

Research Article

The Influence of Student Organizations, Role Conflict, and Self-Regulation on Students' Academic Achievement

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Abstract: This study aims to analyze the influence of student organizations, role conflict, and self-regulation on student academic achievement. This study uses a quantitative approach with a survey method. The research sample consisted of 200 students of the Faculty of Economics and Business, Universitas Negeri Surabaya (Unesa) who are active in student organizations. Data collection was conducted through distributing questionnaires with a Likert scale. Data analysis used multiple linear regression, accompanied by tests of validity, reliability, normality, multicollinearity, and heteroscedasticity. The results showed that student organizations have a positive effect on student academic achievement. Role conflict has a negative effect on achievement. And self-regulation has a positive effect on academic achievement. All three variables simultaneously have a significant effect on academic achievement. The results of this study confirm that involvement in student organizations can have a positive impact on academic achievement if combined with strong self-regulation skills and effective role conflict management. Therefore, developing self-regulation skills and time management training should be part of student organization development programs in higher education.

Keywords: Academic Achievement; Normality; Role Conflict; Self-Regulation; Student Organizations

1. Introduction

Higher education institutions have become one of the educational institutions expected to realize and realize national education goals. One of these goals is to develop students' talents and interests through student organization activities. Various student activities are expected to support the improvement of intellectual and behavioral abilities (Azidin et al., 2022). Developing student talents and interests through co-curricular and extracurricular activities as part of the educational process can be implemented through student organizations.

Student organizations are an important platform for students to develop interpersonal, leadership, and other soft skills that are beneficial not only during their studies but also in the workplace. Student involvement in student organizations often provides in-depth experience in time management, decision-making, and teamwork, all of which contribute to individual success (Putra, 2020). This participation can also expand students' social networks, which can indirectly support their academic achievement (Widarto, 2018).

However, challenges in organizations are unavoidable. One challenge that often arises is role conflict, a situation in which students must choose between academic responsibilities and organizational responsibilities. This role conflict, if not managed properly, can lead to stress, decreased motivation, and ultimately decreased academic performance (Mulyadi, 2019). Research by Ashforth and Mael (1989) shows that role conflict can impact individual efficiency, including in academic contexts. Furthermore, research by Greenhaus and Beutell (1985) states that role conflict is often caused by time pressure and incompatibility of demands between different roles. This challenge is also faced by FEB Unesa students who are active in student organizations. Some students experience a decline in academic performance after choosing to be active in student organization activities.

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In addition to organizational involvement and role conflict, self-regulation is a key factor influencing student academic achievement. According to Zimmerman (2002), self-regulation encompasses an individual's ability to plan, monitor, and evaluate their behavior to achieve specific goals. Students with good self-regulation tend to be able to balance their time between organizational activities and study, thereby improving their academic performance (Schunk & Zimmerman, 2012). Research by Pintrich (2004) also confirms that self-regulation enables students to manage adaptive learning strategies, especially when facing academic challenges. Furthermore, the relationship between self-regulation and academic success has been supported by international research. Duckworth and Seligman (2005) showed that self-control is a stronger predictor of academic achievement than intelligence quotient. This demonstrates the importance of self-regulation in managing the pressures of the various roles students hold.

Based on this explanation, this study aims to examine the influence of student organizations, role conflict, and self-regulation on student academic achievement. By understanding the interaction between these three variables, this study is expected to provide new insights into the factors that influence student academic success.

2. Literature Review

2.1 Learning Achievement

Learning achievement is the outcome attained by a person after participating in a learning process over a specific period, reflecting their level of mastery of knowledge, skills, and attitudes (Slameto, 2013). According to Winkel (2009), learning achievement is evidence of successful learning, usually expressed in the form of a grade or score based on an objective and systematic assessment. Psychologically, learning achievement is influenced not only by cognitive factors but also by motivation, environment, and emotions. Gagne and Briggs (1979) stated that learning achievement is the result of the interaction between an individual's internal conditions (abilities, interests, readiness) and external conditions (learning environment, teaching methods). In the context of higher education, learning achievement is often used as an indicator of academic success through the Grade Point Average (GPA). Learning achievement is a multidimensional outcome influenced by personal, social, and environmental factors. Therefore, higher education needs to emphasize the development of self-regulation skills, motivation, and social support to create a learning environment conducive to optimal academic achievement.

