

Performance of Selected Students' Association in a Tertiary Institution in Yogyakarta, Indonesia

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Abstract

The research aims to describe working programs and explore student association performances at the Faculty of the Economics State University of Yogyakarta through the 2017 working program. The research method applied was the qualitative method. Data were collected by conducting observations, documentation, and in-depth interviews. The research sample consisted of two representatives (the chairman and the vice-chairman) of six student associations, so the total sample informants were twelve. The data were analyzed by conducting the triangulation test. Research findings indicated that the planned working programs could be integrated with the faculty vision and mission by 100%. Performances of the Faculty of Economics State University of Yogyakarta's student association were explored by planning, implementing, and evaluating their working programs. Thus, professionalism and mandate in the board's responsibility should be improved so that the targets set in each work program can be achieved as expected because student association was beneficial to enhance their leadership, negotiation, social, and emotional competencies. Both policymakers and student counselors should facilitate and evolve the standardization of successful projects or performances.

Keywords: Performance, student association, working program, vision and mission, organizational value

Introduction

Organizations become a gathering place for people who share the same vision and mission. The organization is a complex system in which there is a collection of units supporting the vision and mission. Without continuous integration between large organizations and units, it will undoubtedly help the organization achieve its vision and mission. Economic Faculty, Yogyakarta State University, as a complex tangible system of this organization, has units to support its vision and mission. One of the supporting units for practical learning theories is the student organization (Mallon, 2013; Yu & Jiang, 2015). The student organization is a complex system that significantly impacts students' moral development based on their values, vision, and mission (Sakinah, 2020). Based on the student organization's complexity system, students will exhibit their performance in the first year or more than three years of study (Covarrubias et al., 2018). The student association projects' success based on their creativity growth through their university study and university value.

Value-added of the university, also known as status or symbol, becomes one of the indicators of higher education institution performance (Shavelson et al., 2016). College with a higher quality of education will average tend to produce higher achievements of the students. The achievements are processed during study at university proven practically on student association projects. Because organizational values are made up of the summary of individual and community values (Li et al., 2020), educational organizations must act wisely, manage the learning and change process effectively to gain purpose as dynamic organizational (Esen et al., 2017). Those dynamic capabilities are derived from learning capability, integration capability, and reconfiguration capability (Farzaneh et al., 2020), whereas integration capabilities toward student community and other educational communities in colleges. The integration capabilities are a fundamental aspect; thus, design thinking as an approach to problem-solving requires institutions' value—design thinking to best practice institutional culture.

There are eight talent-level interest organizations and six student-level associations in Economic Faculty, Yogyakarta State University. There are six student associations in Economic Faculty Yogyakarta State University. Student Association of Office Administration Education, Accounting Education, Accounting, Student Management, Economic Education, and Student Association of Diploma become one of the units supporting faculty vision and mission. The contribution of existing Student Association Majors that exist



can be seen from academic and non-academic programs. Ideally, the Student Association programs are integrated with the Yogyakarta State University campus activities, including education, research, and devotion. It is to create internal students as a generation of independent, creative, and entrepreneurial spirit.

Furthermore, it supports the success of the vision and mission of the Yogyakarta State University campus as a campus with values of purity, intellect, and independence. The mission of the Economic Faculty are (1) implement learning in a conducive environment to form human resources with a noble spiritual and social attitude and behavior, (2) implement learning in a conducive environment to form human resources who are committed to developing and applying economics and economic education for the improvement of people's welfare insightful economy, entrepreneurship and noble cultural values, (3) conducting the study, development, and application of economics and financial education to contribute in the development of community-oriented economy, entrepreneurship and noble cultural values, (4) implement the dedication of quality society in the field of economics and financial education, as well as developing industrial networks, government and people with economic insight, entrepreneurship, and noble cultural values, and (5) organizing good governance, clean, transparent, and accountable.

Based on information from one of the coaches Student Association of Educational Administration Department, Student Association of Office Administration Education, including student association, is active in implementing its work programs. However, the enthusiasts' Student Association of Office Administration Education decreased; the number of Office Administration Education students who participated in Student Association activities decreased. Meet with the visions, missions, or goals and motto of Economic Faculty, Student Association in implementing several programs must synergize with the vision, mission, and motto. One of them is realized in academic and non-academic improvement. Many student association programs are associated with central YSU include Student Activity Units, research, devotion, etc. It is an activity that prepares students to be independent, creative, and have an internship spirit.

