

Linking Academic Learning and Student Organizations to Character Development: A Study of Self-Growth among University Entrepreneurship Students

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ABSTRACT

This study examines the influence of academic learning and student organizational involvement on self-growth and character development among first-year students of the Entrepreneurship Study Program at the Faculty of Economics and Business, Universitas Negeri Makassar. Conducted through a comprehensive quantitative approach, the research involved a total of 142 new students, with 67 selected as respondents using probability sampling to ensure accurate population representation. Data were systematically collected using a structured questionnaire. The study adopts a modern entrepreneurship theoretical framework that integrates character development, academic learning, and student organizational dynamics. The findings reveal a significant positive relationship between academic learning and self-growth in shaping entrepreneurial character. Academic learning emerged as the dominant factor contributing to the development of students' entrepreneurial traits. These results emphasize the importance of integrative strategies that align academic curricula, student activities, and personal development programs to foster competitive and adaptive entrepreneurial character. Theoretically, the study contributes to the advancement of sustainable entrepreneurship education by uncovering the complex mechanisms of character formation in higher education. Practically, the findings offer valuable insights for universities in designing effective curricula, mentorship programs, and talent development strategies tailored to entrepreneurship students. This research highlights the need for a multidimensional approach to character building that continuously addresses academic, organizational, and personal growth aspects.

Keywords: Academic Learning, Student Organizations, Character Development, Entrepreneurial Competence

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1. INTRODUCTION

Higher education has a strategic role not only in developing academic competence, but also in shaping the character of students. The Entrepreneurship Study Program, Faculty of Economics and Business, State University of Makassar (UNM) has a fundamental responsibility to produce graduates who are not only intellectually intelligent, but also have integrity and strong character. According to Law Number 12 of 2012 concerning Higher Education, student character development is an integral part of the national education process. Various studies have shown that student character development cannot only be done through the learning

process in the classroom, but requires a comprehensive approach. According to the Ministry of Education and Culture (2017), character formation requires integration between academic and non-academic activities. Data from the Directorate General of Higher Education shows that students who are active in organizational activities have 35% higher soft skills than students who only focus on academic activities. Higher education has a strategic role in shaping the character of competent and qualified students. According to Sudira (2016), universities are not only responsible for developing academic abilities, but also building a complete and dignified character. The educational process in universities is a critical stage in developing the potential of individuals who are ready to face global challenges.

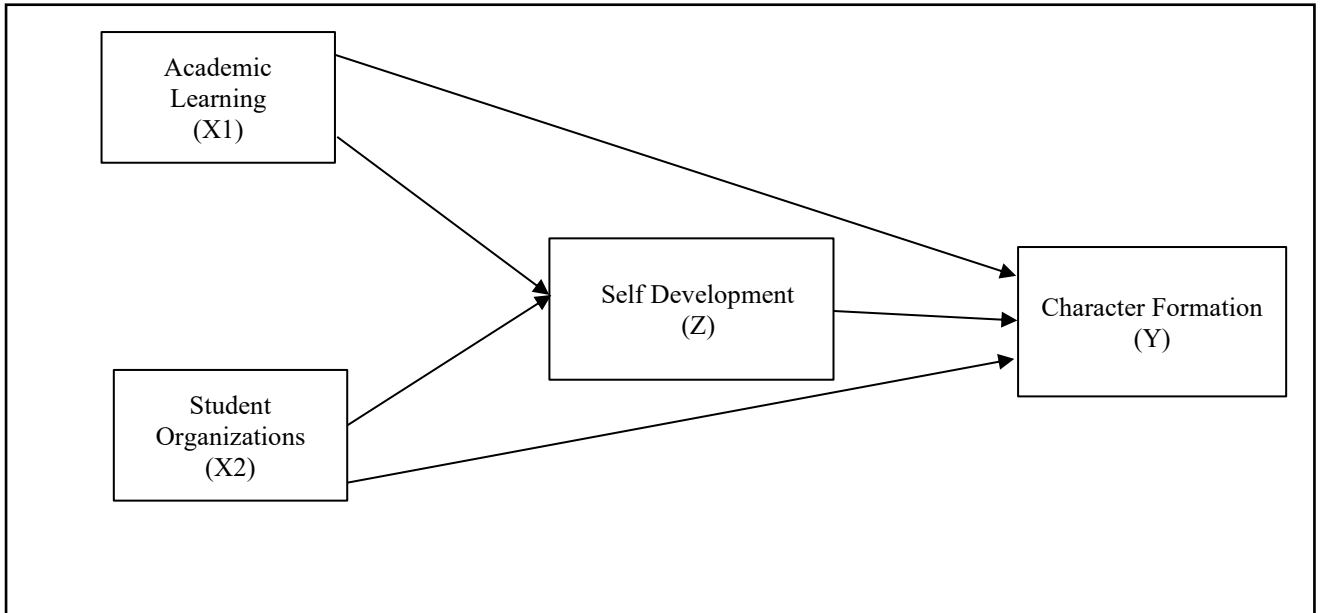
Entrepreneurship study programs have their own uniqueness in integrating academic experience and character development. Septiana and Sukarelawati (2019) emphasized that the entrepreneurship curriculum is designed not only to transfer knowledge but also to build a strong entrepreneurial mental attitude. This comprehensive approach allows students to develop critical thinking skills, creativity, and innovation. Student involvement in student organizations is an important factor in character formation. According to research by Hidayat et al. (2020), extracurricular activities provide space for students to develop soft skills, leadership, and social interaction skills. Organizational experience makes a significant contribution to forming a competent professional character.

