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CORRELATION ANALYSIS OF STUDENT PROFILE WITH INACTIVE PARTICIPATION IN STUDENT ACTIVITIES (CASE STUDY OF PELITA HARAPAN UNIVERSITY)

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Abstract

Human Resources is one of the important factors in the Industrial world because it has the ability to innovate, be creative and lead. The industrial sector in the future will be dominated with human resources from generation Z, most of them are currently university students. Therefore it is very important for students to develop their soft skills. One way to develop soft skills for students is by participating in student activities. Based on research conducted at Pelita Harapan University, it is known that there are 22% of students classified as not actively participating in student activities. This research was conducted with the aim to find out and analyze the correlation between student profiles, namely the student's home faculty, class, and gender with inactive participation in student activities. This study also analyzes

the reasons and considerations of student inactivity based on the characteristics of Generation Z, and provides suggestions for student activities desired by students. Data collection was carried out with a questionnaire filled out by 1214 respondents and interviews, then processed with SPSS software. The results of data processing show that there is a correlation between student profiles, namely faculty and class, with the inactivity of students in participating in student activities (p-value <0.05) and there is no correlation between sex and student inactivity in student activities (p-value > 0,05). There are several reasons and considerations that cause students not to actively participate in student activities which are then used as suggestions and for new student activities.

Keywords: Higher Education, Soft skill, Generation Z, Student Profile, Faculty, Year/Class, Gender, Inactivity, Student Activities.

2 Abstrak

Sumber Daya Manusia merupakan salah satu aset penting dalam dunia Industri karena memiliki kemampuan untuk berinovasi, berkreasi dan memimpin (soft skill). Angkatan kerja pada era industri ini akan diisi oleh para individu generasi Z, sebagian besar adalah mahasiswa perguruan tinggi, oleh sebab itu sangat penting bagi mahasiswa untuk mengembangkan softskill mereka. Salah satu cara mengembangkan softskill pada mahasiswa adalah dengan mengikuti kegiatan kemahasiswaan. Berdasarkan penelitian yang dilakukan di Universitas Pelita Harapan, diketahui bahwa terdapat 22% mahasiswa yang tidak aktif mengikuti kegiatan kemahasiswaan. Penelitian ini dilakukan di Universitas Pelita Harapan, dengan tujuan untuk mengetahui dan menganalisis hubungan antara profil mahasiswa, yaitu fakultas asal mahasiswa, angkatan, dan jenis kelamin dengan ketidakaktifan dalam mengikuti kegiatan kemahasiswaan. Lalu untuk menganalisis alasan dan pertimbangan

ketidakaktifan mahasiswa berdasarkan karakteristik generasi Z, dan memberikan usulan dan saran kegiatan kemahasiswaan bagi UPH. Pengumpulan data dilakukan dengan kuesioner dan wawancara, kemudian diolah dengan software SPSS. Hasil pengolahan data menunjukkan bahwa terdapat hubungan antara profil mahasiswa yaitu fakultas dan angkatan dengan ketidakaktifan mahasiswa dalam mengikuti kegiatan kemahasiswaan ($p\text{-value} < 0,05$) dan tidak terdapat hubungan antara jenis kelamin dengan ketidakaktifan mahasiswa dalam mengikuti kegiatan kemahasiswaan ($p\text{-value} > 0,05$). Terdapat beberapa alasan dan pertimbangan yang menyebabkan mahasiswa tidak aktif mengikuti kegiatan kemahasiswaan. Lalu dikumpulkan usulan dan saran kegiatan kemahasiswaan yang baru untuk Universitas Pelita Harapan, dapat dilakukan analisis lebih lanjut mengenai jenis kegiatan yang paling sesuai untuk dilaksanakan, berdasarkan profil mahasiswa yang berbeda-beda.

Kata kunci - Perguruan Tinggi, Profil Mahasiswa, Fakultas, Angkatan, Jenis Kelamin Mahasiswa, Ketidakaktifan, Kegiatan Kemahasiswaan.