Annual work program or particular work program, which is a derivation of vision and mission of university or vision and student association's mission, needs to be improved its participation both on stewardship and at member. Achievement of student association activities needs to be evaluated. The evaluation will be known where the point of weakness. Furthermore, the solution can be sought with the next work program, so it is an increasingly evolving cycle and has meaning for youth's success as a student. Performance activities evaluation is needed as a cycle to see management effectiveness. The success of student association can be known from the work program's determination that flexible and the program needed to improve students' quality. It will contribute to the development of individual institutions and individuals (Blank & Shavit, 2016)

So far, the management of the Office Administration Education Student Association has been well. Still, some obstacles happened in achieving those goals, so the obstacles should be found. The graduate from Office Administration Education will be a secretary and administrator. Thus value has a strong relation to occupational (Myry & Helkama, 2001). Explicitly or implicitly, the university has always taught (examine, evaluated, posited, reinforced) value toward students (Morrison, 2001). This research of Student Association Performance is very urgent because it will analyze the next work program and examine it. In contrast, the university value interferes with student association performance, as the performance is obtained by student quality of skills itself.

Materials and Methods

The research was descriptive research applying the qualitative approach. Qualitative research relied on post-positivism, aiming to create a systematical, factual, and accurate description of a particular area's facts and population characters.

The research population included student association activists, while the sample was the heads and vice heads of each department in 2017. There were two representatives of each department, producing twelve representatives in real acting as informants. The research was done in April-June 2018 in the Faculty of Economics State University of Yogyakarta. Interviews were performed six times for one-two hours.

Data were collected by three methods: observation, documentation, and in-depth interviews. Meanwhile, the data collection techniques consisted of three stages that were data collection, data reduction, and conclusion.

Results and Discussion

The recapitulation of student association's working programs at the Faculty of the Economics State University of Yogyakarta was divided into two categories: the target and program type. The active type based on target consisted of working programs for members or internal parties (I), non-members or external parties (E), and for members and non-members or internal and external parties (IE).

Moreover, based on the type, there were first, regular working programs (R) and advanced working programs (U). The regular working program consisted of sustained programs (L), a working program implemented in the previous year (2016), and continuously operated in 2017. Meanwhile, the new working program (B) was newly designed and implemented in 2017. The second working program, the developed one, was a massive program distinguished in each department and usually more prioritized. It is the recapitulation of student associations' working programs at the Faculty of the Economics State University of Yogyakarta.

Table 1: Recapitulation of the Working Programs of Student Association at Faculty of Economics State University of Yogyakarta

No.	Department	Status		Target			Type of Program		
		T	TT	I	E	IE	R		
							L	B	U
1	Economic Education	55	0	45	2	8	48	7	3
2	Management	35	0	28	1	6	20	15	5
3	Accounting Education	40	0	32	2	6	37	3	7
4	Accounting	34	0	27	3	4	21	13	3
5	Office Administration Education	36	0	29	3	4	29	3	4
6	Diploma 3	18	0	12	1	5	16	2	2
TOTAL		218	0	173	12	33	171	43	24
Percentage (%)		100	0	79.5	5.5	15	79.6	20	10.1

Table 1 indicates that the planned working programs could be implemented by 100%. In terms of quantity, the implementation proved that the committee had performed well. The majority (79.5%) of the implemented working programs targeted the student association (internal). It defined that the working programs were intended by and for the members. As a result, all students could be actively involved as the committee or member because student association as a student organization has a significant role in managing students in the faculty to become oriented not only in the academic field but also in non-academic fields (Gassman et al., 2014; Sakinah, 2020). Practical learning theories and connectivity to theories are fundamental aspects to learn while students join student associations (Mallon, 2013). Obtain the student's achievement, and the management must be reliable and able to mobilize its members or students as faculty have the ability as that student association's vision itself. The existence of student association also influences student achievement. But the result of achievement is obtained by successfully managing projects because the student association is a medium for self-reflection, to cultivate professionalism and humanism as a value of the university (Runyan et al., 2013). Student involvement in student association developed their leadership, either from responsibility, independence, acquiring academic experience, satisfaction, or more positive attitudes to life (Amiranzadeh et al., 2011). It showed that student association focused on developing the leadership of its members. Individual dimension capability that could be trained was a commitment, self-consciousness and management construction, and self-regulation (Amiranzadeh et al., 2011).

The stewardship working programs were 79.5%; while the new working programs were 20%, most working programs were the sustaining working programs. Meanwhile, there were 10.1% of developed working programs planned by all student associations, proposing that 24 of 218 designed working programs were prioritized working programs and differed from one another.

