



Increasing the Self-Actualization of Social Studies Students in Higher Education through Participation in Intra-Campus Organizations

Anisa Imamia⁽¹⁾, Awalia Dwi Ramadhani⁽²⁾, Vardin Malika⁽³⁾, Nuril Aulia⁽⁴⁾, Firdi Hidayah Norrahman⁽⁵⁾.

(1),(2),(3),(4),(5) Institut Agama Islam Negeri Madura

(1). anisaimamia9@gmail.com, (2). awaliadwiramadhani@gmail.com,

(3). malikavardin@gmail.com, (4). nurilaulia326@gmail.com, (5). Firdihidayh05@gmail.com.

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Abstract

Intra-campus student organizations serve as vital platforms for the development of students' social, leadership, and personal competencies. This study aims to examine the level of participation among students of the Social Sciences (IPS) Study Program at IAIN Madura in intra-campus organizations and analyze its relationship with their self-actualization process. The research employed a descriptive quantitative method, utilizing a structured questionnaire distributed to students across various academic years. Data collected were analyzed descriptively to determine participation rates and to identify factors influencing involvement. The findings reveal that the level of participation remains relatively low, primarily due to academic workload, fatigue from multiple activities, and the absence of organizations that align with students' interests. Nonetheless, students who actively participate in organizations exhibit stronger soft skills, particularly in communication, leadership, and time management. This study underscores the necessity of institutional support to enhance student participation and recommends the integration of academic and non-academic activities to foster optimal self-actualization.

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✉ Address:

Tadris Ilmu Pengetahuan Sosial Department,
Institut Agama Islam Negeri Madura, Indonesia.
E-mail: sociale@iainmadura.ac.id

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Introduction

Universities not only act as formal educational institutions, but also serve as a place for character formation, potential development, and self-actualization of students. In the era of rapid globalization and technological advancement, higher education institutions are increasingly expected to produce graduates who are not only academically competent but also equipped with strong soft skills, adaptive leadership, and a sense of social responsibility. In this context, intra-campus organizations become an important forum for honing social skills, leadership, and the development of students' personalities as a whole.

For students of the Social Sciences (IPS) study program, active involvement in campus organizations is particularly relevant for internalizing social values, strengthening interpersonal competence, and preparing them to face the complex dynamics of society. Today, many graduates struggle with employability not because of a lack of knowledge, but due to limited experience in teamwork, communication, and leadership—skills that are often developed through organizational involvement. This is further reinforced by the demands of the industrial era 4.0 and society 5.0, where creativity, collaboration, and critical thinking are key factors for success.

Student participation in intra-campus organizations not only expands social networks and adds organizational experience but is also an effective way to encourage self-actualization. Students who are active in organizations generally have greater opportunities to express ideas, make decisions, lead groups, and contribute to social activities, all of which have a positive impact on the self-actualization process (Al-Aziva, 2022). Moreover, active organizational involvement helps prevent social passivity and academic isolation, which are increasingly common among students who focus solely on formal learning.

Student organizations also act as a forum for developing self-potential with various benefits, such as expanding knowledge, fostering a scientific attitude, and forming personal integrity in responding to problems within the campus, society, and the nation. In addition, they help students hone their teamwork skills, organizational management, effective communication, and specific competencies according to the nature of the organization they join (2021, الاردن).

At IAIN Madura, various intra-campus organizations—such as the Study Program Student Association (HMPS) and Student Activity Units (UKM)—play a strategic role in creating active, creative, and competitive students. However, recent observations show that the level of participation among Social Sciences Study Program students is relatively low. Many factors may influence this phenomenon, including academic pressure, lack of motivation, limited institutional support, and a mismatch between students' expectations and the available organizational programs.

Therefore, this study aims to scientifically describe the participation level of Social Sciences students in intra-campus organizations and examine its relationship to their self-actualization. Understanding this relationship is crucial in the current reality where holistic student development is essential to prepare graduates who are not only intellectually capable but also socially empowered. The findings of this study are expected to contribute to designing more effective student development strategies within the campus environment, fostering inclusive and productive self-actualization spaces for all student

Method

This study uses a descriptive quantitative approach. This approach was chosen to describe systematically and accurately the participation of students of the Social Studies Study Program at IAIN Madura in intra-campus organizations and its relationship to increasing self-actualization. The population in this study were all active students of the Social Studies Education Study Program. The sampling technique was carried out using the stratified sampling method in order to determine the various levels of student groups proportionally. The main instrument in this study was a questionnaire or closed questionnaire compiled based on indicators of organizational participation and dimensions of self-actualization, such as Data collection techniques were carried out through the distribution of questionnaires. The collected data were analyzed using descriptive statistical techniques that include calculating percentages, averages, and standard deviations to describe data trends, to see the relationship between the level of student participation in organizations and their self-actualization.

