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The role of organisational experience to support job readiness: A phenomenological approach of fresh graduates

Pryo Handoko

Sekolah Tinggi Ilmu Administrasi BANTEN (STIA BANTEN), Pandeglang, Banten Province, INDONESIA

Abstract. We have known that organisation provides positive values that will make students get new experiences that will not be possible from the lecture hall alone. Organisational activities will provide space for students to be creative and active more widely. Students will interact a lot with other people from different backgrounds. This study aims at answering the questions on what experiences gained by fresh graduates by joining actively in student organisation, what factors cause students not interested in joining organisations, and what solutions must be taken so that the quality of student organisations can be maintained. In this research, a phenomenological approach is employed and semi structured interviews were conducted to a total of 40 participants, consist of 15 fresh graduates who were active in organisations, 15 fresh graduates who were not active in organisations and 10 HRD managers. The research proved that fresh graduates who were active in student organisations have better skills in communication, broader insights that are able to hone creativity and critical thinking, have the ability to work together, higher responsibility and maturity, and are able to adapt to the new environment, so that they are more prepared to enter the world of work.

Keywords. fresh graduates, job readiness, organisational experience

Introduction

Students cannot be denied that they are the nation's front guard in the nation's progress. It is also undeniable that the history of the nations of the world has never ordained the role of students. Students are one of the important components of a college or university. Being a student is certainly not something easy, but by being a student one can have the opportunity to learn more and develop one's potential. One of the things that can be learned is by following and being active in an organisation, because there are so many benefits of the organisation for all students. This is where students' communication and emotional quotient skills will be trained in dealing with various problems and conflicts that occur. The thinking maturity of students will grow along with being active in organisations on campus. In fact, the organisational experiences will more or less help students in facing the world of work after graduating from universities¹.

Efforts to foster students' interest in organisation must be a concern of parents, students, and campus authorities. Efforts to build communication to provide a better understanding of the importance of organisation both for parents and students need to be done, and not less important,

¹ <https://www.kompasiana.com/bamboed/5500123ba333111e7350f89c/rendahnya-minat-mahasiswa-berorganisasi-di-kampus>

support from the campus authority policies that are able to increase students' interest in organisation must also be done.

Organisational experience has many benefits that we cannot only feel the impact when we were students but will also be felt until we work. In fact, it is not uncommon for the myriad of organisational experiences that we can use as powerful weapons when becoming job seekers. However, until now there are still many students who have not realised the importance of joining an organisation and the benefits it can give. Organisational experience at campus is one way for students to get technical field knowledge, so that activists know the level of difficulty and ease in running an organisation, this is according to the opinion of [1] "Experience is knowing or learning through one's own action or reaction, dexterity or knowledge gained by doing something, knowledge gained from experimenting and practicing life through events and emotions." Through organisational experiences on campus, students who are active in organisations generally will more quickly understand themselves, find their identity and life principles, so that they can manage themselves and their time properly to achieve their targets. The facts have proven this. Organisation tends to create self-understanding, identity, life principles, character, self-confidence and skill.²

This will affect when the student graduates and will start a career in a company or institution. Based on the description above, the purpose of this study is to answer the following questions: (1) What experiences have fresh graduates gained from actively joining student organisations at universities, (2) What factors cause students not interested in joining organisations on their campus, (3) What is the solution must be done so that the quality of student organisations can be maintained. This research will make a major contribution to universities in order to improve the quality of student organisations so that when they graduate, they have a better job readiness.

