

Chapter Four

Findings and discussions

This chapter describes the findings of three research questions. The first research question is “How is the students’ involvement in EDSA Board?” The second research question is “How is the academic achievement of the students who join EDSA Board?”. Then, the last research question is “What is the correlation between the students’ involvement in EDSA Board and the academic achievement of the students who join EDSA Board?”.

The Students’ Involvement in EDSA Board

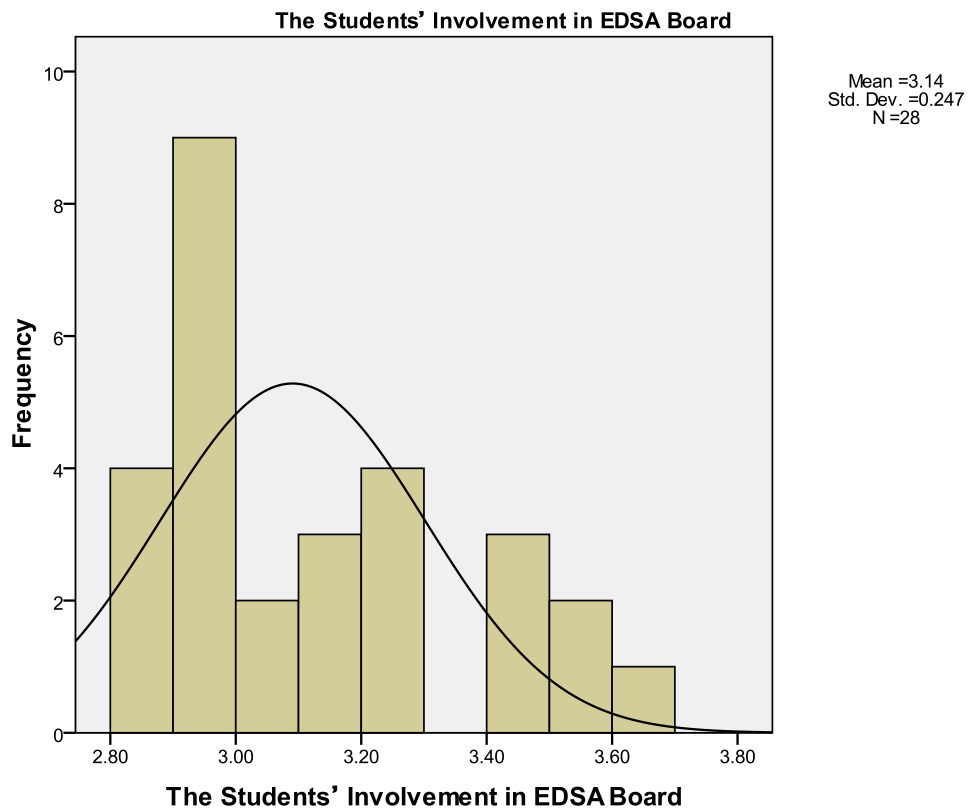
The first research question of this research is about students’ involvement in EDSA Board. The researcher analyzed the data using descriptive statistic to know students’ involvement in EDSA Board. The Result (see table 4) showed that there was 0 student categorized “not active” in EDSA Board (0.0%). There was also 0 students categorized “less active” in EDSA Board (0,0%). There was 19 students who were “Active” in EDA Board (67,9%). There was 9 students (32.1%) who were “very active” in EDSA Board. The result of students’ involvements in EDSA Board is presented below

Table 4.1 the result of students’ involvement in EDSA Board

Scale	Frequency	Percent
Very active 3.26 – 4.00	9	32.1
Active 2.51 – 3.25	19	67.9
Less Active 1.76 – 2.50	0	0.0
Not Active 1.00 – 1.75	0	0.0
Total	28	100.0

The mean of students' involvement in EDSA Board was 3.14. So, it can be categorized that the students' involvement in EDSA Board is in active category.

The histogram below shows the students' involvement in EDSA Board.



