Research Article

Does reviving organizations serve an advantage for college students?

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ABSTRACT

Student organizations are very essentials in developing basic qualities of students and share interests, talents, and potential in extracurricular activities in the organizations. In Indonesia, student organizations play an important role of developing the student potential. The purpose of this article therefore is to review, describe, and explore the benefits of student organizations. Data were collected from eight Student Executive Board (BEM) in eight different campuses located in the Special Region of Yogyakarta. The phenomenological approach is carried out to uncover the usefulness of student organizations. In general, this article establishes that student organizations support the mastery of citizenship skills. The results show that there are 5 benefits students gain, including (1) Increasing civic awareness, (2) Increasing civic engagement, (3) enhanced the level of professionalism, (4) Instilling creativity, and (5) improved critical thinking. This article concludes that there is a need to carry out activities related to the management of skills in the planning work programs of the Student Executive Board (BEM), participating in scientific meetings, seminars, conferences, or training. This leads to a harmonious work atmosphere and wise decision making.

Keywords: Student organizations, Student Executive Board (BEM), Civic Awareness, Engagement, College Student

Introduction

Student Organization

The advantages of student organizations based on Astin (1999) involvement theory, is the scope of this current study. Astin stated that students are involved by devoting extra time to learning, spending more time on campus, active in organizations, and interacting more without hers in different majors. Joyce Epstein from Johns Hopkins University in the Center for Great Public Schools (2005) added six types of involvement namely nurturing, communicating, volunteering, learning independently at home, deliberation, and collaborating with the community. Student organizations in the university comes in various names and varying compositions. Therefore, this study only focuses on organizations with reference to

How to cite:
Student Executive Board (BEM) in some universities in Yogyakarta, Indonesia.

Student organization and its advantages is commonly used as the research object due to the ability to predict their readiness in embracing post-campus life. Furthermore, optimizing civic awareness and engagement, as well as practicing professionalism, critical, and creative thinking are a small part of the advantages of student organizations. A research reviews the use of study terms increased student engagement, achievement and partnerships with organizations outside the school which provided academic support, thereby, building student skills and connections (Bathgate & Silva, 2010). Meanwhile, studies on elementary and secondary schools analyzed efforts to reduce disciplinary action by involving family and community. It stated that creating cooperation between schools, families, and community contexts improves student behavior and school discipline (Sheldon & Epstein, 2002). This longitudinal study emphasizes the usefulness of students in service activities in the society.

The act of questioning the advantage of student organizations means examining the function of the school as a community with a decades-old idea which was revived in the 21st century, thereby, making schools a support source for student success (Potapchuk, 2013). In a particular context, it covers all aspects including administrators, instructors, staff, students, and families (The Glossary of Education Reform, 2019).

In the context of the university, student organizations exist to accommodate their potentials. A survey has been conducted at a major university in Romania between December 2013 and May 2014 to analyze the involvement of student organizations in improving the quality of higher education institutions. The result showed that some organizations have a strong objective to improve the university’s quality, while others have none (MIRICÂ & ABDULAMIT, 2014).

The advantages of student organizations are described in a variety of schemes and perspectives with continuous growth dependent on the context while fulfilling student needs. Osterman (2000) offers a theoretical framework regarding the feeling of possessing in a group, which was formatted into their acceptance to the school community. This was analyzed through three questions namely (1) Does experience have an important background on education? (2) Does the student identify school as a community?, and (3) How does the school affect the student’s sense of community?, this article found out that individuals have psychological needs which tends to influence their perception, behavior, and characteristics in a social context. It shows that the experience of student acceptance is able to influence various dimensions of their behavior. Furthermore, Nathan (2015) added that completing the training needs by the students which was not found in schools was performed by partnering with non-profit organizations. The existence of complementary activities outside the classroom is an opportunity for students to strengthen the achievement of their learning field. When students are able to solve problems together, then development in various fields is achievable (Myers & Fred Totten, 1966). School development in responding to community problems is also reflected in Japan which became an evacuation center after a disaster. Six cities in Japan showed the important role of schools during the Tsunami disaster (Shaw & Matsuura, 2014). Based on this study, the benefits of student organizations are urged to be strengthened and developed, especially in answering the needs of the wider community.

Rowe, Stewart, & Patterson (2007) developed a school contribution framework capable of realizing the needs of society through two mechanisms in the health sector namely the inclusive process and active participation of community members. A student organization is a facilitator that senses the needs of developing societies in a broad range of topologies and connections. Partnerships between schools, families, and communities in Kakamega District, Kenya revealed the collaborative gaps between those three aspects. This study recommends the existence of policies to improve practice and provide meaningful professional learning for students (Omenge, 2017).

Furthermore, meaningful learning is one of the objectives of student involvement in organizations considering the community’s demands on university graduates. Currently, graduates
and students are expected to demonstrate high critical thinking, analysis, and technological skills, to learning activities which is a long process (Jennifer, 2006). Therefore, to make it significant for students, an in-depth approach needs to be applied (Marks & McIntosh, 2006).