Quality academic learning requires a holistic approach that goes beyond conventional knowledge transfer. Raharjo (2018) stated that interactive and participatory learning models can encourage students to develop their potential to the maximum. Innovative learning methods can create a learning environment that supports positive character development. The process of character formation in new students requires special attention, considering that the transition period from secondary education to higher education is a critical period. According to Wibowo (2017), new students need systematic support to integrate academic values and self-development. Appropriate interventions can help them adapt and develop their potential optimally. The quality of academic learning is largely determined by the approach and methods used by the teacher. According to research by Suryani and Pahala (2022), effective learning strategies include student-centered learning, problem-based learning, and experiential learning methods that allow students to be actively involved in the knowledge construction process. Raharjo (2019) added that innovation in curriculum design and teaching methods is the main key to producing graduates who are competent, creative, and adaptive to changes in the academic and professional environment.

The complexity of student character development requires synergy between stakeholders in the university environment. Research by Suryani and Pahala (2022) shows that collaboration between lecturers, organizational coaches, and university management greatly determines the success of student character formation. A comprehensive and integrated approach is the main key to achieving character education goals. Character formation is a fundamental process in higher education that aims to develop the moral, ethical, and personality qualities of students. According to Sudira (2018), character formation is not just a transfer of values, but a systematic effort to integrate noble values into academic and social life practices. Hidayat et al. (2020) emphasized that a comprehensive approach to character formation involves the development of spiritual, intellectual, and social competencies that enable students to become individuals with strong character, dignity, and contribute positively to their environment. Based on this context, this study aims to explore the influence of academic learning and student organizations on self-development in character formation of new students in the Entrepreneurship Study Program, FEB UNM. Hidayat and Setyowati (2021) emphasize the importance of ongoing research to understand the dynamics of character development in universities, so that more effective strategies can be formulated to support the growth of student potential.

2. METHOD

This study uses a quantitative approach with a descriptive explanatory research method to analyze the influence between research variables. According to Creswell (2013), quantitative research is a research approach that tests objective theories through the analysis of variable relationships by producing numerical data.



Picture 1. Research Design

Based on Figure 1 above, this study focuses on the variables of Academic Learning (X1), Student Organizations (X2), Self-Development (Z), and Character Formation (Y) in new students of the Entrepreneurship Study Program, FEB UNM. The main objective of the study is to explain the direct and indirect influences between variables through hypothesis testing using Path Analysis. According to Sugiyono (2017), descriptive explanatory research aims to describe phenomena and explain causal relationships between research variables.

