

## THE INFLUENCE OF ORGANIZATIONAL COMMITMENT TO ACADEMIC ACHIEVEMENT OF BEM UHAMKA STUDENTS

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**Abstract:** This study aims to examine the effect of organizational commitment either partially or simultaneously on BEM UHAMKA students' academic achievement. The independent variable is an organizational commitment consisting of 3 dimensions: affective dedication, continuance commitment, and normative commitment. Simultaneously, the dependent variable is student academic achievement, measured by the student's I.P. last semester. The research sample was 43 BEM UHAMKA students. Data collection techniques using a questionnaire and data analysis used is multiple linear regression. The results obtained are Organizational commitment in terms of the dimensions of useful dedication, continuance commitment, and normative commitment simultaneously have a significant positive effect on academic achievement.

**Keywords:** Academic Achievement, Affective Commitment, Commitment Organizational, Continuance Commitment, Normative Commitment

**Abstrak:** Penelitian ini bertujuan untuk menguji pengaruh komitmen organisasi baik secara parsial ataupun simultan terhadap prestasi akademik mahasiswa BEM UHAMKA. Variabel independen yaitu komitmen organisasi yang terdiri dari 3 dimensi yaitu *affective commitment*, *continuance commitment*, dan *normative commitment*. Sedangkan variabel dependen yaitu prestasi akademik mahasiswa, diukur dengan IP semester terakhir mahasiswa. Sampel penelitian adalah mahasiswa BEM UHAMKA sebanyak 43 orang. Teknik pengumpulan data dengan menggunakan kuesioner dan analisis data yang digunakan adalah regresi linear berganda. Hasil penelitian yang diperoleh yaitu Komitmen organisasi ditinjau dari dimensi *affective commitment*, *continuance commitment*, dan *normative commitment* secara simultan memiliki pengaruh positif pada prestasi akademik secara signifikan.

**Kata Kunci:** *Affective Commitment*, *Continuance Commitment*, *Komitmen Organisasi*, *Normative Commitment*, *Prestasi Akademik*

## INTRODUCTION

Learning is an obligation in formal, informal, and non-formal education. There are some verses in Al-Quran that state it is essential to learn for a Muslim in Q.S. Al-Mujadalah verse 11

أَمَّنُوا الَّذِينَ اللَّهُ يُرْفَعُ فَانْتَشِرُوا انْتَشِرُوا قِيلَ وَإِذَا لَكُمْ اللَّهُ يَفْسَحُ فَافْسَحُوا الْمَجَالِسِ فِي تَقَسُّوْا لَكُمْ قِيلَ إِذَا أَمَّنُوا الَّذِينَ أَيُّهَا يَا خَبِيرٌ تَعْمَلُونَ بِمَا وَاللَّهُ ۖ دَرَجَاتِ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ

*Meaning: O you who believe! When it is said unto you, Make room! In assemblies, then make room; Allah will make way for you (hereafter). Furthermore, when it is said, come up higher! Go up higher; Allah will exalt those who believe among you and those who know, to high ranks. Allah is Informed of what you do.*

Learning is an obligation that must be done by a college student. College students who are part of an academic community on the campus are demanded to achieve optimal academic achievement. Suryabata (2006) stated that academic achievement is a final result of the college student's study in a particular range of time. In school, it is usual to be noted in the form of specific numbers of symbols. GPA is gained through a scoring towards the college students through examinations or assignments in each semester.

Gaining an optimal academic achievement is an expectation of every college students and their parents. Some factors affect academic achievement according to Gunawan, 2001 that is psychological factor, college environment, family environment dan society environment. GPA is an indicator of these college students' academic achievement and maybe a pride for them and their parents. There is a thought that the college students who graduate with a high GPA will get ease to get a job. However, it is not the only GPA as a determiner of college students' achievement. Poerwati (2010) stated that university graduates experience a perception gap. It is a different view in solving issues of the job.

University as a place to learn for students needs to pay attention to the qualities of the graduates. Poerwati (2010) stated that a phenomenon of study quality of universities is questioned most of the time, creating a professional staff and responding to the work world's needs. According to Kuh et al. (2006), there are two kinds of the outcome of study achievement, and those are (a) academic achievement that is stated in the form of GPA at school and (b) the economic advantages and life quality after graduate. As part of the academic community of a university, college students need to have good academic achievement. However, they are also

part of the social dimension with duties and challenges on their next steps after finishing college. Therefore, they need to develop their potential of their own. One of the ways is by joining the student organization. Law of Republic of Indonesia Number 12 of 2012 about Universities Chapter 77 point (2) explains that student organization at least has functions to (a) accommodate students' activities in developing talent, interest, and potential theirs; (b) develop creativity, awareness, critical thinking, courage, and leadership also nationalism; (c) fulfill the importance and prosperity of the students, and (d) develop social responsibility through community service activities.

