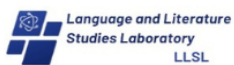


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Achievement Level of Students Who Join the HMI Organization

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Abstract

This research answers the formulation of the problem, namely: 1. How is the level of achievement of students in FUF and FTK UIN Ar-Raniry who follow the HMI organization, 2. What are the supporting factors for student achievement in FUF and FTK UIN Ar-Raniry who follow the HMI organization, 3. What are the inhibiting factors for student achievement in FUF and FTK UIN Ar-Raniry who follow the HMI organization and their solutions. The data collection techniques used in this research are Library Research (library data), namely: research conducted by collecting library data, this is done to get theories that are closely related to this research and to see previous research, and Field Research, namely: research conducted to obtain primary data related to research, by using a questionnaire. The results of this study are the average grade point average of all respondents for each semester has increased positively. Based on the documentation data, it was found that in the middle of the management, the respondents experienced an increase in the achievement index. Whereas in the following semester, the respondent's achievement index decreased but was still higher than the achievement index from the beginning of the management. Supporting factors for FUF and FTK UIN Ar-Raniry students who join the HMI organization include internal factors consisting of intelligence, motivation, talent, health, psychology, and achievement maturity.

Keyword: Achievement Level; Students; HMI Organization

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INTRODUCTION

Higher education institutions provide venues for comprehensive student development in addition to places for intellectual learning. Universities' three-fold goals education, research, and community service demand that students participate in both academic and extracurricular events to develop intellectual, social, and civic skills. Among them, student involvement in campus organizations is especially important for developing time management, communication, and leadership as well as for shaping Sardiman, 2004; Founded in 1947 by Lafran Pane, the Islamic Students Association (Himpunan Mahasiswa Islam, HMI) is among the most well-known student groups in Indonesia.

Historically, HMI has positioned itself as an independent, ideologically motivated company dedicated to Islamic principles and national growth. It gives students a stage to participate in social action, leadership development, and intellectual conversation (Hardiansyah, 2017). But the double demands of academic obligations and organizational commitments may cause questions about possible trade-offs, especially with relation to students' academic success. Studies past have shown conflicting results on the association between academic performance and organizational participation. Ady (2016) discovered that whereas organizational involvement correlated favorably with academic success, the influence was not statistically significant. On the other hand, Hasdiansyah (2017) underlined the positive influence of HMI on peer learning and academic research culture.

Notwithstanding these revelations, the literature is still lacking clear answers particularly in relation to Islamic higher education institutions where organizational, intellectual, and religious values interact. Though the interaction between academic success and student organizational activity has been studied, numerous gaps remain. First, most current research uses a strictly quantitative methodology, therefore sometimes ignoring the complex experiences and coping mechanisms of student activists. Second, there is a dearth of studies concentrating especially on HMI in Islamic institutions, where the organizational ethos might more closely fit institutional norms. Third, few studies have looked at how students negotiate academic and organizational demands across many faculties with various academic cultures, such the Faculty of Ushuluddin and Philosophy (FUF) and the Faculty of Tarbiyah and Teacher Training (FTK) at UIN Ar-Raniry.

Furthermore, understudied are the mediating elements influencing academic performance – such as psychological resilience, internal drive, and outside support networks. Development of institutional policies supporting student participation without sacrificing academic achievement depends on an awareness of these processes. This study intends to fill in the above-described void by looking at the academic performance of students actively engaged in HMI at FUF and FTK, UIN Ar-Raniry. It specifically aims to: 1. Evaluate, over several semesters, the academic performance based on GPA of HMI-affiliated students. 2. List internal (e.g., IQ, motivation, psychological characteristics) and external (e.g., financial assistance, institutional environment) elements supporting or impeding academic performance. 3. Find out how students view organizational participation as influencing their academic paths and the techniques they use to balance both fields.