Introduction

Human resources (HR) is one of the important factors in the industrial world because it has the ability to innovate, be creative, and lead an organization (Setiawan, Bahar, & Muhith, 2013). In this industrial era, HR will face different challenges from the previous industrial era. Responding to this, the World Economic Forum conveys some skills that need to be mastered by HR today, some of which are critical thinking, empathy, creativity, ability to work together in teams, decision making ability, and willingness to serve. (Vella, 2019). Most of these skills are part of soft skills. Soft skills are life ability that are useful for oneself, others, and for the creator (Elfindri, 2010). Human resources in this industrial era will be dominated by generation Z individuals, namely those born in the 1995-2010 time span (Seemiller, Corey, & Grace, 2019). In Indonesia, most of whom are currently undergoing education at higher education

(Vella, 2019), so higher education play a significant role in the process of producing quality human resources.

Higher Education is responsible for providing and improving students' soft skills. Universitas Pelita Harapan (UPH), as a private university in Indonesia, recognizes the importance of developing student's soft skills. This can be seen from the UPH graduates' profile, who are not only academically knowledgeable, but also leaders who have a vision of transformation and citizens who are motivated to serve God and others. UPH applies a holistic education system, where learning involves the area of academic, character, and faith. One of the learning processes that students need to go through to achieve a graduate profile is through the student activities provided, both at the Faculty level (namely the faculty student association or the study program student association), or at the University level (by the Student Life department). Student activities are activities carried out by universities for students, which aim to increase and enhance students' knowledge and skills, not only from within the scientific field but also includes a variety of personal skills such as leadership and creativity (Kumendong, Panjaitan, & Laurence, 2020). In 2019 a study was conducted by the UPH framework curriculum team, and the results of the study showed that there were 22% of students classified as not active in participating in student activities. Students with active participation in student activities are those who have joined in student activities, at least once before one semester period ends (Fazzlurrahman, Hujjatullah, Wijayati, & Witjaksono, 2018).

By looking at the education system applied in UPH, which is holistic education, the inactivity of students in participating in student activities will cause them not to undergo the whole learning process, and may result in not achieving the graduate profile. This research is a continuation of previous research (Kumendong, Panjaitan, & Laurence, 2020) which focuses on students who are active and very actively participating in student activities. However, no research has been conducted on UPH students who are classified as not actively participating in student activities. Therefore this study aimed at a population of 22% of students who were classified as not actively participating in student activities, especially to see its correlation with student profiles. The decision of students to engage in student activities is the decision of the students themselves, but their background profiles

can influence their decision to participate in such activities (Chentofanti, 2019) . Among them are:

1) Faculty origin. According to Bauer & Liang in (Chentofanti, 2019) background of the students, such as the faculty, play a role in influencing their efforts, performance, and critical thinking, as the knowledge and skills gained by students from their study programs can influence them in carrying out certain activities. Moreover, students' abilities and interests will only be honed and improve when supported by an enabling academic environment. Further, students who come from exact sciences faculty, such as pharmacy and engineering study programs, tend to experience more academic burden and have more difficulty in managing their time, compared to students who come from arts, psychology, and business courses (May, Ross, & Casazza, 2012).

2) Year/class. Entry year/class in the context of students is a group of people who are officially appointed or accepted by a university and become students to study at the university based on applicable regulations (Febri, 2015). First and second year students will undergo a transition from a high school student to a university student. They will have to adapt to university learning system, which is different from school learning system, so they tend to feel difficulties in the first year of study and this affects their creativity and influences their participation in campus activities (Melly, 2008). However, according to Lavanjaya research (Febri, 2015) it is said that there is no correlation between the students' entry year/class and students' activeness in participating in student activities.

3) Gender. A person's gender has a role in distinguishing behavior, characteristics, preferences, and other attributes such as differences in motivation to learn (Malini, Dyah, & Dia, 2019). According to Atamimi (Nuryati, 2014) in her research "Differences in Gender, Academic Scale, and the Active Role of Organizing with Academic Achievement", there is a correlation between gender variable with achievement index variable and active role of students in organization.

This study⁴ was also conducted to analyze the reasons & considerations of students who did not actively participate in student activities, based on the characteristics of Generation Z. Not much research has been done relating to Generation Z in Indonesia, and most of them are carried out in the Western hemisphere (Diena & Gandasari, 2018). The following are some of the main characteristics of generation Z

according to Witt and Baird (Witt, Grett , & Baird, 2018). The first is connected with technology; the second is independent and entrepreneurial spirit; the third is diverse and engage; and the fourth is, when it comes to education, Generation Z individuals can filter the information they really need (White, 2017) and strongly prioritize education as the basis for future success (Seemiller, Corey, & Grace, 2019).

