

**THE EFFECTS OF STUDENT'S PARTICIPATION IN ACADEMIC AND NON-ACADEMIC
ACTIVITIES ON STUDENT'S CHARACTER DEVELOPMENT AT BOGOR
AGRICULTURAL UNIVERSITY**

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ABSTRACT. Human capital is perceived as the most important factor in the advancement of nation. Therefore, character development as one of the key elements to create competitive human capital must be positioned as an integrated part in education system. This research aimed to analyze the main factors that influence undergraduate student's character development. The study was conducted at Bogor Agricultural University from June through November 2012 with the involvement of 1002 active students. The total sample was determined by using Slovin formula, while the sample selection was carried out with quota sampling technique. The results indicated that most of samples were categorized to have good character. It means that samples had knowing the good, loving or desiring the good, and acting the good. Further analysis showed that undergraduate student's character was significantly influenced by gender, personality type, lecturer deliver moral message in class, students participate in dorm activities, training for student's management skills, character education training held by Directorate of Student Affairs IPB, Emotional and Spiritual Quotient program, and students received scholarship resulted into a better character level. This study was seen valuable for the decision makers in education institutions and others policy maker to design appropriate mechanism to improve character students.

Key words: Academic, Activities, Character, Non-Academic, Student.

INTRODUCTION

Schultz (1981) explained that the most influencing factor of welfare and the advancement of nation was not space, energy and field for agriculture, but the quality of human resources (human capital) and the development in science and technology. Alongside with the effort to project Indonesia as prosperous and developed country, the increasing of human resources quality is needed. The ways to pave improvement in human capital indicate that attention must be invested to young generations as the ones who bear the responsibility to be future leaders' quality.

Character is recognized as paramount aspect that leverages one's potential to reach the higher ladder of life. Lickona (1992) explained that there are two of the most important fundamental foundations which must be embedded to young generation; value of respecting each other and responsibility. When bad characters are reflected from our young generation, it will result into perpetuation of multidimensional crisis. As the characters are not absolutely innate, it is hopeful for us to inculcate positive environment for our young generation to engender better character development. Students are the part of young generations who are raised in the middle of academic community have important role in the development of Indonesia.

Bogor Agricultural University as one of prominent higher education institutions in Indonesia has actively participated in nurturing the brightest minds of nation through policy, campus organization and campus activities that aim at forging good character of student. Therefore, this research was conducted to know how far the impact of academic and non-academic activities participation on the establishment of student's character. These research was part of project that entitled "Pioneering Character Education Development Center: Strengthening the Function of Character Development Students of Bogor Agricultural University by Improving the Role of Directorate Student Affairs" funded by Ministry of Education and Culture Republic of Indonesia at 2012. Specifically, this

research shares the following objectives: (1) To measure the participation of students in academic and non-academic activities at Bogor Agricultural University; (2) To identify Bogor Agricultural University student's character; and (3) To analyze the influence of student's participation in academic and non-academic activities toward student's character development at Bogor Agricultural University.

RESEARCH METHOD

The design of this research was cross sectional study. This research was conducted at Bogor Agricultural University, Dramaga from June through November 2012. The sample of this research were undergraduate students of Bogor Agricultural University. The research was used quota sampling technique with the number of sample determined based on Slovin formula that resulted into 1002 students selected as the samples of research.

The primary data were obtained from questionnaire that covered sample's characteristic, the participation in academic and non-academic activities, and sample's character level. All of the questions presented on questionnaire were verified through validity and reliability test before being distributed to the selected sample. The data obtained were further analyzed by using descriptive and inference analysis using binary logistic.

RESULT

Student's Characteristic

This research showed that the number of female students was bigger than male students. More than half of students (63.2%) were female. More than half of students have Grade Point Average (GPA) above three. Meanwhile, more than three fifth of students were entitled with monthly allowance that ranged between IDR 500.000 to IDR 1.000.000. Later, more than a half (53.3%) samples came from urban area.