Ideally, working programs designed and implemented by student associations were integrated with the faculty's vision and mission. The Faculty of the Economics State University of Yogyakarta's vision covers creating religious and intelligent students with adequate social, economic comprehension, and entrepreneurial spirit. It should be reciprocal to the goals of the Faculty of Economics are (1) produce graduates in the field of education and economics scholars, independent and insightful economy, entrepreneurship and noble cultural values, (2) produce graduates who are polite, responsible and noble virtuous, (3) produce quality research that is useful for the development of science and technology and beneficial to society, in the field of education and economics with economic insight, entrepreneurship, and noble cultural values, (4) generate community service activities as a form of social responsibility in the field of education and economics with economic insight, entrepreneurship, and noble cultural values, (5) achieve synergic cooperation with other institutions, both within and outside the country in the field of education and economics with economic insight, entrepreneurship, and noble cultural values and (6) realizing good, clean, transparent, and accountable faculty management. Economic Faculty Yogyakarta State University also has the motto "BRIGHT: Mutual, Rational, Integrity, Persistent, Humanist and Devotee."

Moreover, the mission of Faculty of Economics State University of Yogyakarta included (1) Implementing learning activities in a conducive environment to create human resources that had spiritual and social attitudes and behaviors, (2) Implementing learning activities in a conducive environment to create human resources that had commitment to both develop and apply economics and economic education for the purpose of improving social welfare based on social economic and entrepreneur competences and cultural values, (3) Doing research and development and implementing both economics and economic education to give contributions in the development of community with social economic and entrepreneur competences and cultural values, (4) Implementing qualified community dedication in the fields of economics and economic education and developing networks of industry, government, and community with social economic and entrepreneur competences and cultural values, and (5) Implementing a good, clean, transparent, and accountable management.

We summarized working programs in several categories and investigated how they were integrated with both vision and mission of the Faculty of the Economics State University of Yogyakarta. We chose six working programs (sample) representing the general description of each working program that was (1) advanced working programs, (2) sustained working programs (long and annually held), (3) new working programs, (4) working programs for internal parties, and (5) working programs for external parties.

In the association of economic education students, there were (1) an advanced working program represented by Pelatihan Penilaian Pembelajaran (PPP, Learning Training Assessment) aiming to add knowledge of ANBUSO-and-student-based learning media to make them become professional teachers, (2) sustained working program that was a national seminar aiming to improve participation of economic education students in the optimization of entrepreneur education, (3) new working program that was debate orientation to challenge students to be more able to express argumentations and solve problems, (4) internal working program that was Curhat Dosen Mahasiswa (CDMA, Telling Life Stories between Lecturers and Students) to establish a relationship between the committee of the student association of Faculty of Economics and DPOs and to create a communication media for students and lecturers of economic education, (5) external working program that was the National Working Meeting of IMAPESI discussing the place and time of the IMAPESI Working Program Implementation, and (6) external and internal working program that was Forum Studi Ekonomi (FSE, Economic Study Forum) aiming to make the participants more active, critical, and responsive to both economic and educational issues.

Furthermore, in the association of management students, there were (1) an advanced working program that was Entrepreneurship Seminar to improve entrepreneurship ability of participants; (2) sustained working

program that was DIES of Management department; (3) new department that was Marketing Day to improve the member competence in marketing distribution; (4) internal working program that was Pilkomen (Pilihan Kosentrasi Manajemen, Management Concentration Option), a discussion place for the members and lecturers of management department to discuss each concentration option that was marketing, finance, and human resources; (5) external working program that was social activity as the sharing place for those that need help as social activities; and (6) external and internal working program that was Public Speaking Seminar to improve the public speaking competence of participants.

In the association of accounting students, there were (1) advanced working program that was 2017 Accounting Fair UNY, (2) sustained working program that was Tryout SBMPTN to facilitate senior high/equivalent students to test their competence before performing the SBMPTN test, (3) new working program that was Accounting Gathering to create a condition where accounting students at the Faculty of Economics State University of Yogyakarta could know each other better, (4) internal working program that was Developing the Leadership of New Accounting Students to develop positive leadership and strong characters, (5) external working program that was Creativity Fest as a place for elementary school children and musical artists, and (6) external and internal working program that was Study of Student Organization Development to share working programs.