The results of respondents from the 2021-2024 intake were 41 students, consisting of the 2023 intake (36.6%) as many as 15 students, the 2022 intake (34.1%)

as many as 14 students, the 2021 intake (24.4%) as many as 10 students, and the 2024 intake (4.9%) as many as 2 students.

Result and Discussion

Intra-campus student organizations are official organizations that operate in the university environment, in accordance with the provisions contained in the Decree of the Minister of Education and Culture Number 155/U/1998 concerning General Guidelines for Student Organizations (Febrian et al., 2022). Student organizations are activities carried out in a university environment with the principle of from, by, and for students. This organization functions as a medium as well as a means to develop students in terms of broadening their horizons, increasing their knowledge, and forming a personality with integrity. In addition, student organizations are also a place for students to develop various extracurricular activities that include aspects of reasoning, science, interests, talents, and hobbies. The activities of this organization are available at various levels, from departments, faculties, to universities, with the main goal of enriching insight and knowledge and fostering student character (Syifah, 2017).

Student organizations are one form of activity that takes place in higher education by implementing the principle of students, by students, and for students. This organization is an important means of supporting student self-development, both in terms of broadening horizons, increasing knowledge, and forming character and personal integrity. In addition, student organizations also serve as a place to channel students' extracurricular activities on campus, which include developing thinking skills, knowledge, interests, talents, and hobbies owned by the students themselves (Fadli, 2021).

An active and quality student organization is an organization that routinely holds training for its members, both in academics and leadership. In the academic aspect, this training can be in the form of learning assistance for junior students, scientific writing training, and research activities carried out with lecturers or campus institutions. Meanwhile, in terms of leadership, training can take the form of basic leadership training activities for new members, as well as organizing various events that involve the formation of committees, which indirectly become a forum for members to hone their leadership skills.

This leadership training is often a routine agenda of campus organizations, and in a managerial approach, this activity is in line with the concept of sensitivity training, which aims to shape the personality of members, improve communication skills, and accuracy in decision making. Student organizations have a strategic role in the campus environment. Experience shows that many changes in the campus environment, society, and in national and state life occur thanks to the contribution of students who are active in organizations. Therefore, students are indeed worthy of being called "agents of change" because their role is proven in the transformation process in various fields (Hadijaya, 2015).

The ability to work together is also one of the important aspects learned in student organizations. This is because the achievement of organizational goals is highly dependent on the cohesiveness and cooperation between members so that the program can be implemented optimally according to expectations. Cooperation is an essential skill in a team, because if there is one member who is not solid or reluctant to work together, it will hinder the organization's activities. In addition, another soft skill that is no less important is the ability to think critically. Through involvement in organizations, students gain knowledge that is not always taught in lectures. Organizations are also a means to train the extent of analytical skills and formulate solutions to various problems faced (Pertwi et al., 2021).

In addition, experience in organizations plays an important role in shaping a person's personality and character. This character formation occurs naturally along with the involvement of individuals in organizational activities. Because, through organizations, a person learns to respect each other, solve various problems, and develop critical thinking skills that are beneficial to the social life around them (Putri & Supriyanto, 2020).

Students, as part of learners and the younger generation who come from the university environment, play an important role in determining the direction of progress and improvement of the nation. Therefore, students are expected to have superior abilities and exceed the average abilities of society in general, so that they can play an active role in development and bring positive changes to the condition of the nation (Yuanita, 2017). The development of the role of student organizations through student participation in student organizations has not received serious attention, even though

the existence of student organizations at the State Islamic Institute of Madura has produced several students who have become quality graduates with adequate soft-skill abilities so that they are able to prioritize good quality.