The research result about student's personality showed that more than half (57.2%) students have good self-esteem. Self-esteem is result, reason, and limitation of filter to limit or keep good name from individual or community (Cast & Burke 2002). The common personality type, according to Jung in Daniels (2011) was extrovert and introvert. People with extrovert personality could associate with other people better, while introvert people always keep larger room for privacy and personal matters. This research showed 80.5% students had extrovert personality.

Student's Participation in Academic and Non-Academic Activities

Student's Academic Activities

Academic activities in this research are defined as several things considered playing a role in the character building. The research results showed that lecturer had important role in character building of students through giving moral message in every class. It proved that the ability of lecturer in disseminating moral message while teaching in class in contributory factor to student's character building. Almost all students (97.2%) stated that the lecturer often convey a moral or ethical in the class.

Besides, campus life regulation and the process of accomplishing student's final assignment also have a big role in student's character building. It is again in line with the main goal of campus life regulation and student's final assignment that is to teach the students to exhibit qualified and good character. Most of students (88.7%) expressed that the final assignment process plays a role in the formation of student character. About 13% of samples took Character Development as one of their subject either as compulsory or supporting courses. This subject is taught in Department of Family and Consumer Sciences, Faculty of Human Ecology, Bogor Agricultural University. About 30% of samples participated in social internship program and they felt the benefit for building character.

Student's Non-Academic Activities

Dormitory Activities. Beside the formal Character subject which is incorporate through in-class teaching, there are several activities held by Bogor Agricultural University for its students, especially for new students. Dormitory of TPB (First Year Matriculation) is one of Bogor Agricultural University's programs to glorify the four elements of higher education which are social awareness and

caring to environment. Dormitory of TPB adopted the concept of how to live and adapt in diverse social landscape (by exhibiting altruism and cooperation) (Rimbawan *et al.* 2011). This research results showed that 82.1% of students stayed at dormitory every day. More than half of students (58.6%) testified that dormitory programs have had good impacts on them. There were about 37.4% of students who stated that they actively participated in every activity held by dormitory management and more than three quarters of students stated that they have absorbed many advantages from those activities. There are seven activities that have engendered positive impacts on student's character; *Ngaji Lorong* (reciting the holy Qur'an together at dorm' corridor), Social Gathering, LFAD (Let's Fight against Drugs), Morning Ceremony and Farewell Party. Some values which were taken away by the students from their hands-on experiences at dormitory are honesty, social awareness, empathy, cooperation, togetherness, tolerance, discipline, independency, kinship, and religious value.

Student's Activities. Table 1 showed the distribution of student that was based on the participation in activities held by Bogor Agricultural University. The main goal of those activities is to boost the character development of a future leader in agricultural sector and to establish smart character with honesty, care, strength, good spiritualization, persistency, good cooperation, empathy, responsibility and commitment as the core values.

Table 1 Distribution of student based on the participation and advantages from participation in non-academic activities in Bogor Agricultural University (n=1002)

No	Activities	Participated and feel the benefits (%)	Participated but did not feel the benefits (%)	Did not participate (%)
1	New Students Orientation Program	82.8	8.4	8.8
2	Department Introductory Period	83.4	6.9	9.7
3	Faculty Introductory Period	83.6	9.5	6.9
4	Training for Student's Management Skills	28.2	0.1	71.7
5	Taking character building subject at Department of Family and Consumer Sciences	12.6	0.0	87.4
6	Character education training held by Directorate of Student Affairs IPB	15.3	0.0	84.7
7	Emotional and Spiritual Quotient	32.7	0.0	67.3
8	Student Creativity Program	49.6	3.7	46.7
9	Got Scholarship	62.2	5.6	32.2

Campus Organization Activities. Student's achievement was not only supported by sufficient academic grades but also active participation in campus organization. Being active in organization is one of the avenues to nurture good characters. Sriwijaya (2012) explained the difference between students participating in organization and those who are absent from organizations. Students being active in campus organization were valued stronger compared to those who don't participate in any organization. There are many organizations at Bogor Agricultural University with the diversity that started from department, faculty, university, until international level. The research results showed that student's participation was still below 50% and about 47.7% of the students only participated in Student Profession Association. There are also students who feel the advantage from participating organization. It is consistent with one of the noble visions of establishing in-campus organization which is to build student character. Organizations, as confessed by most of students (94.5%), have a role in character building that matches with the function of family in general, this new "family" is considered to have more dominant role compared to friends/peer group or campus activities in shaping student's character building. It showed that how maximal role which is taken by the

university in building student's character. Further explanation can be seen in Table 2 which explained the distribution of student's participation in campus organization.