Responding to the concerns in improving student learning in Higher Education, Dura (2016) proposes the development of results-based CCT as an extension of traditional CCT to provide students with co-curricular learning opportunities and experience in encouraging their skills and competencies. Based on this study, it is important to improve the Higher Education graduates with engagement and skills in civic awareness, in response to the community requirement.

**Methods**

This is a qualitative phenomenological research which obtained data from a total of 24 students with different department involved in the Student Executive Board (BEM). The research took place in Yogyakarta, Indonesia in eight different universities which were chosen based on the accreditation acquisition from the National Accreditation Board for Higher Education (BAN-PT) Ministry of Research, Technology, and Higher Education Republic of Indonesia. These eight institutions which consists of state and private universities are Universitas Gadjah Mada, Universitas Negeri Yogyakarta, Universitas SanataDarma, Universitas Islam Negeri SunanKalijaga, Universitas Atmajaya, Universitas Ahmad Dahlan, Universitas Islam Indonisia, and Universitas Kristen Duta Wacana, with the following distribution:

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Data was collected using three (3) different techniques namely interviews, documentation analysis, and observation. Interviews are conducted for 30-40 minutes in different locations, according to the agreement with the speakers. A recording device was prepared and stationed during the interview process with audio recorders used to obtain consistent transcription (Creswell, 2012). The scope of questions includes:

- What are the advantages of student organizations in strengthening civic awareness and engagement?
- What can help improve professionalism for students in student organizations?
- What can help increase creativity for students in student organizations?
- What can help improve critical thinking for students in student organizations?

Data collection which was carried out through observations was not in line with the activities of BEM members both inside and outside the campus. The data collected was in the form of supporting documents derived from research reports, journals, books, field notes, BEM work programs, and other documents relevant to the research problem.

Miles and Huberman model was further used to analyze it in the form of data reduction, data presentation, and conclusion, with triangulation used to obtain validity (Huberman & Miles, 1994).

Result and Discussion

The findings in this study were obtained through a triangulation process, namely, documentation data, results of interviews with BEM members, and observations at the BEM secretariat and campus. The results from structured interviews and observations are used in analyzing research findings. Following the ethics of research and confidentiality, names of respondents that participated in this research were not disclosed, rather their initials were utilized. Descriptions of the findings based on the four (4) questions mentioned earlier are as follows:

**Research question 1: What are the advantages of student organizations in strengthening civic awareness and engagement of students?**

Many advantages are obtained by students in their involvement in BEM, one of which is strengthening civic awareness and their engagement in work programs and other organizational activities. Civic awareness refers to a person's decision to be active within and outside the community (Leonard, 2012). Besides, it also concerns the authority of citizenship competencies in individuals which includes knowledge, skills, and dispositions. In many developing studies, this is not specifically referred to as civic awareness, but rather character formation of citizens with specific objectives. This research concludes that the formation of well-intentioned citizens is part of civic awareness.

Civic Awareness creates more is the initial step in realizing insight into state patriotism, in accordance with national personality, and archipelago. The Indonesian Citizenship Education tends to identify its citizens with their national identity. The research results from civil service in Eastern Asia and the Pacific region stated that historically, its Western concept started as a practice of moral suasion, and as the responsibility of the nation, in obeying the authority, as well as the beliefs and the obligation to serve and help others. Initially, civil service actions were led and managed by the state (Co, 2004) which indirectly emphasized on citizens ability to participate in the country's political system. According to a study conducted to examine citizens' attitudes towards political involvement, policy making is generally dominated by experts and entrepreneurs, however the citizens' involvement showed that adherence to hidden democracy is the reaction of people that feel powerless in handling the regime, while supporters of political consumerism have a higher belief in their ability to be influential (Ilkka, 2018).

In comparison, the "social entrepreneurship" program introduced by Kwong, Thompson, & Cheung (2012) has become a solution in increasing student awareness and their participating attitudes. Based on the analysis, the researcher figured out that BEM activities tend to gradually encourage civic awareness of students. This is supported by a statement from
the head of BEM at Universitas Kristen Duta Wacana, "... at BEM, I learnt the application of democratic values such as upholding justice, being responsible, and respecting diversity ..." (RADP). Another BEM member from Universitas Negeri Yogyakarta added, "... sometimes we have difficulty in agreeing on the BEM meeting forum, and through this disagreement, we have learnt to respect the opinion of others." (JR). Furthermore, based on observations, BEM is a laboratory for students to act as citizens, promoting civic awareness. They also acquire meaningful learning, which tends to improve their citizenship skills.

Civic Awareness created by the Student Executive Board (BEM) aids the students in expressing opinions and making political discussions in order to initiate a healthy democracy. The research results from examining the relationship between interactive and personal campaigns on social media and political involvement showed that interactive communication leads to social presence and expertise, which positively influences engagement (Sanne, 2016). In Indonesia, the study of Civic Awareness through BEM is useful in promoting tolerance within the country’s motto, Bhinneka Tunggal Ika. This is because the country consists of diverse races, cultural ethnicity, religions, and linguistics. This article examines the relationship between students’ political involvement and the participation of members, with the aim of strengthening the organizations’ ability and to prepare citizens who actively criticize the suggestions of Skocpol and Berry to advocate for improved governance by implementing democratic government as a prerequisite for reducing federal tax (Schachter, 2010). BEM also teaches personality in a highly diversified country such as Indonesia.