In welcoming the social era of 5.0 in universities, education is no longer through curricula realized in college and student activities. The college students are expected to develop soft skills through the student organization, which will help community service. Lestari and Suparliah (2010) stated that human resources development is an absolute activity in an organization. Therefore it can anticipate and overcome problems that are faced. Some points that are important in the student activities in organizing comprises leadership, creativity, and cooperation. Those things are in line with Suroto (2016) 's view that is college students are expected to be able to give such colors in college life through many kinds of activity under the coordination of student organizations that is formal, in institutional activities that occur through those students corporate activities that is basically how is the role of the organization to make the students learn to tolerant of diversity and accept it in daily, tolerance also respecting, both among friends and the elder one.

Student activities in student organizations give a chance to students to work based on their fields. Mardelina and Muhson (2017) stated that the college students who study and work could fulfill a social-relational need; it is a need to associate with many people so that they will be familiar with the environment and getting more friends; therefore, they can develop their mindset, a need to establish themselves as a form of self-actualization in searching the meaning of life.

As the organization's members, college students need to learn to understand the role and adapt themselves to their duties. Sari and Amelia (2013) stated that self-adaption within the learning environment demands them to develop their soft skills through the learning process to form a positive self-concept. Therefore, enrolling in student organizations can give a positive self-concept to college students. In their research, Sari and Amelia (2013) mentioned that

college students who have positive self-concept would develop their cognitive, affective, and psychomotor ability to achieve a satisfying academic achievement. The college students who actively join student organizations need to commit to doing their duties. The organization members who commit to their organization will have an obligation to uphold the applicable values in their organization, have a high sense of belonging towards the organization, and defend the membership for its progress. A strong commitment from organization members can cause certainty of every challenge and pressure during the duties. If every member can face the challenges and the forces, those achievements can be their pride as a student organization. This is in line with Wahyudi (2008) statement. The human resources that commit will be seen with high loyalty, a pride to be the part of the organization, always attempt to maintain its name, high motivation also showing high achievement and performance.

Time management between organizational and academic duties are two challenges and pressure to the student organization's members. They are demanded to commit to the organization. On the other hand, they must keep on doing their duties on the academic side. According to Kokasih (2016) 's research, some think that organization is essential to self-development. Still, some believe that organization can slacken their study period. Even they think it is not necessary to join the organization. Their business who is active in the organization is not less affect to their academic achievement. Therefore, students engaged in the organization must commit and manage their time to mind their organization and educational stuff. Those things must be done so that they can be balanced.

In their research, Lestari and Suparliah (2010) stated that college students' presence in their courses shows their seriousness to study. The college students who are active in the organization show their commitment to the organization and demonstrate their academic achievement. Fasikhah and Fatimah (2013) stated that college students who as individuals in the teenager phase which are theoretically supposed to have good self-regulation. Self-regulated learning is the main thing for college students who are enrolled in student organizations. Hence, based on the background, it can be considered for the writer to research *The Effectiveness of Organizational Commitment towards Students' Academic Achievement*. The research question is "How is the effectiveness of organizational commitment towards the students of BEM UHAMKA academic achievement ?" In terms of commitment dimensions of the organization is further especially the research questions are as follows.

1. Is there an effect of the affective commitment dimension towards the academic achievement of BEM UHAMKA students?
2. Is there an effect of continuance commitment dimension towards the academic achievement of BEM UHAMKA students?
3. Is there an effect of the normative commitment dimension towards the academic achievement of BEM UHAMKA students?
4. Is there an effect of organizational commitment towards the academic achievement of BEM UHAMKA students?

## **METHOD**

Research methods are the way researchers research to have the objectives of the study achieved. Based on the problem formulation, the study included associative analysis. Associative research is conducted to seek the relationship or influence of one or more independent variables with one or more dependent variables. The study's variable operation consists of dependent variables, namely student academic achievement, and independent variables, namely organizational commitments reviewed from the dimensions of Affective Commitment, Continuance Commitment, and Normative Commitment.

The method of data collection used in this study was questionnaires. Questionnaires are a method by which researchers compose a list of questions in writing and then share with respondents to obtain data related to research activities. The questionnaire content used in the study is a statement regarding respondents' responses to organizational commitment variables with affective commitment dimensions, continuance commitments, and normative commitments. As for the measurements used in this study was the *Likert* scale. According to Sugiyono (2014), the scale used to regulate attitudes, opinions, and perceptions of a group of people about social phenomena.