Table 2 Distribution of student's participation in campus organization (n=1002)

No	Organization	Participated and feel the benefits	Participated but did not feel the benefits	Did not participate
1	Student Executive Board	27.3	0.0	72.7
2	Student Profession Association	47.7	0.4	51.9
3	StudentsActivities Unit	33.8	1.2	65.0
4	Extra Campus Organization	26.7	0.9	72.4
5	RegionalStudent Organizations	46.9	3.9	49.1

Student's character

Student's characters measured in this research used personal value scales that consist of kindness, honesty and self-control. The results of research showed that most of sample were categorized good of character. It means that samples had knowing the good, loving or desiring the good, and acting the good. Table 3 shows the distribution of student's character.

Table 3 Distribution of student's level of character (n=1002)

Category of Student's Character	Frequency	Percent
Not Good	0	0.0
Moderate	194	19.4
Good	808	80.6
Means	77.53+12.74	
Range of Score	34.10-100.00	

Factors That Influence Student's character

Binary logistic regression test was used to determine some factors that affected the character of students. Variables in this test of regression model were student's characteristic, and student's participation in academic and non-academic activities. Further explanations were presented in Table 4.

Table 4 Binary logistic of student's characteristic and student's participation in academic and non-academic activities towards student's character level (n=1002)

Variables	B	Sig.	Exp(B)
1. Gender (1=male; 0=female)	-0.291	0.043**	0.748
2. Living allowance (1=<Rp500.000;0=>Rp500.000)	0.019	0.305	1.019
3. Origin of Area (1=urban; 0=rural)	-0.229	0.105	0.796
4. GPA (1=>3/00; 0=< 3.00)	-0.047	0.735	0.954
5. Self Esteem (1=Good; 0=Not Good)	-0.178	0.479	0.837
6. Personality Type (1=ekstrovert; 0=introvert)	0.409	0.018**	1.506
7. Student took Character Develoment Subject (1=Yes; 0=No)	-0.116	0.576	0.890
8. Participate in Social Internship Pogram (1=Yes; 0=No)	-0.052	0.739	0.950
9. Lecturer deliver moral message in class (1=Yes; 0=No)	0.792	0.087*	2.207
10. Participate in Dorm Activities (1=Always; 0=Not Always)	0.506	0.001***	1.659
11. Participate in New Students Orientation Program (1=Yes; 0=No)	0.208	0.399	1.232
12. Participate in DepartmentIntroductoryPeriod (1=Yes; 0=No)	-0.368	0.162	0.692

13. Participate in FacultyIntroductoryPeriod (1=Yes; 0=No)	-0.260	0.398	0.771
14. Participate in Training for Student's ManagementSkills (1=Yes; 0=No)	0.274	0.069*	1.315
15. Character education training held by Directorate of Student AffairsIPB (1=Yes; 0=No)	0.480	0.012**	1.617
16. Participate in Emotional and Spiritual Quotient program (1=Yes; 0=No)	0.343	0.018**	1.409
17. Participate in StudentCreativity Program (1=Yes; 0=No)	-0.051	0.723	0.950
18. Got Scholarship (1=Yes; 0=No)	0.281	0.065*	1.325
19. Participate in organization (1=Yes; 0=No)	0.096	0.191	1.100
Constant	-1.177	0.039	0.308

Note : * Significant at level $p < 0.1$; ** Significant at level $p < 0.05$; *** Significant at level $p < 0.01$

In terms of student's characteristic, the research results showed that female students (1.337 times than male students) and extrovert personality (1.506 times than introvert students) exhibited higher level of good character. Then, related to student's academic activities, the research results also showed that the more lecturer delivered moral message in class (2.207 times than if lecturer didn't deliver moral message) the better student's character.

