

The Role of Self-Discipline in Motivating Students to Engage in Organizations and Hobbies Management to Improve Learning Outcomes

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ABSTRACT: This research aims to examine the role of self-discipline in motivating students to get involved in organizations and manage hobbies that have an impact on learning outcomes at the Faculty of Computer Science, Putra Indonesia University (YPTK) Padang. The method used in this research is a quantitative method with a survey approach, involving 100 students as respondents. Data was collected using a questionnaire that measures self-discipline, involvement in organizations, hobby management, and student learning outcomes, which are measured based on the Grade Point Average (GPA). The research results show that high self-discipline is positively related to active involvement in organizations and managing hobbies, which in turn contributes to improving student learning outcomes. Students with good self-discipline tend to have higher GPAs and can manage their time well between academic and non-academic activities. These findings emphasize the importance of developing self-discipline as a key factor in supporting students' academic success, and suggest that universities provide greater support for student involvement in organizations and managing hobbies to achieve balance in their personal and academic development

Keywords: Self-Discipline, Motivation, Organization, Hobbies, Learning Results

I. INTRODUCTION

Students in higher education face various challenges in living their academic and non-academic lives. Apart from meeting high academic demands, they are also faced with the need to develop themselves through involvement in organizations and other non-academic activities, including hobbies. These activities can enrich students' life experiences, but require the ability to manage time and priorities so as not to interfere with achieving academic goals. In this context, self-discipline is an important factor that influences how students can manage various aspects of their lives in a balanced way.

Discipline is the main key to achieving success and forming good behavior patterns, both in individual and social contexts (Sugai, G., & Horner, 2014); (Tarsan, 2022). Disciplined individuals can carry out tasks in an orderly and orderly manner, following the applicable rules, so that their lives become more orderly (Trisnawati, 2013). According to Endriani, (2017), and Şimşir, Z., & Dilmaç, (2022) Self-discipline is a person's conscious and responsible effort to regulate, control, and control their behavior and attitude in life so as not to harm themselves or others. Despite having extraordinary cognitive abilities, without a disciplined attitude, a person will have difficulty achieving success, including in the learning context for students, who need special attention to develop discipline in their learning process (Sobri, 2020); (Harita et al., 2022). Good self-discipline allows students to be involved in organizational activities and manage their hobbies without neglecting academic obligations, so as to achieve optimal learning outcomes.

Involvement in student organizations provides many benefits, such as developing leadership skills, teamwork, and communication abilities (Mustaqim & Wahjoedi, 2024); (Carter, D. F., Ro, H. K., Alcott, B., & Lattuca, 2016). However, to be actively involved in this organization, students need to have high self-discipline. They must be able to divide their time between lectures, academic tasks, and roles and responsibilities in the organization. Without strong self-discipline, students risk feeling overwhelmed and having difficulty achieving a balance between organizational activities and their studies. Apart from that, managing hobbies also requires self-discipline. Hobbies are often a means of reducing stress and improving students' psychological well-being (Xue, Q., Yang, J., Wang, H., 2022). However, to be able to enjoy hobbies without disrupting academic activities, students need to have the ability to set aside time wisely. With good self-discipline, students can enjoy their hobby activities while remaining focused on larger academic goals.

Student learning outcomes are not only influenced by academic intelligence but also by their self-management skills. Students who can manage time effectively, set priorities wisely, and maintain motivation to continue learning tend to have better

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learning outcomes (Saksana, 2024). Therefore, it is important to understand how self-discipline plays a role in motivating students to get involved in organizations and manage their hobbies, so that it can have a positive impact on achieving learning outcomes.