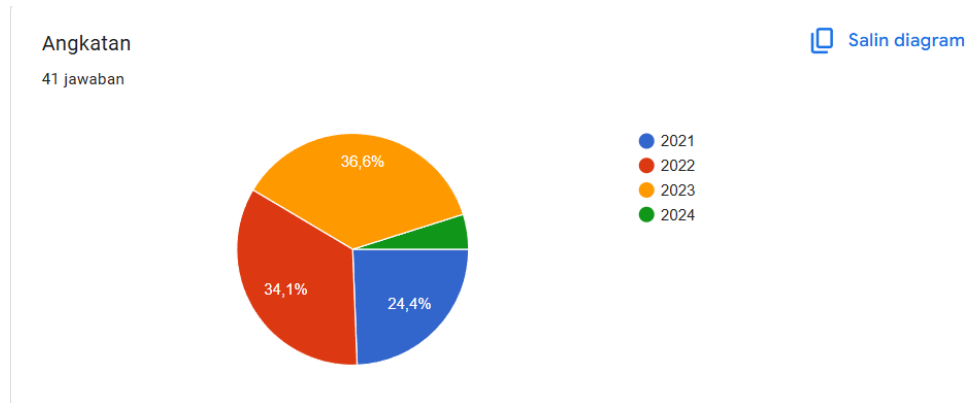


Figure I: Respondents per class

The pie chart above illustrates the distribution level of participation of students in the Social Sciences Education (TIPS) study program from IAIN Madura, batches 2021 to 2024 in filling out questionnaires related to student participation in intra-campus organizational activities at IAIN Madura.

This visualization not only functions as quantitative data, but also reflects the level of social involvement and student concern for the dynamics of organizational life in the campus environment. The diagram also shows the participation of TIPS students in intra-campus organizations and the willingness to fill out questionnaires, which reflects the level of concern and involvement in campus activities.

Based on the distribution of data obtained from the questionnaire results, it is known that respondents from the batch of 2023 dominate participation with a percentage of 36.6%. This figure shows that third-year students tend to be more active in responding to academic and non-academic activities, such as surveys and questionnaires related to organizational life. The dominance of participation from the batch of 2023 can be interpreted as the peak of the maturity phase in campus life, where students are in a stable enough condition to participate actively without the academic pressure of final-year students.

Furthermore, respondents from the 2022 batch also showed a significant level of participation, which was 34.1%. These second-year students tend to start actively

exploring various campus activities, including intra-campus organizations, because they have gone through a transition period from the first year which is generally full of adaptation. This high participation rate is an indicator that in the second year, students begin to organize their social roles in the campus environment, including in collective decision-making such as filling out questionnaires regarding organizational participation.

The 2021 batch, which is a fourth-year or final year student in a four-year curriculum, was recorded to have a participation percentage of 24.4%. Although the figure is lower than the previous two batches, the contribution of these final-year students is still important. This can be attributed to the change in focus of final-year students who are more directed at completing final assignments, internships, or preparing for the world of work. Therefore, the decrease in their level of participation in questionnaires and organizational activities is a normal condition and can be understood from the perspective of academic load and career orientation.

What is interesting to note is the data from the class of 2024, namely first-year students, which showed the lowest participation rate, which was only 4.9%. The low response rate from new students can be caused by several factors. First, new students are generally still in the early stages of the adaptation process to the higher education system, including getting to know the campus environment and the student organization system. Second, their level of involvement in campus activities tends to be minimal because they do not yet have sufficient information and understanding of existing organizations. Therefore, the low participation of the class of 2024 in filling out the questionnaire can be used as a basis for the campus to increase early socialization and orientation regarding the importance of organizational participation for student self-development.

According to Barnard, an organization can be understood as a system consisting of a group of individuals who work consciously and in a coordinated manner, where each activity in it is interrelated. In this context, student organizations are included in the category of non-formal and informal education. This is due to the existence of annual work program planning that is structured, as in the annual work meeting, which reflects non-formal aspects. Meanwhile, the informal nature is reflected in the learning process

obtained by students through direct experience while carrying out organizational activities.

Intra-campus organizations themselves are student organizations that have official legitimacy in the university environment and receive funding support to organize various activities. This organization acts as an institution that manages and implements student activities in the extracurricular realm, which includes the development of knowledge, interests, talents, and social concerns. All of these activities are intended to support the student development process based on the principles of the Tri Dharma of Higher Education (Al-Aziva, 2022).

