

Digital Transformation as a Supporter of Academic and Organizational Balance in Improving Student Achievement

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Abstract. The results of the study are expected to provide a comprehensive picture of the impact of organizational involvement on academic achievement and offer practical recommendations in developing programs to support organizational-academic balance in higher education. his study aims to analyze the relationship between the balance of organizational and academic activities on student achievement, and to formulate strategies to improve academic achievement through the management of both aspects. The research method used is a qualitative method. This study uses a qualitative approach to gain an in-depth understanding of how students balance organizational and academic activities, and its impact on their academic achievement. This approach was chosen because it is able to explore the experiences, motivations, and strategies used by students in facing the challenges of this balan

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Introduction

Higher education institutions have great expectations to produce quality and high-value human resources (HR). Higher education is the main place in developing human resources capable of creating innovation. In the context of education, human life is closely related to education because education acts as a guide that can change attitudes and mindsets, thus encouraging the development of human resources.

The main purpose of students continuing their education to college is to pursue superior academic achievement. In addition to producing a quality generation, universities also provide opportunities for students to gain organizational experience. Through campus organizations, students can hone their talents and develop their potential, because organizations are an important means of developing student resources. Higher education is not only a place to study academics, but also an arena for students to channel their interests and talents through various organizational activities that can hone their soft skills. Students can develop their talents by participating in activities organized by the faculty, which serves as a medium for increasing their interests and abilities.

Academic achievement should not be a barrier for students who are active in organizations, but rather a challenge so that they can maintain their academic performance. College students are not only required to achieve academic achievements, but also to develop themselves through extracurricular activities such as student organizations. Student organizations play an important role in honing non-academic skills such as leadership, communication, time management, and teamwork. However, active involvement in organizations often poses a big challenge, namely how to maintain a balance between organizational activities and high academic demands.

The balance between academic and organizational activities is often a challenge for students, especially those who are actively involved in various campus activities. Students who focus too much on organizations can potentially experience a decline in academic performance, while those who only

pursue grades may miss the opportunity to develop non-academic skills that are useful in the world of work and social life. Therefore, it is important for students to find a way to balance these two aspects without sacrificing one of them.

Motivation plays an important role in achieving this balance. High academic motivation encourages students to stay focused and dedicated to their studies, even though they are also active in organizations. Conversely, a strong motivation to organize can trigger self-improvement and build positive social relations, which in turn can contribute to their academic success. This study aims to analyze how students balance organizational activities and academic achievement, and how motivation affects both.

Although many studies have addressed the role of student organizations and academic motivation separately, few have specifically examined the relationship between the two and how motivational factors can help students achieve optimal balance. Therefore, this study is expected to provide a deeper understanding of the dynamics of the balance between organizations and academics, as well as provide practical recommendations for students, universities, and other related parties. The aim is to create an environment that supports the achievement of good academic performance while still encouraging self-development through organizations.

Against this background, this study aims to uncover the factors that influence the balance between organizational activities and academic achievement, as well as the role of motivation in the process. It is hoped that the results of this study can provide useful insights for all interested parties in the world of higher education.

Methods

The balance between academic and organizational activities is one of the important issues in student development in higher education. Many studies have analyzed the relationship between organizational activity and student academic achievement, with mixed results but tend to show a positive influence. Organization as a Means of Student Self-Development Student organizations are seen as a forum for students to develop their potential, both in aspects of leadership, communication, and time management. Siagian (2020) states that organizations act as a learning place that allows students to self-actualize and increase learning motivation.

Through involvement in organizations, students can expand social networks, increase self-confidence, and hone soft skills that are not obtained in the classroom. Research conducted in various universities shows that organizational activity has a significant influence on student academic achievement. Other studies also reveal that students who are active in organizations tend to have higher learning motivation, better time management skills, and more developed interpersonal skills.

This balance is not only related to time management, but also involves stress management, appropriate decision-making, and the ability to adapt to various situations. According to several previous studies, students who can manage the balance between organizational and academic activities tend to have better performance in both aspects (Koh et al., 2018). Conversely, students who cannot maintain this balance may experience excessive stress, which can actually have a negative impact on their academic quality (Tinto, 2006).

According to Sobur (2006) in (Fauzi & Pahlevi, 2020), academic achievement is the expression and result of the efforts made by students during their education, which can be represented by the cumulative grade point average. The grade point average is a quantitative representation of the evaluation of the student learning process through quizzes, assignments, midterm exams, semester final exams, and daily exams. Students' academic achievements allow them to demonstrate each person's ability to absorb material during the learning process. This is an extraordinary achievement (Fauzi & Pahlevi, 2020). Academic achievement is the result of one's studies.

The Big Indonesian Dictionary defines academic achievement as mastery of information or abilities obtained based on topics. Grades or numbers given by teachers or lecturers are usually used to show academic achievement (Rahmat et al., 2023). The results of exams, tests, or evaluations of each subject are used to measure student achievement. This achievement is then used in the form of sentences or numbers based on what each student has achieved in a certain period of time. Hip Jillah (2015) defines achievement

Syah (2010) (Budi Santoso, 2019) mentions several factors that affect learning achievement: 1) internal factors, which are influences that come from within a person; 1) external factors, which are influences that come from outside a person, such as the environment, family, time, and school; and 2) a person's physiological and psychological characteristics (attitudes, intelligence, abilities, interests, and desires of students). Organization is also an external factor (Hakim, 2005). Internal and external influences can affect learning achievement (Slameto, 2004) and Baharudin (2008) in (Irvana Arofah, Besse Arnawisuda Ningsi, 2020). It cannot be denied that there are components that influence a person's every action, both stimulating and inhibiting. There are three general categories that affect learning, according to Syah (2010):

1. Internal elements, or things that come from within oneself, such as one's physical and spiritual conditions.
2. External elements, or influences from outside, namely environmental conditions.
3. The element of learning strategy, or learning approach, which is a form of learning effort that includes tactics and procedures used to carry out learning tasks.

