



**THE INFLUENCE OF ORGANIZATIONAL ACTIVENESS AND LEARNING
ACHIEVEMENT ON WORK READINESS**

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ABSTRACT

The problem of this research is that the 2022 management study program students who will soon complete their education have good work readiness in the midst of increasingly fierce job competition with the qualification of soft skills and hard skills needs of each student in the 2022 management study program. This type of research is quantitative. The data collection technique in this study is multiple regression analysis. By using data collection techniques by means of questionnaires and documentation. before the questionnaire research was carried out, the validity and reliability tests were carried out using the help of the SPSS application. And with a research population of 41 students. After collecting the data, the classical assumption test was carried out. From the results of data analysis, it can be known that the coefficient of determination (R²) is 0.537 or 53.7%. Thus this value means that the organizational activeness (X₁) and learning achievement (X₂) contribute 53.7% to work readiness (Y) while the remaining 46.3% is influenced by other variables outside the study. From the results of the research that has been done, it shows that there is an influence on organizational activeness and student learning achievement on student work readiness, therefore it can be concluded that the more active students participate in organizations and are supported by high learning achievements, the better student work readiness will be in the world of work.

Keywords: Organization Activity, Learning Achievement, Job Readiness.

A. INTRODUCTION

In today's globalized world, every country must be able to compete by prioritizing the advantages of its resources. On the other hand, globalization also increases competition in the labor market. Indonesian universities face a major challenge in producing graduates who have the skills to compete in the free market. The number of college graduates has decreased by around 560 thousand or 6.77% compared to August 2022. According to the Central Statistics Agency (BPS), there were 7.86 million unemployed people in Indonesia in August 2023.

One of the government's efforts to reduce unemployment is to improve education. This was achieved through the passing of Law No. 20/2003 on the National Education System. Article 3 of the National Education System Law states that the mission of the national education system is to develop skills and shape the character and civilization of a dignified nation, to educate the nation's life, with the aim of developing the potential of students so that they become people who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative and independent and democratic and responsible citizens. Higher education is one of the educational institutions that is expected to realize and implement the objectives of national education. Universities are expected to develop students' talents and interests through the development of student activities. They are expected to support the improvement of the quality of intellectual skills and attitudes through various student activities. Efforts can be made to optimally develop student potential, among others, through activities to develop interests, talents, critical thinking, creative, innovative and productive. Therefore, students are given the opportunity to participate in various types of activities outside of academic hours such as student activities and student units in universities.

Management program students have a place in an organization called the Management Student Association (Hima Manajemen). Management course students also participate in other

ormawa activities, namely the Student Representative Council, Student Government, Hima Manajemen, Ukm Islam, Ukm Christian Catholic, Ukm Sports (Ukm Volleyball, Ukm Badminton, Ukm Futsal), Ukm Art (Ukm Dance, Ukm Choir, Ukm Pencak Silat) and Ukm Aryapala in the STIE YAPAN SURABAYA environment. The above organizations have in fact been able to forge students to be more active with the abilities that each student has both in academic and non-academic fields. In the academic field, student learning achievement is measured by the Grade Point Average (GPA) which is calculated based on three domains, namely the cognitive, affective and psychomotor domains. Learning achievement is something that is achieved as a result of learning. In organizational activeness and learning achievement is the initial capital of students in shaping student work readiness. Some students think that being active in organizations will reduce learning achievement so that it causes delays in study and will only harm time, energy and thought. On the other hand, according to Tanius (2015) that academic qualifications are not a guarantee of success in the world of work. The reality that is sought is not only having abilities in the academic field but is needed in the non-academic field.

The experience of students who are active in organizations will certainly be different from students who are not active in organizations, where students who participate in organizations not only get theory from books but also a lot of additional knowledge, especially practices that cannot be obtained if learning it only from textbooks in class. An example is how to make a meeting effective and efficient. Being a member of one or more organizations greatly increases the access you have to contact other people, because organizations usually have a lot of cross-campus and even regional cooperation (Anggraini & Arifin, 2023). Based on observations made by researchers in the context of management study programs on student activities in various organizations, the problem arises in this study whether management study program students, especially 2022 students who will complete their studies in the next few years, have prepared themselves well to work in the midst of increasingly fierce labor market competition with the qualifications of soft skills and hard skills needed by each management study program student in 2022.