Student involvement in student organizations reflects their active form in contributing ideas, thoughts, energy, materials, and establishing cooperation in carrying out various organizational activities. This participation can be realized in the form of contributions of ideas, contributions of energy, or material support. The reasons why students are involved in organizations include developing their own competence, gaining organizational experience, building personal existence, using time productively, and expanding social networks and friendships (Morina & Dewi, 2018).

Various activities organized by students through organizations, such as study forums, group discussions, tutorial programs, training, book reviews, workshops, guest lectures, and seminars, are additional sources of knowledge. These activities encourage student involvement as active participants to support the success of the programs being implemented. In addition to gaining new insights, students are also expected to be directly involved as committee members so that they are able to understand and learn how teams work directly. By participating in structured activities initiated by organizations, students can use their time more productively to develop their potential optimally and not miss opportunities to build a career early on (Norsidi, 2017).

Organizational participation is participation or involvement, in this case the administrators in various activities, programs that aim to achieve certain goals. "In the Social Sciences Education Study Program Student Association (HMPS TIPS) organization, members and administrators are important elements of an organization. Members here are all TIPS students from various classes who are still actively studying. There are several indicators of organizational participation, namely: involvement in activities, contributions to events, participation in forums or discussions, positions held,

and member motivation. Student activity in an organization can be seen through student participation or membership in an organization. There are groups of students who choose to be active in organizations and there are also students who do not want to join an organization. Students who are active in organizations must be able to divide their time with academics, while students who do not participate in organizations only focus on their academics.

Students who choose to be in organizations must be able to divide their time between organizations and academics so that they can run in balance. The division of students' time to be active in organizations with studying allows for learning achievements that can be measured by a decrease in students' GPA. Some students who join organizations tend to sacrifice many things such as thoughts, energy, time and even materials. Various organizational activities can reduce student discipline, such as not being diligent in studying, often absent, and lack of study time. Students who are active in organizations cannot use their busyness as an excuse for decreasing their enthusiasm for learning. Therefore, the commitment and mindset of students to remain disciplined in learning even though they are active in organizations are very important so as not to sacrifice one, but can run simultaneously (Rahman & Abdullah, 2025).

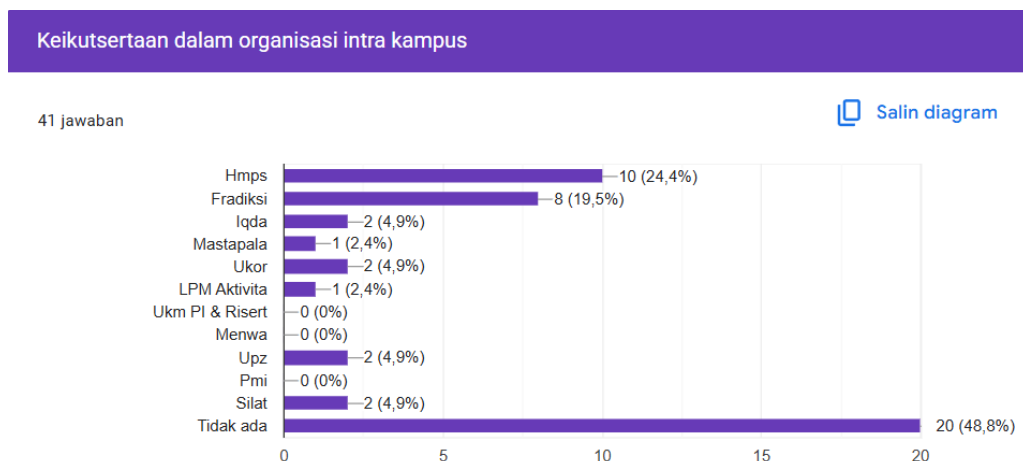


Figure 2: Number of social studies student participation in intra-campus organizations

The horizontal bar chart used in this study serves to illustrate the level of participation of students of the Social Sciences Education Study Program (TIPS) at IAIN Madura in intra-campus organizational activities. The data obtained came from the

results of filling out a questionnaire by 41 respondents, consisting of students from the 2021 to 2024 intakes. This visualization presents a clear quantitative comparison between the number of students who are members of various organizations and those who choose not to be involved in any student organization.

Each bar in the diagram represents the number of students who are active in each organization, where the length of the bar describes the quantity of participation recorded. The organizations listed in the data include: Study Program Student Association (HMPS), Fradiksi, IQDA, Mastapala, Ukor, LPM Activita, UKM PI & Research, Menwa, Zakat Collection Unit (UPZ), Indonesian Red Cross (PMI), and Silat. There is also a special category for students who are not members of any organization.

