



The Role of Organizations and Student Loyalty to The Development of Student Potential Management Study Program Class of 2022 at STIE Yapan

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Abstract

The role of student organizations and student loyalty is very important to develop student potential both in terms of hard skills and soft skills. The purpose of this study was to determine the relationship between the role of student organizations and student loyalty to the development of student potential. The number of samples used in the study were 50 students of the Class of 2022 or semester 4 of the management study program, STIE YAPAN. This research uses quantitative methods. The results showed that the organizational role variable had a positive and significant effect on potential development at $0.001 < 0.05$. The student loyalty variable has a positive and insignificant effect on potential development at $0.257 > 0.05$. Organizational role variables and student loyalty simultaneously have a positive and significant effect on the development of student potential. The results of R Square show that the variable role of student organizations and student loyalty to the development of student potential is 63.8%, which means that the two independent variables are able to contribute to the potential development variable, while the remaining 36.2% is influenced by other variables outside the variables used in the study.

Keywords: Organizational Role, Student Loyalty, Student Potential Development.

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1. Introduction

Higher education is an important stage in a person's life in preparing them to become qualified members of society and professionals. In this context, the development of students' potential is of paramount importance to ensure that they are ready to face the challenges of the world of work and their contribution to the development of society. The role of student organizations is considered very important, but students still lack loyalty towards organizations. Students' loyalty to their organizations can affect their level of involvement in organizational activities and the development of their potential. At STIE YAPAN College, the role of student organizations is very important in developing student potential. Student organizations can be a venue for students to engage in various academic, social, and leadership activities that can help them develop skills, experience, and build a wider social network [1]. Some factors that may influence students' loyalty to organizations include the benefits provided by the organization, the friendships and social bonds formed in it, the organization's reputation among students, and the level of satisfaction students have with the experiences they get through organizational activities.

An organization is a combination of people who work together to achieve a common goal. Student organizations are a combination of students who form a group to achieve a common goal. The effectiveness of an organization depends on the vision and mission of the organization [2]. Because ideally an organization must have a vision and mission to achieve its goals. So is the case with student organizations. The point is that students must be able to develop their functions and roles as students. Such as academic intellectual development that is useful later when plunging into society. Therefore, to develop this role can be done by joining a student organization. Student activeness in Student Organization (ORMAWA) activities at the YAPAN College of Economics (STIE YAPAN) is a hope and non-academic learning effort that can have the effect of getting used to adapting quickly, getting used to socializing, getting used to competing, expanding relationships and communication networks and honing and developing *soft skills* that students have. *Soft skills* that can be developed by participating in ORMAWA activities at STIE YAPAN can be an effort to fulfill needs, passions, and also as mental coaching to make students have various skills, have initiative and be independent. In an institution or institution, a forum or place is needed to be able to accommodate all aspirations with the aim of achieving common goals. In this place people gather, work together rationally and systematically, under control by utilizing resources (funds, materials, environment, methods, facilities, infrastructure, data) and so on which are used efficiently and effectively, that is what is called an organization.

There are several roles and benefits that can be obtained in organizations, including honing *soft skills*, managing time well, expanding relationships and communication networks, accommodating students to develop interests and talents, training problem solving, learning leadership, caring for the environment, and adding value to the *Curriculum Vitae* (CV) in each commitment. In addition to making every effort to improve the reputation and infrastructure as a process of supporting academic success, it is also very much strived to produce alumni who are weighty and ready to enter the world of work. Therefore, in addition to providing a curriculum that is in accordance with the latest developments in the world of work, various opportunities are also provided for students to foster skills that will be needed in the world of work. Preparing students for the "real" gate of life after they graduate is the first and foremost thing. STIE YAPAN observes that nowadays "*hard skills*" are needed but not enough, we need a complement called "*soft skills*". *Hard skills* relate to knowledge and skills in accordance with the field or work undertaken. *Soft skills* are abilities outside of academics that are needed to add self-development, such as the ability to communicate, negotiate, make decisions, and lead [3].