The research design is built on theories of self-development, character formation, and relevant previous research, allowing researchers to construct a structural relationship model between research variables. The data collection method uses a questionnaire, which will then be analyzed using the Statistical Product And Service Solutions (SPSS) Application to comprehensively test the relationship and influence between research variables.

Table 1. Summary of Hypotheses

Hypothesis	Information
H1	Academic learning has a positive and direct effect on character formation
H2	Academic learning has a positive and direct effect on self-development
H3	Student organizations have a positive and direct effect on character formation
H4	Student organizations have a positive and direct effect on self-development
H5	Self-development has a direct effect on character formation
H6	Academic learning has a positive and indirect effect on character formation through self-development

H7 Student organizations have a positive and indirect effect on character formation through self-development

Based on table 1 above, this study has 7 hypotheses. The hypothesis will test the direct influence of academic learning (X1) on character formation (Y), the direct influence of academic learning (X1) on self-development (Z), the influence of student organizations (X2) on self-development (Z), the influence of student organizations (X2) on character formation (Y), the indirect influence of academic learning (X1) on character formation (Y), through self-development (Z), and the indirect influence of student organizations (X2) on character formation (Y) through self-development (Z).

The population in this study were all new students of the Entrepreneurship Study Program, Class of 2024, Faculty of Economics, Makassar State University (UNM) who were active with a total of 4 classes A, B, C and D with a total of 142 students. While the sampling technique used the Proportional Random Sampling technique, and the samples that were successfully obtained were 67 respondents.

Data collection was carried out by determining the research subjects, namely all new students of the Entrepreneurship Study Program Class of 2024, Faculty of Economics, Makassar State University using a questionnaire. The questionnaire used was a closed questionnaire using digital media or often referred to as a google form, while the scale used was the Likert scale. Scoring using a Likert scale with 5 alternative answers, namely: Strongly Agree: (SS), Agree: (S), Quite Agree: (CS), Disagree: (TS), and Strongly Disagree: (STS). Furthermore, the data was analyzed using the Statistical Package for The Social Science application or what is now better known as Statistical Product And Service Solutions (SPSS) version 26. The data analysis used in this study consisted of descriptive statistical data analysis, classical assumption tests, and path analysis.

3. RESULTS AND DISCUSSION

a. Research Results

1) Hypothesis Testing

Hypothesis testing is used to test the influence of exogenous variables directly and indirectly on endogenous variables. The hypothesis is accepted or rejected based on the criteria if the p-value <0.05 then H0 is accepted, or it is stated that the regression coefficient obtained is significant. The results of direct and indirect influence hypothesis testing can be seen through the following table:

Table 2. Results of the Indirect Effect Hypothesis Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.603	.584	1.69114

a. Predictors: (Constant), Self Development, Student Organizations, Academic Learning

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.719	.927		1.854	.068
Academic Learning	.218	.082	.310	2.647	.010

Student Organization	-.007	.063	-.010	-.111	.912
Self Development	.472	.100	.533	4.730	.000

a. Dependent Variable: Character Formation

Furthermore, the error (e1) effect was obtained using the formula:

$$e1 = 1 - R^2 = \sqrt{1 - 0,603} = 0,397$$

$$Y = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Y = 0,310 X_1 + -0,010 X_2 + 0,533 Z + 0,397$$

The determination coefficient of 0.397 shows the direct influence of Academic Learning, Student Organizations, Self-Development, on the Y variable of Character Formation of 39.7% while 60.3% is influenced by other variables outside this model or research.

Table 3. Results of the Direct Effect Hypothesis Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680 ^a	.462	.445	1.95320

a. Predictors: (Constant), Student Organizations, Academic Learning

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.760	1.040		2.654	.010
	Academic Learning	.453	.076	.645	5.998	.000
	Student Organization	.042	.072	.063	.586	.560

a. Dependent Variable: Character Formation

Furthermore, the error (e2) effect was obtained using the formula:

$$e2 = 1 - R^2 = \sqrt{1 - 0,462} = 0,538$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,645 X_1 + 0,063 X_2 + 0,538$$

The determination coefficient of 0.538 shows the direct influence of Academic Learning and Student Organizations on the variable Z Self-development of 53.8% while 46.2% is influenced by other variables outside this model or research.