Based on the data listed, it can be seen that the highest number of participants is in the category of students who do not participate in organizations, with a total of 20 people out of a total of 41 respondents. This figure is equivalent to almost half of all survey participants, which is around 48.8%. This shows that there is a fairly large tendency among TIPS students not to be involved in intra-campus organizations. This tendency can be interpreted as an indication of a lack of interest in organizational activities, or it could also reflect the existence of certain obstacles that make students reluctant to participate in the dynamics of campus organizations.

However, amidst the dominance of passive students, there are still some students who show interest and commitment to intra-campus organizational activities. The organization with the highest number of participants is the Study Program Student Association (HMPS), with a membership of 10 students. This number reflects around 24.4% of the total respondents, and shows that HMPS is the organizational forum that is most in demand by TIPS students. High involvement in HMPS is very likely due to its nature which is based on the same study program as the students.

The second position in terms of participation is occupied by Fradiksi (Fraternity of Bidikmisi), which is 8 students. Fradiksi is a forum that houses Bidikmisi scholarship recipients. This organization plays an important role in building solidarity between scholarship recipients, developing national insight, and strengthening the values of independence and social responsibility. The fairly high participation in Fradiksi shows that this organization has its own appeal for students with certain backgrounds who feel they have emotional ties or aligned needs.

Other organizations such as IQDA, Ukor, Silat, and UPZ each have participation from 2 students. Although the number is not large, their existence still reflects the diversity of organizational choices available and the different interests of students. IQDA, as a forum for developing da'wah skills, attracts students who are interested in the religious field and da'wah rhetoric. Meanwhile, Ukor (Sports and Recreation Activity Unit) and Silat focus more on physical activities and physical development. UPZ, which is related to social activities and zakat collection, is an option for students who are interested in social and religious activities.

Organizations such as Mastapala and LPM Activita only recorded participation from one student each. Mastapala is a nature lover organization, while LPM Activita is a Student Press Institute engaged in journalism and writing. In addition, there were several organizations that did not record any participation at all from respondents, namely UKM PI & Riset, Menwa, and the Indonesian Red Cross (PMI). The absence of participation from these organizations is an important indicator that their attractiveness or visibility among TIPS students is still very low.

Overall, the participation pattern shown through this bar chart indicates that student involvement in intra-campus organizations is still uneven. There is a dominance of participation in certain types of organizations, while others are not so popular or almost untouched by students. The results of the analysis of the horizontal bar chart show how the dynamics of student participation in intra-campus organizations take place. This data is not only informative, but also becomes a reflective basis for building a more inclusive, attractive, and functional student organization climate.

Participation in student organizations has many benefits, not only for the development of social and leadership skills, but also as an important provision in the world of work later. Experience in organizations can form soft skills such as communication, time management, teamwork, and decision making. Therefore, the low level of participation in organizations needs to be taken seriously by all elements of the campus.

Students who are actively involved in organizations tend to gain additional insights that support the achievement of both academic and non-academic achievements, because they develop skills outside the formal classroom. This involvement also allows students to apply the knowledge gained in college to the context

of social life. Therefore, a balance is needed between participation in organizations and academic achievement so that student achievements in both fields can develop in a balanced manner (Ciptaningtyas, 2019).

Students are a group of people who are educated and able to adapt well in various fields. As the younger generation who will later become parents, students are expected to be able to manage and supervise various activities and solve various social problems that arise in society. Students, in their capacity as agents of change, must bring about changes that not only benefit others but also themselves. As agents of change, a student needs a kind of forum to develop their interests and talents. Student organizations are a useful means to develop their skills. There are many benefits that students can get by participating in this organization, such as (1) improving communication, (2) Problem Solving, (3) Leadership, and (4) Time Management. In carrying out an activity, of course, self-preparation is needed to face it, for that something is needed that can encourage someone to want to do or not do the activity (Makmur et al., 2024).

Every organization that is formed certainly has goals that have been mutually agreed upon as a guideline for maintaining its survival and existence. To achieve these goals, organizations need various resources, such as meeting places (buildings), funds for operations including member salaries, purchasing equipment, providing supporting facilities, and administrative documents such as correspondence and archives. In addition, legal materials or guidelines such as relevant laws and regulations are also needed. The broader and more complex the goals of the organization, the more needs must be met.