The benefit of student organizations in strengthening civic awareness is by providing knowledge to BEM members concerning the system of government institutions in Indonesia. In recent years, many people have doubts regarding the effect of association in democracy. According to observations from recent empirical discoveries, the relationship between members and organizations in Denmark tend to support and modify pessimistic views in the role of democratic associations. However, discoveries related to changes in membership roles, especially among the youths, might indicate a flexible relationship between members of the organization in the near future (Torpe, 2003). The results from the research conducted on the usefulness of BEM in strengthening civic awareness are in accordance with the analysis that the participation in youth service organizations increases knowledge, values, and skills related to political efficacy and civic volunteerism rather than through television or formal education. (Walter, 1990)

BEM also provides awareness concerning the history of the Indonesian constitution, in accordance to how to defend and understand in addition to the proper knowledge of the country’s history and participation. A survey conducted in Florida showed that professionalism, perceptions of the political environment, and attitudes towards citizen input are important factors that explain the adoption of participatory budgeting by local governments (Yahong, 2009). In addition, recently conducted studies in Canada examined the involvement of youths in religious organizations by employing four predictable measures, namely informal, formal, participation in voluntary organizations, and membership of community associations. These showed that the number of Canadian youth involved in religious organizations has decreased in the last 10 years. The implications of this decline is in accordance with the evidence of youth involvement which tends to be a good predictor of community participation (Perks & Haan, 2010).

The main focus of strengthening Civic Awareness through BEM is for the students to understand and carry out their rights and obligations as responsible citizens and to develop a virtuous personality that boosts morale. In addition, students are tools used to unite mutual trust and foster a sense of love for motherland (patriotism). Generally, participation in non-profit organizations (NPO) results in social benefits, increasing human capital through the transfer of knowledge, trust amongst members and also encourages political involvement (Garcia-Mainar & Marcuello, 2007). The American Participation Survey used reports obtained from individuals concerning the associations they participated in, to create an
organization-level data set of 5,371 cases. It was discovered that the types focused on politics were consistent, while others varied widely, therefore determining the types provide little insight into any organizational structure (Mette, 2019). Additionally, in Indonesia, Civic Awareness is strengthened in accordance with Pancasila which serves as the basis of the 1945 Constitution and a regulator of state life.

Civic engagement refers to the way citizens participate in community life (Adler & Goggin, 2005). Jacoby (1996) (2003) discussed lots of efforts to encourage this civic engagement. Although there is no clear interpretation of it, with the main emphasis in the involvement of citizens. Based on interviews with members of the BEM of Universitas Santa Dharma, it was revealed that through the work program, active involvement and participation is obtained "... at BEM there is a work program that demands to can participate actively, and there is also a work program in the form of services to a society that forces a combination of knowledge and skills ...") (ASPS). This statement was supported by members of the BEM from the Universitas Islam Yogyakarta, "... BEM is a community that not only discusses internal campus issues but also takes a role in upholding democratic values that benefit a wider society ..." (IAP). Also, based on the results of observations, activities in the BEM aimed to strengthen civic engagement which are in work programs related to the public interest. They pay details attention to every enforced government policy such as the school zoning policy. Before making a statement on the issue, they first conduct a study with discussion on how to achieve a common perception. These young people are part of the hope of political uncertainty. With the inception of the competitive 21st century, young people are expected to play a role in searching for new principle capable of leading stability in the political order (Youniss et al., 2003). Strengthening civic engagement arises as a result of the imbalance in political trust and decisions. The research in America which reviews the involvement of participants in the community stated that inequality determines and has an effect on participation (Uslaner & Brown, 2005).

Civic Engagement through BEM is an environment for discussing useful ideas/concepts/theories of the state. It becomes a scientific forum for the dissemination of skills within the scope of civic engagement. Furthermore, the research conducted in the European Union based on the key role of E-Participation or social media in the construction and diffusion of European identity discovered that communication gaps are shown by combining empirical data from EU E-Participation initiatives which addresses young people and their involvement in EU affairs (Dimitra, 2013). Students are educated through BEM to love their motherland and maintain Indonesia’s independence. They also play a vital role in maintaining the integrity of the State of Indonesia. A research carried out on community service activities using data from the US Congregational Life Survey (USCLS) showed that some types of diversity increases the number of service programs provided (Polson, 2014)

Civic Engagement is needed to shape students’ personality as future leaders of the nation. This participation process influences its effectiveness, directly and indirectly in collaborating with an adequate leadership role which is an indispensable element (Franziska, 2018). Students also learn about involvement through BE, due to their direct involvement in the community. According to Tang (2007), longitudinal data from the Changing Lives survey in America used to assess the impact of education on the involvement of voluntary organizational showed that educated adults tend to participate as volunteer in five types of organizations namely religion, education, politics, senior citizens, and others. In addition, Civic Engagement has a significant effect in shaping the education characters of citizens in accordance with the nation’s personality, thereby creating a profitable generation.

