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The Effect of Social Skills on the Activity of the Student Organizations in the Islamic Universities

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ABSTRACT

This study aims to explore the impact of social skills on participation in student organization activities within the Tazkia Islamic Institute. Through a quantitative survey approach, data was collected using questionnaires administered to students active in various campus organizations. Statistical analysis, specifically regression techniques, was used to identify the relationship between social skills and student organization activities. The results showed that social skills have a significant effect on participation in student organization activities. Students who have developed social skills tend to be more active and have a more substantial role in organizational activities on campus. This is due to their ability to communicate effectively, work together in teams, as well as resolve conflicts constructively - important factors in shaping organizational success. The implication of this study confirms the importance of developing social skills among university students to improve the effectiveness and quality of campus organizational activities. Therefore, Islamic educational institutions are expected to design training programs that focus on improving social skills to support the development of more productive and impactful student organization activities. This research presents a new contribution by exploring the impact of social skills on students' organizational activities in an Islamic university environment, specifically the Tazkia Islamic Institute, which has not been specifically focused on the context of Islamic education.

ARTICLE INFO

Keywords:

Social Skills, Organizational Activity, Social Studies Education Islamic Universities.

INTRODUCTION

Social skills are essential abilities that enable individuals to interact effectively and harmoniously in society. These skills include various aspects such as effective communication, teamwork, the ability to manage conflict, and the ability to adapt to different social situations. In the context of higher education, social skills are important not only for academic success, but also for students' personal and professional development. Students with good social skills are more likely to build strong social networks, which in turn can open various career opportunities and a better life after graduation.

Student organization activities are one of the most important ways to develop these social



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skills (Muhammad, 2017). Student organizations, whether academic, religious, cultural, or social, provide a platform for students to practice and apply their social skills in a real-world context. Through participation in these organizations, students can learn to work with others, lead groups, solve problems together, and communicate effectively. However, not all students have the opportunity or ability to actively participate in these organizations. Some may have difficulty developing the social skills necessary to participate effectively.

However, from the perspective of Islamic colleges, there are some significant differences in the context of social skills development and participation in student organization activities. In addition to providing quality academic education, Islamic universities have a mission to build character in accordance with Islamic teachings and prepare students to become effective leaders in society (M. Ihsan Dacholfany, 2013). Therefore, it is important to examine the influence of social skills on student organizational activities by considering the unique context of Islamic universities.

In Islamic colleges, the development of social skills is seen not only as preparation for professional and personal success, but also as an integral part of character development in accordance with Islamic values. Students in Islamic colleges are encouraged to integrate Islamic moral and ethical principles into every aspect of their lives, including social interactions and participation in organizations. Therefore, research on the influence of social skills on student organizational activities in the context of Islamic universities will place more emphasis on how the development of social skills can help students become individuals of good morals and responsibility in accordance with Islamic teachings.

In addition, the role of student organizations in Islamic universities may have a clearer focus on the spiritual and social development of students. Organizational activities such as religious study groups, social activities to help the community, and discussion forums on Islamic values may become more dominant in Islamic colleges.

Research on the influence of social skills on students' organizational activities is very important in this context. By understanding how social skills influence students' participation in organizations, we can identify factors that inhibit or support their involvement. This information can be used by universities to design more effective programs and policies to support the development of students' social skills. In addition, this research can also provide deeper insights into the importance of social skills in students' lives and how these skills can be optimized to improve the quality and effectiveness of student organizations. Ultimately, the results of this study are expected to contribute to increased student participation in student organizations, which in turn will enrich their learning experiences and prepare them to become effective leaders and positive contributors to society.

LITERATURE REVIEW

Student Organizations

Student organizations play an important role in the holistic development of students, including the aspects of social skills and organizational activities. A few literature studies have highlighted various aspects related to student organizations.



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One of the key findings in the literature review on student organizations is their important role in the development of leadership and interpersonal skills. (Junaedi, Akhyar, Salvita, Abellia, & Sania, 2023) shows that active participation in student organizations provides opportunities for students to practice various leadership skills, such as the ability to organize, lead teams, make decisions, and solve problems. Through the responsibilities and roles, they take on in the organization, students can hone their leadership skills in a real-world context. This is consistent with previous research by (Mustika Cahyaning Pertiwi, Sulistiyawan, Rahmawati, & Klatsum, 2015), which found a relationship between student involvement in organizations and leadership.

In addition, through active participation in organizational activities, students can learn to communicate effectively, work in teams, and build good relationships with fellow members and other stakeholders. Interactions that occur in the context of student organizations allow students to develop empathy, appreciate diversity, and understand the perspectives of others, all of which are key aspects of interpersonal intelligence (Fitri Oviyanti, 2016).

Student organizations provide a platform for students to develop organizational, communication, collaboration, and leadership skills through participation in activities such as meetings, projects, and social events. Research also shows that students involved in student organizations tend to have higher levels of self-confidence, better problem-solving skills, and broader social networks.

Social Skills and Student Organization Activities

Lestari & Kustiyan (2022) showed that the social skills of students have an influence on their activity in organizations. A study showed that the strengthening of social skills in students of social science education cluster must be supported by the activity and development of the organization, as well as the implementation of work programs and coaching patterns.