Research Method

This research was conducted at University Pelita Harapan, Lippo Village Campus. The subjects in this study were all UPH active students from year/class 2016 to 2019. Data collection techniques for this study were conducted by questionnaire and interview. The population in this study were all UPH active students. The number of respondents in this study was calculated by the Slovin formula, with a total population of UPH active students on the Lippo Village campus of 10,036 students:

$$n = \frac{N}{1 + (N \times e^2)}$$

$$n = \frac{10036}{1 + (10036 \times 0,05^2)} = 384,66 \approx 385 \text{ respondents}$$

With, N is the total population (UPH active students), e is the error of tolerance and n is the minimum number of samples. The questionnaire in this study is secondary data, in which the questionnaire was compiled and distributed by the Student Life Department team and the data obtained was then submitted to researcher for processing. The questions used in the questionnaire are:

Table 3.1 Questionnaire

Question	Source
1. How often, within 1 year, do you join non-mandatory activities conducted by your faculty/study program student organization?	[6]
2. How often, within 1 year, do you join activities conducted by Student Life or Sport department?	[6]

3. What are your reasons / considerations to not joining activities conducted by your faculty/study program student organization or Student Life or Sport department? (you may choose more than 1 answer)	[5]
4. Do you have any suggestion regarding STUDENT ACTIVITIES that you think are interesting but still unavailable at UPH?	Proposed by the author

The primary data used in this study is interview data. Interviews were conducted with a number of resources (students) who were not actively participating in student activities, which came from different faculties, class/year, and genders. The number of interviewees was 10 people. Interviews were conducted to obtain more in-depth information about student inactivity. Questionnaire items are arranged based on interview question items and based on literature review. The next data is secondary data about UPH Student Activities and the number of UPH students obtained from the official UPH website and UPH Rector's Regulation No. 008 of 2017.

Data processing for the results of the questionnaire in this study was conducted with descriptive statistics to review the classification of respondents' profiles; and review the involvement of students in student activities to obtain student inactivity data based on faculty, year/class, and gender. Descriptive statistical data processing is also used to determine the reasons and considerations of students who are not active, along with suggestions for student activities. It is then followed by the processing of statistical test data with the chi square test with SPSS software to determine the correlation between student profiles - namely the faculty, year/class, and gender variables - with the inactive participation in student activities. Processing data for the results of the interview is by recapitulating the results of the interview.

Results

A. Respondent Profile Data Processing

The number of respondents in this study were 1214 students, which consisted of:

1) Based on the faculty. Majority of the respondents came from the Faculty of Science and Technology (FaST), namely 298 respondents (24%); followed by Faculty of Business, as many as 262 people (22%); the Faculty of Medicine, as many as 141 people (11%); the Faculty of Psychology, as many as 93 people (8%); the Faculty of Design as many as 86 people (7%); the Faculty of Tourism as many as 86 people (7%); the Faculty of Social and Political Sciences, as many as 83 people (7%); the Faculty of Law, as many as 80 people (6%); the Faculty of Computer Science, as many as 50 people (4%); lastly the Faculty of Art, as many as 29 people (2%).

2) Based on the year/class. Most respondents came from the class of 2018, as many as 514 people (42%); then the class of 2019, as many as 403 people (33%); next was the class of 2017, as many as 223 people (18%); and lastly the class of 2016, as many as 83 people (7%).

3) Based on gender. The number of respondents in the gender category is 720 respondents. This number is less than 1214 as in the previous categories, because there were 494 respondents who did not include their gender profile on the questionnaire. The number of female respondents is 499 people (69%), far more than the male respondents which are 221 people (31%).

B. Data Processing for Student Inactivity.

1) Inactive participation in student activities conducted by faculty or study programs. The results are obtained based on question number 1 of the questionnaire. The number of students who do not actively participate in student activities conducted by faculty or study programs is 794 people (65%) from a total of 1214 respondents; which consist of: 254 students (21%) who have never participated in student activities in 1 year, and 540 students (44%) who participated in student activities 1-2 times in 1 year. Meanwhile, 420 other respondents actively participated in student activities conducted by faculty or study programs. Based on the faculty of students, the faculties with the largest percentage of inactive respondents came from the design faculty (86% from a total of 86 respondents of that faculty), followed by the business faculty (77% from a total of 262 respondents of that faculty), then the law faculty (74% from a total of 80 respondents of that faculty). Furthermore, by year/class. The class with the highest percentage of inactive students is the class of 2019, which is 74% (from a total of 398 respondents of that

class); followed by the class of 2016, which is 66% (from a total of 82 respondents of that class); then the class of 2017, amounting to 62% (from a total of 222 respondents of that class); lastly the class of 2018, amounting to 60% (from a total of 512 respondents of that class). Last category is based on gender. The percentage of inactivity of female students is 65% (from a total of 499 female respondents), while for male students is 62% (from a total of 221 male respondents).