Literature Review

Definition of Organisation

[2] quoted the definition of organisation from Mathis and Jackson as follows: "Organisation is a social unit of a group of people who interact with each other according to a certain pattern so that each member of the organisation has their respective functions and duties, as a unit that has a specific purpose and has clear boundaries, so that it can be separated." [3] suggests several quotes about organisational understanding such as the statement from Louis A. Allen: "Organisation as a process of determining and grouping work to be done, assigns and delegates authority and responsibility with a view to enabling people to work together effectively in achieving goals ". James D. Mooney: "Organisation is every form of human union, to achieve a common goal". Koontz and O' Donnel: "Organisation is a fostering of authority relations and is intended to achieve structured coordination, both vertically and horizontally between positions that have been assigned specific tasks needed to achieve company goals. So organisation is the structural relationship that binds the company \in which the basic framework on which individuals seek to be coordinated. " [4] expressed the opinion of Stephen Robbins: "An organisation is a social unit that is deliberately established for a relatively long period of time, consisting of two or more members who work together and are coordinated, have certain work patterns that structured, and established to achieve a specific goal ". Meanwhile, David Cherrington stated that: "Organisation is a social system that has an orderly pattern of work that is founded by humans and consists of a group of people in order to achieve a certain goal."

² <http://repository.uin-suska.ac.id/6364/3/BAB%20II.pdf>

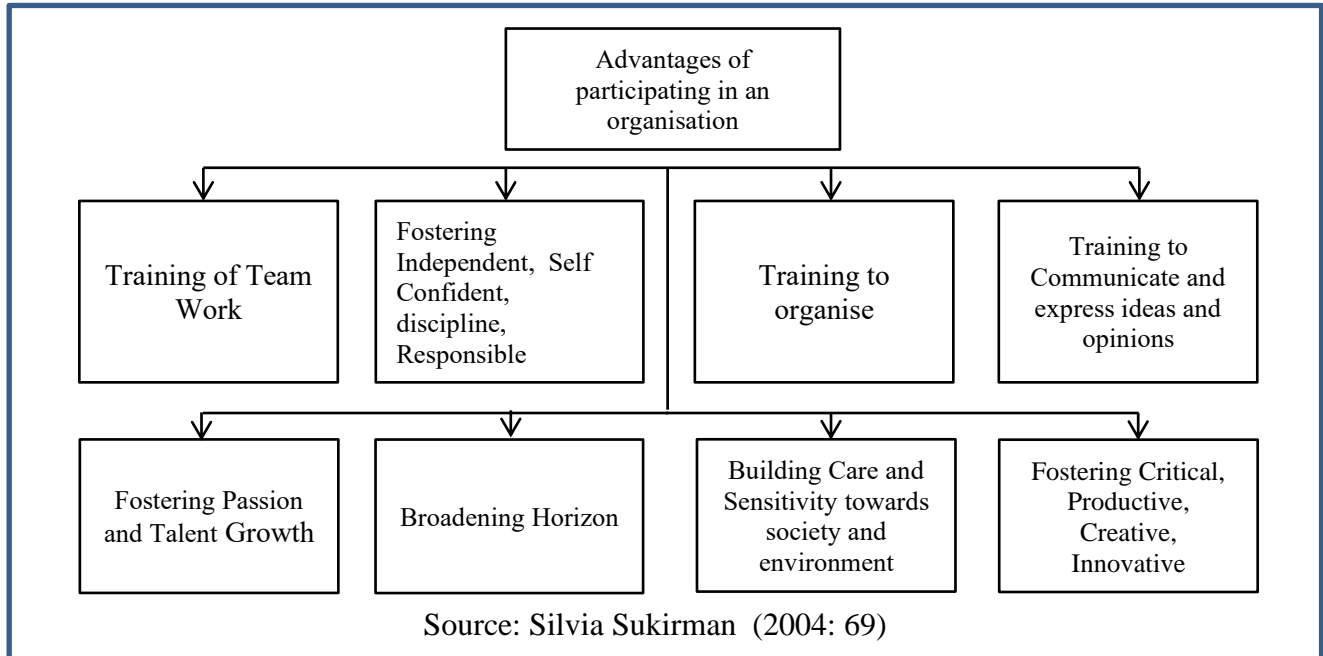
Student Organisations

Student organisations are an important part of the world of campus academics, because student organisations are able to understand many things outside of college or of course as material for self-development and achievement, in the fields of sports, journalism, student associations related to their respective majors, outdoor activities and so on. As a group of students, there will be many relationships or interactions that occur between their members in student organisation. Harmonious member relationships will lead to satisfaction within their members. Students who are involved in student organisations have a tendency to relate more frequently to other people. They will more often meet and interact with fellow members or with parties related to the student organisation. Thus their skills in communication will be increasingly honed due to the high frequency of interactions [5].

