Learning service through college student organization as a political awareness on higher education

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Abstract. This study aimed to investigate the devotion of learning through student organisations in providing political awareness and relation from the students in tertiary institutions. Qualitative interviews were conducted with 25 students who were active in student organisations such as College Student Organization from different campus in many different regions of Yogyakarta, Indonesia. The results of the study can be identified that there are several perspectives on the involvement of student organisations in providing political awareness and linkages that can be divided into two sides, namely positive views and negative views.

1. Introduction

Political awareness is an exciting theme in political discourse in the world, including in Indonesia. It was later discovered that information intake affected individual political awareness. Only well-informed individuals respond to the polarisation of the political elite [1]. Meanwhile, the last few years in political theory have penetrated the neo-republican perspective by promoting the concept of republican democracy with the conception of neo-Roman freedom [2] addressing this phenomenon then it is time to consider the efforts in providing political education for citizens to oversee political developments. The results of research on political awareness show that differences in political awareness produce heterogeneity in citizens [3]. Researching about political awareness and engagement in a democratic country, Will find much medium that is an ideal condition in the realisation of democracy. One of the media is the contribution of citizens, including students as educated people.

In Indonesia, during the New Order era, In the President Soeharto era during the office of Daoed Josoef, the Minister of Education and Culture's Decree issued a policy. 0156 / U / 1978 concerning Normalisasi Kehidupan Kampus (NKK), which was then followed by Decree No. 0230 / U / J / 1980 regarding the general guidelines of the organisation and membership of the Badan Koordinasi Kemahasiswaan (BKK) which became many discussions. There is a discussion about Normalisasi Kehidupan Kampus (NKK) openly it is natural to realise the Higher Education education system within the framework of Pancasila democracy [4]. At that time, Daoed Josoef argued that the Normalisasi Kehidupan Kampus (NKK) was a manifestation of returning students' functions as intellectual powers. Student institutions must meet the needs of students, namely student welfare, interests and thinking of students (Josof, 1979). Indonesian political life proceeded according to the
ruling regime at that time, Normalisasi Kehidupan Kampus (NKK) became an antidote in purifying students and politics [5] until finally the power of the new order regime was warped even students were involved in the downfall of the regime. Various problems such as unemployment, the increase in fuel prices are continually being voiced [6].

Now, almost 21 years after reform, Indonesia experienced a leap in a change in the atmosphere of the fourth industrial revolution. Sketches of the fourth industrial revolution emphasise technological change as a transformation for industry and society [7]. The fourth industrial revolution has intensified globalisation [8]. The existence of the internet brings the creation of added value for organisations and communities [9]. Within the scope of the Association of Southeast Asian Nations (ASEAN), the fourth industrial revolution had a bonafide impact on economic development [10]. Still, in the atmosphere of the fourth industrial revolution, in the field of politics, a virtual movement emerged that had shifted the paradigm of political involvement. In Missouri, on Ferguson Street when there were many protests against the shooting of African-American youth #Ferguson movement arose as a form of commentary on the tragedy [11]. The existence of digital media becomes a means of delivery when there are policies that are not in harmony between the expectations and needs of citizens [12].

A study of political awareness for young immigrant in America produced that secondary school experience shaped political behaviour as an adult [13]. Subsequent studies that analysed the effectiveness of the USA voting campaign for students in Arizona, Colorado, and Florida in the 2002 US elections resulted that agenda setting provides views for adolescents in deciding issues that are considered essential to them [14]. In Indonesia, research on the resistance of the student movement results in that several extra campus organisations responds to political and social conditions that occur in their immediate environment, especially the campus. The form of resistance manifests itself in the consolidation between organisations, discussions about the campus situation, distributing leaflets, and demonstrations [15]. Some of the results of this study generate urgency in growing awareness and political attachment of students in tertiary institutions, besides also identifying how learning patterns and tools in tertiary institutions should be guarded in the metamorphosis of student's political awareness and attachment in Indonesia.

2. Method
This research was qualitative research that attempts to uncover the phenomenon. Qualitative method is the process of investigating phenomena by showing questions about what will be explored [16]. The primary source of data in this study is the motivation of students in their involvement in student organisations, the significance of their involvement in student organisations, the effect of the involvement of students in student organisations and how well college reconstruction has prepared their graduates as a 21st-century society. The total population in this study was 140 that was spread in the Special Region of Yogyakarta. In determining the research sample, researchers used a purposive sampling technique by determining the campus that has been accredited A as an institution according to the Indonesian National Accreditation Board for Higher Education Indonesia. Researchers sent research letters to 6 campuses in the Special Region of Yogyakarta, namely Yogyakarta State University, Sanata Dharma University, Duta Wacana Christian University, University, Ahmad Dahlan University Yogyakarta, Islamic University of Indonesia, and Atmajaya University. Then the researchers went to the secretariat of the Student Executive Board of each campus to determine the schedule of visits. Therefore, the participants consisted of 25 students from 6 campuses in the Special Region of Yogyakarta, both public and private.