Academic learning has a positive and significant influence on character formation through self-development.

Indirect effects

$$= X_1 \rightarrow Z \rightarrow Y$$

$$= \beta_3 \times \beta_5$$

$$= 0,645 \times 0,533$$

$$= 0,343$$

Student organizations have a positive and significant influence on character formation through self-development.

Indirect effects

$$= X_2 \rightarrow Z \rightarrow Y$$

$$= \beta_4 \times \beta_5$$

$$= 0,063 \times 0,533$$

= 0,033

- H1: The influence of academic learning on character formation has a significance value of 0.010 <0.05 and a Beta value of 0.310. Based on these results, it can be concluded that H1 is accepted.
- H2: The influence of academic learning on self-development has a significance value of 0.000 <0.05 and a Beta value of 0.645. Based on these results, it can be concluded that H2 is accepted.
- H3: The influence of student organizations on character formation has a significance value of 0.912 > 0.05 and a Beta value of -0.010. Based on these results, it can be concluded that H3 is rejected.
- H4: The influence of student organizations on self-development has a significance value of 0.560 > 0.05 and a Beta value of 0.063. Based on these results, it can be concluded that H4 is rejected.
- H5: The influence of self-development on character formation has a significance value of 0.000 <0.05 and a Beta value of 0.533. Based on these results, it can be concluded that H5 is accepted.
- H6: The influence of academic learning on character formation through self-development has a Beta value of 0.535. Based on these results, it can be concluded that H6 is accepted.
 $0.645 \times 0.533 = 0.343$
 $0.010 + 0.343 = 0.353$
- H7: The influence of student organizations on character formation through self-development has a Beta value of 0.945. Based on these results, it can be concluded that H7 is accepted.
 $0.063 \times 0.533 = 0.033$
 $0.912 + 0.033 = 0.945$

2) Path Analysis

The following are the results of the interpretation from the path analysis, which can be seen in Table 4 below.

Table 4. Results of Path Analysis

Effects Between Variables	Effect		Total
	Direct	Indirect	
Effect X1 → Y	0,310	-	0,310
Effect X1 → Z	0,645	-	0,104
Effect X2 → Y	-0,010	-	-0,010
Effect X2 → Z	0,063	-	0,063
Effect Z → Y	0,533	-	0,533
Effect X1 → Y → Z	0,310	0,535	0,845
Effect X2 → Y → Z	0,645	0,945	1,59

Based on the structure of this research model, the empirical equation can be formulated as follows.