According to [6] regarding organisations that are followed by students or what is commonly referred to as student organisations or student organisations, he argues: Basically, student organisation in a university is organised on the basis of the principles of by and for the students themselves. The organisation is a vehicle and means of student development towards broadening the horizons of increasing knowledge as well as the integrity of the students' personality. Student organisations are also a forum for the development of extra-curricular activities for students in tertiary institutions which include the development of reasoning, science, interests, talents and hobbies of the students themselves.

Based on the description above, it can be concluded that the activities of student organisations include the development of reasoning, science, interests, talents and hobbies that can be followed by students at the department, faculty and university levels which aim to broaden their horizons, knowledge and shape students' personalities. The campus as part of the social environment becomes a place for strengthening the intellectual capacity of students scientifically and as a place for the formation of student morale and personality through the activities of student organisations in it. Various student activities are held in order to support the creation of a whole student personality. However, in most universities, organisations are activities that are not compulsory or important options for students to participate in, during their studies so that it complements learning outcomes as a whole. According to [7] participating in organisational activities will get the following benefits: 1) Training to work together in the form of a multi-disciplinary work team, 2) Fostering an independent, confident, discipline and responsible attitude, 3) Training to organise, 4) Training to communicate and express opinions in public, 5) Fostering and developing interest and talents, 6) Broadening horizon, 7) Increasing the sense of care and sensitivity to the community and the student environment. 8) Fostering critical, productive, creative and innovative abilities.

Figure 1
Advantages of participating in an organisation



The existence of student organisations in higher education is important in the framework of student self-development. This is confirmed by the existence of Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education Article 77 concerning Student Organisations. The above statement makes it clear that student organisations function to train students to be ready to enter society. In student organisations, students are required to have the courage to express their opinions, have the courage to make decisions quickly, have the power of responsibility, and develop civic skills. In addition, student organisations have a strategic role to realise student ideals and become a place to develop their potential, both academically and in an organisation. As a progressive, creative, and critical student, he must be able to take this role.

Work Readiness of Fresh Graduates

According to [8], "Readiness is a competency so that someone who has competence means that someone has sufficient readiness to do something," efforts to improve the ability to work which consists of knowledge, expertise and attitudes of a person. This means that a person is said to be ready to work if he is able to increase his / her abilities such as the knowledge that has been received during school or through experiences from the surrounding environment. In the world of work, attitude is also one that must be owned, someone with a good attitude will quickly be accepted in the work environment, on the other hand, someone with a bad attitude will find it difficult to adjust to the work environment or be difficult for others to accept.

[10] says that the factors that affect job readiness are: 1) Knowledge and insight, 2) intelligence, 3) talent, 4) interests, 5) attitudes, 6) values, 7) personal characteristics, 8) work social psychological environment, 9) job prospects, career opportunities, 10) types of work, 11) and job characteristics. When the influencing factors are positive factors, it is likely that someone's job readiness will be increasingly high. These influencing factors are sometimes used as a consideration for a company to be able to accept someone to work. Work readiness that a

person has will give him more value, because someone who has work readiness must have prepared everything that might be needed when he enters the world of work. Someone who has work readiness will make him able to face every challenge, problem, and various things he will encounter while working.

There are several factors that can affect student work readiness, namely internal factors and external factors according to Ketut [11]. Internal factors include: intelligence, motivation, work experience, attitudes, talents, and interests, while external factors include: parental guidance / support, peer conditions, and the condition of the surrounding community, in this case the teachers. These factors can be said to affect the readiness of students in entering the world of work which will later be able to provide instructions in increasing work readiness.