This study provides a whole picture of the academic-organizational junction by using a mixed-methods approach, integrating qualitative interviews with quantitative analysis of academic records. The results should add to the body of knowledge on student development in Islamic higher education and guide policy decisions meant to maximize academic

achievement and involvement of students. By doing this, this study not only enhances the conversation on academic success and student activism but also offers practical advice for teachers, managers, and student leaders trying to create a balanced and encouraging academic atmosphere.

METHOD

Using a mixed-methodologies research design, this study combined qualitative and quantitative methods to offer a whole picture of the academic performance of students actively participating in the Himpunan Mahasiswa Islam (HMI) at UIN Ar-Raniry. This design's justification rests in its ability to record not only quantifiable academic results but also the complex experiences, motivations, and problems encountered by student activists. While the qualitative component examined students' impressions and coping mechanisms by means of interviews and open-ended responses, the quantitative component concentrated on reviewing their academic records.

The main data sources for this study were undergraduate students actively involved in HMI from the Faculty of Ushuluddin and Philosophy (FUF) and the Faculty of Tarbiyah and Teacher Training (FTK) at UIN Ar-Raniry. Twenty individuals in all were chosen to be participants; they were a purposeful sample of male and female students from several academic years. These volunteers were selected depending on their active participation in HMI and their readiness to grant access to scholarly records and engage in interviews. Using several data collecting tools helped the study guarantee methodological rigor and triangulation: Students' Grade Point Averages (GPA) across six academic semesters were gathered from Kartu Hasil Studi/KHS. The given records offer objective historical marks of academic accomplishment.

To evaluate internal and outside elements affecting academic performance, a thirty-item questionnaire was created. Internal factors e.g., intelligence, motivation, psychological well-being and external factors e.g., financial support, institutional environment, organizational demands were the two primary categories into which the items fell. 3. Semi-structured question interviews: Selected participants underwent in-depth interviews to delve into their lived experiences, opinions about organizational involvement, and techniques for juggling extracurricular and academic obligations. The interviews let topics not caught by the set instruments to arise. Two phases of data collecting went under way. Participants in the first phase were supposed to finish the organized questionnaire and send their academic transcripts.

This stage gave the investigation its quantitative basis. Semi-structured interviews were carried out personally in the second phase as well as, where needed, online. Every interview lasted between thirty and forty-five minutes and was audio recorded under participant permission. Later, the interviews were exactly copied for study. Ethical issues were clearly followed during the data collecting process. Participants were assured of them confidentially of their answers, told of the aims of the study, and given the choice to quit at any point without penalty. Descriptive statistics were used to examine the quantitative information gathered from surveys and academic records to spot trends in GPA development and relative weight of internal and external elements.

Calculating frequencies and percentages allowed one to identify the most significant factors causing either academic achievement or decline. There was thematic analysis applied

for the qualitative data. Inductive coding of transcripts helped us find recurring themes and patterns concerning students' motives, difficulties, and adaptive techniques. This method included open coding, several data readings, and the creation of thematic groups that were subsequently polished by ongoing comparison. A contemporaneous triangulation approach was used to combine quantitative and qualitative results, therefore enabling validation and enrichment of the outcomes. This method guaranteed that the study not only measured academic results but also placed them in the perspective of living reality for student activists.

FINDING AND DISCUSSION

Finding

The study's findings are presented in this section under three thematic categories: (1) academic performance trends among HMI-affiliated students, (2) internal and external factors influencing academic achievement, and (3) students' opinions of the relationship between organizational involvement and academic outcomes. Combining academic record analysis, questionnaire answers, and qualitative interviews forms the basis of the results. Examining academic transcripts showed that students engaged in HMI usually kept a steady or perhaps improving academic performance during their organizing tenure. With an average GPA of 3.03 throughout six semesters, the twenty responders showed a constant degree of intellectual ability. Especially some students saw a GPA rise in the early phase of their organizational participation, then a minor drop in next semesters. Still, the final GPA stayed higher than their first marks.

