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ANALYSIS OF STUDENT PARTICIPATION IN UNIVERSITY ORGANIZATION USING PARTIAL LEAST SQUARE-STRUCTURAL EQUATION MODELLING

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ABSTRACT

This study aims to clarify the discourse on unproductively student organizational problems caused by the lack of member participation in the organization and build a simple model that can explain the relationship between organizational climate and motivation for member participation. There are three variables in this study, namely Organizational Climate (X1), Motivation (X2), and Participation (Y). The model of the relationship between variables in structural equation modeling with two exogenous variables and one endogenous variable. The sample in this study amounted to 113 with a 75% response rate members of the Political Science Student Association, Hasanuddin University. The data collection instrument used in this study was a questionnaire compiled through an online application by self-administered questionnaires that were then analyzed using the partial least squares structural equation modeling technique in the SmartPLS program. The results indicate that there is a discrepancy between the circulating discourses and the results of the study where the three descriptive analysis variables are not at a low level, however, the influence and relationship between organizational climate and motivation has a positive and significant effect on member participation in organization activities. The implication shows that maximizing participation can be done by strengthening and adjusting the value dimensions in the organizational climate and motivational constructs.

INTRODUCTION

Education is the main foundation for efforts to develop human quality, through education humans get the opportunity to know more new things, adapt, and create what is needed to ensure their survival. In addition, education spillovers in the form of tertiary education of bordering regions are incorporated (Benos, & Karagiannis, 2016). Higher education as a part of formal education offers opportunities for people to gain various kinds of knowledge and experience, therefore higher education is also often known as a place to prepare oneself before facing the wider social world. one of the institutions which are supporting higher education is called a university as a place for various kinds of people to meet, who then form their community structure, namely the academic community with one of the constituent elements known as students.

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In education perspective, innovation is defined as a new or considerably enhanced product, process, organizational approach, or organization developed by or having a major impact on the activities of a Higher Education institution or other Higher Education stakeholders (Menzil, et al, 2022). To maximize the potential of students, especially in universities, there are various choices of internal organizations that specialize in specific fields, some of which are spread through the dimensions of culture, arts, sports, and student-level government organizations such as the Student Association or the Student Executive Board where student involvement in it adjusts to the tendencies towards their interests and talents.

Student organizations are seen as the other side of the learning process at university and are also known as the place of field implementation of the theories obtained through formal classes can be actualized. Furthermore Smith and Chenoweth (2015) remarked how the leadership roles in co-curricular activities such as student organizations indicate a significant impact on student development such as specific leadership skills and interpersonal abilities so that involvement in student organizations supports student success during and after college. Involvement in student organizations encourages affective and cognitive changes in students, and the benefits can often appear beyond classroom learning, participation in organizational activities contributes to one's intellectual, social, and emotional changes from time to time, and things such as critical thinking, new knowledge, synthesis, and decision making as well as personality development such as attitudes, values, aspirations, and personality dispositions become an inseparable part of organizational activities (Montelongo, 2002). In some cases, the organization also sometimes negatively affects student learning while in other cases it helps positively. Therefore, student organizations differentially affect academic performance, depending on the type of organization and the race and gender of the students (Baker, 2008).

Besides from the positive effects previously, University is facing a challenge on how to encourage active participation from its students who come from the Z generation to join student activities, the initial stage that can be done is to identify student motivation in participating in student activities (Kumendong & Panjaitan, 2021). However, the current condition of student organizations shows a lack of performance in carrying out its role as a place for self-development, this happens due to the lack of member participation in various internal organizational activities that lead organizational performance to become unproductively. Previous research has shown that the organizational climate is not optimal that supports student organization activities and the low motivation of student organizations affects student participation in organization activities, the results of research in the field show that the campus organizational climate affects student organization motivation, these two things are interrelated each other, where the climate optimal campus organization will foster student organizational motivation well and vice versa, besides that the results of further observations also show that the campus organizational climate affects student participation in student organizations (Yuanita, 2017). Especially for the organizational climate students are more likely to join if they have a positive perception of the organization and see a benefit to themselves in joining (Trolian, 2019).

The development of the role of student organizations through student participation is considered not to have received serious attention, it is also can found in the Hasanuddin University Political Science Student Association (Himapol Unhas). Direct experience, observation, and preliminary discussions conducted on several implementers of organizational and non-implementer activities indicated that the not-so-optimal campus organizational climate and low student organizational motivation were related to the level of student participation in organizational activities within the Himapol Hasanuddin University. therefore, the approximate value of the three variables is less than 60%. However, there is a fundamental question that

needs to be criticized, that is whether student participation in campus organizations is indeed at a low level and how it relates to the state of the organization and the perception of the students themselves, this diagnosis is important because although the relationship between the variables is positive and significant, the effectiveness of the outputs constructed from the results of the analysis may not be appropriate to minimize problems. Since participation is a concept, it will be possible if there are various subjective meanings from people who are around the organization, therefore, stating the participation of members from an organization at a low level, it is clear that it should explicitly affect the sustainability of the organization's work program, but in fact, this does not happen at Himapol Unhas because all programs completely run according to the initial design that has been set. This situation becomes more interesting with the swift discourse related to the current state of student organizations that came from various circles, including the general public, university administrators, alumni, and even the implementer of the organization itself which ultimately blame the low level of participation.