[12] also says that there are 2 factors that affect work readiness, namely: 1) Internal factors, namely factors that come from students, include physical and mental maturity, pressure, creativity, interest, talent, intelligence, independence, mastery of science, field work practice and motivation. 2) External factors, namely factors that come from outside the learners include the role of the community, family, school facilities and infrastructure, information on the world of work and organisational experience.

Agus Fitriyanto in [13] states that the aspects of work readiness are as follows: 1) Having the ability to work together, regarding how the individual works with teammates and collaborates with other parties, 2) Responsible, regarding how he can complete assigned tasks, initiative in decision making, has calm thinking in taking risks, has high commitment, 3) Having a critical attitude and cooperating with others, 4) Having the ability to adapt to the environment, regarding how to adapt to the new environment in the world of work after graduation, 5) Having logical considerations, such as having good judgment in an activity, being able to make decisions well and being able to understand the procedures for a given task, 6) Having an ambition to advance and follow developments in areas of expertise. Sukirin in [14] explains that someone who has work readiness must have considerations, namely: 1) have logical and objective considerations, 2) have the willingness and ability to cooperate with others, 3) have a critical attitude, 4) have the ability to adapt to the environment, 5) have the courage to accept responsibility 6) have the ambition to go forward and try to keep up with developments in accordance with their expertise.

Table 1
Work Readiness Aspects

Agus Fitriyanto in Muntafi' (2016: 16)	Sukirin in Widyatmoko (2014: 9)
1) Have the ability to work together, (work with teammates and work with other parties)	1) Have logical and objective considerations
2) Responsible for completing assigned tasks, initiative in decision making, calm in thinking in taking risks, has high commitment	2) Have the willingness and ability to cooperate with others.
3) Have a critical attitude and working with others, regarding how he communicates well, has high self-confidence, how he contributes to an activity	3) Have a critical attitude
4) Have the ability to adapt to the environment, regarding how to adapt to the new	4) Have the ability to adapt to the environment

environment in the world of work after graduation	
5) Have logical considerations, such as having good judgment in an activity, being able to make decisions well and being able to understand the procedures for a given task	5) Have the courage to accept responsibility
6) Ambitious to advance and follow the development of the field of expertise, regarding the hard ability to complete tasks and work, not feeling satisfied in completing tasks and oriented to progress by following the development of the field of expertise.	6) Have the ambition to move forward and try to keep up with developments in accordance with their expertise

Sources : Agus Fitriyanto in Muntafi' (2016:16) and Sukirin in Widyatmoko (2014:9)

According to Sarwono and Priambodo in [15] describes 5 characteristics of students who are active in student organisation activities, namely: (1) always want to be actively involved in management (participate and be active in managing, leading, and organising), (2) tend to often sit and chat in the room / office of the organisation and the news circulating on and off campus, (3) use more of their free time for non-academic matters, (4) tend to have broader insight (sensitive and critical) related to developments in the outside world as well as what happens on campus, and (5) have the ability to communicate and opinions effectively.

Research Method

This research uses a qualitative approach. [16] states: "qualitative research is 'interpretive' research, in which you make a personal assessment as to a description that fits the situation or themes that capture the major categories of information. The interpretation that you make a transcript, for example, differs from the interpretation that someone else makes. This does not mean that your interpretation is better or more accurate; it simply means that you bring your own perspective to your interpretation." Based on Creswell's opinion above, it can be explained that qualitative research is a research process to understand certain research methodological traditions by investigating social or human problems.

A qualitative research approach is also called a naturalistic approach because the situation in the research field is natural or natural, as it is, and not manipulated. In addition, according to [17] qualitative research is a research procedure that produces qualitative data in the form of written and spoken words from the behaviour of the people being observed. By using this qualitative research method, researchers will obtain data through direct observation and be involved in research directly according to the problems to be studied that are related to social phenomena.