This is also reinforced by research conducted by Setyaningrum (2017) with the results showing a significant increase, which when the higher the activeness of students in the organization, the higher the work skills possessed by the students themselves. This means that activeness in organization plays a role in efforts to improve student work readiness. And also the results of research conducted by Aditya (2018) show that humans who are active in organizations and have good learning achievements compared to others are more ready to work, active in organizations and learning achievements have every criterion that shows work readiness, this can be proven through the results of a questionnaire which shows 80% of students who have a good activeness score or above 70% (obtained from the total score obtained by the respondent divided by the maximum score) and have a GPA above 3.00 have a good work readiness score or above 70% (obtained from the total score obtained by the respondent divided by the maximum score). Like students who have a critical attitude and insight will be useful when they work. Students will be more active in contributing ideas and ideas that can support smooth work. (Pratama & Arifin, 2024)

The success of student learning achievement is indicated by the GPA (Grade Point Average) which is generally obtained through a process during college, during a certain period and measured by assignments given by lecturers, midterm exams, final semester exams, participation and activeness in class and so on. Low learning achievement in students can affect the smoothness of their study period, because they have to repeat certain courses in the following semester so that their study period is delayed. Organizational activities and learning achievement are capital to prepare students to enter the job market. In this case, organizational activities are expected to provide experience to students, while learning achievement is a measure of the

maturity of a person's cognitive skills so that it can prepare students to enter the world of work (Widawati & Arifin, 2021).

Based on the description above, the authors are interested in conducting research among students of the StieYapan Surabaya Management Study Program with the title "The Effect of Organizational Activity and Learning Achievement on Work Readiness of Management Study Program Students Class of 2022 STIE YAPAN SURABAYA".

B. RESEARCH METHOD

This research is quantitative descriptive research. The research was conducted at STIE YAPAN Surabaya. The population in this study were 41 students of the 2022 management study program. The sampling technique used was non-proportional sampling technique. While the data collection instruments in this study used the documentation method and a questionnaire (questionnaire). In this study, the data analysis used was multiple linear regression analysis.

C. RESEARCH RESULTS AND DISCUSSION

a. Result

1) Normality Test Results

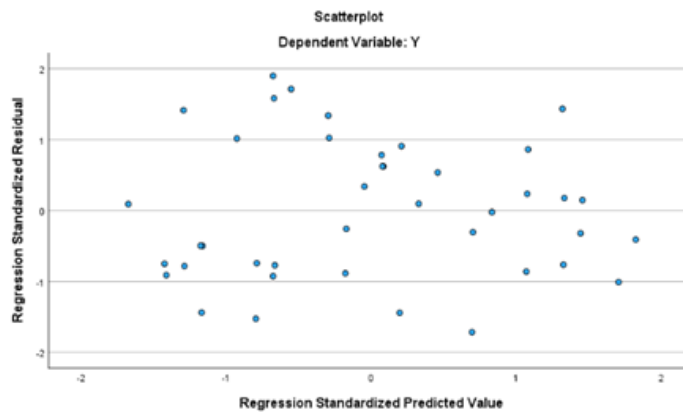
Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			41
Normal Parameters ^{a,b}	Mean		0,0000000
	Std. Deviation		6,20797648
Most Extreme Differences	Absolute		0,119
	Positive		0,119
	Negative		-0,062
Test Statistic			0,119
Asymp. Sig. (2-tailed) ^c			0,157
Monte Carlo Sig. (2-tailed) ^d	Sig.		0,154
	99% Confidence Interval	Lower Bound	0,145
		Upper Bound	0,164

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

From the One-Sample Kolmogorov-Smirnov Test table, the probability number or Asymp. Sig. (2-tailed). This value is compared to 0.05 (with a significance level of 5% or $\alpha = 5\%$). Based on the research above, the value of Asymp. Sig (2-tailed) is $0.157 > 0.05$. This indicates that the data is normally distributed.

2) Heterocedacity Test



From the figure above, it can be seen that the dot plots are randomly scattered and not concentrated in one particular area. This indicates that there is no heteroscedasticity problem.

3) Multicollinearity Test

Table 2. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
	(Constant)	32,955	3,437		9,589	0,000	
X1	0,355	0,058	0,683	6,081	0,000	0,965	1,036
X2	0,717	0,487	0,166	1,473	0,149	0,965	1,036

a. Dependent Variable: Y

Based on the results of the table analysis above, the tolerance value X1 (0.965) and X2 (0.965) > 0.100 is obtained, while the VIF value X1 (1.036) and X2 (1.036) < 10.00, it is concluded that there are no symptoms of multicollinearity.