Furthermore, the researcher summarizes the results of questionnaire items in the following table. The researcher provided four Likert scales on the questionnaire, which is Strongly Disagree, Disagree, Agree and Strongly Agree. Seventeen items are summarized as follows:

Table 4.2 the result of seventeen questionnaire items

No	Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
		n	%	N	%	N	%	n	%	n	%
1	I join each of events at EDSA at least 70 percent	2	7.1	2	7.1	12	42.9	12	42.9	28	100
2	I actively give an opinion when doing an EDSA Board meeting	0	0	3	10.7	19	67.9	6	21.4	28	100
3	I actively give an idea when doing an EDSA Board meeting	0	0	3	10.7	21	75.0	4	14.3	28	100
4	I feel that I develop myself both personality and skill after joining EDSA Board	0	0	0	0	18	64.3	10	35.7	28	100
5	I have many opportunities to improve my skill at EDSA Board	0	0	0	0	19	67.9	9	32.1	28	100
6	I have many opportunities to add networking at EDSA	0	0	3	10.7	20	71.4	5	17.9	28	100
7	I have an opportunity to learn and to have fun at the same time when joining EDSA	0	0	3	10.7	18	64.3	7	25.0	28	100
8	I learn how to take a decision at EDSA	1	3.6	0	0	18	64.3	9	32.1	28	100
9	I learn about leadership at EDSA	8	28.6	0	0	20	71.4	0	0	28	100
10	I become more confident after joining EDSA Board	0	0	0	0	20	71.4	8	28.6	28	100
11	I learn how to socialize well at EDSA Board	0	0	0	0	18	64.3	10	35.7	28	100
12	Being an EDSA Board member takes my time for studying	2	7.1	16	57.1	7	25.0	3	10.7	28	100
13	I learn how to solve a problem at EDSA Board	0	0	1	3.6	19	67.9	8	28.6	28	100
14	I become more responsible after joining EDSA Board	0	0	0	0	19	67.9	9	32.1	28	100
15	I become more independent after joining EDSA Board	0	0	0	0	22	78.6	6	21.4	28	100
16	I learn how to work in a team at EDSA Board	0	0	0	0	16	57.1	12	42.9	28	100
17	I become more discipline after joining EDSA Board	0	0	3	10.7	16	57.1	9	32.1	28	100

The result of statement one showed that there was two students (7.1%) who answered strongly disagree and two students (7.1%) who answered disagree. Then, there were twelve students (62.9%) who answered agree another twelve students (42.9%) answered strongly agree. The mean score was 3.51 , and then this score belongs to “high” category. It means that most of students follow at least 70 % the activities in EDSA.

The result of statement two showed that there was zero students (0.0%) who answered strongly disagree and three students (10.7%) who answered disagree. Then, there were nineteen students (67.9%) who answered agree. There were six students (21.4%) answered strongly agree. It means that most of students always give opinion in EDSA Board meeting.

The result of statement three showed that there was zero students (0.0%) who answered strongly disagree and three students (10.7%) who answered disagree. Then, there were twenty one students (75.0%) who answered agree. There were also four another students (14.3%) answered strongly agree. It means that most of students always give their idea in EDSA Board meeting.

The result of statement four showed that there was zero students (0.0%) who answered strongly disagree and also zero students (0.0%) who answered disagree. Then, there were eighteen students (64.3%) who answered agree. There were ten another students (35.7%) answered strongly agree. It means that most of students feel develop in personality and skill during become EDSA Board member.

The result of statement five showed that there was zero students (0.0%) who answered strongly disagree. There was also zero student (0.0%) who answered disagree. Then, there were nineteen students (67.9%) who answered agree. There were nine another students (32.1%) answered strongly agree. It means that most of students have more chance to study and develop their skill

The result of statement six showed that there was zero students (0.0%) who answered strongly disagree and three students (10.7%) who answered disagree. Then, there were twenty students (71.4%) who answered agree. There were five students (17.9%) who answered strongly agree. It means that most of students have a role in networking activities as an EDSA Board member.