Phenomenology seeks to understand how humans construct important meanings and concepts within the framework of inter-subjectivity (our understanding of the world is shaped by our relationships with other people) [18]. Phenomenology assumes that people actively interpret their experiences and try to understand the world with their personal experiences [19]. The visible phenomenon is a reflection of reality which cannot stand alone, because it has a meaning that requires further interpretation. These phenomenological figures include Edmund Husserl, Alfred Schutz and Peter L. Berger and others. Phenomenology also seeks to reveal the meaning of one's experience. The meaning of something someone experiences will depend on

how people relate to something [20]. In line with that, according to [21], phenomenology is concerned with the appearance of an object, event, or condition in our perceptions. Knowledge comes from conscious experience, in our perceptions. In this case, phenomenology means letting something come to manifest itself as it is.

In this study, data collection was carried out by in-depth interviews. Semi structured interviews were conducted with 30 fresh graduates who were grouped into 15 fresh graduates who had actively participated in university organisations, to obtain data on their experiences in organisation activities and what the benefits for them, and 15 more fresh graduates who had never joined the organisation before, to get data on what made them not interested in joining the organisation. By exploring each personal experiences, the phenomenological approach is very suitable for the purpose of this study. In addition, in order to obtain data related to the readiness of fresh graduates to work, the researcher interviewed 10 HRD heads of private companies.

The data analysis technique that will be used in this research is a modification of the phenomenological analysis technique from Van Kaam in [22] whose stages are: (1) Listing and Preliminary Grouping. List all expressions relevant to the experience, namely a list of answers to the participants or research respondents; (2) Reduction and Elimination. To test each existing expression with the following two requirements: (a) Does the expression contain an important moment of experience and contain sufficiently basic elements to understand the phenomenon? (b) Does the expression allow to be grouped into a large group and labelled? 3) Clustering and Thematizing the Invariant Constituents (Thematic portrayal). These grouped and labelled constituents are the core theme of the experience. So the themes in thematic portrayal are the common threads of the answers of all respondents; (4) Final Identification of the Invariant Constituents and Themes by Application: Validation. What is done in this stage is to check the invariant constituents and the accompanying themes against the complete records of the research respondents' statements; (5). Individual Textural Description. By using an invariant constituent and a valid and relevant theme from the previous stage, an Individual Textural Description can be compiled from the experiences of each research respondent; (6). Individual Structural Description. The results of compiling Individual Textural Description and Imaginative Variation will build Individual Structural Description from the experiences of each research respondent; (7). Textural-Structural Description. This stage is a process of combining the Textural Description and Structural Description from the experiences of each of the research respondents.

Research Findings

From interviews with 30 fresh graduates (15 who were active and 15 not active in university student organisations) and 10 HRD Managers, the following data were obtained:

Table 2

Excerpt of the interview with 15 fresh graduates who were active in organisation

Questions	Responses
How was your experience joining organisations at university?	<p>(1) Being actively involved in student organisations is something that is very exciting because it can expand networks, not only with students at the same university but also with parties outside the university.</p> <p>(2) A lot of new knowledge is obtained from training activities related to soft skills such as communication, Character Building, and Leadership.</p>

	<p>(3) Activities in organisations support academic achievement.</p> <p>(4) Activities in the organisation support apprenticeship and work readiness.</p> <p>(5) Activities in the organisation to support the obtaining of scholarships.</p>
What are the benefits of joining in organisation?	By being active in organisation, it will broaden the insight and knowledge and shape the student's personality.
	By joining an organisation, the ability to communicate will be more honed due to the high frequency of interactions.
	By participating in organisational activities will get the following benefits. 1) Training to work together in the form of a multi-disciplinary work team. 2) Fostering an independent, confident, disciplined and responsible attitude. 3) Training organisation. 4) Training to communicate and express opinions in public. 5) Fostering and developing interest and talents. 6) Adding insight. 7) Increasing a sense of care and sensitivity to the community and student environment. 8) Fostering critical, productive, creative and innovative abilities.