Some statements in questionnaires relating to lectures. For the *affective commitment* dimension among them, the writers can divide the time between the lecture tasks with the BEM task of UHAMKA, and the writer can focus on BEM UHAMKA because of the lecture task, the writers are willing to make extra efforts to complete the task at BEM UHAMKA after completing the lecture task. Furthermore, the *continuance commitment* statements related to the lecture will be disrupted if the writers do not leave BEM UHAMKA. A commitment to BEM UHAMKA led the writers to prioritize the organization to courses. Lastly, *normative*

*commitment* dimensions related to the lecture between them and the rush of being a member of BEM UHAMKA do not affect the lecture's value. BEM UHAMKA inspired many people to achieve achievement in the course.

This study's population is the incorporated and active student in student organizations, and this study selects samples, namely the integrated and enthusiastic students in BEM UHAMKA. The total population of the UHAMKA BEM undertakers is 43. The people in the study were relatively small, so researchers used *nonprobability sampling* techniques. According to Sugiyono (2014), *nonprobability sampling* is a *sampling* technique that provides no equal opportunity/opportunity for any element or member of the population to be selected into a sample. The *sampling* technique used is a saturated *sampling*. According to Sugiyono (2014), *sampling is saturated*, which is the sample's determination when all population members are used as samples. Therefore, representatives from the study were 43 people.

The data obtained were then analyzed by multiple linear regression analysis with the help of *SPSS software*. Before multiple linear regression analysis is performed, there are several classical assuming tests to be met: normality tests, multicollinearity tests, multiple linear regression analysis will show that dependent variables will depend (influenced) on more than one independent variable. The multiplied linear regression equation is as follows.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e \quad (1)$$

To obtain multiple linear regression equations it needs to be tested t. The test t is also used to answer the study's problem formulation: the influence of dimension affective commitment, continuance commitment, and normative commitment partially against student academic achievement. In addition to the test t, the F test is also conducted to see the organization's commitment influence reviewed from the dimensions of affective commitment, continuance commitment, and normative commitment simultaneously to student academic achievement. Knowing the magnitude of the organization's commitment influence is reviewed from the simultaneous dimension of affective dedication, continuance commitment, and normative commitment by conducting the R test. This coefficient of determination (R) can be obtained as a value to measure the magnitude of donations from all three dimensions of organizational commitment to the variation of the rise and fall of academic achievement.

## RESULT

Based on the response results of 43 respondents about the research variables, the descriptive of the fourth variable data with the help of SPSS software can be seen in the following table.

**Descriptive Statistics Table**

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Affective	43	2.70	3.75	3.2356	.26261	.069
Continuance	43	2.43	4.23	3.0790	.33111	.110
Normative	43	2.31	3.69	3.0684	.35932	.129
IP	43	2.50	3.68	3.2286	.26457	.070

Based on the variable descriptive statistical table, continuance commitment has the most range, whereas the inconsistent affective commitment has the least content. Normative commitment variables have the most common value of deviation, meaning that data on those variables have a considerable distance from the average. From the data of all four variables, it is then analyzed using multiple linear regression analysis. Before a multiple linear regression analysis is performed, the classical assumption test is the normality test, the multicollinearity test, and the heteroskedasticity test. Multiple linear regression analysis is done to answer the research problem's formulation performed the t-test with the following results.

**t Table Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.487	.504		2.951	.005
Affective	.251	.147	.249	1.710	.095
Continuance	.071	.141	.089	.507	.615
Normative	.231	.131	.314	1.771	.084

From the test results table, there can be conclusions that there is no affective commitment to student academic achievement, no influence of continuance commitment to student academic achievement, and there is no normative influence of commitment on student academic achievement. To know the significant or non-affectation of the variables free affective commitment, continuance commitment, and normative commitment together that are dimensions of the organization's commitment to student academic achievement were conducted F-tests, with results as follows.

**F Table Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.776	3	.259	4.663	.007 <sup>a</sup>
Residual	2.164	39	.055		
Total	2.940	42			

From the F test results table, there is a conclusion that organizational commitment is influenced by student academic achievement. Another test that needs to be performed is that the determination coefficient test is used to see the proportion of bound variables described by a free variable with the following results.

**Test Result Table of Determination Coefficients**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514 <sup>a</sup>	.264	.207	.23554

Based on the test results table of determination coefficients, the already adjusted determination coefficient (Adjusted R Square) amounts to 0.207 or 20.7%. It can be concluded that 20.7% of academic achievement variables can be explained by 3-dimensional organizational commitment variables: affective commitment, continuance commitment, and normative commitment. Simultaneously, the other 70.3% were affected by other variables that did not enter the study. Multiple linear regression analysis will show that dependent variables will depend (influenced) on more than one independent variable. Based on the T table test, the coefficients of any free variable and the constants such as a regression equation are as follows.

$$Y = 1.487 + 0.251 X_1 + 0.071 X_2 + 0.231 X_3 \quad (2)$$

The equation shows that the academic achievement variable will change by 0.251 for any changes in the variable affective commitment, 0,071 for any changes in the inconsistent continuance commitment, and 0.231 for any changes in normative commitment variables. The value of the constant of 1,487 is positive. This shows the positive influence of organizational commitment's independent variables with three dimensions: affective dedication, continuance commitment, and normative commitment.