Regrettably, this study of campus organizational problems especially related to student participation is far from sufficient and difficult to access, unlike other organizational areas such as industry or government which are full of attention from practitioners. Moreover, it is important to note that studying and reporting on the concept of student participation differs from one nation to another simply because of the presence of different cultures and education policies (Shahabul, Muthanna, & Sultana, 2022). Worth pondering that student organizations provide many benefits to human development, especially when they have entered the workforce (Simmons, Creamer, & Yu, 2017). Most of the studies on student organizations end with conclusions about the influence and significance of certain independent variables and lack in association these correlations with descriptive data in deep assumptions. This research is present as a fundamental effort to find the pattern of the problems described previously. The consideration for choosing Organizational Climate and Motivation as an exogenous variable and Participation as an endogenous variable is to provide a balanced description of the two sides of the research object. First, how members of the organization assess their organization through measuring the quality of the organizational climate, and secondly, how members of the organization asses themselves as an entity that runs the organization and how they confirm their contribution to the organization. To obtain desired results, the research constructs using quantitative methods with survey techniques. The collected data then be analyzed through partial least squares structural equation modeling (PLS-SEM) to estimate a complex causal relationship model between latent variables using the Smart-pls software. This study aims to examine how PLS-SEM is applied in student organization research so that the results of this study are expected to show the pattern of the relationship between descriptive data and evidence of the significant effect of the relationship between variables that can be used in the formulation of internal policies of student organizations in dealing with circulating discourse.

METHOD

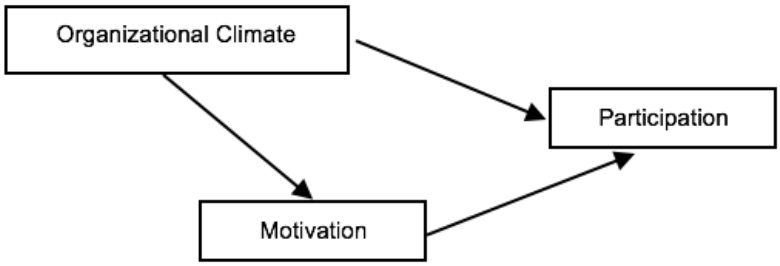
The method used in this research is through approach with survey techniques that are the quantitative approach uses a deductive perspective, involves many subjects, uses measurement instruments, and data in the form of scores, and is analyzed statistically (Periantalo, 2019). The survey research examines large and small populations by selecting and examining selected samples from the population, to find the incidence, distribution, and relative interrelation of sociological and psychological variables (Kerlinger, 2014).

The research is located at the Association of Political Science Students, Faculty of Social and Political Sciences Hasanuddin University, Makassar, Indonesia. The subject of this research is the population of all members of the Hasanuddin University Political Science Student

Association with a total population of 160 people, which is then further managed using a sampling technique that is simple random sampling without replacement (SRS-WOR) which is practically done by taking one by one from the existing units until the required number of samples is obtained the supporting software used in conducting random sampling is the R program (Asra & Prasetyo, 2016). However, before determining the selected sample it is necessary to determine the sample size to be used, in this case, the sample size calculation using the Isaac and Michael formula with an error rate of 5% and a 95% confidence interval (Isaac & Michael, 1995). Based on the formula and population, the number of samples used in this study is 113 members of Himapol Unhas.

There are three variables in this study, namely organizational climate (X1), motivation (X2), and participation (Y). The model of the relationship between variables in structural equation modeling with two exogenous variables and one endogenous variable. The schema of the relationship between the variables can be seen in Figure 1.

Figure 1
Research Framework



Organizational climate according to Schneider, Ehrhart, and Macey (2013) emerges through the process of social information concerning the meaning attached by employees to the policies, practices, and procedures they experience, and the behavior they observe can be appreciated, supported, and expected. Organizational climate is an alternative construct used to conceptualize the way people experience and describe their working conditions, this includes not only business but also schools and government. Furthermore, according to Milton (1981) organizational climate is defined as the quality of the internal environment that is relatively enduring, becomes an experience for every member of the organization, influences their behavior, and can be discussed in a set of characteristics or attributes (traits) and becomes a differentiator between one organization with other organizations. The definition according to Litwin and Stringer (1968) organizational climate is the effect of subjective perceptions of the formal system, the manager's informal style, and other environmental factors that influence the attitudes, beliefs, values, and motivation of people who work in a certain company.

Motivation refers to the forces within the individual that explain the level, direction, and persistence of effort expended at work. Meanwhile, according to Hall and Goetz (2013) motivation refers to the processes that underlie the initiation, control, maintenance, and evaluation of goal-oriented behavior, so motivation refers to the psychological mechanisms that occur throughout the process of pursuing one's goals.