The types of student organizations on the STIE YAPAN campus, among others, can be classified into four, namely: Student Executive Board (BEM), Student Representative Council (DPM), Student Association (HIMA), and Student Activity Units (UKM). Students are required to be more active in learning on their own, free time when being a student is very much. Because lecture hours are not as systematic as when I was in school. The Student Association formed at the STIE YAPAN Campus, namely: Management Student Association (Hima Mj) and Accounting Student Association (Hima Ak). Meanwhile, the Student Activity Units (UKM) formed on the STIE YAPAN campus are as follows: Islamic Student Activity Unit (UKMI), Catholic Christian Student Activity Unit (UK3), Volleyball Student Activity Unit (Volleyball UKM), Futsal Student Activity Unit (Futsal UKM), Badminton Student Activity Unit (Badminton UKM), Dance Student Activity Unit (Dance UKM), Choir Student Activity Unit (Padus UKM), Martial Arts Student Activity Unit (Martial Arts UKM), Nature Lovers Student Activity Unit (Aryapala UKM).

Student organizations are a place for students to process both in learning and education obtained through activities carried out formally and non-formally and foster discipline and responsibility [4]. In an organization many activities are carried out in which all members of the organization must participate in. An active and good organization will often train its members both in academics and leadership. In terms of academics, for example, training in writing papers, making research in collaboration with lecturers or the campus and so on. In terms of leadership, for example, conducting leadership training for members and prospective members, making an event that automatically requires a committee. With the existence of the committee, the leadership spirit of the organization members is trained there.

Loyalty is an emotional thing, where the loyalty of students and organizational administrators will greatly determine the progress and development of the organization considering that there will be many things faced by the organization in the future in achieving organizational goals. Without the loyalty of the students and administrators of the organization, the organization will not run well and may not be able to survive the circumstances that threaten the organization both from within and outside the organization. Similar previous research from [5] stated that the IPNU IPPNU organization plays an important role for students of SMK Islam Blitar City because participation in this organization can add Islamic skills and talents to students. Next, according to [6] that the movement of UKMF Rumah Da'i has not gone well, because the commitment of members to the organization and awareness in carrying out the AD/ART in UKM F is still lacking.

According to [7] role is a concept of what individuals can do that is important for the social structure of society, roles include norms that are developed with a person's position and place in society, roles in this sense are a series of rules that guide a person in community life. If a person carries out his rights and obligations in accordance with his position, then he carries out a role. The difference between position and role is for the benefit of science, and the two are interrelated. The word organization comes from the Greek word *organon* or "tool". Within the scope of the social sciences, organizations are studied as objects of research by sociology, economics, politics, psychology, anthropology, history, and management, among others. Conceptually, there are two different definitions for the term *organization* as a noun, which is a group of individuals to achieve a common goal and *organizing* as a verb, which is a process and a series of activities carried out systematically as part of an effort to build and develop an organization or as one of the foundations of management [8]. The definition of organization is repeatedly formulated as an interest as well as a research objective and depending on the context and scientific perspective of someone who formulates it, there are dozens or even more definitions of organization. According to the Big Indonesian Dictionary (KBBI), an organization is a unit (arrangement and so on) consisting of parts (people and so on) in associations and so on for certain purposes and groups of cooperation between people held to achieve common goals.

An organization is a group of people who interact in an activity for a specific purpose and has a leadership structure in it [9]. An organization is a social unit of a group of people who interact with each other according to a certain pattern so that each member of the organization has its own functions and duties, as a unit that has certain goals and has clear boundaries, so that it can be separated. The success of an organization cannot be separated from the existence of leaders. The leader is a person who has the responsibility of carrying out and

implementing the policies that have been made into a decision in the organization. He has broad powers to determine policies that must be carried out in order to achieve goals. Leaders have the authority to direct the activities of their members. Strong leadership and management are important for optimal organizational effectiveness.

Student organizations play an important role in developing students' democratic attitudes [10]. Students are people who study in higher education, either at universities, institutes or academics. The students referred to in this study are students of the Management Study Program Class of 2022 STIE YAPAN. So, the researcher concludes that a student organization is a forum for students to gather to achieve common goals, which are based on the AD / ART approved by all members and administrators of the organization. Student organizations must not get out of the main signs of the duties and functions of higher education, namely the tri darma of higher education, without losing critical power and continuing to fight on behalf of students, not individuals or groups. There are several indicators in the role of the organization according to [11] namely *hallo Effect* (halo effect), Attribution, Stereotype, and Projection.