Although organizational activities provide many benefits, students are still required to be able to balance academic responsibilities and organizational activities. This balance is important so that students can achieve optimal academic performance without neglecting self-development through organizations. Research emphasizes the importance of support from the campus to create a conducive environment for students to manage both aspects in a balanced manner.

In general, the literature shows that involvement in student organizations has a positive relationship with students' academic achievement and self-development. However, the effect can vary depending on the level of activeness, time management, as well as the support of the campus environment. Therefore, a balance between academic and organizational activities is essential to improve student achievement and the quality of graduates.

1. Research Methods

This research uses a qualitative method with a descriptive approach. This approach aims to explore in depth the experiences, views, and strategies of students in balancing organizational and academic activities and their impact on their achievements. Qualitative descriptive research provides a comprehensive description of the phenomenon under study based on natural data in the field.

2. Research Instruments

The instruments used in this research are Research develops new theories based on previous theories. This research must also be adhered to and the techniques chosen must produce reliable and accurate data. Specifically, this study looks at whether organizational balance can increase learning motivation in improving student academic achievement.

3. Data Collection

The data collection method in this study is a type of literature research that deals with various books, journals, and other materials related to the topic of the research work to create a scientific paper such as: the authors search for literature on the field of community and research, theories developed and used in relation to the research topic they are investigating, the research used, and more. Literary

sources have been determined by two databases over the past five years, from 2019 to 2024: Research Gateway and Google Scholar

4. Data Analysis

This study uses literature, including theses, papers, and novels, rather than populations or samples. The following criteria apply to the literature sample in this study:

1. The number of sources used is 20 - 50 sources
2. Year of publication ranging from 2012 to 2025

Results and Discussion

Research Results

The researcher will explain the results of the research that has been made based on the formulation of the problem in Chapter I on "Analysis of Organizational and Academic Balance on Student Achievement to Improve Academic Achievement"

Using a qualitative approach technique with correlation analysis, research findings were collected through a literature review of theses, books, articles, journals, and websites through the use of Google Scholar, Connected Paper, and Research Gate. This study focuses on searching for theories online and drawing conclusions from various library sources that have been published in the last five years. The sources of data and information were relevant previous research findings. Furthermore, the investigator conducted an evaluation and arrived at the final objective.

Discussion

The balance between organization and academics is an important factor that positively affects student academic achievement. With effective time management strategies and conducive environmental support, students can maximize their potential in both academic and organizational fields, so that academic achievement can increase significantly.

This discussion provides a comprehensive picture of the relationship between organizational and academic balance, as well as a basis for recommendations for the development of support programs in higher education.

Several studies have shown that students who are able to manage their time effectively between organizational and academic activities tend to have better academic performance. This is because involvement in organizations teaches students to set priorities and improve time management skills, so they can complete academic tasks better (Puteri Lestari, 2024); (Unpas, 2023). In addition, active involvement in organizations also helps students develop soft skills such as leadership, communication, and teamwork that support academic success (Puteri Lestari, 2024).

Research by Qamari et al. (2024) and other studies confirm that the balance between organizational and academic activities is very important to prevent fatigue and pressure that can reduce academic performance. Students who are unable to manage this balance tend to experience academic stress and decreased motivation to learn (Puteri Lestari, 2024).

Therefore, time management skills and institutional support are instrumental in helping students maintain this balance (JRPP, 2024).

Research by Luailiyah et al. (2022) shows that the level of organizational activity affects the cumulative grade point average (GPA), but the results are not always linear. Students with low and high activity tend to have better GPAs than those with moderate activity, indicating that balance and proper time management are more important than just the level of activity (Luailiyah et al., 2022). In addition, involvement in academic organizations tends to have a greater direct impact on academic achievement compared to social organizations (JRPP, 2024).

Some of the barriers found are role conflict, physical and mental fatigue, and lack of support from the campus environment. These barriers can disrupt the consistency of academic performance if not properly addressed (Puteri Lestari, 2024); (JRPP, 2024). Therefore, the provision of time management training and support programs by universities is highly recommended.

Based on these findings, universities need to develop programs that support balanced student involvement, such as time management training, mentoring, and flexible scheduling of activities. This will help students optimize their role in organizations without compromising academic performance (Puteri Lestari, 2024); (JRPP, 2024)

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the balance between organizational and academic activities plays an important role in improving student achievement. Students who are able to manage time and responsibilities between organizational and academic activities tend to have good academic performance as well as more developed non-academic skills, such as leadership, communication, and teamwork.

Activeness in organizations does not automatically reduce academic achievement, it can even be a supporting factor as long as students are able to apply effective time management and set priorities appropriately. However, without good time management skills, organizational activity can actually be an obstacle to academic achievement.

Support from the campus environment, such as academic guidance and time management training, is needed to help students maintain this balance. Thus, the balance between academic and organizational activities is key in creating students who excel, both academically and in overall self-development.

Students are advised to develop effective time management skills in order to maintain a balance between academic and organizational activities. It is important for students to set priorities, make a regular schedule, and utilize free time productively so that both can go hand in hand without sacrificing academic achievement.

Universities should provide time management training programs, academic guidance, and mentoring for students who are active in organizations. In addition, campuses can create policies that support students in managing academic and organizational burdens in a

balanced manner, for example with flexibility in class schedules or granting temporary academic leave for students who have large organizational responsibilities.

Student organizations need to pay attention to the welfare of their members by setting realistic task loads and supporting members in completing academic obligations. Organization administrators can also conduct time management and motivation training so that members can contribute optimally without neglecting their studi

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