Organizations also operate based on norms that are formed through agreements between their members. These norms function to facilitate the achievement of goals and must not conflict with the values of the community in which the organization is located and developing. These norms also determine the role and position of each member, both those directly related to the interests of the organization and those that are not. Humans are the main element in an organization. Their role is very important as movers, managers, coaches, givers of direction, and drivers of organizational growth. It is from these members that new ideas, fresh programs, and the direction of the organization's future development emerge (Endayani, 2023).

Organizational life in the campus environment is one of the important aspects in student self-development. Intra-campus organizations not only function as a forum to channel interests and talents, but also as a means to train leadership, teamwork, and other social skills. However, the level of student participation in these organizations varies greatly, influenced by various internal and external factors. In the context of the Social Science Education Study Program (TIPS) at IAIN Madura, an analysis of the reasons for student involvement and non-involvement in intra-campus organizations is important for understanding the dynamics of student life and designing effective strategies to increase participation.

Based on the results of the table above, there are various reasons given by students from various classes, it can be seen that the reasons for non-involvement and involvement in campus organizations are very diverse. Several students expressed that they did not join organizations because they felt they did not fit in with the existing values or because they wanted to focus on other activities that were more in line with their personal interests and goals, such as pursuing better academic grades. Many also chose not to be active in organizations because they were tired of busy activities or had not found an organization that suited their interests. Most of them stated that even though they were not formally active in organizations, they still wanted to gain experience, expand their relationships, and develop soft skills through other activities such as independent learning, teamwork, or through non-academic experiences.

Some of them stated that participating in intra-campus organizations was a means to gain experience, expand relationships, and develop soft skills and leadership abilities. Students involved in organizations also felt that these activities provided added value that they did not get in the classroom, such as communication skills, responsibility, and time management.

Other motivations that drove their involvement were the desire to learn more outside of academics, contribute to the campus environment, and establish broader social relationships with friends from different majors and classes.

Some students also stated that those who participated in intra-campus organizations joined because of encouragement from friends, interest in certain organizational activities, and to develop soft skills, increase relationships, and improve

leadership abilities. Some students also saw organizations as a means to broaden their experiences, learn responsibility, and understand realities outside of academics.

In addition, there are also students who were once active in organizations such as the intra-campus organizations mentioned above, but decided to stop due to various considerations, including role incompatibility, internal organizational conflicts, or lack of professionalism in managing the organization. On the other hand, a number of students receiving KIP Kuliah scholarships also said that they remained active in participating in organizations as part of their obligations and self-development. Several students also expressed a desire to join an organization but were still in the process of seeking information or did not yet have the courage to get directly involved. In general, students realize the importance of organizations to hone responsibility, leadership, and expand networks, but their implementation is often hampered by various internal and external factors.

Conclusion

Students as the young generation born from an academic environment have a strategic role in the process of national development. However, the reality in the field shows that student participation in student organizations in the IAIN Madura environment, especially the Social Sciences Education Study Program (TIPS), is still relatively low. Data shows that most students have not been actively involved in intra-campus organizations, for various reasons such as mismatched interests, focus on academics, fatigue from activities, and not finding the right organization.

However, students who are active in organizations tend to have better soft skills, such as communication skills, leadership, time management, and problem solving. Student organizations are an important forum for students' non-formal and informal self-development, and can be a means to hone social responsibility and readiness to face the real world.

The existence of intra-campus organizations at IAIN Madura has been proven to be able to produce quality graduates. Therefore, more serious attention and support are needed from various parties, including educational institutions, in order to be able to encourage and facilitate increased student participation in organizations. Synergy

between organizational activities and academic achievements also needs to be pursued so that students can develop in a balanced manner in various aspects of campus life.

Suggestion

Based on the findings of the study above, it is recommended that the campus, especially in the IAIN Madura environment, be more proactive in increasing students' awareness and understanding of the importance of the role of student organizations as a means of self-development. Socialization regarding the benefits of organizing needs to be carried out periodically through various media and campus activities, so that students are more motivated to participate actively. Student organizations also need to make internal improvements to be more professional, transparent, and able to create an inclusive and enjoyable environment for their members. Support for facilities and infrastructure from the campus, such as activity rooms and funding, is also very necessary to support the continuity and quality of organizational activities.

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