Loyalty is an individual's commitment to stick consistently to a thing, person, organization, or place and not move to another. Loyalty is the desire to protect oneself and save face for others. Loyalty is also a form of loyalty to someone by not leaving, defecting or not betraying others when needed. Loyalty is a behavioral habit, high linkage and involvement in its choice, and is characterized by external information search and alternative evaluation [12].

Having loyal members is the ultimate goal of all companies including universities. So the author can conclude that student loyalty is a positive commitment behavior of students to higher education which is shown by loyalty and participation in the education and service process. There are four indicators of the loyalty stage [12] which include *cognitive Loyalty* (loyalty based on awareness) in the form of key information about an organization or service is a determining factor, *affective Loyalty* (Loyalty based on influence) which has a strong influence position both in behavior and as a component that affects condition satisfaction is very difficult to eliminate because loyalty is embedded in the minds of members not only as awareness or expectations, *coractive Loyalty* (Loyalty based on commitment) which contains high behavioral commitment, and *Action Loyalty* (Loyalty in the form of action) in the form of loyalty that begins with a desire accompanied by motivation, then followed by anyone to act and the desire to overcome all obstacles to taking action.

Self-potential comes from the Latin word *potentia*, which means ability. Potential is an ability and ability in a person that can be developed, by honing this potential. It can be said to be a talent where a talent will continue to develop if there is a willingness to develop it. Potential can be said to be an ability that has not been realized, hidden karuania, unknown strength which is innate or talent and the result of training yourself to develop it [13].

Developing one's potential means enhancing one's talents, with the aim of increasing self-confidence, achieving one's dreams, and being strong when faced with trials. We can get this from events that we have experienced before, receive *feedback* from others, practice caring for both ourselves and others, trust our own efforts and foster awareness. According to [14] self- potential is an advantage possessed by individuals both physically and mentally and can be developed if trained and supported by good supporters.

Self-potential development is the development of all abilities that exist in oneself, in an effort to increase the potential for thinking and initiative and increase intellectual capacity obtained by doing various activities. Self-development as a process aimed at improving one's ability to face challenges and achieve life goals [15]. Student potential development is a process of increasing the ability or potential, and personality, and social-emotional students to continue to grow and develop. So this can be achieved through efforts to learn from experience, receive feedback from others, train sensitivity to yourself and others, deep awareness, and trust the efforts of the heart [16]. Self-potential is an ability possessed by someone who comes from birth, heredity, or because of the surrounding environment. Self-potential can be both positive and negative. Positive self-potential that is beneficial to himself and the surrounding environment is highly recommended to be developed, while negative self-potential must be eliminated. Examples of positive self-potential are the ability to count quickly without the help of calculators, the ability to memorize easily. Negative self-potential, for example, is not confident, often careless, easily deceived, emotional. Meanwhile, creativity is a person's ability to create something that does not yet exist or modify something from previous work [17].

According to [18] the indicators of self-development implementation are as follows routine Activities, which include activities that are carried out regularly, both in the classroom and outside the classroom, which aim to get children used to doing something well, such as flag ceremonies, gymnastics, special religious worship together, regularity, maintenance of cleanliness and personal health. Spontaneous activities, namely self-development activities that are not determined by place and time such as getting used to saying greetings, getting used to throwing garbage in its place, getting used to queuing. Exemplary Activities, namely self-development activities that prioritize giving examples from teachers and other education managers to students such as in the form of daily behavior such as dressing neatly, speaking well, arriving on time. Programmed Activities, namely self-development learning activities that are formally programmed and planned both in the

classroom and outside the classroom and school which aim to provide additional insight to children about new elements in social life that are important for child development, such as *workshops* and visits (*Outing Class*).