**Research question 2: What helps to improve professionalism for students in these organizations?**

Although professional development is the key to reformation, there is little empirical evidence on its implementation (Fishman, Marx, Best, & Tal, 2003). Improving student professionalism in BEM is reflected in attitudes which
include responsibility, work guided by ethical values, honesty, and a sense of belonging to these duties. The results of interviews with BEM members of Universitas Ahmad Dahlan found that professionalism in its activities appeared in the form of attitude in running the organization and this was supported by participation in professional training, "... while carrying out activities at BEM, conducting tasks responsibly is the key to the success of each activity..." (LA).

In order to increase creativity in students, BEM emphasizes on its awareness and beneficial to state life, in accordance to their rights and obligations as citizens. Many administrative literatures on public participation in environmental decision stated that citizen involvement contributes to reflexive deliberation, communication, effective representation, and consensus building in public spaces (Curtis, 2005). Evoking students 'creativity is trying to explore their understanding on social, economic and cultural fields. Vogelsang-Coombs, (2003) stated that tasks are dynamic and related to the fundamental political question, on the right balance between elected officials and professional civil servants in liberal democracy. Therefore student creativity in BEM supports their potential to study and apply science and technology to the wider community. A model based on reference group theory is proposed to examine the role of mandated citizen participation in the decision making process (Pollak, 1985).

Developing student creativity in organizations leads to the development of flexible and original abilities in elaborating ideas. Rachel, (2019) stated that the increasing use of technology has created an environment that leads to changes in professional roles for. The past 30 years, student creativity as an aspect of freedom of thought, is an imaginative process with information and experiences based on needs. The various types of involvement depends on organizational capacity (Gazley, Littlpage, & Bennett, 2012). BEM is the solution in developing active and creative students with new ideas because education affects abilities more than will power (Beate, 2019).

The organization is a means of innovation, therefore, students become creative and properly understand the problem, thereby increasing their abilities to provide solutions. Freeland, Spanner, & McCalmon, (2014) reported that lecture experiences such as group participation and positive subjective evaluations increases students creativity in technology, art, and culture. Empirical results showed that sharing of emotions has a significantly positive effect on students' implicit and creative abilities (Jin, 2016). Students are able to expresses their thoughts, feelings, and other skills through BEM. Data obtained from the comparison of the contributions of student volunteers discovered that students are the substantial voluntary workers of the organization, however they execute other different roles (B. Edwards, Mooney, & Heald, 2001). Therefore student activeness at BEM is an important aspect of fostering creativity. Improving professionalism results in a range of skills capable of complementing disciplinary expertise (De La Harpe, Radloff, & Wyber, 2000). Based on observations, BEM activities helps to improve professionalism for students, which is supported by the application of a harmonious and wise working atmosphere in decision making.

**Research question 3: What can help increase creativity for students in these organizations?**

Niu & Liu (2009) conducted a study of 180 Chinese middle school students on the effects of teaching on creativity and the results revealed that learning patterns affect student creativity. The results of interviews with BEM members at Universitas Atmajaya Yogyakarta revealed that "... at the BEM of Yogyakarta Atmajaya University, all members thought of the continuous existence of the organization. Active participation and creative enthusiasm of members is the key to the progress of this organization. "(SAS). Meanwhile, observations show that the management of skills in the work plan of the BEM fosters their creative thinking abilities. The ability to understand concepts, the discipline of members, respect for the ideas of others, and harmonious leadership style is part of the effort to develop creative thinking for BEM members. A study in China was carried out on 163 workgroups involving 973 employees in 12 Chinese companies. It tried to
understand the factors that contribute to the creativity of workgroups in organizations.

The results showed that transformational leadership positively influences group creativity, which is negatively influenced by leadership (Zhang, Tsui, & Wang, 2011). Various scientific gatherings joined by BEM members also contributed to fostering their creative thinking ability. The results of the interview revealed that scientific meetings such as seminars, conferences, or training increases knowledge as a problem solver. A member of the BEM of Universitas Gadjah Mada revealed that "... there is a work program of BEM which is expected to be useful in increasing the soft skills of our members through seminars and basic training in leadership ... " (OTK). Creative thinking for a member of an organization is related to its future, therefore, fostering it within the scope of the organization requires an integrated approach (Tan, 2002).

The existence of BEM activities increases student creativity in accordance with the role of the University in enhancing their intellectual and organizational skills. The study that examines integrated learning process, entrepreneurial training and the establishment of new businesses by students and graduates in the creative industries showed that experiences from the program led to innovative projects and the development of conceptual models of creative entrepreneurship with illustrative cases. According to David (2012), the transferable insights and entrepreneurial learning models show the relationship between business formation and learning. BEM activities are also carried out in science, technology, social, education and other disciplines. The results from students and practitioners showed that the most prominent factor influencing creative behavior is the use of technology. In addition, cognitive style, recognition, and database programming have significant positive effects on the creative behavior of students, however this is not applicable to practitioners (Li-Chun, 2017). Therefore, BEM is a place for students to develop and build their intelligence.

BEM offers non-academic activities for students on campus. It is recognized that there are numerous practicum activities and assignments that divert other potentials in students. The demographic and geo-spatial data obtained from 1,032 members from 25 independent choir communities in Boston showed that there were substantial variations in the characteristics of the resident environment. However, this variation creates opportunities for members to act as representatives by establishing relationships between groups (Baggetta, 2015). Several studies have shown the effectiveness of university-based community service programs in the personal, social, ethical, and academic domains of students (Meyer, Neumayr, & Rameder, 2019). BEM activities are useful in developing intellectual abilities and intelligence, however, some students detest being members.