One respondent, coded as H, for example noted a GPA rise from 3.00 in the first semester to 3.35 in the sixth semester. Another student (Fj) displayed a similar pattern: her GPA increased from 2.89 to 3.60 then settled at 3.26. These trends imply that, with proper management, organizational responsibilities do not always compromise academic performance even if they may create time limits. According to the questionnaire results, internal elements supported academic performance more significantly than outside ones. Psychological resilience (23.52%), motivation (22.05%), and IQ (17.65%) rose to be the most important among the internal factors. Students usually mentioned internal motivation and personal discipline as main factors behind their academic consistency. "Being in HMI helped me to manage myself," one participant said.

I discovered the need of setting priorities and maintaining concentration even under stressful conditions. Though less so, other internal elements including health, aptitude, and academic maturity also played roles. For instance, 11.76% of the respondents said that physical well-being helped them to keep stamina and focus during organizational and academic events. Of the whole diversity in academic performance, 37.03% came from outside factors. Of these, financial support (22.5%) was the most often mentioned followed by the quality of instruction (20%), learning facilities (20%), and the larger campus setting (20%). Fascinatingly, the organizational structure and HMI demands themselves were judged as the least important outside influence (17.5%).

Many students stressed the need of financial stability in lowering academic stress. "When I do not have to worry about money, I can focus more on my studies and my role in the organization," one responder said. The qualitative interviews exposed a complex vision of how academic life interacts with organizational participation. Seventy percent of participants said their academic performance was unaffected by HMI. Rather, they saw it as a

complementing environment for intellectual and personal development. One kid said, "My academics are not interfered with by organization."

Especially during test times, it provides access to peer support and helps me develop time management skills. A minority (30%), however, admitted that occasionally, especially during periods of maximum activity, organizational responsibilities and academic requirements conflicted. These students claimed either missing courses, less study time, or tiredness. Still, they also underlined that with enough preparation and peer support, such difficulties were controllable. Interviews often revolved on the function of peer learning inside the company. Many students cited as useful academic tools informal study groups, sharing lecture notes, and mentoring from senior members. "Before tests, our seniors often share summaries and tips," one participant said. It's like having an academic support network incorporated into the company.

Discussion

With an eye toward two faculties the Faculty of Ushuluddin and Philosophy (FUF) and the Faculty of Tarbiyah and Teacher Training (FTK this study set out to examine the academic performance of students actively involved in the Himpunan Mahasiswa Islam (HMI) at UIN Ar-Raniry. The results show that, unlike popular belief, active membership in student organizations like HMI does not intrinsically reduce academic performance. With an average GPA of 3.03 across six semesters, several students showed stable or even better academic performance during their organizational membership.

The study also pointed up important internal and outside variables affecting academic performance. While financial assistance, instructional quality, and school environment were the most important outside variables, psychological resilience, motivation, and intelligence turned out as the most important internal components. Moreover, qualitative research revealed that students, citing better time management, peer support, and increased learning motivation, generally thought their organizational participation was enriching rather than disruptive. These results complement and expand the conclusions of past research. Ady (2016), for example, revealed that academic achievement was positively but statistically insignificantly influenced by organizational participation.

Our work supports this by demonstrating that, although in quantitative terms the influence may not be dramatic, the qualitative advantages such as more motivation and peer learning are significant and noteworthy. Hasdiansyah (2017) also underlined the part HMI plays in promoting intellectual curiosity and scholarly debate. Our participants' comments also reflect this; several of them characterized HMI as a venue for intellectual cooperation, critical thinking, and informal education.

The academic value of the group is strengthened even more by the presence of senior members who exchange study materials, act as mentors, and help prepare tests. Our results, on the other hand, contradict more dubious viewpoints that see student involvement as a diversion from course of study. Although some participants did mention sporadic conflicts between coursework and organizational responsibilities, these were usually controlled with good time management and prioritizing techniques. This implies that the negative effects of organizational participation depend on personal coping strategies and institutional support systems, so they are not natural. These results have several ramifications. They first question the binary presumption that students have to decide between organizational participation and

academic performance. Rather, the statistics imply that kids can flourish in both spheres given enough help and self-regulation. This has significant consequences for programming in student affairs and university policy.