2.2 Student Organizations

Student organizations are a forum for student self-development formed within higher education institutions to channel aspirations, develop leadership potential, and cultivate social and academic responsibility (Ministry of Education and Culture, 2020). According to Astin (1999), student involvement in organizations is part of the student involvement theory the more physical and psychological energy students devote to campus activities, the greater their personal and academic development. Student organizations are an important instrument for character development. Through these activities, students learn time management, leadership, collaboration, and problem-solving (Arifin & Rahmawati, 2021). Participation in organizations provides significant benefits for the development of soft skills. Research by Komaraju et al. (2010) shows that organizational involvement can increase students' self-confidence, communication skills, and teamwork. Furthermore, active involvement can expand social and professional networks relevant to future careers (Astin, 1999; Hyer, 2019). Research by Rahayu and Lestari (2022) found that students actively involved in organizations demonstrated higher levels of social skills and adaptability than students who were inactive. These results align with Kusumawardani's (2021) findings, which state that organizational activity positively influences students' self-confidence and emotional maturity.

2.3 Role Conflict

Role conflict occurs when an individual faces two or more conflicting role demands, such that fulfilling one role can hinder the fulfillment of another (Kahn et al., 1964). In the context of college students, role conflict arises when academic responsibilities clash with other roles, such as being on an organizational board, working part-time, or holding social roles outside of campus (Greenhaus & Beutell, 1985). According to Robbins and Judge (2019), role conflict is a form of psychological stress that arises from a mismatch between role expectations and an individual's ability to manage time, energy, and responsibilities. This

conflict can be intra-role (conflict within one role) or inter-role (conflict between two different roles). In college students, role conflict typically occurs between academic and organizational roles, where time pressures, activity schedules, and differing responsibilities create priority dilemmas (Wulansari, 2024; Unja, 2020). Furthermore, social environmental factors, family demands, and academic pressures also exacerbate the potential for conflict (Aryee et al., 1999). Various studies have shown that role conflict negatively impacts psychological well-being, productivity, and academic outcomes. Greenhaus and Beutell (1985) in their classic model explained that role conflict causes stress, burnout, and decreased performance because individual resources are divided. In the context of higher education, Wulansari (2024) found that role conflict among active student organizations negatively impacted learning focus and academic engagement. This finding aligns with a study by Unja (2020), which found that role conflict leads to decreased concentration, delayed assignment completion, and a low cumulative grade point average (GPA).

2.4 Self-Regulation

Self-regulation is an individual's ability to consciously manage thoughts, emotions, and behaviors to achieve specific goals (Zimmerman, 2000). In an educational context, self-regulated learning (SRL) refers to the active process in which learners set learning goals, monitor progress, and adjust their learning strategies independently (Pintrich, 2004). According to Bandura (1991), self-regulation is at the core of social cognitive theory, which emphasizes that individuals have the capacity to regulate their actions through self-observation, self-evaluation, and self-reaction. Therefore, students with strong self-regulation skills tend to be better able to cope with academic pressure and maintain academic performance. Meanwhile, Pintrich (2004) adds that SRL encompasses four regulatory domains: cognitive, motivational, behavioral, and contextual regulation. Both models emphasize that SRL is not simply a cognitive ability but also encompasses control over emotions, motivation, and the learning environment. Previous research has shown that SRL has a positive relationship with academic achievement. Research conducted by Cahya and Rakhmawati (2025) explained that self-regulation has a positive effect on student learning outcomes. Zimmerman and Schunk (2011) emphasized that students with strong self-regulation skills tend to have better academic outcomes because they are able to plan and evaluate the learning process effectively.

3. Method

This type of research is a survey research with a quantitative approach, which aims to determine the effect of independent variables on the dependent variable. The independent variables in this study are student organizations (X1), role conflict (X2), and self-regulated learning (X3), while the dependent variable is student academic achievement (Y). The research sample consisted of 200 students of the Faculty of Economics and Business, Universitas Negeri Surabaya who were active in student organizations. The research instrument used a questionnaire with a Likert scale of 1–5. Meanwhile, academic achievement was obtained through documentation of Cumulative Grade Point Average (GPA) values. Before use, the research instrument was tested for validity and reliability. Construct validity was tested using factor analysis, while reliability was calculated using the Cronbach's Alpha coefficient, where the instrument is declared reliable if $\alpha > 0.70$. The data collection technique was carried out by distributing questionnaires online. The collected data were analyzed using multiple linear regression. The analysis was carried out through several stages, namely the analysis prerequisite test (normality, linearity, multicollinearity, and heteroscedasticity), then the t-test to determine the partial effect of each independent variable on learning outcomes, the F-test to determine the simultaneous effect, and the calculation of the coefficient of determination (R^2) to determine how much the variables X1, X2 and X3 contribute to Y.