In the association of accounting education students, there were (1) advanced working program that was National Seminar to improve participants' knowledge of education optimization, (2) sustained working program that was Lomba Cerdas Cermat (LCCA, Quiz Contest) for senior high/vocational students to create a highly qualified and competitive generation through competitions, (3) new working program that was LCCA for university students to create a highly qualified and competitive generation through competitions, (4) internal working program that was Penelitian Kebutuhan Mahasiswa-Pendidikan Akuntansi (PKMPA, Research for Accounting Education Students) to facilitate the members in delivering aspirations, correction, critics, and suggestions related to performances of the committee of the association of accounting education students, (5) external working programs that were External Bazaar and Product Exhibition to facilitate community to promote their products, and (6) external and internal working program that was IMA-Diksi National Meeting.

Meanwhile, in the association of office administration education students, there were (1) advance working program represented by the working program of Lomba Kompetensi Administrasi Perkantoran (LKAP, Office Administration Competence Contest) of for vocational students in the Special Region of Yogyakarta and Central Java as media to apply their competencies and improve their academic potentials, (2) sustained working program that was Recording and Document Management Training, (3) new working program that was Gipsy Delegation Training as the media for the office administration education students to be competent in any office field, (4) internal working programs that were Latihan Dasar Kepemimpinan (LDK, Basic Leadership Training) and Manajemen Diri (MD, Self-management) to improve the new students of office administration education department's leadership spirit, (5) external working program that was Social Services to improve students', especially students of office administration education department, willingness to share to each other, and (6) external and internal working program that was Public Speaking Training to enhance their speaking and communication competences.

In the association of associate students, there were (1) an advanced working program represented by the Young Technopreneur Day (YTH) working program to add knowledge of student entrepreneurship, develop their entrepreneurship spirit, and improve their entrepreneurship potentials; (2) sustained working program that was the Anniversary of the Association of Associated Students of Faculty of Economics State University of Yogyakarta; (3) new working program that was GLOW (Great Leader to be Winner) to grow the intimacy among new students; (4) internal working program that was Share and Cares to improve student knowledge of issues existing at Kampus Wates State University of Yogyakarta; (5) external working program that was Community Service; and (6) external and internal working program that was Bazaar to give services to people manifested in the community service.

We had summarized the Faculty of the Economics State University of Yogyakarta's mission and working programs of student associations described above that were presented in Table 5.

Table 2: Summary of the Results of the Analysis of Working Programs Integrated with the Vision and

No.	Student Association	Working Program					
		(1)	(2)	(3)	(4)	(5)	(6)
1	Economic Education	2	2,3	3	1	5	3
2	Management	2,3	1	2,3	1,2	4	3
3	Accounting Education	3	2	2	1	3,4	5
4	Accounting	2,4	2	1	1,2	4	2,3
5	Office Administration Education	2	2,3	2,3	2	1,4	2,3
6	D3	2,3	1	1	1,2	1,4	4

Missions of the Faculty of Economics State University of Yogyakarta

Based on Table 5, all working programs implemented by student associations were integrated with the Faculty of Economics State University of Yogyakarta. In the advance working programs (1), most student associations were integrated with the Faculty of Economics State University of Yogyakarta's second mission. The mission was to conduct learning activities in a conducive environment to create human resources that had commitments in developing and implementing economics and economic education to improve social welfare based on social economic and entrepreneur competencies and cultural values. It proves that practical learning theories linked to theories are profound to learning while students participate in student associations (Mallon, 2013). Obtain the student's achievement, and the management must be reliable and able to mobilize its members or students as faculty have the ability as that student association's vision itself. The existence of student association also influences student achievement. But the result of achievement is obtained by successfully managing projects because the student association is a medium for self-reflection, to cultivate professionalism and humanism as a value of the university (Runyan et al., 2013). It measures by handed the technique of Time Duration Management (Vanhoucke et al., 2017). TDM creates value co-creation through students' feedback, opinions, resources, intellectual capabilities, and personalities, and integrated alongside institutional resources (Dollinger et al., 2018).

Meanwhile, in the prior or sustained working programs (2), four of six student associations' working programs were integrated with the second mission. In contrast, the rest were integrated with the first and third missions. In general, these working programs were in the form of scientific practices arranged by each department. In the new working programs (3), student associations' working programs were integrated with the first, second, and third missions implementing conducive learning welfare based on social economic and entrepreneur competencies and cultural values.

In the internal working programs, student associations' working programs tended to be integrated with the first and second missions. They focused more on learning implementation in a conducive environment to adequate spiritual and social human resources. Moreover, the external working programs tended to be integrated with the fourth mission: to implement qualified community services in economic and economic education fields and develop industry, government, and community with social economic and entrepreneur competencies and cultural values.

The internal and external working program tended to be integrated with the third mission to implement each disciple's studies and practices. It aimed to contribute to social development based on social, economic, and entrepreneur competencies and cultural values.