Several previous studies show that self-discipline has a significant influence on student involvement in organizations and managing their hobbies. For example, research by Haque, (2018) and Guetzoian, (2022) concluded that students who have a high level of self-discipline are more able to manage their time effectively between academic tasks and non-academic activities, including organizations and hobbies. This has a positive impact on their academic achievements, as self-discipline allows them to maintain a balance between studies and other self-development activities. Other research by Leithwood, K., & Jantzi, (2000) shows that students who are involved in student organizations tend to have better leadership and time management skills, which also contribute to improving their learning outcomes. In addition, research by George, G., & Thomas, (2021) revealed that effective hobby management, carried out with discipline, can reduce stress and improve students' psychological well-being, so they can focus more on their studies. Well-managed hobbies also help students to maintain higher learning motivation (Akhir et al., 2025). These findings indicate that self-discipline is not only important for time management but also for personal well-being and the development of skills that support academic success. Therefore, this research aims to further examine how self-discipline can motivate students to get involved in organizations and manage their hobbies, as well as its impact on their learning outcomes.

This research is a new approach in understanding the relationship between self-discipline, involvement in organizations, hobby management, and student learning outcomes. In contrast to previous research, which focused more on self-discipline in the context of time management and academic achievement, this research combines broader dimensions by highlighting how self-discipline plays a role in improving the quality of student involvement in organizations and managing their hobbies. This research also explores how self-discipline can motivate students to be active in organizations, manage hobbies, and stay focused on their academic studies, as well as exploring the positive impact of managing hobbies on psychological well-being, which can increase academic concentration and motivation. Thus, this research provides deeper insight into how self-discipline can create a balance between academic and non-academic activities, which ultimately contributes to students' holistic academic and personal success.

The paper aims to explore the role of self-discipline in motivating students to get involved in organizations and manage their hobbies, as well as analyze its impact on learning outcomes. By understanding the relationship between self-discipline, involvement in organizations, and hobby management, it is hoped that this research can provide useful insights for creating an academic environment that better supports students' holistic development.

II. METHOD

This research employs a quantitative approach. Sugiyono, (2019) states that a quantitative approach is a research method that uses concrete data in the form of numbers. A quantitative approach was chosen because it allows structured data collection and can be analyzed statistically to test the relationship between several variables studied, namely self-discipline, involvement in organizations, hobby management, and student learning outcomes. With this approach, researchers can obtain a clear picture of how big a role self-discipline plays in motivating students to get involved in organizations and manage hobbies that have an impact on their learning outcomes.

Population and Sample

The population in this study was students at the Faculty of Computer Science (FILKOM) Putra Indonesia University (YPTK) Padang. The target population is 100 students from various study programs at the faculty. The sampling technique used was simple random sampling, which provided an equal opportunity for each student to be selected as a respondent in this research. By using a sample of 100 people, it is hoped that the research results can represent the general student population of the Faculty of Computer Science.

Data Collection Procedures

The data collection process will be carried out by distributing questionnaires to students at the Faculty of Computer Science, Putra Indonesia University, who have been selected as respondents. This questionnaire will be given directly or via an online platform that has been prepared, with an explanation of the research objectives and clear instructions for filling out the questionnaire. Respondents will be given 1 week to fill out the questionnaire, and data collection will be carried out anonymously to maintain respondent confidentiality.

Data Analysis Techniques

After the data is collected, data analysis will be carried out using descriptive statistics to describe the characteristics of the respondents and each variable studied, such as average, standard deviation, and percentage. To test the relationship between existing variables, Pearson correlation analysis or multiple linear regression will be used if you want to test the influence of self-discipline, involvement in organizations, hobby management, and learning outcomes simultaneously.

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Pearson correlation analysis will be used to measure the extent of the relationship between two variables, for example, between self-discipline and involvement in an organization or between managing hobbies and learning outcomes. Meanwhile, multiple linear regression analysis will be used to determine the extent to which independent variables (self-discipline, involvement in organizations, and hobby management) can predict the dependent variable (student learning outcomes).

III. RESULT AND DISCUSSION

Result

This research was conducted to analyze the factors that influence students' Grade Point Average (GPA), with the main focus on three important aspects: self-discipline, involvement in organizations, and hobby management. These three factors were chosen because they are believed to have a significant role in shaping student academic outcomes. Based on the findings obtained, this research aims to provide deeper insight into the relationship between these factors and student GPA, as well as provide recommendations that can be used by universities to support overall student development. The following is a further description of the results of the research that has been carried out.