2. Research Methods

This research basically uses quantitative methods which aim to determine the effect of the independent variable data (X) on the dependent variable (Y). According to [19] quantitative research methods are research methods based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical with the aim of testing the hypothesis that has been set. Causal design is a causal relationship, so it can be interpreted that in this case there are independent variables (variables that influence), namely the Role of the Organization and Student Loyalty, while the dependent variable is Potential Development. [19] states that population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. Population is a group of people, events or things of interest to research which is limited by the researcher himself. The population of this study were 4th semester management study program students of STIE YAPAN with a total of 83 students. Meanwhile, the sample is part of the number and characteristics possessed by the population. The sample is a representative or part of the population that has properties and characteristics that are representative and describe the population so that it is considered to represent all the populations we study. According to [20] sampling technique or commonly called sampling is the process of selecting a number of elements from the population under study to be sampled and understanding the nature or character of the subject being sampled, which can later be generalized from population elements. This study uses simple random sampling. Simple Random Sampling is the taking of sample members from a population that is carried out randomly without regard to the strata in that population. So the number of samples to be used is 50 students.

The source of data includes primary data obtained directly from respondents of Semester 4 STIE YAPAN Management Study Program students in the form of data related to research variables. In addition, secondary data is also obtained indirectly from literature documents data related to research obtained from outlets, as well as books, print media or electronic media, journals and others related to the problem to be studied. The first data collection method is an observation technique which This observation technique is used to identify problems related to the Role of Student Organizations and Loyalty Towards Developing the Potential of Management Study Program Students Batch 2022 on the STIE YAPAN Campus. The second technique is a questionnaire which is a data collection technique that is carried out by giving a set of written questions to respondents to answer which are related to the research variables to be studied [21][22]. In order to make it easier for respondents to provide answers where the questions in the questionnaire include answer options that can be selected by the respondent. The measurement scale used in this study is a Likert scale or ordinal scale.

The data analysis technique used in this study is to use simple linear regression analysis. In this study using SPSS to determine the relationship between independent variables and related variables, namely Organizational Role (X1) and Student Loyalty (X2) to Student Potential Development (Y) in Management Study Program Students in the 2022 Academic Year of STIE YAPAN. Before data analysis is carried out with multiple linear regression, it is necessary to first test the requirements using the SPSS program, namely data quality testing involves several important steps. Validity testing is carried out to assess the accuracy of the instrument used in research. An instrument is considered valid if the calculated r value is greater than the table r value, while it is deemed invalid if the calculated r value is less than the table r value. Additionally, reliability testing aims to ensure that the instrument measures something consistently over time. In this study, the reliability of the questionnaire is tested using the Cronbach Alpha formula, with the instrument being considered reliable if the Cronbach Alpha value exceeds 0.50.

The basic assumption test involves several key evaluations. The normality test aims to determine whether the dependent and independent variables in the regression model follow a normal data distribution, as a good regression model should have data that is normally or nearly normally distributed. The Kolmogorov-Smirnov test is used for this purpose, with the guidelines being that if the significance value is greater than 0.05, then the sample is considered to come from a normally distributed population, whereas if the significance value is less than 0.05, the sample does not come from a normally distributed population. The multicollinearity test examines whether there is multicollinearity among the variables in the regression model. This test requires that each variable has a tolerance value greater than 0.10 and a VIF value less than 10 to ensure that multicollinearity is not present. For the heteroscedasticity test, the Glejser test is employed, with variables showing a significance value greater than 0.05 indicating that the regression model does not exhibit heteroscedasticity and is therefore free from it. Lastly, the autocorrelation test checks whether the values fall between -2 and 2 to confirm that there is no autocorrelation in the regression model.

The hypothesis test consists of several important steps. The F test is used to determine the significance of the overall effect by examining the effect of all independent variables simultaneously. The criteria for this test are that if the F count is greater than the F table value, then the null hypothesis is rejected and the alternative

hypothesis is accepted, indicating a significant influence between the independent and dependent variables. Conversely, if the F count is less than the F table value, the null hypothesis is accepted and the alternative hypothesis is rejected, suggesting no significant influence between the independent and dependent variables. The t-test is used to assess the significance of each regression coefficient individually. This test determines the partial impact of each independent variable on the dependent variable, assuming other independent variables are held constant. If the significance level is less than 5%, it indicates that the independent variable has a significant effect on the dependent variable. However, if the significance level is greater than 5%, it suggests that the independent variable does not have a significant effect on the dependent variable. To find out how much influence between variables is used with an interval between 0.000 and 1.000 with a very low to very strong relationship strength.