The result of statement seven showed that there was zero students (0.0%) who answered strongly disagree and three students (10.7%) who answered disagree. Then, there were eighteen students (64.3%) who answered agree. There were seven students (25.0%) who answered strongly agree. It means that most of students have fun and learning in the same time.

The result of statement eight showed that there was one students (3.6%) who answered strongly disagree and zero students (0.0%) who answered disagree. Then, there were eighteen students (64.3%) who answered agree. There were nine students (25.0%) who answered strongly agree. It means that most of students learn how to making decision in EDSA Board.

The result of statement nine showed that there was eight students (28.6%) who answered strongly disagree and zero students (0.0%) who answered disagree. Then, there were twenty students (71.3%) who answered agree. There were zero

students (0.0%) who answered strongly agree. It means that most of students learn about leadership during their task in EDSA Board.

The result of statement ten showed that there was no students (0.0%) who answered strongly disagree and another no students (0.0%) who answered disagree. Then, there were twenty students (71.4%) who answered agree. There were eight students (25.0%) who answered strongly agree. It means that most of students feel more confident in EDSA Board.

The result of statement eleven showed that there was zero students (0.0%) who answered strongly disagree and another zero students (0.0%) who answered disagree. Then, there were eighteen students (64.3%) who answered agree. There were ten students (35.7%) who answered strongly agree. It means that most of students learn how to socialize in EDSA Board.

The result of statement twelve showed that there was two students (0.0%) who answered strongly disagree and 16 students (57.1%) who answered disagree. Then, there were seven students (25.0%) who answered agree. There were three students (10.7%) who answered strongly agree. It means that most of students denied if become an EDSA Board member can disturb their learning time.

The result of statement thirteen showed that there was zero students (0.0%) who answered strongly disagree and only one student (3.6%) who answered disagrees. Then, there were nineteen students (67.9%) who answered agree. There were eight students (25.0%) who answered strongly agree. It means that most of students learn how to fix problem in EDSA Board.

The result of statement fourteen showed that there was zero students (0.0%) who answered strongly disagree and there was also zero students (0.0%) who answered disagree. Then, there were nineteen students (67.9%) who answered agree. There were nine students (32.1%) who answered strongly agree. It means that most of students have good responsibility in doing their job desk in EDSA Board.

In the statement fifteen there was zero student (0.0%) who responded strongly disagree. There were zero students (0.0%) who responded disagree. Then, there were twenty two students (78.6%) who responded agree and six (21.4%) students who responded strongly agree. It means that most of students feel more independent after they join EDSA Board.

In the statement sixteen there was zero student (0.0%) who responded strongly disagree. There were also zero students (0.0%) who responded disagree. Then, there were sixteen students (57.1%) who responded agree and twelve (42.9%) students who responded strongly agree. It means that most of students' can do group work in EDSA Board.

In the statement seventeen, there was zero student (0.0%) who responded strongly disagree. There were three students (10.7%) who responded disagree. Then, there were sixteen students (57.1%) who responded agree and nine (56.8%) students who responded strongly agree. It means that most of students' become more discipline in EDSA Board.