Table 1: Students with a GPA of 1.01 - 2.00

Characteristic	Score
Percentage of respondents	5%
Average self-discipline score	2,6
Involvement in the organization	Low
Management of hobbies	Irregular
Averages of GPA	1,5

This table describes the characteristics of students with a low GPA (1.01 - 2.00). This group only comprised 5% of the total respondents, which represents a relatively small number. They have a low self-discipline score, namely 2.6 on a scale of 1-5, which indicates that students in this group have difficulty managing time efficiently for academic activities, organizations, and hobbies. Their involvement in organizations is very low, and the management of their hobbies is irregular. This contributes to the low quality of their learning outcomes, reflected in the low GPA, namely 1.5.

Students with a GPA of 2,01 - 3,00

The group of students with a GPA of 2.01 - 3.00 covers around 40% of the total respondents. Students in this group have better self-discipline compared to the low GPA group, with an average self-discipline score of 3.3. However, they still face several obstacles in managing time and priorities between academic and non-academic activities. Their involvement in organizations is quite good, but not as intensive as groups of students with higher GPAs. Their hobby management is also orderly, but not balanced. Their average GPA is 2.7, better than the low GPA group.

Table 2: Students with a GPA of 2,01 - 3,00

Characteristic	Score
Percentage of respondents	40%
Average self-discipline score	3,3
Involvement in the organization	Pretty good
Management of hobbies	regular
Averages of GPA	2,7

Students with a GPA of 3,01 - 4,00

The group of students with a GPA of 3.01 - 4.00 is the largest group, namely around 55% of the total respondents. They demonstrated excellent self-discipline, with a mean self-discipline score of 4.2. They are very active in managing their time between academic activities, organizations, and hobbies. Their involvement in student organizations is very active, and many even hold important positions. The management of their hobbies is orderly and balanced, which contributes to their psychological well-being and supports better learning outcomes. Their average GPA reached 3.6, which was the highest among the three groups.

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Table 3: Students with a GPA of 3,01 - 4,00

Characteristic	Score
Percentage of respondents	55%
Average self-discipline score	4,2
Involvement in the organization	Very active
Management of hobbies	Regular and Balanced
Averages of GPA	3,6

Comparison of Self-Discipline Based on GPA Range

This table presents a comparison of student self-discipline levels based on GPA ranges. It can be seen that students with a GPA of 3.01 - 4.00 have the highest self-discipline score (4.2), followed by students with a GPA of 2.01 - 3.00 who have a self-discipline score of 3.3. Students with a GPA of 1.01 - 2.00 have the lowest self-discipline score, namely 2.6. This confirms that the level of self-discipline has a significant relationship with student GPA. The higher the self-discipline, the better the GPA achieved.

Table 4. Comparison of Self-Discipline Based on GPA Range

Range of GPA	Average Self-Discipline Score
1,01 - 2,00	2,6
2,01 - 3,00	3,3
3,01 - 4,00	4,2

The Effect of Involvement in Organizations on GPA

This table shows how students' level of involvement in organizations relates to their GPA. Students with a GPA of 1.01 - 2.00 have low involvement in organizations. Students with a GPA of 2.01 - 3.00 show quite good involvement, while students with a GPA of 3.01 - 4.00 are very active in student organizations. Active involvement in organizations helps students develop managerial, leadership, and collaboration skills that can support their academic success.

Table 5. The Effect of Involvement in Organization on GPA

Range of GPA	Involvement in Organizations
1,01 - 2,00	Low
2,01 - 3,00	Pretty Good
3,01 - 4,00	Very Active

The Effect of Hobby Management on GPA

The role of hobby management in supporting student learning outcomes. Students with a GPA of 1.01 - 2.00 tend to be disorganized in managing their hobbies, which can have an impact on their psychological well-being and study concentration. Meanwhile, students with a GPA of 2.01 - 3.00 are more organized in managing their hobbies. Students with a GPA of 3.01 - 4.00, apart from regularly managing their hobbies, also maintain a balance between hobbies, academics, and organizational activities, which has a positive impact on their mental health and learning outcomes.