Table 3
Interviews with 15 fresh graduates who have participated in student organisations, but decided to quit

Questions	Responses
What made you not interested in joining student organisations?	<p>(1) Just a waste of time. Better to use for studying or reading.</p> <p>(2) There is no obligation from the university that each student must join one of the student organisations on campus.</p> <p>(3) Leave the organisation, because there are more conflicts and fights in meetings.</p> <p>(4) It is very rare for lecturers to provide guidance in student organisations.</p> <p>(5) Many students do not understand how to manage an organisation so that they eventually become authoritarian leaders.</p> <p>(6) There has never been any training related to leadership and organisational management for all leaders, from BEM to members of the student senate.</p>

<p>What do you think is the ideal organisation?</p>	<ol style="list-style-type: none"> (1) Must be able to equip its members to understand how to be the ideal leader. (2) There must be leadership training in the form of training, workshops or seminars periodically by inviting resource persons or coaches from professional institutions. (3) Student organisations are given freedom in carrying out their programs but there must still be supervision from lecturers who are given responsibility so that the running of the organisation remains in accordance with university regulations. (4) A good organisation must have a clear statute / ART and must have a high commitment to each of its members according to the vision and mission of the organisation.
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Table 4
Excerpt of the interviews with 10 HRD Managers

Questions	Responses
<p>Does student organisational experience affect readiness to enter the world of work?</p>	<p>Very influential on readiness to enter the world of work because students who are active in organisations will have:</p> <ol style="list-style-type: none"> (1) Ability to work together, (2) The ability to adapt to the environment, (3) Responsibility for completing assigned tasks, and taking initiative in decision making, (4) A critical attitude and able to cooperate with others, and have high self-confidence, (5) Logical considerations, such as having good judgment in an activity, being able to make decisions well, (6) The ambition to move forward and try to keep up with developments in accordance with the area of expertise they have.
<p>What are the advantages of students who have organisational experience?</p>	<ol style="list-style-type: none"> (1) Always want to be actively involved in management (participate and be active in managing, leading and organising), (2) Using more of his spare time for non-academic matters, (3) Tend to have broader insight (sensitive and critical) related to developments in the outside world as well as what happens on campus, and (4) Have the ability to communicate and opinions effectively.

Discussion

The results of interviews with 15 students who were active in student organisations at the university show that being actively involved in student organisations can expand networks, not

only with other students in the same university but also with parties outside the university. In addition, students will also broaden their perspectives because in organisations there were also many kinds of training related to soft skills, as said by one fresh graduate:

"Students who are active in organisations can be seen from the way they communicate, how to lead group work, and how to solve problems. I managed to get a scholarship to continue my study abroad because of my activities in organisations. I got a lot of links and information about international scholarships, so that I could broaden my horizons. Besides that, being active in the organisation also sharpens my creativity and makes me more skilled and creative at various innovations. Directly or indirectly, my activeness in the organisation really supports my academic achievement." (AM- student)

This is in accordance with what [5] said that students who are active in organisations, their communication skills will be more honed and their insights will be broader [6]. Students who are active in organisations will also have high creativity so that they will have the ability to make breakthroughs for various innovations as stated by [7].

This is also in accordance with the statement of the head of HRD that students who are active in organisations tend to have broader insights (sensitive and critical) regarding developments in the outside world as well as those that occur on campus, and have the ability to communicate and opinions effectively as stated by Sarwono and Priambodo in [15]. Therefore it is not surprising that almost every company or institution always includes organisational experience as one of the conditions that determines whether or not a candidate applying for a job to his institution is accepted.

Meanwhile, from the interviews with students who have joined organisations but then decided to quit, it was found that in general the organisations that the students participated in were student organisations that lacked supervision from the university so they did not have a clear program of activities, no leadership training program and guidance for members so that they did not understand what an ideal leader should be. It is not surprising that in almost every meeting or group work there was frequently conflict among its members.

Conclusion

From the analysis above, it can be concluded that student organisation if managed properly will provide great benefits for its members. The benefits include communication skills, broad insights that are able to hone creativity and critical thinking, have the ability to work together, and ability to adapt to the environment. Students who are active in organisations tend to have logical considerations before making a decision so that they show high responsibility. This shows a good attitude of maturity and sufficient readiness to enter the world of work. For further research, the researcher suggests to carry out a study on student organisations with a different approach.

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