For the student's non-academic activities, more variables showed significant effect on student's character. The higher the participation of students in dorm activities (1.659 times than students who didn't always participate), the more character education training held by Directorate of Students Affairs played a role in student's character building (1.617 times than students who didn't participate), and the more students participate in Training for Student's ManagementSkills (1.315 times than students who didn't participate), the more students participate in Emotional and Spiritual Quotient program (1.409 times than students who didn't participate), all of them gave a good impact to the higher character level. In addition, last but not least, the student who got scholarship (1.325 times than if who didn't get) would yielded a better character due to many character building activities provided by donors.

DISCUSSION

Davis (2003) explained that character is a nature of human which tends to be permanent because once it is formed; it will stand for a long time. Character building is affected by the environment. According to Bronfenbrenneur, there are five environments which affect to the child development including moral development; that covers the issues of microsystems, mesosystem, ecosystem, macrosystem and chronosystem (Santrock 2007). Microsystem is the environment that directly interacts with children and has dominant role in the child development including moral development.

Giligan (1982) in Daniels *et al.* (1995) explained that boy has different moral character compared to girl. Self-control between boy and girl is different significantly (Nakhaie *et al.* 2000). LaGrange and Silveman (1999) in Nakhaie *et al.* (2000) explained that boy has lower self-control compared to girl. It shows that women could lead behavior and compress negative action compared to men.

The type of extrovert's personality according to Jung in Daniels (2011) is a person who likes to socialize with other people, whereas introvert one is people who maintain the privacy and personal space. Some research showed that students who had more extroverted personalities tend to be friendly, dynamic, able to control emotions, and have many friends.

This research result also showed that moral messages given by the lecturer in class have inspired student's character. It showed how important a lecturer to become good role model in building student's character. It shared the proclivity that lecturer gives influence to its students and is considered as role model for the students. Taking into account the lecturer's strategic role in student's character building, it is very advisable for lecturer to always become a good role model to the students. It indicated that moral messages in class are important.

Bogor Agricultural University provides dormitory as a living place for the first year students. Every year Bogor Agricultural University accepts a number of students from the areas out of Java and abroad. The diversity becomes fundamental strength and richness of Bogor Agricultural University in the future. TPB dormitory also becomes one of solutions to remove alumnus individualism. The

guidance system of new students in TPB dormitory teaches the importance of cooperation, because of the innate trait of human as a social being that needs each other. Individualism of students will be removed by itself with high interaction among students in the dorm. The model of learning process in the dorm is also directed to help each other, smart student are advised to share their knowledge and help others to excel in their academic. The culture of collective learning with friends becomes phenomenon that happens every day especially when it's getting closer to exams, quiz, or laboratory practice and so on (Rimbawan *et al.* 2010). It was proven from the research results which showed that kindness, honesty and self-control character were indeed influenced by dormitory activities. It confirmed that dormitory shares important role in the student's character building, especially for first year students. Also, it indicated that Bogor Agricultural University as the administrator of dormitory activities has been successful in organizing student's character development.

Some non-academic activities that also provide a positive and significant for students are character education training, training for student's management skills, and emotional and spiritual quotient program. All these activities either directly or indirectly educated students how they should behave by knowing the good and loving or desiring the good, and ended with acting the good.

CONCLUSION AND RECOMMENDATION

Conclusion

Student's participation in academic and non-academic activities was active enough. Another result showed that less of half students who participated in campus organization activities. The results indicated that most of samples were categorized to have good character. It means that samples had knowing the good, loving or desiring the good, and acting the good. Gender, personality type, lecturer deliver moral message in class, students participate in dorm activities, training for student's management skills, character education training held by Directorate of Student Affairs IPB, Emotional and Spiritual Quotient program, and students received scholarship resulted into a better character level.

Recommendation

The research results showed that dormitory life has given positive effects to the character building, so the other universities can also apply the dormitory concept for the first year students. The university also needs to do socialization to the students about the importance of organization for character development.

Related to the impact of lecturer delivered moral message in class toward student's character, university as education institution can take a role to give guidance, training, development training to improve student's character which is owned by lecturer in affecting student's character, training required to increase lecturer quality and importance of lecturer in giving good role model for the students must be fostered.

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