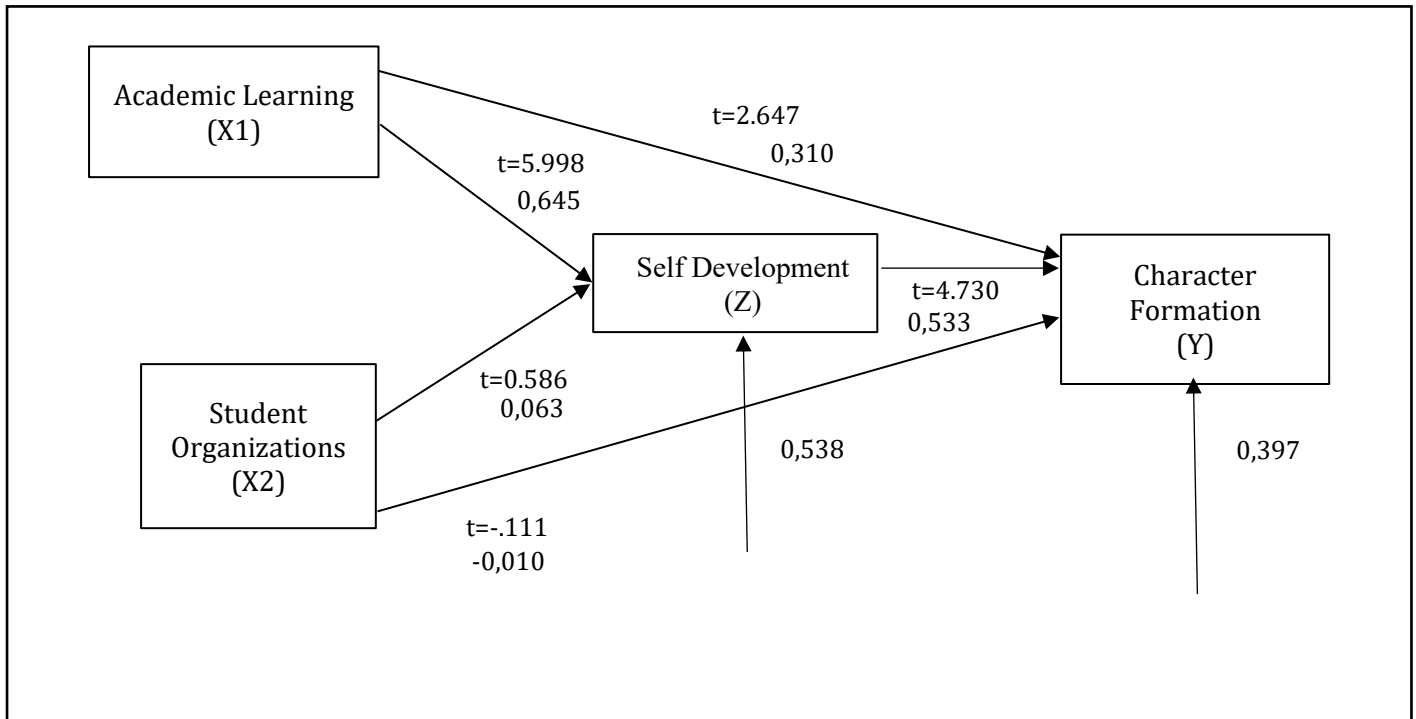
$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_5 Z + e_1$$

$$Y = 0,310 X_1 + 0,645 X_2 + 0,533 Z + 0,397$$

$$Z = \beta_3 X_1 + \beta_4 X_2 + e_2$$

$$Z = 0,645 X_1 + 0,063 X_2 + 0,538$$

The following presents the results of the path analysis in the form of a diagram.



Picture 2. Results of Path Analysis Model

Figure 2 above explains the beta standardization and the magnitude of the indirect and direct influence of each variable.

Coefficient of determination: $Rm^2 = 1 - Pe^1^2 * Pe^2^2 \dots \dots \dots Pe^n^2$.

Interpretation (Rm^2) determination as follows:

$$Rm^2 = 1 - (0,397^2) - (0,538^2) = 1 - 0,045 = 0,955$$

Based on the determination coefficient above, it shows a direct and indirect influence of 0.955 or 95.5% in other words the information contained in the data (95.5%) is explained by the model. While (4.5%) is explained by variables outside the model or this study.

b. Discussion

1) The Influence of Academic Learning on Character Formation in New Students of Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The results of this study state that there is a positive and significant relationship between Academic Learning and Character Formation in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Academic learning has a strategic role in shaping the character of students, especially in the Entrepreneurship Study Program. According to Hidayat et al. (2020), a quality learning process is not just about transferring knowledge, but is able to develop professional character through a comprehensive approach. **Emphasized that a systematically designed entrepreneurship curriculum can integrate character values such as creativity, innovation, independence, and social responsibility** (Igwe, P. A., et al. 2022; Shu, Y., Ho, S. J., & Huang, T. C. 2020). Through interactive learning methods and experiential learning, students not only gain academic competence but also develop a strong entrepreneurial mental attitude.