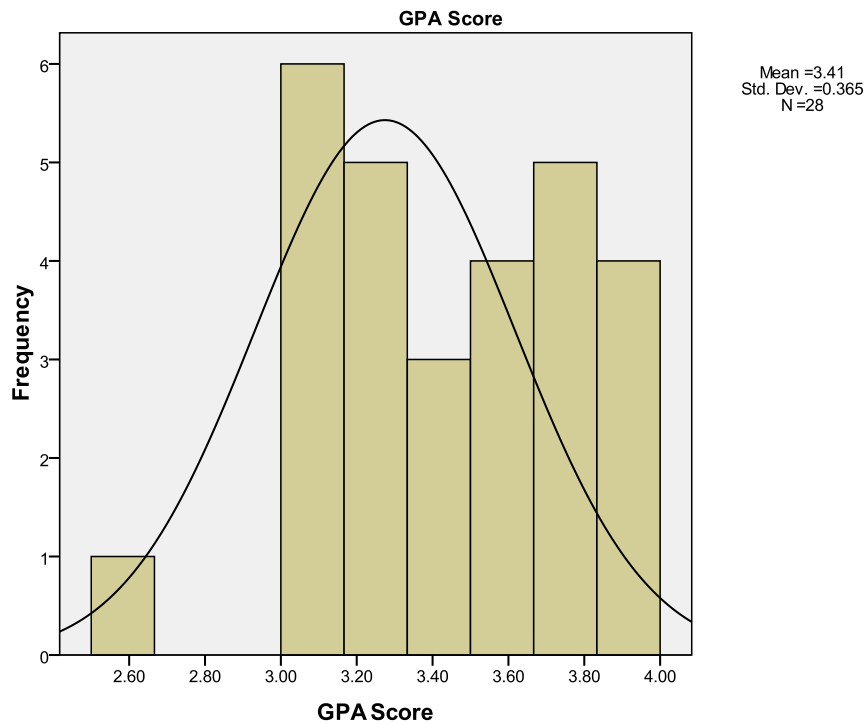
The academic achievement of the students who join EDSA Board

The second research question of this research is “How is the academic achievement of the students who join EDSA Board?”. The data were collected from EDSA Board latest GPA score. The researcher took the data by asking the students one by one by using social media. The researcher divided the rate of students’ GPA in the table below.

Table 4.3 the result of students’ GPA

Scale		Frequency	Percent
Very High	3.51 – 4.00	12	42.9
High	3.00 – 3.50	10	35.7
Moderate	2.51 – 3.00	5	17.8
Low	Lest than 2.50	1	3.6
	Total	28	100.0

Based on the categories of students’ GPA above, the result showed that there was only one student (3.6%) who has “low” GPA. There were five students (17.8%) who have “Moderate” GPA score. There were ten students (35.7%) who have “high” GPA. Then, there were 12 students who have “very high” GPA.



The result showed that the value of mean was 3.41. It means, students' GPA score was on "high" level based on the category of students' GPA score. The histogram described that most students who join EDSA Board member students have "high" GPA score.

The correlation between the students' involvement in EDSA Board and the academic achievement of the students who join EDSA Board

The third research question of this research is about the possibility of correlation between the students' involvement in EDSA Board and the academic achievement of the students who join EDSA Board. Before analyzing the correlation between them, the researcher tested normality and linearity of data.

Normality test. The researcher did normality test using Kolmogorov-Smirnov analysis in order to find out whether the data distribution was normal or not. The

criteria of normality test is when the significance value is higher than 0.05 ($\alpha > 0.05$). Meanwhile, the data does not have normal distribution when the significance value is lower than 0.05 ($\alpha < 0.05$). The result of normality test showed in the table below:

Table 4.4 the result of Normality Test

Kolmogrov-Smirnov Z	Sig.	Information
0.922	0.363	Normal

The result showed that the data distribution was normal

Linearity test. The linearity test purposed to figure out whether the variables have a significant linear or not. There were two results that have to be analyzed. The first is about F-Linearity value that showed how far the dependent variable was predicted close in line. The variables are linear if significance value of linearity is lower than 0.05 ($p < 0.05$). The second is about F-Deviation from Linearity value that showed how far the deviation of variables from linearity.

In addition, the variables are linear if the significance value of deviation from linearity are not significant or higher than 0.05 ($p > 0.05$). Then, the result of linearity test is presented in the table 23 below.

Table 4.5 the result of Linearity Test

Category	Sig.	Information
Linearity	0.989	Linear

From result table of linearity test above, the significance value 0.989 was higher than 0.05 ($F=0.860$; $\rho > 0.05$). It can conclude that there is linear correlation between two variables used in this research.