Data is collected through interviews, observations, and documentation. Interviews were conducted with 25 students involved in the Student Executive Board on different campuses in the Special Region of Yogyakarta. Interview guidelines researchers use to contain a list of interview questions that have been developed based on a theoretical basis. The researcher used three expert assessments in the interview instrument, which the researchers then revised by expert input. The scope of research questions includes:
• What is the motivation of students in their involvement in student organisations about the awareness and political attachment of students in tertiary institutions?
• How do students interpret their involvement in student organisations in the awareness and political attachment of students in tertiary institutions?
• What is the effect of student involvement in student organisations on student political awareness and engagement in tertiary institutions?
• How good is the reconstruction of tertiary institutions in preparing their graduates as a 21st-century society about the political awareness and attachment of students in tertiary institutions?

The researchers conducted interviews in different places according to the agreement with the informant. Interview equipment in the form of recording equipment, cameras and stationery researchers prepared to capture information. Observation researchers do by using observation sheets that have been consulted to experts. Observations were conducted before BEM activities took place when BEM activities took place and after BEM activities took place both off-campus and on-campus activities. Researchers do the documentation by getting information from each BEM work program, reputable international journals, and current books that contain research theme content. After the data is collected, the researcher analyses it using the Miles and Huberman model, which is data collection, data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 2007) which the researchers then use in discussing and concluding.

3. Results and Discussions
The findings of the data are used in separating the two categories of major findings, namely the point of view in the involvement of student organisations in providing political awareness and attachment which are broadly two, namely positive views and negative views. A positive view is an optimistic view based on experience gained in student organisations in providing political awareness and engagement, while a contrary view is a view that has a point of view that involvement in student organisations is meaningless. The results of data processing are then broken down in the form of more detailed units of the importance, impact, involvement of students in student organisations on political awareness and engagement in tertiary institutions.

3.1. Positive point of view: Student motivation in their involvement in student organisations about political awareness and political attachment of students in tertiary institutions
The interview results show that students who are in the positive category admit that there is motivation in their participation in student organisations to be able to arouse their political awareness and political engagement. Interview responses to students involved in Badan Eksekutif Mahasiswa (BEM) are as follows:

• Interviewer: What is your motivation for involvement in student organisations about political awareness and political engagement in higher education?
• RADP: "I was motivated to be involved in the BEM Duta Wacana Christian University in Yogyakarta because of the support from my parents. Also, I want to get experiences that I did not get in class. For example, how to manage conflict, be responsible, be democratic and practice my public speaking skills. Besides, because in this BEM consists of many activities, one of which is to capture the aspirations of students, I have a view that through the experience at this BEM I can later contribute to state affairs later because we are all potential leaders "(RADP, 2019)

• With the same question, JR, a student from the D3 Department of Mechanical Engineering, Yogyakarta State University, gave the following response:
• "I have an opinion that with my involvement in BEM Yogyakarta State University is one of my ways to maximise my potential besides academic activities in my department. I am sure, through meaningful experience while being chairman at BEM Yogyakarta State University I can
instruct experiences that would be beneficial to my life later in the life of the nation and state "(JR, 2019)

- Also, ASPS, a Psychology Department student at Sanata Dharma University Yogyakarta who is also a member of BEM Sanata Dharma Yogyakarta revealed that: "... because I already have an interest in political issues as well as hits are happening right now, I am involved in BEM Sanata Dharma Yogyakarta as my training ground in managing aspects related to politics, for example, the importance of participating in elections on a national scale and on a scale the campus is the importance of determining the leadership choices at BEM Sanata Dharma Yogyakarta ... "(ASPS, 2019)

- Like ASPS, JR also has a motivation for their involvement in the BEM student organisations. This shows that motivation is an essential factor in involvement in BEM for students. This finding shows that students recognise what motivates them in BEM student organisations to have a relationship with political awareness and political engagement. Some students like IAP from the Management Department of the Indonesian Islamic University in Yogyakarta admit that involvement in BEM is a form of awareness and as political socialisation within the tertiary level.

- Interviewer: What is your motivation for involvement in student organisations about political awareness and political engagement in higher education?

- IAP: "as a student, I certainly have intellectual responsibility, even in politics. My involvement in BEM is one of my ways to raise awareness and as political socialisation in the campus environment "(IAP, 2019)

The response from IAP identified that there was a positive outlook in motivation for involvement in student organisations about political awareness and engagement.