Additionally, its activities increases student creativity enhances the quality of University graduates to suit the needs of the wider community. Articles that provide theoretical frameworks for conceptualizing critical and creative thinking in student showed that responsible scholars are driven by it, which is interpreted as critical creativity (McDougle, 2015). Therefore, BEM activities become a forum for disseminating knowledge in academic values, as well as in developing personal character and culture. In a closing conference, Raul Yzaguirre offered observations concerning nonprofit management education and its future. However, Raul also cautioned participants to be careful due to the danger posed by the program, namely the possibility of migration from sectors marked by passion, civic engagement, creativity, cause and effect oriented activism, and compassion with all them is takes and chaos to the sector known as good management although the ideas sterile (Yzaguirre, 2007)

**Research question 4: What helps to improve critical thinking for students in these organizations?**

Critical thinking skills are activities that relate to the use of ideas systematically obtained which reflect one’s professionalism. Athman Ernst * & Monroe (2004) reported that it is a skill that encourages problem-solving and decision making. Based on the results of interviews with members of the BEM of Universitas Islam Negeri Sunan Kalijaga Yogyakarta, it was
revealed that, "... the dynamics of our organization's journey (BEM) is inseparable from the problem, which is solved through critical thinking and holistic perspectives for emerging, innovative and accountable solutions ..." (SI). Various meetings in the organization which discusses the current issues also helps to improve the critical thinking of students which is the practice of developing and using the ability to understand the statements (MULNIX, 2012). Based on data, BEM members have their views when arguing on an issue, with straightforward and deep ideas when dealing with certain problems.

Critical thinking exhibited by BEM is illustrated in the process of evaluating information and acquiring the right problem solving methods. Practices that support membership participation in building citizens develop critical thinking skills and operational agencies through influenced policies (Dodge & Ospina, 2015). The improvement of critical thinking in organizations trains students to distrust what they see and carefully think of ways to analyze any information obtained. Critical thinking skills are also important for the function of internal auditors (Schleifer & Brady Greenawalt, 1996). The existence of BEM hones students' ability to be careful. This study was conducted with the aim to substantiate the necessary changes needed in curriculum and pedagogical practices in higher institutions in order to challenge epistemology, dominant discourse and the recent unsettling ways of thinking, which emphasized that transformative learning occurs in a constructivist information teaching approach (Howlett, Ferreira, & Blomfield, 2016).

The arguments on developing students' critical thinking in organizations need adequate information. According to a survey conducted by Fredette & Sessor Bernstein (2019) on 247 councils, to clarify the need for mass approach on leadership diversity, their uneven performance were affected by periods of acceleration and deceleration. Students in BEM are able to filter the availability of information. The critical thinking ratio of the two analyzed discussions showed the strong use of external knowledge, intensive justification, and critical assessment of writing by students (Beckmann & Weber, 2016). When students' critical thinking is improved, they are able to view the perspectives of others. Sharkey (2006) stated that employers and professors expect graduates and students to demonstrate critical/technological skills on analysis and research at a fairly high level.

The "recent" improvement of critical thinking in students is an effort to develop a smart and important self-identity in the midst of several existing problems. Socrates stated that "The unexamined life is not worth living", therefore, critical thinking is needed for a knowledgeable, good and valuable life (O. A. J., Mascarenhas, J., & Mascarenhas, 2019). The degradation of students' confidence creates a huge challenge in accordance with their role in change. Therefore the existence of BEM in supporting critical thinking plays a systematic impact and eliminates negative perceptions of the existence of the University. Its development and application is an important component of the University's success, due to its ability to evaluate the strengths and weaknesses of evidence, arguments and theories (Andrews & Tyson, 2019). Students with useful thoughts affirm to the credibility to a bonafide spirit which makes it proud of the nation.

Discussion
Student organizations are beneficial in several ways. For instance, it helps increase civic awareness and engagement, boosts professionalism, instills creativity, and enhance critical thinking. These five topics are explained proportionally in the following paragraphs. The benefits of student organizations were evident from a non-academic perspective. According to Blomfield & Barber (2011), experiences from extracurricular activities support the development of positive experiences. Likewise, Simoncini & Caltabiano’s research (2012) established that extracurricular activities provide opportunities for children to develop and influence their behavior. In line with Broh (2002), social ties might be a resource in the transmission of information and be useful in student achievement. Furthermore, student organizations increase civic awareness and learning content outside their subjects in lectures and directly assess their position in these
organizations. According to Coleman (1961), the role of adolescents as a community in non-academic activities is essential. The increase of civic awareness is confirmation citizenship culture contained in activities in student organizations and enhance knowledge. This includes citizenship skills in democratic countries, including participatory and intellectual skills (Branson, 1998).