4) T Test (Partial)

Table 3. T Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
	(Constant)	32,955	3,437		9,589	0,000	
X1	0,355	0,058	0,683	6,081	0,000	0,965	1,036
X2	0,717	0,487	0,166	1,473	0,149	0,965	1,036

a. Dependent Variable: Y

- a) Based on the results obtained above, the tcount value of the Organizational Activity variable (X1) is 6.081 with a significant value of 0.001. While the ttable value with degrees of freedom (df) = N-2 (41-2) = 39, is 1,685 at the 0.05 significance level. So from these results the value of tcount > ttable (6.081 > 1.685) and a significant value (0.001 < 0.05). Thus H0 is rejected and Ha is accepted. This means that there is a positive and significant influence between Organizational Activity (X1) on Job Readiness (Y).
- b) The learning achievement variable (X2) obtained a tcount value of 1.437. While the t table with degrees of freedom (df) = N-2 (41-2) = 39 is 1.685 at the 0.05 significance level. So from these results the tcount value < ttable (1.437 < 1.685) and the significance value (0.149 > 0.05). This means that between learning achievement and work readiness means that it does not have a significant influence on work readiness.

5) F Test

Table 4. F Test Result

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	221,919	2	110,960	22,007	<.001 ^b
Residual	191,593	38	5,042		
Total	413,512	40			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

From the results above, the Fcount value is 22.007 and the significance value is 0.001. With the Ftable value at the degree of freedom (N1) = k = 2, the degree of freedom (N2) = n-k-1 = 41-2-1 = 38 with a significant level of 0.05, the Ftable value is 3.24. Thus, Fcount > Ftable (24.007 > 3.24) and the significance value (0.001 < 0.05) thus H0 is rejected and Ha3 is accepted. This means that there is a positive and significant influence between Organizational Activity (X1) and Learning Achievement (X2) on Job Readiness (Y).

6) Multiple Linear Regression Analysis Test Results

Table 5. Multiple Linear Regression Analysis Test Results

Coefficients ^a							
Model	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	32,955	3,437		9,589	0,000		
X1	0,355	0,058	0,683	6,081	0,000	0,965	1,036
X2	0,717	0,487	0,166	1,473	0,149	0,965	1,036

a. Dependent Variable: Y

The regression test results with the dependent variable and the independent variable produce an equation:

$$Y = 32,955 + 0,355X1 + 0,717X2 + e$$

- a) The constant of 32.955 indicates that if the values of X1 and X2 are equal to 0, then the value of Y remains at 32.955.
- b) b.) The X1 variable has a positive regression coefficient of 0.355, which means that if the X1 value increases by 1 point, the Y value will increase by 0.355.
- c) c.) The X2 variable has a positive regression coefficient of 0.717, which means that if the X2 value increases by 1 point, the Y value will increase by 0.717.

7) R Test

Table 6. R Test Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 ^a	0,537	0,512	2,245

a. Predictors: (Constant), X2, X1

Based on the results obtained above, it can be known that the coefficient of determination (R²) is 0.537 or 53.7%. Thus this value means that the organizational activeness (X1) and learning achievement (X2) contribute 53.7% to work readiness (Y) while the remaining 46.3% is influenced by other variables outside the study.

b. Discussion of Research Results

1) Effect of Organizational Activity (X1) on Job Readiness

Based on the results of the research that has been carried out, it is known that partially Organizational Activity (X1) has a positive and significant effect on the Work Readiness of Management Study Program Students of STIE YAPAN SURABAYA Batch 2022. This can be seen from the t test which shows the tcount value of 6.081 with a significance level of 0.001 while the ttable value is 1.685 with a significance level of 0.05, which means in accordance with the provisions where Ha is accepted tcount > ttable and significant value > 0.05 then 6.081 > 1.685 with a significant value of 0.001 < 0.05.

The results of this study are supported by research conducted by Yuindra Widyatmoko (2014) entitled "The Effect of Student Activity in Organizations and Learning Achievements on Student Work Readiness in the Department of Economic Education, State University of Yogyakarta". In this study it is explained that there is a positive and significant effect of student activeness in organizing on work readiness. students who are active in organizing have higher work readiness than students who are not active in the organization. The same thing was also stated by research conducted by Aditiya Riyadi Saputro, et al (2016) entitled "The Effect of Organizational Keaktofan and Learning Achievement on Work Readiness of Economics Education Study Program Students Class of 2013-2016 Sebelas Maret University". This study succeeded in proving the influence between organizational activeness and learning achievement on work kesipan. students who have a critical

attitude and insight will be useful when working. Students will be more active in contributing ideas and ideas that can support smooth work. So that being active in a good organization will have high job security. Thus, based on the results of the research and relevant research above, it can be concluded that there is a positive and significant influence between Organizational Activity and Work Readiness of Office Administration Education Study Program Students Class of 2018, Medan State University. So the thing that reads “There is a positive and significant influence between Organizational Activity on the Work Readiness of Students of Office Administration Education Study Program Class of 2018 at the Faculty of Economics, State University of Medan” is accepted.