Raharjo's (2018) research shows that student-centered learning models have a significant contribution to the formation of entrepreneurial character. Teaching strategies that

encourage active involvement, problem solving, and self-reflection have proven effective in developing positive student character. Septiana and Sukarelawati (2019) added that the integration of entrepreneurial values in every course, practicum, and other academic activities can form a mindset and attitude that supports the development of entrepreneurial character. Thus, academic learning not only aims to transfer technical knowledge, but also to form individuals who have integrity, creativity, and commitment to self-development and their environment.

2) The Influence of Academic Learning on Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The results of this study state that there is a positive and significant relationship between Academic Learning and Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Academic learning has a significant contribution in encouraging the self-development of new students of the Entrepreneurship Study Program. According to Hidayat et al. (2020), a quality learning process can provide space for students to explore their potential comprehensively. Suryani and Pahala (2022) emphasized that innovative and interactive learning models can facilitate the development of intellectual abilities, social skills, and personal potential of students. Through a student-centered learning approach, students are encouraged to actively construct knowledge, develop creativity, and carry out deep self-reflection.

Research indicates that a well-designed and comprehensive entrepreneurship curriculum is positively associated with students' self-development, particularly when learning strategies integrate theory and practice, such as through problem-based and experiential learning approaches, which have been shown to effectively support students in identifying and developing their individual potential. (Raharjo's 2018; Venesaar, U., Malleus, E., Arro, G., & Toding, M. 2021; Hölzner, H. M., & Halberstadt, J. 2022). Septiana and Sukarelawati (2019) added that through teaching methods that encourage independence and creativity, students can develop critical thinking skills, interpersonal skills, and awareness of their own potential. Thus, academic learning is not just a transfer of knowledge, but becomes an important instrument in supporting students' personal and professional growth.

3) The Influence of Student Organizations on Character Formation in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The results of this study state that there is a less influential relationship between Student Organizations and Character Formation in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Student organizations have their own complexity in their contribution to the formation of the character of new students of the Entrepreneurship Study Program. According to Hidayat et al. (2020), not all organizational activities have a direct positive influence on character formation. Suryani and Pahala (2022) stated that some student organizations can actually hinder the process of character formation due to the organizational structure and culture that are not conducive. Their research shows that organizational activities that are not well managed have the potential to create an environment that is less supportive of the development of students' professional character.

Wibowo (2017) in his study identified that student organizations that do not have a clear direction and goals tend to provide minimal and even potentially negative contributions to the formation of student character. Septiana and Sukarelawati (2019) added that without proper guidance, organizational activities can become a vehicle for conflict, division, and uneducational

practices. This indicates the need for continuous evaluation of the guidance and governance mechanisms of student organizations in order to effectively support the process of forming the character of new students.

4) The Influence of Student Organizations on Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The empirical research results state that there is a lack of relationship between Student Organizations and Self-Development of New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Student organizations have complex potential in their contribution to the self-development of new students of the Entrepreneurship Study Program. According to research by Kurniawan et al. (2021), not all organizational activities have a significant influence on student self-development. Pratama and Widyastuti (2019) stated that the structure and management of student organizations that are not well managed can hinder the process of developing individual potential. Their study identified that some organizations actually create an environment that is less conducive to student personal growth.

Hardianto's (2018) research shows that student organizations that do not have a clear coaching program have the potential to provide minimal or even negative contributions to student self-development. Abdullah and Setiawan (2022) emphasized that without systematic mentoring, organizational activities can be a less productive vehicle for exploring and developing student potential. The findings of this study indicate the need for continuous evaluation of the student organization coaching mechanism so that it can effectively support the self-development process of new students in the Entrepreneurship Study Program.

5) The Influence of Self-Development on Character Building in New Students of Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The empirical research results show that there is a significant relationship between Self-Development and Character Formation of New Students of Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Self-development has a significant contribution in forming the character of new students of Entrepreneurship Study Program. According to research by Wiranto and Susanto (2021), a systematic and comprehensive self-development process has been shown to be positively correlated with the formation of professional character. Rahmawati et al. (2019) emphasized that students who actively carry out self-development show better character quality improvements, including aspects of integrity, creativity, and social responsibility. Through self-reflection activities, exploring potential, and developing personal skills, students can form a solid and adaptive character foundation.