The increasing awareness of citizenship in BEM organization means that every individual understands its existence in Indonesia. Participation fosters ethical citizenship by helping democratic skills, increasing awareness of property and political rights, and fostering a sense of togetherness (Wang, Li, & Cooper, 2015). Awareness is an important action used to maintain the substance of the state. Askola (2012), stated that the study that examine the normative content of EU citizenship with the help of recent feminist research on care, and gender migration showed an inseparable part of EU. The increase in citizenship awareness in BEM organization leads to a rise in an insight into the meaning of nation and state. According to Byrne (2016), the citizenship test is designed to ensure that new citizens possess the knowledge needed for integration. The study of examines the benefits of Citizenship Education as a mandatory feature of the curriculum in secondary schools in the UK since 2002, and assesses the categories of young people who can/cannot be influenced by Citizenship Education (Tonge, Mycock, & Jeffery, 2012). Its awareness places students in actualizing the concepts of nationhood as guidelines in behaving and carrying out their activities.

The theoretical framework demonstrated in the 18-month campaign to promote social inclusion by reducing stigma and increasing public awareness of mentally-ill people in Hong Kong showed that the integrating affection and art into the citizenship framework provided an opportunity for participants to engage with each other, clarify misunderstandings and provide meaningful social policy program initiatives (Potash, Ho, & Ho, 2018). State awareness in student organizations strives for its role in solving problems, however, existing study showed that the relationship between organizational citizenship behavior, task performance, and individual career outcomes is positive (Bergeron, Shipp, Rosen, & Furst, 2011). The existence of state awareness in students becomes a breath of fresh air in solving problems in order to maintain the integrity of the Unitary Republic of Indonesia (NKRI).

The existence of patterns that foster awareness in the activities of student organizations is an effort in implementing Pancasila as the basis of the state. The worldview and nuance of the Indonesian context are currently promoted in education (Irsyadillah, 2019). Hmieleski, Cole, & Baron (2011) stated that authentic leadership is beneficial when the needs are shared among team members. This pattern places students in the forefront of making changes for the benefit of the country, especially in the current era of globalization. In the last decade, this has shifted from the agenda of international trade negotiations and special academic conferences to mass-based politics, campaigns of activists and politicians across the ideological spectrum, in developed and developing industrial countries (Barkey&Laible, 2006). BEM organizations, prepares students to deal with change with the swift flow of change. As a result of globalization, large-scale modern businesses extends across borders when involved in multinational corporations (Banks et al., 2018).

Student organizations support civic engagement, especially where members are actively involved. Civil involvement is defined as involvement in community life in which there is a reciprocal relationship, contributing to the development of positive potential (Lenzi et al., 2014). Erentaitė, ėukauskienė, Beyers, & Pilkauskaitė-Valickienė (2012) Citizens are rated by voluntary involvement to participate in civic activities. Increasing civic engagement for students involves individuals and organizations. The study of Critical Civic Inquiry (CCI) aimed at improving student voices and promoting citizens’ actions. It shows the importance of relationships that support inquiry-based learning to create conditions for the critical conversation of students (Hipolito-Delgado & Zion, 2015). According to Shiller's (2012), deep practices develop civic identity. Therefore, civic engagement for students contributes to an increase in their citizenship.
Civil involvement requires students to possess social sensitivity and responsibility in accordance with their problems and conditions. According to Carol (2003), globalization is often described as the most significant effect with broad consequences for humanity. Students’ involvement in BEM is one aspect used to maintain the integrity of the Indonesian state. Organization, act as social actors to using appropriate horizontal and vertical theories which highlights the distinctive features of its social context (Whetten, Felin, & King, 2009). Research on the dynamic process of the involvement of Mexican immigrants and youth citizenship through their participation in community and family activities showed that the involvement and participation of children in protests, rallies, voluntary activities, and the creation of a booklet, related to immigration, human rights and social justice, through the Centro Guadalupano, facilitated their knowledge of the illegality and citizenship problems (Jocelyn, 2013). BEM is therefore, a tool in the context of student civic engagement, and in raising awareness for the country.

The students’ involvement in state cannot be separated from their identity as young people studying in the University/Higher Institutions. In the United States, students’ academic self-concepts act as significant predictors of subsequent achievement (House, 2000). In addition, their identity as an educated generation makes them responsible for the environment, family, intellectuals and self. Assessment has been recognized as the single most influential factor in shaping their course of study in Higher Institutions (Doody & Condon, 2012). According to the Republic of Indonesia Government Regulation No. 30, Higher Education is described as students’ position in choosing courses. This Government Regulation also confirms that students possess academic and professional abilities, therefore, it is important to provide useful pedagogical changes (Thomson, 2012).