4. Results

This study was aimed at students of the Faculty of Economics and Business, Unesa, who are active in student organizations. The aim was to determine the influence of student organizations, role conflict, and self-regulated learning on student academic achievement. The data collected were survey results, which were then analyzed and interpreted by the researcher to address the research problem. The following is a description of the data analysis and discussion of the research findings.

4.1 Validity and Reliability Test.

Validity tests is used to measure the validity of a research instrument. Validity testing is performed by comparing the calculated r value with the table r value. An item is considered valid if the calculated r value is greater than the table r value. To find the table r value, the formula $df = n - 2$ can be used, where n is the sample size used during the instrument trial. In this study, the sample size during the instrument trial was 30, with a significance level of 5%, resulting in an r value of 0.3610. The following are the results of the validity test conducted using SPSS software:

Table 1. Results of the validity test of variable X1 student organization.

Item Number	R	Description
X1.1	.669**	Valid
X1.2	.562**	Valid
X1.3	.517**	Valid
X1.4	.692**	Valid
X1.5	.538**	Valid
X1.6	.714**	Valid
X1.7	.580**	Valid
X1.8	.635**	Valid
X1.9	.599**	Valid

Table 2. Results of the validity test of the X2 role conflict variable.

Item Number	R	Description
X2.1	.691**	Valid
X2.2	.604**	Valid
X2.3	.552**	Valid
X2.4	.528**	Valid
X2.5	.702**	Valid
X2.6	.543**	Valid
X2.7	.566**	Valid
X2.8	.567**	Valid
X2.9	.665**	Valid

Table 3. Results of the validity test of the X3 self-regulation variable.

Item Number	R	Description
X2.1	.768**	Valid
X2.2	.714**	Valid
X2.3	.622**	Valid
X2.4	.611**	Valid
X2.5	.737**	Valid
X2.6	.745**	Valid
X2.7	.650**	Valid
X2.8	.722**	Valid
X2.9	.669**	Valid

The table above shows that 27 statement items have a calculated r coefficient value $> r$ table, meaning the statement items are declared valid.

To complete the validity test, a reliability test was conducted to ensure the questionnaire used can be trusted as a data collection tool. The basis for decisions in the reliability test is based on the Cronbach's Alpha value. The following are the results of the reliability test.

Table 4. Reliability test results.

Variabel	Cronbach's Alpha	N of Items	Description
X1	0,878	9	Reliabel
X2	0,863	9	Reliabel

X3	0,966	9	Reliabel
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The table above shows that all variables received a Cronbach's Alpha value > 0.700 , and it can be concluded that all variable items are reliable and can be used for research.

4.2 Multicollinearity Test

A multicollinearity test is conducted to determine whether there is a high correlation between the independent variables in a regression model (Nazaruddin and Basuki, 2016). Multicollinearity can be determined from the tolerance value and Variance Inflation Factor (VIF) in Collinearity Statistics. If the tolerance value is > 0.10 and the VIF value is < 10 , multicollinearity is not present. The results of the multicollinearity test are presented in Table 5 as follows:

Table 5. Multicollinearity Test Results.

Model Constant	Collinearity Statistics		Description
	Tolerance	VIF	
X1	.652	1.263	No multicollinearity
X2	.702	1.352	No multicollinearity
X3	.565	1.232	No multicollinearity

The table above shows that the tolerance value for each variable is > 0.1 and has a VIF value < 10 , so it can be concluded that multicollinearity does not occur in each variable.

Normality Test

The normality test is performed to determine whether the residual values in the regression model are normally distributed. The data normality test uses the One-Sample Kolmogorov-Smirnov Test, comparing the Asymptotic Significance value with a significance level of 5%. If the sig value is $> \alpha$ (0.05), the data is declared normally distributed. The results of the data normality test using the One-Sample Kolmogorov-Smirnov test are presented in the following table:

Table 6. Normality Test.