Table 6. The Effect of Hobby Management on GPA

Range of GPA	Hobby Management
1,01 - 2,00	Irregular
2,01 - 3,00	Regular
3,01 - 4,00	Regular and Balanced

Summary of the Relationship between GPA and Supporting Factors

All data have been described previously, which includes comparisons between GPA ranges, self-discipline, involvement in organizations, hobby management, and average GPA. From this table, it can be seen that students with a high GPA (3.01 - 4.00) have the highest self-discipline scores, very active involvement in organizations, as well as regular and balanced management of their hobbies, which supports their better learning outcomes.

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Table 7: Summary of the Relationship between GPA and Supporting Factors

Range of GPA	Percentage of Respondents	Average Self-Discipline Score	Involvement in Organization	Average of GPA
1,01 - 2,00	5%	2,6	Low	1,5
2,01 - 3,00	40%	3,3	Pretty good	2,7
3,01 - 4,00	55%	4,2	Very Active	3,6

DISCUSSION

The research results show that self-discipline, involvement in organizations, and managing hobbies have a significant impact on students' GPA. Students who have high self-discipline, are actively involved in organizations, and manage their hobbies well, tend to have a higher GPA, which is reflected in the group of students with a GPA of 3.01-4.00 (55% of respondents). On the other hand, students with a low GPA (1.01-2.00) tend to have lower self-discipline and have difficulty managing time between academics, organizations and hobbies.

The results of this study confirm findings from previous research showing a positive relationship between self-discipline and learning outcomes. For example, research conducted by Duckworth, (2005) dan Geng & Wei, (2023) shows that students who have a high level of self-discipline tend to have better academic achievement. In this study, students with high self-discipline (average score 4.2 on a GPA of 3.01-4.00) showed more optimal learning outcomes. This is in accordance with previous research findings which state that self-discipline is very important in managing academic tasks and other activities, thereby influencing overall academic achievement. Apart from self-discipline, this research also found that involvement in student organizations influences learning outcomes. Students who are actively involved in organizations, especially those in leadership positions, have better time management, communication and collaboration skills. This finding is in line with research conducted by Farman et al., (2024) and Tsurayya, (2024), which states that student involvement in extracurricular activities can improve academic, interpersonal and self-development abilities. Students who have roles in organizations are usually more organized and can balance academic obligations with non-academic activities, which ultimately improves their academic performance.

In this research, good hobby management also showed a positive influence on learning outcomes. College students who have time to manage hobbies, such as sports, art, or other activities, report lower stress levels and better psychological well-being. This is related to the results of research conducted by Misra, R., & McKean, (2000), who found that recreational activities and time management for hobbies can help reduce stress, which has a positive effect on productivity and academic results. Students with high GPAs in this study, who also allocated time to their hobbies, showed better levels of motivation and concentration in studying.

This research is in line with several previous studies that examined the relationship between self-discipline, involvement in organizations, hobby management, and learning outcomes. For example, research by Marlina, (2023), shows that students' ability to manage themselves, including self-discipline, contributes to their academic achievement. This research adds insight by highlighting how involvement in organizations and managing hobbies also act as supporting factors for academic success. Some previous research focused more on self-discipline in an academic context only, but this research provides a more holistic understanding by including dimensions of non-academic activities that also influence academic achievement. Compared with research by Schmidt, (2018), which emphasizes the importance of time management to achieve good academic results. this research adds the variables of involvement in organizations and hobbies as factors that influence students' well-being, which in turn supports their academic results. This research also strengthens the argument put forward by Putri & Kurniawan, (2024) which states that active involvement in various activities outside the classroom contributes to the development of skills that greatly support academic achievement.

IV. CONCLUSION

It can be deemed that self-discipline, involvement in organizations, and hobby management have a significant influence on student learning outcomes. Students with high self-discipline, who are able to manage their time well between academic activities, organizations, and hobbies, tend to have a higher GPA. These findings confirm that self-discipline not only supports academic achievement but also facilitates students' engagement in non-academic activities that enrich their experiences and psychological well-being. Therefore, universities need to provide support in developing students' self-discipline and encouraging their involvement in organizations and managing hobbies, to achieve a balance that supports holistic academic success.

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