The existence of BEM related to student involvement as public members with special function helps them to recognize and conceptualize their involvement and role as active agents in improving learning and school networks (McGregor, 2007). However, the existence of infrastructure and facilities that help them in carrying out their roles need to be consideration in implementing roles and responsibilities. Based on the findings of a national survey of school coordinators and leaders on citizenship and community cohesion, the results of the study showed that teachers analyze their students skills for effective participation (Hampden-Thompson et al., 2015). Students act as intellectuals with the ability to realize their knowledge in the society. Research on the effect of students’ perceptions on academic self-concept was conducted with a sample of 133 eleventh grade students in Alabama middle school from 1999-2000 school year, showed a statistically significant relationship between variables (Byer, 2002)

Student organizations train professionalism intended as a forum in training and strengthening work ethics. From the research by Taylor, C., Farver & Stoller (2011), professionalism is taught through role modeling. In the scope of student organizations, this skill is evident in the implementation of professional principles. The point for professional learning involves respect, understanding of self-error, and self-reflection (MOOK et al., 2011). Additionally, Colleen Walsh, B.S., B.A., Smith, Peter J, M.D. & Ross, Lainie Friedman, M.D., (2009) stated that professionalism combined with the ethics curriculum was 27%. However, the proportion of independent teaching was 38%, while 35% did not have a professionalism curriculum. Furthermore, student organizations train professionalism also to promote themselves as role models and motivators for the surrounding environment.

BEM professionalism provides a challenge for students to manage conflict, with challenges due to their effort and hidden strength (Vecchio, 1998). This acts trains students to work according to their abilities, goals, scope and diversity. In addition, the special category of service sector work is currently considered a threat from organizational, economic and political changes (Julia, 2003). This also guides students to understand special skills and be responsible for their work in accordance to Bill Clinton’s famous comment "Yes, it depends upon what the meaning of the word 'is' and underlines noble values (Feldman, 2003). The
research that examines the interactive effects of professionalism in the relationship between intellectual capital (IC) and the performance of small and medium auditing practices (SMP) in Uganda showed that IC acts as a significant determinant of SMP performance (Kigongo, 2019).

In the work and organizational sociology, professionalism is a crucial concept (Evetts, 2013). Competence is delivered since professional staff needs to be improved holistically. To be an expert, hard work is the key because BEM is assessed and controlled by colleagues, therefore some inherent character, such as realizing goodness, underlying expertise, and complying with applicable codes of ethics are needed in determining professionalism. The research conducted by Shafer, Park, & Liao (2002) to examine the relationship between professionalism, organizational-professional conflict and various work outcomes in a sample of Certified Management Accountants. This showed that two dimensions are positively related to perceptions of organizational-professional conflict. Professionalism is the basis for carrying out activities in BEM its insights are discussed in relation to the management and professionalism literature (Briggs, 2004). Understanding the professionalism scheme in BEM is based on students' knowledge, mastery of their work and continuous functions. Research aimed at instilling "new" techniques provides important competing and conflicting insights (Fyfe, 2013).

Student organizations instill creativity as a result of these activities and require creative minds from students. Frankenhuis & Nettle’s (2018) stated that growing creativity involves fostering an open, flexible mind, a collaborative and constructive climate, and accurate information. Creative thinking from the cerebellum (Sanders, 2015). Student organizations instill creativity through discussion and interaction, fostering new ideas. According to George & Zhou (2002), negative moods are positively related to creative performance. In economics, creativity is the primary capability of modern society (Siri, A., Del Puente, G., Martini, M., Bragazzi, 2017). Student organizations instill creativity, develop skills, train professionalism intended, and strengthen work ethics. Research by Taylor, C., Farver& Stoller (2011) stated that professionalism is taught through role modeling. In the scope of student organizations, professionalism is evident in the implementation of professional principles. The key aspect of professional learning involves respect, understanding of self-error, and self-reflection (MOOK et al., 2011). Research Lang, Colleen Walsh, B.S., B.A, Smith, Peter J, M.D. & Ross, Lainie Friedman, M.D. (2009), professionalism combined with an ethics curriculum accounts for 27%, taught independently 38%, and 35% lacked it completely. Furthermore, student organizations train professionalism also to promote themselves as role models, motivators, and a model for the surrounding environment.

BEM professionalism is an effort in revolutionizing students’ mindset to organizational changes, therefore, its promotion, is a technique used to restore professional identity and to fulfill professional contracts with the community (Laurie, 2012). Sirpa (2008) stated that according to the traditional sociological theory, professional privileges are based on essentially neutral expertise that benefits democracy when protected from bureaucracy and politics. Professionalism and appreciation are weak predictors of organizational commitment therefore, the establishment of good relations with all elements is important (Samuel, 2014).

In work and organizational sociology, professionalism is a crucial concept (Evetts, 2013). Competence serving as a professional force needs to be improved holistically. To be a professional, hard work is a critical requirement. Instead of being limited to the student’s subject, carrying out new things support the development of the student’s main subject. The study of creativity from a practical perspective results in specially trained teachers being an important social instrument for promoting student creativity (Susnea & Tataru, 2014). In other words, student organizations improve the creativity of students. Besides, they train critical thinking, not on obedience to hard thinking, but the ability and logical thinking.

In an increasingly globalized world, education is an integral part of the social environment (Papageorgiou, 2010). In the realm of training critical thinking, student
organizations play a role in honing intellectual formation in organizational activities and require perseverance, discipline, and motivation. Simpson & Courtney (2008) stated that critical thinking strategies, such as questions, debates, and small group activities, develop professionals. According to the results of the research on the Halpern Critical Thinking Assessment (HCTA), a measurement of critical thinking skills in various fields show that overall higher essential scores of thinking report fewer adverse life events (Butler, 2012). In student organizations, there are opportunities to ask questions, make a balanced perspective, and be diplomatic.