Normality Test	Terms	Conclusion
0,184	$> 0,05$	Normal

Table 6 shows that the Asymp. Sig. (2-tailed) value in the One-Sample Kolmogorov-Smirnov test for all residual data used in this study is $0.184 > 0.05$. This indicates that the entire data used as the research sample is normally distributed.

4.3 Heteroscedasticity Test

The heteroscedasticity test is used to determine whether there is inequality in the variance of the residuals for all observations in the regression model. The heteroscedasticity test in this study was conducted using the Glejser Test. The results of the heteroscedasticity test in this study are shown in the following table:

Table 7. Heteroscedasticity Test Results

Variabel	Sig. (2-Tailed)	Conclusion
X1	.778	No Heteroscedasticity
X2	.667	No Heteroscedasticity
X2	.646	No Heteroscedasticity

Based on Table 7, it can be concluded that the significance value of each independent variable in this study is greater than > 0.05 . X1 is 0.768, X2 is 0.663. Therefore, it can be concluded that the research data does not experience heteroscedasticity.

Regression Analysis

Regression analysis is intended to determine the extent of the influence of independent variables on dependent variables.

Table 8. Regression Analysis.

Model	Unstandardized Coefficients
(Constant)	2,940
Organization	0,290
Role Conflict	-0,135
Self-Regulation	0,352

From the table above, the regression equation model is obtained: $Y = 2.940 + 0.290X_1 - 0.135X_2 + 0.352X_3$. The regression equation model has a constant value (α) = 2.940, meaning that if the independent variable is constant or fixed, then the value of the dependent variable is 2.940. The student organization variable gets a coefficient value of 0.290 (positive value), meaning that if the student organization increases by one (1) unit, then academic achievement will increase by 0.290. And the coefficient value of the role conflict variable is -0.135 (negative value), meaning that if the role conflict increases by one (1) unit, then academic achievement will decrease by 0.135. And if self-regulation increases by one (1) unit, then academic achievement will increase by 0.352.

Table 9. t-Test Results.

Variable	T	Sig.
Organization	3,768	0,000
Role Conflict	-2,273	0,001
Self-Regulation	5,908	0,000

Based on the analysis results, it was obtained that the calculated t value of the self-regulated learning variable (X_1) was $3.768 > t$ table 1.971 with a significance value of 0.000 which was smaller than the specified significance level. The learning facilities variable (X_2) obtained a calculated t value of $2.273 > t$ table 1.971 with a significance value of 0.001 smaller than the significance level of 0.05. And the self-regulation variable (X_3) obtained a calculated t value of $5.908 > t$ table 1.971 with a significance value of 0.000 smaller than the significance level of 0.05. It can be interpreted that the variables of student organizations, role conflict and self-regulation partially influence student achievement.

The F-test is used to test the hypothesis of the simultaneous influence of student organizations, role conflict, and self-regulation on student academic achievement. The criterion used in this test is the probability value (sig). If the sig value is $<5\%$ or 0.05, then the regression model is suitable. Conversely, if the sig value is $>5\%$, then the model is not suitable for use as a regression model.

Table 10. F Test Results.

Model	F	Sig.
Regression	16,798	0,000

Table 10 above shows the results of the f-test with a calculated f-value of 16.798 and a sig value of $0.000 < 0.05$. It can be concluded that the regression model used is suitable for use. Therefore, it can be concluded that there is a simultaneous influence between student organizations, role conflict, and self-regulation on student achievement.

The coefficient of determination test aims to measure the extent to which an independent variable explains variation in a dependent variable. The following is a model summary table showing the R (coefficient of determination) value for a model:

Table 11. Determination Coefficient Test.

R	R. Square	Adj. R Square
0,768	0,590	0,555

Based on the results in Table 11, it can be concluded that the Adjusted R Square value is 0.555. This means that 55.5% of the student learning outcomes can be explained by student organizations, role conflict, and self-regulation. The remaining 44.5% is influenced by other variables outside the study.

5. Discussion

The results of this study indicate that student organizations, role conflict, and self-regulation simultaneously have a significant influence on the academic achievement of students at the Faculty of Economics and Business, Universitas Negeri Surabaya (Unesa). Partially, student organizations and self-regulation have a positive influence on academic achievement, while role conflict has a negative influence. The following discussion explains these results, supported by theory and previous empirical findings.