3. Results and Discussion

Data quality tests with validity and reliability tests are presented below:

Table 1. Validity Test Results

Variables	Indicator	Pearson Correlation	Sig.	Description
Organizational Role (PO)	PO1	0,828	0,000	Valid
	PO2	0,768	0,000	Valid
	PO3	0,713	0,000	Valid
	PO4	0,623	0,000	Valid
	PO5	0,620	0,000	Valid
Student Loyalty (LM)	LM1	0,759	0,000	Valid
	LM2	0,649	0,000	Valid
	LM3	0,866	0,000	Valid
	LM4	0,671	0,000	Valid
	LM5	0,778	0,000	Valid
Potential Development (PP)	PP1	0,616	0,000	Valid
	PP2	0,649	0,000	Valid
	PP3	0,721	0,000	Valid
	PP4	0,553	0,000	Valid
	PP5	0,811	0,000	Valid

In the table above, all statement indicators on each variable, namely organizational role (PO), student loyalty (LM), potential development (PP) can be seen as a whole has a significance value smaller than 0.05, so the validity test results state that it is valid and can be used in this study.

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Description
Organizational Role (PO)	0,758	Reliable
Student Loyalty (LM)	0,794	Reliable
Potential Development (PP)	0,703	Reliable

Based on the data in the table above, it explains that the *Cronbach alpha* value has a value greater than 0.60. This shows that each variable of organizational role (PO), student loyalty (LM), potential development (PP) can be said to be reliable.

On basic assumption test, normality test with the *Kolmogrov-Smirnov* test shows that the *Asymp* significance has a value greater than 0.05, which is 0.132, so from the table it can be concluded that the data is normally distributed and is considered feasible and can be used in this study. Multicollinearity test shows organizational role and student loyalty variables have a tolerance > 0.10 and the VIF value on the organizational role and student loyalty variables is < 10 . So it can be concluded that the results of this study there is no multicollinearity between the organizational role and student loyalty variables in this regression model. However, based on heteroscedasticity test it can be seen that the organizational role variable and student loyalty have a *Sig* value. > 0.05 , so it can be concluded that the results of this study do not occur heteroscedasticity in the regression model or can be said to be free of heteroscedasticity. Lastly, based on autocorrelation test, it can be seen that the results of the autocorrelation test show a Durbin-Watson value of 1.958. This means that the value is between -2 and 2, namely $-2 < 1.958 \leq 2$, so it can be concluded that the regression model does not occur autocorrelation cases.

Table 3. Multiple Linear Regression Analysis Results

Model	Unstandardized		Standardized
	Coefficients	B	Coefficients
1	(Constant)	5,382	2,937
	Organizational Role (PO)	,552	,154 ,507

Student Loyalty (LM)	,175	,153	,162
a. Dependent Variable: Potential Development (PP)			

The constant value (*a*) is 5.382. This value indicates that when the variables for organizational role (PO) and student loyalty (LM) are both considered to be zero, the potential development (PP) is predicted to be 5.382. Regarding the regression coefficient for the organizational role (PO), it is 0.552. This coefficient shows a positive relationship between the organizational role and potential development. Specifically, it means that for every 1 unit increase in the organizational role, the potential development is expected to increase by 0.552 units. Similarly, the regression coefficient for student loyalty (LM) is 0.175. This coefficient also demonstrates a positive relationship between student loyalty and potential development. In other words, a 1 unit increase in student loyalty leads to a 0.175 unit increase in potential development.

Table 4. F test results

Model		Sum of squares	df	Mean squares	f	Sig.
1	<i>Regression</i>	196,837	2	98,418	14,323	,000 ^b
	<i>Residuals</i>	322,943	47	6,871		
	total	519,780	49			

The results of the data processing in the table above show that the significance value (Sig.) of the F test is 0.000 less than 0.05. It can be concluded that the resulting regression model is feasible, meaning that the role of the organization and student loyalty are able to explain the factors that influence potential development. then these results can be concluded that this research is feasible and can be continued for the next hypothesis test.