Purnomo and Setiadi's study (2022) revealed that continuous self-development has a positive impact on shaping students' entrepreneurial character. Kurniawan (2018) added that the in-depth self-development process helps students identify and internalize positive values, form constructive mindsets, and develop soft skills that support the formation of superior character. Thus, self-development is not just a personal effort, but becomes an important instrument in shaping the character of students who have integrity, creativity, and commitment to self-development and their environment.

6) The Influence of Academic Learning on Character Formation through Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University

The results of the study indicate that there is a significant influence between Academic Learning on Character Building through Self-Development of New Students of the

Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Academic learning has a strategic role in shaping students' character through comprehensive self-development. According to research by Widiastuti et al. (2020), an innovative and interactive learning process can encourage students to explore their potential in a sustainable manner, which then contributes positively to character formation. Firmansyah and Rahardjo (2019) emphasized that student-centered learning methods can facilitate the process of self-reflection, development of interpersonal skills, and internalization of positive values that support the formation of professional character.

Santoso and Wijayanti's (2022) research revealed that a comprehensive entrepreneurship curriculum design can create an effective self-development mechanism, which then contributes significantly to shaping students' character. Hendratno et al. (2018) added that the integration of academic experiences with reflective activities and personal exploration can produce a profound character transformation process. Through this holistic approach, academic learning is not just a transfer of knowledge, but becomes an important instrument in building the character of students who have integrity, creativity, and commitment to continuous self-development.

7) The Influence of Student Organizations on Character Formation through Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University

Based on this study, empirically, Student Organizations have a positive and significant influence on Character Building through Self-Development in New Students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. Student organizations have significant potential in shaping students' character through a comprehensive self-development process. According to research by Setiawan et al. (2021), well-structured organizational activities can create space for students to explore personal potential, develop leadership skills, and shape professional character. Arianto and Puspitasari (2019) emphasized that active involvement in student organizations provides a unique opportunity for students to reflect on themselves, develop interpersonal skills, and internalize positive values that support the formation of entrepreneurial character.

Pratiwi and Nugroho's (2022) study shows that student organizations that have ongoing coaching programs can effectively encourage students' self-development, which then contributes positively to character formation. Wuryandani et al. (2018) added that through meaningful organizational activities, students can develop problem-solving skills, teamwork, and adaptability, which are important components in forming superior character. Thus, student organizations are not just a place for extracurricular activities, but are a strategic instrument in supporting personal growth and character formation of new students in the Entrepreneurship Study Program.

4. CONCLUSIONS AND SUGGESTION

a. Conclusions

Based on the results of the study and discussion, it can be concluded that academic learning has a significant effect on character formation and self-development in new students of the Entrepreneurship Study Program, Faculty of Economics, Makassar State University. which means that the higher the academic learning of a student, the higher the self-development and

character formation will be and as for other variables such as the influence of student organizations on character formation and self-development, it seems that the relationship between these variables is weak.

b. Suggestion

Based on the results of this study, the researcher provides suggestions, namely Based on the findings of the study, educators and student organizations in the Entrepreneurship Study Program, Faculty of Economics, Makassar State University are advised to design a more comprehensive and sustainable student character development strategy. It is necessary to carry out systematic integration between the academic curriculum and organizational activities with a focus on the development of soft skills and entrepreneurial character, such as designing leadership training programs, self-development workshops, and field practice activities that provide direct experience in building creativity, courage to take risks, and problem-solving skills. Lecturers and student organizations should create a learning ecosystem that encourages students to actively reflect on themselves, develop personal potential, and build networks that support the growth of entrepreneurial character. In addition, it is necessary to develop a sustainable mentoring and assistance system, as well as design programs that allow students to directly apply the concept of entrepreneurship in a real context, so that they can form a strong, innovative entrepreneurial character that is ready to face the challenges of modern business dynamics.

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