The Influence of Student Organizations on Academic Achievement

Research findings indicate that the higher a student's level of involvement in student organizations, the higher their academic achievement. These results support Astin's (1999) theory of Student Involvement, which states that students' academic and personal

development is highly dependent on the amount of physical and psychological energy they invest in campus activities. Student organization activities help students develop soft skills such as communication, collaboration, leadership, and time management. Research by Arifin & Rahmawati (2021) concluded that organizational involvement positively contributes to the development of students' social skills and responsibility for learning. Furthermore, Hyer (2019), in her research at Boise State University, found that student participation in campus organizations positively impacts motivation and academic outcomes because students become more engaged with the learning community. Thus, these research findings reinforce the view that student organizations are not only a means for non-academic activities but also contextual learning spaces that help students improve their academic and personal competencies.

The Effect of Role Conflict on Academic Achievement

Research results indicate that role conflict negatively impacts student academic achievement. This finding is consistent with the Role Conflict theory by Greenhaus & Beutell (1985), which explains that individuals facing two different role demands are likely to experience psychological distress, stress, and fatigue, which can reduce performance. In the student context, conflict arises when academic responsibilities clash with organizational activities. Wulansari (2024) found that students actively involved in organizations experienced decreased concentration and academic delays due to overlapping role demands. A similar finding was found by a study from the University of Jambi (Unja, 2020), which reported that students with high organizational burdens tended to have lower GPAs than students who were inactive. Therefore, role conflict must be managed through time management and self-regulation strategies so that students can continue to meet academic demands without sacrificing social engagement in organizations.

The Influence of Self-Regulation on Academic Achievement

Self-regulation variables demonstrated the strongest positive influence on student academic achievement. These results align with the Self-Regulated Learning (SRL) theory proposed by Zimmerman (2000) and Pintrich (2004), which states that students with strong self-regulation skills are able to set learning goals, monitor progress, and adjust learning strategies independently. Research by Lestari (2024) showed that students with strong self-regulation skills are able to maintain a balance between organizational activities and academic tasks. Furthermore, Dent & Koenka (2016) and Xu et al. (2023) found, through meta-analyses, that SRL strategies have a significant positive correlation with academic achievement at various levels of education. This confirms that self-regulation functions as a protective factor, able to mitigate the negative impact of role conflict and strengthen the positive influence of organizational involvement on academic achievement.

Simultaneous Analysis

The F-test results indicate that all three variables together significantly influence academic achievement. The Adjusted R^2 value of 0.555 indicates that 55.5% of the variation in student academic achievement can be explained by these three factors. These results indicate that student academic success is influenced not only by intellectual ability but also by behavioral factors (self-regulation), social factors (organizational involvement), and psychological factors (role conflict). Therefore, student development strategies in higher education need to consider the balance between academic aspects and student activities.

6. Conclusion

Based on the data analysis and discussion, it can be concluded that student organizations, role conflict, and self-regulation influence student academic achievement, both partially and simultaneously. Students who are active in organizations have greater opportunities to develop leadership, communication, and time management skills. This involvement provides contextual learning experiences that can increase responsibility and independence in learning, thus impacting academic achievement.

The overlap between academic responsibilities and organizational activities creates time pressure and stress, which can ultimately reduce focus and learning productivity. Students who are unable to balance these two roles tend to experience decreased academic achievement.

Students' ability to plan, monitor, and evaluate the learning process has been shown to be a crucial factor in maintaining academic performance, especially for students who are active in organizations. Students with strong self-regulation are better able to adapt to academic pressures and dual roles.

Overall, this study confirms that student organization involvement can positively impact academic achievement if supported by strong self-regulation skills and effective management of role conflict. Therefore, students need to develop self-regulation skills to optimally balance organizational and academic activities.

Limitation

This study has several limitations that should be considered when interpreting the results and developing further research. The study was conducted only on students from the Faculty of Economics and Business, Universitas Negeri Surabaya who were active in student organizations. This limits the generalizability of the results, as organizational dynamics, academic workload, and campus culture may differ across faculties or universities. This study did not qualitatively explore students' experiences of role conflict and their self-regulation processes. Future mixed-method approaches could provide a richer and more comprehensive understanding of the inter-variable relationship mechanisms.

As a follow-up to the aforementioned limitations, future researchers are advised to expand the study population to various universities and fields of study to obtain a more general picture. Combining quantitative and qualitative methods can explore the dynamics of role conflict and self-regulation strategies in more depth. Also, include mediating or moderating variables such as academic motivation, social support, or academic stress to create a more comprehensive model of the relationships between the variables.

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