur Husnul, 2020) which emphasizes the importance of learning habits, self-awareness, and time management skills. This makes it clear that the mediation variable in the form of self-management plays a central role in determining whether the organization has a positive or negative impact on GPA.

In addition, the findings of the study also show that students who are actively organized tend to have a wider social network and better adaptability in academic and non-academic environments. This network serves as a source of support, especially when students are facing academic pressure or difficulty completing assignments. Thus, organizations not only provide benefits in the form of *soft skills* that are personal, but also social capital that strengthens students' academic resilience. This is in line with the view that organizations can strengthen a sense of belonging, which in turn has a positive impact on motivation and perseverance in learning. However, the study also found that organizational influence is not uniform for all college students. There are students who feel a significant improvement in interpersonal skills but do not show academic improvement. There are also students whose GPA is stable but do not feel that they have gained meaningful *soft skills*. This variation shows that organizational activities have an impact that is greatly influenced by personal context, such as the goals of following the organization, individual character, organizational environment, and the academic burden being faced. In other words, organization cannot be considered as the main factor for student achievement, but rather as one of the elements in the broader learning environment.

If it is associated with the research gap in the introduction, the results of this study strengthen the argument that the study of student organizations needs to be expanded not only to the GPA variable, but also the integration of soft skills as part of academic success. *Soft skills* such as leadership, both in teamwork and being able to manage time have proven to be important elements in supporting learning effectiveness, especially when students have to handle many responsibilities at once. This study provides evidence that *soft skills* act as a bridge between organizational activities and academic performance, not as a stand-alone factor.

Overall, this discussion confirms that organizational activities have a *multifaceted effect*. The benefits can be very large in shaping student competence, but it can also bring risks if not balanced with self-management skills. Therefore, the implications of this study show the need for more structured coaching in student organizations, for example through time management training, academic mentoring for organizational administrators, and institutional policies that encourage a balance between academic and non-academic activities. With this approach, the organization not only becomes an arena for soft skill development, but also functions as a supporting element for students' academic achievements.

CONCLUSION

Based on the results of the research, it can be concluded that student involvement in organizations does not cause a direct decrease in academic achievement, including GPA. Organizational activities actually help most students in developing discipline, a sense of responsibility, the ability to work together, and increase their confidence. The experience of organizing encourages students to learn to manage their time, prioritize, and work well together. These skills play an important role in helping students balance academic tasks and organizational activities. Research also shows that time management is the most dominant soft skill obtained by students from organizational activities, and this skill plays an important role in maintaining a balance between academic demands and organizational activities.

In addition, research shows that even though students are active in various organizational activities, most respondents are able to maintain a stable GPA. This shows that the organization's activities do not interfere with their academic performance. The stability of academic achievement is mainly influenced by students' ability to manage study schedules, balance organizational and lecture responsibilities, and maintain consistency in completing academic tasks. Thus, the activeness of organizing does not become an additional burden, but rather becomes a training space to apply effective time management in daily academic life. Thus, organization is not a factor that decreases academic achievement. Academic results are more determined by students' ability to manage their time and responsibilities. Organizational activities can actually have a positive impact on academic and non-academic development if students are able to manage their time well.

DEVELOPMENT RECOMMENDATIONS

Based on the results of this study, the following recommendations can be given:

1. This research is subjective, differences in the environment, habits, and culture of organizations and students can cause differences in certain parts. For more accurate results, further research can narrow the sample space (e.g. only within one scope of study program/faculty) so that the data obtained is more focused and detailed.
2. This research can be further developed by including more respondents so that the inclination of the research results is more visible.
3. Further research can add the substance of the question so that the results of the research obtained show more tendency and detail.
4. If the next study has different results from this study, it is expected to contain suggestions for the intended sample room (organization or student).

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