BEM creates an opportunity to train work patterns with an emotional level in accordance with the professional world. A research carried out in Cambodia aims to develop teachers with greater cultural and accountable collaboration (Charlene, 2012). The use of appropriate emotions in the professional process is an art of leadership for students, therefore, complex and diverse skills are needed to guarantee sustainability in the field of professionalization (Olivier, 2019). In addition, the existence of professional reinforcement in BEM is a character and one of the methods used in maintaining the level of trust in members.

The various benefits of BEM for students are the spirit used to bring about change and acts as their identity as future leaders. Studies that try to describe the value and profile of transformational leaders by using data obtained from a sample of 95 rulers from nonprofit organizations in the United States showed that several patterns are used to identify their values in the systems (Krishnan, 2001). The leader becomes an inspirational source and maintains emotional stability at work with a significant impact on investment profits (Michael, 2007). The comfort balance of work patterns in BEM provides a sense of peace and therefore, the creative spirit appears in the members.

The usefulness of BEM for students is basically understood from the imperfections in a job. Research that examines the hypotheses of leadership cannot be taught paradoxically, with the need for moral, in an effort to maximize returns on the organization (Allio, 2016). A person’s, level of success is dependent in the corridor line of a good team as a member. Allio (2018), further stated that many managers need to learn to conduct responsible leadership and students needs to determine and control themselves to think and act according to the rules of an organization.

Therefore, the usefulness of BEM for students is to provide training to develop their hidden talents. Research to identify the specific practices of leaders to support their organization's showed that the importance of commitment to the process of identifying leadership behavior, toned to be clearly understood in creating a sustainable learning and appropriate environment (Clinton, 2018). BEM also provides students with the ability to challenge negative prejudice in themselves, therefore, becoming brave and indifferent in their positions.

The strategic position of students as agents of change, to the nation and social control makes their learning patterns in and outside the classroom encouraging with various soft skills. Soft skills mastery is not unilaterally delegated to the University, because the presences of students in previous classes are not considered. There needs to be an increase in training at the previous educational levels in accordance with knowledge, self-efficacy, and advocacy/public policy involvement (Conrad, Becker, Brandley, Saksvig, & Nickelson, 2019). In addition, they are prepared as intellectuals with critical, democratic and constructive thinking able to make specific changes for the nation and state. A research conducted by D. B. Edwards (2012) using a 1999 survey data on students’ citizenship knowledge, attitudes and behaviors, research in the Colombian context showed the ability of pedagogy and curriculum to foster discussion, which promotes an open classroom climate, that are positively and significantly related to development.

**Conclusion**

This research highlights the existence of the Student Executive Board (BEM) organization which is considered relevant with the aim of supporting arguments on non-academic learning needs for students. In this context, the existence of BEM comes from the fact the concept of learning is imprisoned within the
classroom wall and other contextual places. This finding has confirmed Alexander Astin’s (1984) theory which stated that the desired results for Higher Education institutions is related to students change ability to change.

Secondly, the BEM is used by students to solve various problems in accordance with the contextual learning theory. These findings are in accordance with Ogawa, Crain, Loomis, & Ball (2008) studies which outlined a framework on the relationship between learning and the social context provided by formal organizations.

Thirdly, BEM have the advantage of understanding community awareness, involvement, professional training, creativity, and critical thinking. The analysis used in this work stated that the existence of BEM is a feature with the ability to support students’ soft skills mastery, therefore, a learning platform for students to support the characterization and comparison of learning patterns in formal education needs to be created. Its activities related to upholding democratic values to support public awareness and involvement, therefore, professionalism of members appeared in several attitudes such as responsibility, work ethic, and honesty to the task. Work programs have the ability to practice creative thinking, with meetings used to solve organizational problems in order to encourage members’ critical thinking ability. A. W. Astin (1984) stated that core concept of engagement/involvement theory consists of three elements, namely "input", "environment", and "results" which include characteristics, knowledge, attitudes, and values expected by students after graduating from University/College.

Fourthly, before the implementation of BEM as a learning tool for students, a systematic process was created which utilized work styles containing rules and procedures with the ability to learn and adapt. Tosey & Mathison (2008) evaluated Gregory Bateson’s “level of learning” theory and its implications for Human Resource Development, with reference to the organizational learning problem in an effort to emphasize on rules and structures that inhibit the organization’s ability to learn (Fonseca et al., 2019). Therefore, further research is necessary to understand the implementation of BEM as a learning tool for students, and for further work development. College experience is related to what happens in classrooms, labs, and libraries. In addition, besides obtaining degrees there are many opportunities used to determine new interests, filter skills and build relationships.

Acknowledgment

The author is grateful to Universitas Gadjah Mada, Universitas Negeri Yogyakarta, Universitas Sanata Dharma, Universitas Islam Negeri Sunan Kalijaga, Universitas Atmajaya, Universitas Ahmad Dahlan, Universitas Islam Indonesia, and Universitas Kristen Duta Wacana for the permission granted to conduct this research. And to all members of the Student Executive Board (BEM) who agreed to be interviewed.

Disclosure statement

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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https://doi.org/10.1177/096463912440817


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