The study results show a positive influence of organizational commitment reviewed from the affective dimension of commitment, continuance commitment, and normative commitment simultaneously to BEM UHAMKA students' academic achievement. According to Robbins (2006), the definition of organizational commitment is the state in which members side with a



specific organization and its purpose, as well as its desire to maintain its membership in the organization. The organization's commitment is created when the organization's individual is aware of its rights and obligations without seeing office and standing. Students who have a strong commitment to BEM UHAMKA will exercise their rights and responsibilities as members of BEM UHAMKA. It will undoubtedly take the students' time, energy, and mind as they had a significant task: to follow lectures on campus. Learning at the college emphasizes active student learning patterns (autonomous learning). Students are more charged with diligent self-study by seeking science sources from anywhere, such as libraries, the internet, and society (Ginting, 2003). Students' busyness committed to active UHAMKA BEM is not an excuse for college students not to follow the lecture material. It is in line with the results of Hardiansyah's research (2014) that there is a positive influence of reading/writing and kinesthetic learning styles on student academic achievement. Also, for students who act in BEM UHAMKA, within committed student organizations must remain reading/writing either when or outside of lectures.

Gunawan (2001) mentions external factors affecting academic achievement, namely school environment, which includes learning time and implementation of discipline, and community environment, including associate friends, other activities, and ways of living in the environment. The BEM environment of UHAMKA exerts an influence on student academic achievement from the external factor side. Students are not only required to master more of the field of science (not just cognitive in the form of analysis, concepts, and recitation alone) but also charged with further developing his affections, namely about the heart in the form of ethics, grading, behavior, integrity, caring to a fellow as well as other aspects: psychomotor, which is how college students can apply its fields of science both conceptually and operationally (Ginting, 2003). Come to be part of the organization, and students can develop the cognitive he or she acquires in lecture and develop his affection. BEM UHAMKA, as a student organization, is worshipping students who have achievements in their respective fields. The work program in BEM UHAMKA has varied materials and should be studied by students of BEM member UHAMKA. It can be a learning motivation for the BEM UHAMKA to demonstrate achievements, including those in the academic field. Regarding Yusuf's learning motivation (2013) revealed his research results, there is a connection between learning motivation with academic achievement index.

Based on the index of earned achievements, students active in the UHAMKA BEM have a reasonably good achievement in the field of lectures. These students do not leave a significant obligation despite having a stable activity in organizing in UHAMKA. Students active at BEM UHAMKA are end-level students to already adapt to the college's lecture model. According to Ghufron and Risnawati (2014), good self-adjustment contains the meaning that there is a human effort to master pressure due to the drive of necessity, environmental demands, and efforts to align individual relationships with reality.

Some statements in questionnaires submitted to respondents regarding organizational commitments suggest that students are determined to remain organized in BEM UHAMKA without leaving the lecture. Organizational commitment is reviewed from the affective dimension of responsibility: the desire to settle in the organization. Some affective commitment statements in questionnaires related to courses I can divide between the lecture tasks and the BEM UHAMKA task. The writers can focus on BEM UHAMKA due to lecture tasks. The willing to make extra efforts to complete the BEM UHAMKA after completing the lecture task. The next dimension, continuance commitment, is a commitment based on rational needs. Some statements of continuance commitment questionnaires relating to lectures among them, many things in the course will be disrupted if I do not leave BEM UHAMKA and commitment to BEM UHAMKA led me to prioritize the organization compared to lectures. The final normative commitment dimensions are commitments based on the existing norms in the self and the individual belief in responsibility to the organization. Some statements of normative commitment questionnaires related to lectures, among them the rush of being a BEM UHAMKA, do not affect lectures' value. BEM UHAMKA inspires students to achieve achievements lecture. The respondents' answers showed no pressure for students to commit to the BEM organization of UHAMKA and split time with lecture duties. In line with Rahmawati, Indriayu, and Sabandi (2017) research, academic pressure negatively influences student academic achievement of 12.5%. Based on research results and points on discussion, organizational commitments are reviewed from the affective commitment dimension, continuance commitment, and normative commitment, simultaneously positively influencing academic achievement.

## CONCLUSION

Based on data analysis results and hypothesis tests that have been made, the conclusions obtained from this study are, Dimensi *affective commitment*, *continuance commitment*, dan *normative commitment* secara parsial tidak mempengaruhi prestasi akademik mahasiswa BEM UHAMKA. Organizational commitment is reviewed from the dimensions of affective commitment, continuance commitment, and normative commitment, simultaneously positively influencing academic achievement. The effect of organizational commitment to academic achievement of BEM UHAMKA 20.7% students. Other factors influenced the academic achievement of BEM student UHAMKA 70.3%.

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