3.2. Understanding involvement in student organisations of political awareness and political linkages.

The meaning of involvement in student organisations for students is a concept that can motivate them to carry out useful activities in their lives. Typical sources of meaning are from social relationships, personal growth, the pursuit of achievements, and religion [17] students think there is a fundamental value that is the basis of their activities in student organisations. According to LA, the student of the Department of Islamic Education, Ahmad Dahlan University, Yogyakarta, through his involvement in student organisations, can provide meaningful learning as a useful experience in transferring knowledge about politics. LA stressed that in its activities in student organisations can increase knowledge about positive and negative politics.

- "As long as I am involved in student organisations, I feel much experience that can strengthen my knowledge about politics, and in the activities of BEM Ahmad Dahlan University Yogyakarta, I feel much experience that I gained during my activities" (LA 2019). The effect of student involvement in student organisations on political awareness and political attachment of students in tertiary institutions

- The involvement of students in student organisations affects the academic life of students on campus. The majority of students acknowledged that the effects of their involvement in student organisations in addition to their skills in socialising increased, he also understood how rights and obligations for a citizen and in strengthening democratic values.

- Interviewer: What is the effect of involvement in student organisations on political awareness and political engagement?

- SAS: "... of course there is an effect from my involvement in the Atmajaya University student organisations, one of which is that I can find out how the rights and obligations as a student are narrow, and broadly as a citizen. At Atmajaya University, there was an election for the chairman of the Student Executing Agency, at which moment the student gave his right to vote. Here there is political learning that as citizens have rights and obligations ... "(SAS, 2019)
• Reconstruction of tertiary institutions in preparing their graduates as a 21st-century society about political awareness and political attachment of students in tertiary institutions. Students' political awareness and engagement are important in the sustainability of democracy. In the current modern era, youth participation is vital for society [18]. In preparing graduates who are part of 21st-century society, tertiary institutions have a scheme in reconstructing their graduates. The involvement of students in student organisations is one of the meeting points between expectations and outcomes for Higher Education. The involvement of students in student organisations is one of the credit systems that must be collected for students before graduation.

• Interviewer: Is there any part of your involvement in student organisations as a 21st Century society?

• SAS: "... Involving involvement in student organisations concerning political awareness and linkages in the 21st Century, I have a view through student organisations that several moments require us to be able to think critically, problem-solving and creativity. I take the example of the moment of electing the chairman of Atmajaya University BEM With the demographic conditions of Yogyakarta's Atmajaya University in several different regions, the voting process for the election of the head of BEM must, of course, be packaged as efficiently as possible for students of the Atmajaya University of Yogyakarta. Through socialisation that is not one-way "(SAS, 2019).

• Just like SAS, AGSS also provides the opinion that student organisations are one of the reconstruction of higher education in preparing graduates as a 21st-century society

• "... As a 21st-century society, the demands are hard skills and soft skills, through involvement in student organisations being an alternative in" preparing "us in Century 2 society. Concerning political awareness and attachment in my opinion at BEM Sanata Dharma University, I got several the hidden lesson I got. For example, when meeting with BEM friends, there will be a discussion and not infrequently the content of the discussion is a problem that is the current trend. Even in politics, we also had many discussions about how the global political conditions, the global economy, although not regular discussions took place. However, at least meeting with BEM friends will be able to increase the level of social sensitivity ... "(AGSS, 2019)

The 21st century is a challenge and opportunity for tertiary institutions to produce graduates with capability. The demand for educational programs in Indonesia is to improve the quality of human resources [19]. This finding suggests that in preparing global citizens who have functional political literacy. Contribution of activities outside of academics can be an alternative solution. It has long been known that the student council is a capable vehicle for supporting the expression of wise and active citizenship [20].

4. Conclusions

Leading with the results of the study, four research conclusions can be drawn, namely as follows: 1) motivation is an important factor in determining the essence of learning through student organisations towards student political awareness and engagement in tertiary institutions. Associated with the results of this study, there is a variation of motivation that can affect student enthusiasm in student organisations. So, the internal factors of students determine how inclined in activities in student organisations. 2) Students who declare positive ownership in the participation of student organisations can play a role in the miniature of the country so that they gain experience in growing awareness and political attachment to tertiary institutions. This finding confirms the claim that there are other "officers" in the efforts of political education in formal educational institutions. Meanwhile, students who stated negative ownership in the participation of student organisations were students who stated that the activities in student organisations were not sufficient to provide awareness and political engagement. Related to the findings of this research, to provide political awareness and attachment additional instruments are needed both in the form of political education with pedagogic and non-pedagogic principles. 3) There is an impact on the habits of students involved in student organisations on student political awareness and engagement in tertiary institutions. The findings of this study are a
manifestation of the affirmation that in the activities of student organisations, there is a hidden curriculum for students. 4) The existence of reconstruction in learning in Higher Education to provide experiences that can make students become agents of change in the 21st century of political awareness and engagement of students in Higher Education. The findings of this study indicate that Higher Education has had a scheme in preparation for 21st Century society. In the context of Indonesia, this is a breath of fresh air in determining the future of democracy and state administration.

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