2) Inactive participation in student activities conducted by the Student Life department. The results obtained a 4 based on question number 2 of the questionnaire. There were 910 students who did not actively participate in student activities organized by the Student Life Department (75%). This figure consists of 422 people (35%) of students who have never participated in student activities and 488 people (40%) of students who participated in student activities 1-2 times per year. Meanwhile, the other 304 respondents have actively participated in student activities conducted by Student Life Department. Based on the faculty of origin of students, the faculties with the largest percentage of inactive respondents were from the arts faculty (100% from a total of 29 respondents of that faculty), followed by the design faculty (87% from a total of 86 respondents of that faculty), then the law faculty (79% from a total of 80 respondents of that faculty). Furthermore, based on year/class, the class with the largest percentage of inactive students is class of 2019, which is 80% (from a total of 398 respondents of that class); followed by class of 2016 (76% from a total of 222 respondents of that class), class 2017 (72% from a total of 82 respondents of that class), then class 2018 (72% from a total of 512 respondents of that class). Last category is based on gender. The percentage of inactivity of female students is 75% (from a total of 499 female respondents), while for male students is 73% (from a total of 221 male respondents).

3) Student reasons & considerations. Based on question number 3 in the questionnaire, it was obtained that the reasons & considerations of students' inactive participation were namely: difficulty in time management (632 people), focus on study (400 people), no interest (370 people), laziness (208 people), not suitable to personal talent (156 people), working (69 people).

4) Proposed Student Activities. Based on the question number 4, there were 45 types of student activities proposed. Among them are

cooking, foreign languages, martial arts, archery, cheerleading, e-sports, basketball, stand up comedy, etc. Uraian tentang subjudul 2 [Description of subtitle 2]

Statistic Test of Students' Inactivity.

The statistic test of student inactivity was carried out using the chi square test. Chi square test is one of non-parametric statistical tests, which are performed on data that are nominal or not normally distributed (Sutrisno, 2000). Chi square test is used as an analysis of the correlation between two nominal variables (Sekaran, Uma, & Bougie, 2016). H0 in this study is that there is no relationship between the two variables. If the p-value obtained $< 0,05$ then reject H0. There is a relation between two nominal variables. The following are hypotheses in this study:

H1: There is a correlation between the variables of student's faculty and the student's inactive participation in Faculty / study program activities.

H2: There is a correlation between the variables of students' entry year/class and the student's inactive participation in Faculty / study program activities.

H3: There is a correlation between variables of student gender and the student's inactive participation in Faculty / study program activities.

H4: There is a correlation between the variables of student's faculty and the student's inactive participation in Student Life department activities.

H5: There is a correlation between the variables of students' entry year/class and the student's inactive participation in Student Life department activities.

H6: There is a correlation between variables of student gender and the student's inactive participation in in Student Life department activities.

The following is the result of processing the chi square analysis with SPSS software:

Table. Chi Square Test Results

Hypothesis	Results p-value	Conclusion
H1	$0,000 < 0,05$	Reject H0, accept H1

H2	0.000 < 0,05	Reject H0, accept H2
H3	0.500 > 0,05	Accept H0, reject H3
H4	0.000 < 0,05	Reject H0, accept H4
H5	0.017 < 0,05	Reject H0, accept H5
H6	0.792 > 0,05	Accept H0, reject H6

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Table shows that there is a correlation between faculty variable and year/class variable, with student inactive participation in Faculty / study program activities variable. However, there is no correlation between gender variables with inactive participation in Faculty / study program activities variable programs. Likewise, for student activities conducted by the Student Life Department, there is a correlation between the student faculty variable and the year/class variable with inactivity in student activities. However, there is no relationship between gender variable with inactive participation in student activities.