Hypothesis test. This test was to answer the hypothesis about correlation between students' involvement in EDSA Board and students' academic achievement. This test was to prove the hypothesis of this research that there is a correlation between those two variables. The correlation between two variables was identified using Pearson Product Moment

Correlation (r). The correlation result is presented in table 24 as follows:

Table 4.6 the result of Hypothesis Test

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Involvement in EDSA Board	Students' Academic Achievement	28	0.031	0.877

The result showed that Pearson correlation value (r -value) was 0.031 and significance value was 0.877 with sample size (N) was 28. The hypothesis testing was analyzed by comparing significance value (ρ -value). According to Cohen, Manion and Morrison (2011), "coefficient statistics are statistically significantly correlated at the $\rho < 0.05$ levels" (p. 345). The finding above showed that significant value (ρ -value) was 0.877 which was higher than 0.05 ($0.877 > 0.05$).

It means that the hypothesis stating students' involvement in EDSA Board and Student academic achievement at EED of UMY was accepted.

In addition, the correlation proportion can be seen from Pearson correlation value (r-value). The table showed that r value was 0.31. Based on the criteria of correlation level, 0.031 was in low level than correlation theories. It can be concluded that there is a correlation between students' involvement in EDSA Board and students' academic achievement in EED of UMY the correlation was categorized as a low correlation

Discussion

Students' involvement in EDSA Board

The first research question in this research is about how is students' involvement in EDSA Board. The researcher found that there were 19 students who were "active" in EDA Board (67,9%). There were 9 students (32.1%) who were "very active" in EDSA Board. It means that the average of students have been become active board members in EDSA. It also can be seen from the mean of students' involvement in EDSA Board. The mean was 3.14, and this score belongs to "active" category. It can be concluded that most of students were actively involved in EDSA Board.

Based on the table of descriptive statistic of the findings of the students' involvement in EDSA, the highest mean score of questionnaire items was working in team. The mean score of this item was 3.43. It means that the students who joins EDSA Board member have good quality in working in a team. This statement is in line with Nadler and Tushman (1997) who have listed the advantages joining students organization which include the development of social

and leadership skills, working in group, educational aspirations, academic achievement, decision making skills regarding career and life planning, self-confidence, strengthening relationships with the faculty, the ability to see course curriculum to be more relevant, and further success after college.

Meanwhile, the lowest mean score of questionnaire item was the item that shows that student organization can disturb their studying activity. The mean score of this item was 2.39. It means that some of students believed that to be an EDSA Board member did not disturb their studying time. On the other hand, some students believed that to be Board Member of EDSA can disturb their studying time. This statement is in line with Huang and Chang (2004) who believed that student organizations require too much time from the member that can disturb students' studying time.

Academic achievement of the students who join EDSA Board

The second research question of this research is about how is the academic achievement of the students who join EDSA Board. The result showed that the mean GPA score of students who joins EDSA board was 3.41 Based on the categories commonly used in university, GPA 3.41 is categorized "high". Hence, it can be concluded that students who join EDSA Board member have high level of GPA.

This fact is in line with statement by Claire, Coranto, and David (2015) who said that doing activity outside the classroom can enhance and contribute to students' learning. For the information, almost all agendas of EDSA are always done outside the classroom. Therefore, students got some advantages from joining EDSA regarding to their GPA score mean.

The correlation between the students' involvement in EDSA Board and the academic achievement of the students who join EDSA Board

The result showed that the significance value was 0.877, and this value was higher than 0.05 ($0.009 < 0.05$). It means that there is a correlation between students' involvement in EDSA Board and students' academic achievements. However, based on Morison's (2007) criteria correlation value, the strength of the correlation was in low level. The correlation value (r value) of the result was 0.031, and this value belongs to the "low" level of coefficient correlation. The result means that the alternative hypothesis (H1) stating that there is a correlation between students' involvement in EDSA Board and students' academic achievements at EED of UMY is accepted.

Moreover, joining students' organization during study in university was suggested by many experts. One of them is Skogerboe (2015) who stated five reasons why students should join student organization in a university. The reasons are to improve students' soft skills, to get better grades, to have time management, networking, and experience.