The development of soft skills, or non-technical skills such as communication, leadership, creativity, and teamwork, has become a major focus in modern higher education. (Muhmin, 2018) highlights the importance of developing soft skills for university students as an integral part of their preparation for professional and personal success. In this context, social skills can be said to be one of the most important soft skills for university students.

RESEARCH METHODOLOGY

This study uses a quantitative approach with a survey method to examine the effect of social skills on student activeness in student organizations at Tazkia Islamic Institute. Data collection was done through the use of a questionnaire, where a questionnaire for this study consisted of 15 items and arranged using a Likert scale with five response options, namely strongly agree (SS) with a value of 5, agree (S) with a value of 4, moderately agree (CS) with a value of 3, disagree (TS) with a value of 2, and strongly disagree (STS) with a value of 1. The collected data were then analyzed using the Statistical Package for the Social Sciens (SPSS) software. The research population consisted of all students majoring in Social Studies Education in the classes of 2020, 2021, and 2022 who were selected through purposive sampling based on the criteria of active students majoring in Social Studies Education.

The independent variable (X) in this study is the level of students' social skills, which is

measured by several indicators, namely the ability to manage social presentations, the ability to observe the social environment, and the ability to adapt to social situations, in accordance with the concepts described by (Wu, 2008). On the other hand, the dependent variable (Y) in this study is the activeness of students in student organizations, which is measured through indicators such as the level of attendance at meetings, participation, giving suggestions, willingness of members to sacrifice, and motivation of members, which is explained in the study (Rusdiyah, 2022).

RESULT AND DISCUSSION

1. Descriptive Analysis of Social Skills Variables

From the research conducted, the results regarding social skills variables are described in Table 1 attached below.

Table 1. Analysis of social skills level of Tazkia students

No.	Statement	Social Skills Criteria
1.	I behave in accordance with social norms	Simply
2.	I understand what I want to say in a social setting	Simply
3.	I can start a pleasant conversation	Simply
4.	I can express my ideas easily	Simply
5.	I understand social norms well	Simply
6.	People think I have good manners	Simply
7.	I behave according to my mood	Simply
8.	I don't follow the rules in my social environment	very less
9.	I made a mistake in the social environment	very less
10.	I find it difficult to convey messages	Simply
11.	I rarely greet my friends	very less
12.	I have difficulty interacting with my friends	very less
13.	I can judge people well	Simply
14.	I can tell when someone is comfortable talking to me	Simply
15.	I can tell when someone is angry	Simply
16.	I pay attention to people's non-verbal behavior	Simply
17.	I can accurately assess a person's characteristics at the first meeting	less
18.	I can recognize feelings someone's true self, even if they try to hide it	Simply
19.	I rarely pay attention to someone's body language	less
20.	I can't tell if someone is lying	less
21.	I don't understand what someone means when they do something	less
22.	I am not good at feeling what others feel	less
23.	I have difficulty in predicting someone's behavior	less
24.	I don't know how to read between the lines	less
25.	I can adjust my behavior quickly	Simply
26.	I can adapt myself in any situation	Simply
27.	I smile easily even when I am upset	Simply
28.	I act cheerful when needed	Simply
29.	I know how to handle social situations	less
30.	I don't know what to say when I'm in social situations which is foreign	less
31.	I don't know how to socialize with someone I just met	less
32.	I have difficulty in talking to people who have different backgrounds	less
33.	Someone told me that I am not flexible	less
34.	I don't understand how to handle situations that don't work suspect	less

Based on the analysis of the table above, overall, the social skills of Tadris IPS students can be categorized as sufficient, with scores in the range 88.5-115.6. In social interaction, students try to always adhere to the prevailing norms, scoring around 105. Students' understanding of social



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situations is also considered quite good, scoring around 104. Although students were able to start pleasant conversations with a score of 96, there was room for improvement, especially in the ease of expressing ideas, which scored 94. Understanding of social norms is also stated to be quite good, reaching a score of 100, and is considered to have good behavior by those around them, with a score of around 100. However, there is still potential for improvement in adjusting to moods, with a score of 91.

However, it is worth noting some aspects that received low ratings, such as lack of adherence to social rules (score 44) and recognition of mistakes in social settings (score 51). Difficulty in conveying messages (score 67) and the habit of rarely greeting friends (score 58) are also areas of concern for further development. Although students can assess people well (score 96) and detect comfort in speaking (score 95), social interactions still encounter difficulties, especially in establishing closeness with friends (score 55). Although students have sufficient skill in reading other people's expressions and non-verbal behaviors, it is seen that students' ability to judge people's characteristics at the first meeting still needs to be improved, with a score of 77. Students have a sufficient level of skill to know whether someone is angry or trying to hide their feelings, scoring 97 and 89 respectively.