Interview Results

Interviews were conducted with 10 interviewees. 80% of the interviewees were students who do not have any other activities, aside from full time study. 10% of the interviewees have been a learning tutor for their juniors. 10% of interviewees have helped their parents' business. 60% of the interviewees have never participated in student activities. Another 40% have participated 1 time. 90% of interviewees answered that their priority in study was academic grades, while the other 10% answered "want to obtain knowledge". 90% of interviewees answered that it was important to take part in student activities, while the other 10% answered that it depends on the type of student activities. The interviewees gave their reasons & considerations for not actively participating in student activities, namely focus on study, difficulty in time management, had no friends to participate in student activities, distance from their homes to campus, and budget limitation.

Discussion

Faculty and Student Inactivity

Based on statistical tests with the chi square test, it was found that there was a correlation between the faculty variable and the student inactive participation in student activities conducted by faculty or study program , as well as the Student Life Department. These results are consistent with the literature review which states that the student's faculty background influences the efforts and performance of students in carrying out certain activities (Chentofanti, 2019), and students' abilities and interests will also be better when supported by an enabling academic environment - such as students with exact sciences faculty backgrounds tend to be less active to participate in student activities because of the greater academic burden compared to students from non-exact sciences faculty (May, Ross, & Casazza, 2012). But the results of this study are inversely proportional to the study of this literature. Based on the results of descriptive statistical data processing, the faculties with the highest percentage of students not actively participating in student activities are: the faculty of arts, faculty of design, faculty of law, and faculty business. There are several things that can cause this to happen, as based on the reasons given by the students of the faculty. The biggest reason that prevents them from participating in student activities is because they want to focus on studying to achieve satisfactory academic grades. Followed by information from students from the art and design faculties, they spend most of their time doing work from their laboratory classes, so they cannot actively participate in student activities. As a solution for this issue, students from these faculties can hold discussions with the organizers of student activities at the faculty level, to adjust or re-design student activities in accordance with the limited time and busy schedule of the students of such faculties.

Year/Class and Student Inactivity

Based on the processing of descriptive statistical data, it is known that the generation with the highest percentage of students not actively participating in student activities is from the class of 2019, who are the first year students of UPH; and the chi square test has proven that there is a correlation between the student year/class with inactivity in participating in student activities, whether organized by faculty or study programs, or by the Student Life Department. This result is in line with the study of literature which states that the student year/class influences participation in student activities. New students are still in transition from

middle school students to university students, and are adapting to the new learning system. In fact, the process of adaptation for new students not only include the learning system of academic aspects, but also adaptation in social aspects, such as the friendship environment. They tend to focus on academic matters, and are in the process of searching for a suitable social / friendship environment [10]. These can affect their desire to participate in student activities, as they think that student activities are not their priority at this time.

In March, UPH implemented online class learning system in accordance with government regulations regarding social distancing. The online class implementation caused some student activities at UPH could not be held temporarily or were delayed, and caused students in class of 2019 to not be able to participate in student activities to the maximum extent.

Gender and Student Inactivity

Data processing with chi square test shows the results of p-value > 0.05, which means that the null hypothesis or H₀ is accepted. There is no correlation between the two variables, namely gender and inactivity of students in participating in student activities by faculty / study programs, and the Student Life department. The results of this study are inversely proportional to the theory which explains that there is a correlation between gender variables with the active role of students in organizing. This result is in accordance with the characteristic of Generation Z which states that gender is not an indicator that limits the relationships or connections of Generation Z with others. Another factor that can affect the results of this study is the number of female respondents are higher than the number of male respondents, this causes the possibility of an imbalance proportion between male and female respondents.

Reasons & Considerations behind Student Inactivity Based on the characteristics of Generation Z

Based on the data obtained, along with the interviewees' answers during the interview, we found the reasons & considerations of students rarely participate in student activities. The most common reason given, based on the results of the questionnaire survey, was the difficulty in managing time. The next reason was focus on studying. Students

prioritize their time to focus on studying; so if they take part in student activities, they worry that they will not be able to divide their schedule, because without them participating in student activities they are already quite busy with carrying out their assignments and their main responsibility as students, which is studying. One interviewee said that his first priority was "studying to get good grades, so that I can graduate quickly". From this reason, it can be seen that students realize that their main task as a student is to learn (Siallagan. , 2011) and to fulfill their academic duty during their studies (Gie, 2004). This also shows some of the characteristics of Generation Z in UPH students, which are very determined about their goals. They strongly prioritize education as a basis for their future and have a high learning focus, which in this context is concerned with academic activities.