Student organizations should be acknowledged by institutions not only as extracurricular activities but also as fundamental parts of the learning environment. Universities can assist students use their organizational experiences to improve rather than undermine their academic growth by offering disciplined support such as leadership training, academic mentorship, and flexible scheduling. Second, the requirement of comprehensive student development programs is emphasized by the predominance of internal elements such as psychological resilience and drive. Academic counseling should provide direction on juggling several tasks and include talks on students' extracurricular obligations.

Maintaining students' academic and organizational participation also depends much on mental health services and peer mentoring programs. Third, the result that financial support is a main outside element affecting academic performance emphasizes the socioeconomic aspects of student success. Students who feel financially stable are more suited to engage in organizational and academic events free from the extra weight of financial concern. Expanded scholarship programs, financial aid, and part-time employment possibilities fit for students' academic schedules are so demanded. Although the study provides insightful analysis, certain limits must be admitted. First, participants came from just two faculties inside one university and the sample size was somewhat small $n = 20$. This restricts the generalizability of the results to different settings, departments, or colleges. Larger and more varied samples should be considered in future studies to support and widen these findings. Second, the qualitative component of the study relied on self-reported data, so social desirability bias could be present.

Participants might have inflated their academic discipline or minimized the negative consequences of organizational participation. Future research could have more dependability if triangulating interview data using observational or longitudinal approaches. Third, the research neglected changes in the degree or form of organizational participation. Not every HMI member lead or engages in the same kind of activities. Future studies could investigate how various degrees of involvement e.g., passive membership against executive leadership affect academic results differently. Based on present results, numerous directions of further study are advised.

Comparative research of many kinds of student organizations religious, political, cultural, and academic could first help to clarify if the noted trends are particular to HMI or generalizable across organizational forms. Second, tracking students from their first year through graduation would provide more thorough understanding of how organizational participation shapes academic paths over time. Such studies might also look at long-term effects like civic involvement, employment, and leadership development. Third, future research should look at how teacher support and institutional culture could help to moderate the association between organizational participation and academic success. Knowing how various academic settings either encourage or discourage student participation should guide more focused treatments. At last, including psychological ideas like grit, self-efficacy, and emotional intelligence into the study can help us to better grasp the inner processes allowing kids to excel both in the classroom and in the organizational life.

CONCLUSION

A special eye toward the faculties of Ushuluddin and Philosophy (FUF) and Tarbiyah and Teacher Training (FTK), this study set out to investigate the academic performance of students actively engaged in the Himpunan Mahasiswa Islam (HMI) at UIN Ar-Raniry. By means of a mixed-methods approach, the study investigated not only the observable academic results of these students but also the internal and external elements influencing their academic paths as well as their subjective impressions of how organizational participation interacts with academic life.

The results contradict the sometimes-accepted contradiction between extracurricular involvement and academic success. With an average GPA of 3.03, students who took part actively in HMI usually kept or raised their academic achievement. The most important determinants of academic achievement turned out to be internal ones like cognitive capacity, motivation, and psychological resilience. From the outside in, financial backing, high caliber of training, and a suitable classroom setting were quite important. Crucially, students felt their participation in HMI not as a barrier but rather as a means of academic enrichment, peer support, and personal development.

Higher education institutions can benefit much from these revelations. Universities should see student groups as complementing venues for study and development, not as distractions. By means of mentoring, flexible scheduling, and financial aid, helping students in juggling organizational and academic obligations can help to create a more complete and empowered learning environment. The study also notes its shortcomings at the same time: a rather small sample size and the emphasis on one school. To better grasp how student involvement impacts academic and professional paths, future studies should widen the focus to encompass several organizational forms, longitudinal data, and larger institutional settings. Finally, this research confirms that organizational participation and academic performance are not mutually exclusive. Supported by drive, organization, and loving surroundings, student activism can be a stimulant for academic success as well as a forum for leadership and civic involvement. The difficulty for schools and teachers is not to divide these spheres but rather to combine them in ways that enable children to flourish – in the classroom and beyond as well.

DECLARATION OF CONFLICTING INTEREST

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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