2) Effect of Learning Achievement (X2) on Job Readiness (Y)

Learning achievement is the result that a person achieves after going through learning activities in a certain period. The better the learning achievement, it shows that a person is better at mastering a learning material. In the world of higher education, learning achievement is indicated by GPA. Where the data for the Learning Achievement variable obtained a tcount value of 1.473. While the t table with degrees of freedom (df) = $N-2$ ($41-2$) = 39 is 1.685 at the 0.05 significance level. So from these results the tcount value < ttable ($1.473 < 1.685$) and the significance value ($0.149 > 0.05$). This means that between learning achievement and job security means that it does not have a significant influence on job security. Based on the results of multiple linear regression that has been carried out, it can be seen that learning achievement has no influence on student employment. When students have a high GPA in academics it does not guarantee that the grades obtained by these students can compete with the abilities of other students who are already in the world of work. When students get high grades in their academics as they should, these results can be said to be able to give these students not necessarily able to contribute and socialize well in the world of work.

3) The Effect of Organizational Activity (X1) and Learning Achievement (X2) on Student Job Readiness (Y)

From the results above, the Fcount value is 22.007 and the significance value is 0.001. With the Ftable value at the degree of freedom df (N1) = $k = 2$, the degree of freedom df (N2) = $n-k-1 = 41-2-1 = 38$ with a significant level of 0.05, the Ftable value is 3.24. Thus, Fcount > Ftable ($22.007 > 3.24$) and the significance value ($0.001 < 0.05$) thus H_0 is rejected and H_a is accepted. This means that there is a positive and significant influence between Organizational Activity (X1) and Learning Achievement (X2) on Job Readiness (Y). Furthermore, based on the results it can be seen that the coefficient of determination (R^2) is 0.537 or 53.7%. Thus this value means that the organizational activeness (X1) and learning achievement (X2) contribute 53.7% to work readiness (Y) while the remaining 46.3% is influenced by other variables outside the study. From the results of the research that has been done, it shows that there is an influence of organizational activeness and student learning achievement on student work readiness, therefore it can be concluded that the more active students participate in organizations and are supported by high learning achievements, the better their work readiness will be in the world of work. And also in line with research conducted by Setyaningrum with the title “The Influence of Student Activeness and Learning Achievement on Work Readiness Student of Office Administration Education Study Program Class of 2013 Sebelas Maret University” with the results there is a positive and significant influence of Organizational Activity (X1) on Work Readiness (Y) with a value of $R_{hitung} > R_{tabel}$ ($0.482 > 0.279$) so that H_0 is rejected H_a accepted at a significance level of 5%, there is a positive and

significant effect of Learning Achievement (X2) on Work Readiness (Y) with a value of $R_{hitung} > R_{tabel}$ ($0.284 > 0.279$) so that H_0 is rejected and H_a is accepted at the 5% significance level, there is a positive and significant effect of Organizational Activity (X1) and Learning Achievement (X2) together on Work Readiness (Y) with a value of $F_{hitung} > F_{tabel}$ ($10.350 > 3.195$) so that H_0 is rejected and H_a is accepted at the 5% significance level.

D. CONCLUSION

Based on the research and discussion that has been carried out, it can be concluded as follows:

- 1) There is a positive and significant influence between organizational activeness and work readiness. Students who are active in organizations tend to have better work readiness than students who are not active.
- 2) There is no significant influence between academic achievement and student work readiness.
- 3) From the results obtained, it is known that the coefficient of determination (R^2) is 0.537 or 53.7%. This means that the Organizational Activity (X1) and Learning Achievement (X2) variables contribute 53.7% to work readiness (Y), while the remaining 46.3% is influenced by other variables not examined in this study.

E. SUGGESTION

Based on the findings of the research that has been conducted, this study suggests the following:

- 1) Student activeness in organizations plays an important role in improving work readiness. Therefore, students are expected to be active in organizational activities during college, because organizations provide useful experience to enter the world of work.
- 2) The campus is expected to improve facilities for students who want to hold organizational activities, especially those that are positive in nature.
- 3) Future researchers are expected to conduct research with broader variables and indicators, so that they can provide greater benefits for students in various universities.

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