The next reason was: not interested. Based on an interview with one of interviewees, to find out more in-depth information about this reason, he mentioned that the reason he did not actively participate in student activities was, as quoted from the interview, "Most are not challenging". One of the characteristics of Generation Z is that they really understand what they want, so when they are offered something they don't want, they will not be compelled to do so. Each individual has different uniqueness. Although the characteristics of a person can be associated with someone else's, surely everyone has their own interests and preferences; therefore what is attractive to one is not necessarily interesting to someone else. Likewise with the interests of students related to student activities.

Next reason: laziness / reluctance. One of the factors that can cause students to be lazy in participating in student activities, seen from the theory of the characteristics of Generation Z is the lack of interest in the available activities, so the student does not feel the urge to participate in existing student activities. However, this reason can also be said to be a common reason for students to not actively participate in student activities. Some factors that can cause students to feel reluctant to participate in student activities are because they do not want to spend more energy at the campus, in addition to studying. They prefer to refresh and gather with their friends or family, rather than spending their time to participate in student activities.

The next reason that is known based on the results of the questionnaire survey is: not suitable to talent. This answer is then explored more deeply in the interview session. Some speakers then gave a number of new suggestions of activities that were in line with their interests and talents.

Another reason is: working. In this era, students who work are not new. From the interview, an interviewee said that besides being occupied as a student, he also helped his parents in the family business or work. As written based on a theoretical study of the characteristics of generation Z, multi-tasking is one of the characteristics of generation Z, thus enabling generation Z students to undergo various activities at once. Generation Z individuals are also known to have a strong entrepreneurial spirit. Both of these characteristics can certainly encourage generation Z students to start their business, or work while they study. Therefore, they cannot be active in participating in student activities.

The next reason is: the distance from home to campus. When students are involved in campus activities, they must give up their time to be filled with meetings and various other schedules. These activities can drain the time and energy of students, especially because these activities are generally carried out outside of lecture time, usually in the afternoon until the evening. Then after carrying out these activities, students must return to their homes that are far from campus. Upon arrival at home, they must work on their assignments, as well as study. This can be considered too tiring for students, so they decide not to actively participate in student activities. The last reason is the budget limitation. When participating in student activities, students must not only be willing to sacrifice their time and energy, but also their money. To participate in student activities, students often need to spend funds such as registration fees, this is felt by certain students to burden the financial condition because UPH students come from various backgrounds with different economic backgrounds.

Conclusion

The results of data processing and analysis of student profiles, namely the study program, year/class, and gender of students prove that there is a correlation between the student's home faculty and the student's inactive participation in student activities held by the faculty /

study program (p-value $0,000 < 0.05$) and by the Student Life Department (p-value $0,000 < 0.05$). Faculties with a significant percentage of students who are not actively participating in student activities are the faculty of design, the faculty of arts, the faculty of law and the faculty of business - because the faculty students are more focused on academic activities and cannot manage their time to participate in student activities.

Then, based on students' year/class, the results of statistical test data processing with the chi square test showed that there was a correlation between the year/class and the inactive participation of students in student activities held by faculty or study programs (p-value $0.000 < 0.05$) or by the Student Life Department (p-value $0.017 < 0.05$).

Furthermore, based on the gender of students, the results of data processing prove that there is no correlation between gender with the inactive participation of students in student activities held by faculty or study programs (p-value $0.500 > 0.05$) and Student Life (p-value $0.792 > 0.05$).

There are several reasons & considerations that cause UPH generation Z students to not actively participate in student activities, which are: very determined to achieve good grades, can not manage their time to study, not interested, lazy, do not match their talents, working, distance from home away from campus, and because of budget limitation.

There were also suggestions from students related to student activities at UPH. Related to this, the organizers of UPH student activities both from faculty/study program and Student Life Department can conduct deeper analysis, such as analysis of student activities that are less exposed to students, so students can find out all types of existing student activities. A deeper analysis can also be conducted on proposals and suggestions for new types of student activities from students, to see what student activities are most suitable and most useful to be conducted. Organizers of UPH student affairs can also analyse what types of student activities are most suitable to the background of student profiles, to see

what student activities are needed and are suitable for students from faculties with different academic burdens. For certain year/class of students - for example, first year students - they can be offered smaller scopes of student activities compared to second year students, so that students from different faculty and year/class backgrounds can still be actively involved in student activities, and therefore be able to undergo a comprehensive learning process to achieve the UPH graduate profile.

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