However, there were weaknesses in students' ability to notice people's body language (score 64) and detect lies (score 67). Students also face difficulties in understanding the intent of a person's actions (score 72) and sensing the feelings of others (score 67). Despite weaknesses in some aspects of reading social situations and interacting with new people, students still could adjust behavior quickly (score 90) and can adapt to various situations (score 99). Nonetheless, it is seen that students have shortcomings in handling unfamiliar social situations (score 80), socializing with new people (score 72), and talking with people who have different backgrounds (score 78). Although students have a cheerfulness that comes across in their actions, they sometimes struggle to handle unexpected situations (score 73). It seems that students are also perceived as less flexible by some people (score 65).

Based on this analysis, it can be concluded that the highest score was obtained in the aspect of behavior in line with social norms, specifically in the statement "I behave in accordance with social norms." This result illustrates the correlation between students' social skills and their behavior patterns. In other words, the level of social maturity of students is reflected in the extent to which they can follow the prevailing social norms. This conformity reflects students' social maturity in interacting with their surrounding environment. It is important to identify factors that may influence the high scores on this indicator. Some possible contributing factors include character education, organizational experience, and support from the academic environment. For example, participation in Student Activity Unit activities and student organizations can help students develop their social skills. Interactions with fellow students, lecturers, and those outside the university through these activities can provide valuable experience in shaping behavior in accordance with social norms.

2. Descriptive Analysis of Organizational Activity Variables

An overview of descriptive information about the student organizational activeness

variable can be seen in Table 2 attached below.

Table 2. Analysis of the level of organizational activity of the students of Tazkia
Institute

No.	Statement	Engagement Criteria Organize
1	I attend my organization's regular meetings	Very High
2	I make time for the benefit of my organization	Very High
3	I am at my organization's secretariat or basecamp every day.	High
4	I think about the future of my organization	Very High
5	I provide constructive opinions, criticisms, suggestions for my organization	Very High
6	I provide solutions when there are problems in my organization	Very High
7	I exchange opinions or share with other members in the organization	Very High
8	I set aside money for the continuity of the organization	Very High
9	I carry out tasks that given with good and full responsibility in every activity held by the organization.	Very High
10	I clarify when there is miscommunication between members	Very High
11	I give my all to the organization that I participated in	Very High
12	I prioritize personal interests over organization interests	High
13	I build good communication between members	Very High
14	I attend when there is an invitation from outside	Very High
15	I help find donors for every organizational activity.	Very High

CONCLUSION

Based on the two variable analyses that have been carried out, it can be concluded that the maturity of social skills of Tazkia Institute students can affect their organizational activity. The highest values on several variables indicate a correlation between students' social maturity and their tendency to be active in organizational activities. Students who have good social skills, especially in behaving in accordance with social norms, tend to be more active in organizations. These social skills include the ability to interact, communicate, and collaborate with other members in accordance with applicable norms. There is a relationship between social skills and activeness organization indicates that students who are more socially mature are more likely to engage and contribute to the context of organizational activities.

Factors that can influence high scores on behavioral indicators according to social norms involve character education, organizational experience, and support from the academic environment. For example, participation in Student Activity Unit activities and student organizations can be an effective platform for developing students' social skills. Intense interaction in these activities can provide valuable experience in shaping behavior in accordance with social norms.

In addition, the results of the analysis of the second variable, which showed the highest scores in the aspects of exchanging opinions, contributing full abilities, and building good communication in an organizational context, confirmed that students with good social skills tend to actively participate, collaborate, and communicate in an organizational environment.

This is also supported by the findings of (Hidayati, Pratomo, & Maftuhah, 2015) which



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state that social skills have a positive influence on student organizational activeness, because students who have good social skills tend to be able to communicate well, work in teams, and build good relationships with others. Motivation that arises from within students will tend to make students stable in participating in the organization, so good social skills will help students to play an active role in participating in all activities held by the organization.

In this study, the findings related to the ability to manage social presentations, the ability to observe the social environment, and the ability to adapt in social situations can be linked to the basic theory of social skills described by (Wu, 2008). The analysis of students' social skills shows that they have a high level of social maturity, particularly in behaving in accordance with social norms and understanding social norms well. This reflects the positive correlation between social maturity and the ability to manage social presentation, where students who are able to interact in accordance with social norms tend to have good ability to manage social presentation.

Furthermore, the ability to observe the social environment is also seen to be strong, along with the high ability of students to accurately assess the characteristics of others. This supports the social awareness theory which states that socially aware individuals are able to observe and respond appropriately to social situations. On the other hand, in the context of adaptability in social situations, the findings indicate the potential for improvement, especially in adjusting to moods. This confirms the importance of social flexibility and adaptability in the context of social situations. Overall, the findings of this study consistently support the grounded theory (Wu, 2008) of social skills, strengthening the understanding of the relationship between students' social maturity and their success in various aspects of social interaction in the campus environment.

Thus, to increase the organizational activity of the students at Tazkia Institute, special attention can be given to the development of social skills. Efforts to develop social skills, both through formal approaches such as the development of skills acquired in various courses related to social science education, and through non-academic activities fostered by study programs, such as activities in the Student Association, can be an effective strategy for encouraging student involvement in organizational activities. Support from the academic environment and providing opportunities to participate in organizational activities can be concrete steps that support the development of students' social skills which can increase their activeness in organizational activities.

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