Table 5. T-test results

Model	t	Sig.	Description
(Constant)	1,833	,073	
Role of the Organization	3,586	,001	Significant effect
Student Loyalty	1,147	,257	Significant effect

The calculation results presented in the table indicate that the regression coefficient for the organizational role variable is positive and significant, with a p-value of 0.001, which is less than 0.05. This means that the organizational role variable has a positive and significant effect on potential development, leading to the acceptance of Hypothesis 1 (H1). These findings are consistent with the research results reported by (5). In contrast, the calculation results for the student loyalty variable show a positive but insignificant regression coefficient, with a p-value of 0.257, which is greater than 0.05. This suggests that the student loyalty variable has a positive but insignificant effect on potential development, leading to the acceptance of Hypothesis 2 (H2). These results do not align with the findings of the research conducted by (6).

Table 6. R²Square (Coefficient of Determination)

Model Summary ^b				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	0,862 ^a	0,638	0,652	2,62128

Based on the table above, that the *adjusted R square* value is 0.638 or 63.8%, meaning that this value is able to explain that the organizational role variable and student loyalty contribute to the potential development variable by 63.8% for the remaining 36.2% is influenced by other variables outside the variables used in the study.

Based on the results of the analysis that has been carried out, all tests have been tested properly and in accordance with the procedures that should be. In the next sub chapter, descriptive results will be explained about the variables in this study.

Based on the results of the analysis related to the influence of the role of the organization on the development of the potential of students of the STIE YAPAN management study program, the results of the t test hypothesis test have proven that it has a value of 0.001 <0.05, which means that the organizational role variable has a positive and significant influence on potential development. Organization is a process where students participate in various series of events to achieve certain goals. In an organization, students can learn to channel their potential or develop their potential through existing programs. This plays a very effective role in developing student potential, which aims to form a better mindset, increase insight, train leadership and develop student skills both on campus and off campus, in order to achieve personal and organizational hopes and ideals.

Based on the results of the analysis relating to the effect of student loyalty on the development of the potential of students of the STIE YAPAN management study program, the results of the t test hypothesis test have proven

that it has a value of $0.257 > 0.05$, which means that the student loyalty variable has a positive and insignificant effect on potential development. Student loyalty is a determination or ability, behavioral habits and high involvement in a choice based on desire and loyalty from within students. This can be explained in accordance with the hypothesis, that the low loyalty of students can be caused by something, namely not having satisfaction in the organization, not having the nature of commitment to an organization from both internal and external factors. Loyalty is closely related to the value or quality of service, in which there is a sense of responsibility to try to provide good service or behavior in an organization or institution. So as a student must have a high awareness that loyalty is very important and is a determining factor in an image of an organization or educational institution.

Based on the results of the analysis relating to the influence of organizational roles and student loyalty on the development of student potential simultaneously in the STIE YAPAN management study program, it has a positive and significant effect which shows that the significance value (Sig.) of the F test is 0.000 less than 0.05. Meanwhile, the R Square test results have a value of 63.8%, meaning that this value is able to explain that the organizational role variable and student loyalty contribute to the potential development variable. The remaining 36.2% is influenced by other variables outside the variables used in the study.

3. Conclusion

Based on the results of the study, several conclusions can be drawn, first, the organizational role variable has a positive and significant effect on potential development, with a p-value of 0.001, which is less than 0.05. This finding applies to the 2022 management study program class at STIE YAPAN Surabaya. Second, the student loyalty variable shows a positive but insignificant effect on potential development, with a p-value of 0.257, which is greater than 0.05. This applies to the same cohort of the management study program at STIE YAPAN Surabaya. Third, both the organizational role and student loyalty variables, when considered together, have a positive and significant effect on potential development in the 2022 management study program at STIE YAPAN Surabaya. Lastly, the R Square regression calculation reveals that the organizational role and student loyalty variables account for 63.8% of the variance in potential development. This indicates that these variables contribute significantly to potential development, while the remaining 36.2% is influenced by factors outside the scope of this study.

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