Conclusions

The duration of student association stewardship was one year or twelve months. The active period was less than ten months, but all work programs designed could be implemented by 100%. It indicated that student association committees were committed to carrying out all working programs they planned. More than 70% of the working programs were previous and ongoing working programs, while the rest was a new working program implemented in 2017. Although all working programs were succeeded, it did not guarantee that all committee members were actively involved until the end of their stewardship. The committee members that were suddenly inactive stated that they found difficulties in managing their time. Besides, their academic and other activities also became arguments to resign without permission. Therefore, key committee members and advisors' involvement was vital to minimize the committee member's inactivity.

Frequent obstacles in carrying out all working programs' demands were the lack of communication and mature planning. As a result, the implementation of the working programs seemed to be in a hurry, causing minimum predetermined quantitative and qualitative target achievements. From the quantitative aspects, there was a minimum quantity of member participation in the internal working program. Some internal working programs were not carried out and planned due to a low level of participation. According to the result of the analysis of demand, working programs implemented drew a high interest. It indicated an insufficient commitment. Another obstacle causing low quantitative targets was working program promotion that always approached the deadline, so that information could not be broadly and maximally distributed. However, it contradicted the level of participation in the external working programs that were high. Besides, external participation in this activity exceeded expected expectations. Both low and high levels of participation would be evaluated.

Furthermore, the qualitative aspects covered the quality of the working program implementation. Experiences could determine the quality of the working program activities. Most previous working programs could be well implemented because the program had been successfully held. Meanwhile, in implementing new working programs, the current output implementation was not as good as the previous one due to the new working program's lack of experience.

In the financial aspect, funding from the faculty was not enough to run the main working program. Limited funds caused them to struggle to find additional funds through sponsorship or combine working programs to reduce spending. Earning additional funding could improve the individual quality of members as communication and negotiation skills with prospective sponsors. When they successfully negotiated and got additional funds, the remaining funds were allocated for the organization's cash after carrying out the working program. It showed that the commitment to fund management was outstanding. According to both committees and members, their attempts to maximize the working program's implementation were beneficial for training their leadership, social, and emotional competencies. Besides, being actively participating in organizational activities could meet the requirements to get scholarships

Implication

The Faculty of the Economics State University of Yogyakarta's working programs have been implemented and follow its values. The target was the student association members (internal) to develop their capabilities as commitment, self-consciousness and management construction, and self-regulation (Amiriazadeh et al., 2011). The implemented working programs were working programs from the previous committee that has positively affected the student development characters. It indicated that the working programs were essential and appropriate to be continued. Each student association working program's objectives were integrated with the Faculty of the Economics State University of Yogyakarta's vision and mission. It indicated that the working programs were designed and implemented by the committee based on both vision and mission of the Faculty of the Economics State University of Yogyakarta. Furthermore, the implementation of student association's working programs was mostly integrated with the second mission: to establish learning to create human resources committed to developing and implementing their knowledge. It was in line with (Chang & Hwang, 2018), stating that student activeness on campus would improve their self-learning and development.

The performances of the student association of the Faculty of the Economics State University of Yogyakarta could be explored by planning, implementation, and evaluation of working programs. The student association committee formulated working programs involving interested internal parties, the previous committee, the current central committee, and the current daily committee in the planning session. Then, working programs were formulated based on the analysis of demand and priority scales of members. In the implementation session, the committee implemented working programs useful for internal, external, and internal and external parties. Many parties, as the members, lecturers, university, stakeholders, and shareholders could be involved. As a result, the student association had its unique portion to develop its member capabilities. When students were given chances to conduct a particular program in their faculty or campus, they would gain learning experiences on cognition and leadership (Hackman, J. R., & Wageman, 2007). There was still a lack of both quantity and quality aspects, as the participant number did not meet the evaluation session's target. Besides, the minimum quality of activities was caused by immature planning of implementation. Minimum facilities from the faculty also become an obstacle. However, such obstacles and limitations make students more creative and challenge their leadership, negotiation, social, and emotional competencies.

Conflict of Interest

The study contributed to knowledge related to programs designed by the student association. It has to integrate with the Three Pillars of Higher Education comprising education, research, and community service. The study's finding examines The status of student association as a student organization existing in the department's scope would either directly or indirectly influence the department and the faculty. Limitations of research focus on student associations' performance because student associations are the most valuable learning system and become the most oriented phase of the future to strengthen students' intellectual and emotional intelligence. It could be obtained a more comprehensive range of contrary if the study's scope also gathered to student communities based on passion or hobbies.

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