Participation focuses specifically on participation in decision making which then reaches two basic conclusions (Cotton, Vollrath, Froggatt, Lengnick-Hall, & Jennings, 1988). First, it emphasizes that participation can take several diverse forms (short or long term, formal or informal, direct or indirect). Second, confirms that the effect of participation on satisfaction and performance varies according to the form of participation. Meanwhile, according to Glew,

O'Leary-Kelly, Griffin, and Van Fleet (1995) participation is defined as a conscious and deliberate effort by individuals at higher levels in the organization to provide an extra visible role or role expansion opportunities for individuals or groups at lower levels in the organization to have a greater voice. in one or more areas of organizational performance. In addition, participation can also be in the form of the participation of a person or community group in the development process, both in the form of statements and in the form of activities by providing input such as thoughts, energy, time, expertise, and capital (Sumaryadi, 2005).

If the organizational climate is seen as a person's perception of his environment and motivation refers to the forces of internal individual that explain the level, direction, and persistence of effort expended in the workplace, both organizational climate and motivation have shaped human behavior. This organizational behavior can be manifested in the form of participation which is a conscious and intentional act either directly or indirectly, this decision-making occurs after accumulation which refers to the overall psychological mechanism including the perception of the environment.

There are three instruments developed in this study, namely the instrument on organizational climate (10 dimensions), motivation (3 dimensions), and participation (4 dimensions) a total of 17 item dimensions. All instruments were developed with a Likert scale using the lowest alternative answer 1 and the highest 5. The data collection instrument used in this study was a questionnaire compiled through an online application or commonly called a self-administered questionnaire with the final result of 84 people responding from a total of 113 predetermined samples. In other words, the response rate in this study is 75%.

Table 1
Operational Research Variables

NO	Variable	Dimension
1.	Organizational Climate (X1). Developed from The Organizational Climate Questionnaire (OCQ) (Furnham and Goodstein, 1997) were then adapted to research needs.	1. Role clarity. 2. Self-respect. 3. Communications. 4. Reward systems. 5. Surveillance systems. 6. Support systems. 7. Conflict management. 8. commitment. 9. Practice and learning. 10. Directional alignment.
2.	Organizational Motivation (X2). Developed from An empirical test of a new theory of human needs (Alderfer, 1969) and then adapted to research needs.	1. Existence needs. 2. Relatedness needs. 3. Growth needs.
3.	Participation (Y). Developed from Understanding the Role of Participation in Public Service Delivery (Nayak and Samanta, 2014) were then adapted to research needs.	1. Attend activities. 2. Propose a discussion. 3. File a complaint. 4. Contribution.

After the methodological completeness is met, including data from research subjects which are the points of assessment for each member of Himapol Unhas on the three variables. Furthermore, testing the feasibility of the data through the Validity Test is used to measure the accuracy of an instrument in measuring a variable, and the Reliability Test is used to test the stability, consistency, and accuracy of the data pattern. Several types of testing must meet the standard, especially if using the partial least squares method. The following are the results of the data test:

1. Outer loading

Outer loading is a table that contains a loading factor to show the magnitude of the correlation between indicators and latent variables, in the assessment of the outer loading value of 0.70 or higher the priority. but if it is exploratory research, 0.4 or higher is acceptable (Hulland, 1999).

Table 2
Outer Loading Value

Variables	Outer Loading												
Organizational Climate	0.75	0.84	0.76	0.72	0.80	0.83	0.71	0.68	0.68	0.69	0.80	0.76	0.79
Organizational Motivation	0.71	0.73	0.76	0.79	0.77								
Member Participation	0.69	0.63	0.81	0.76	0.73	0.76							

Source: Primary Data (Processed)

Based on the data from table 2, the outer loading value can be seen that all items or indicators of the outer loading value are > 0.5. Referring to the Outer Loading value limit, the researcher sets > 0.5 as the acceptance standard with consideration of the validity and reliability of the constructs meeting the requirements and the model is still newly developed, so that based on the outer loading validity of all items or indicators then it can be stated as valid.

2. Average Variance Extracted

The convergent validity of a construct with reflective indicators was evaluated by Average Variance Extracted (AVE). The AVE value should be 0.5 or more. An AVE value of 0.5 or more means that the construct can explain 50% or more of the variance of each item (Bagozzi & Yi, 1988).

Table 3
Average Variance Extracted Value

Average Variance Extracted Value (AVE)	
X1	0.570
X2	0.543
Y	0.576

Source: Primary Data

Based on the Average Variance Extracted (AVE) value, it can be concluded that all constructs have been achieved, namely the convergent validity requirements of the AVE value of the three variables > 0.50.

3. Fornell-Larcker Criterion

A construct is said to be valid by comparing the root value of the AVE (Fornell-Larcker Criterion) with the correlation value between latent variables. The AVE root value must be greater than the correlation between a latent variable. To assess discriminant validity is done by looking at the Fornell Larcker Criterion value, which is a method that compares the square root value of the Average Variance Extracted (AVE) of each construct with the correlation between other constructs in the model (Henseler, Ringle, & Sarstedt, 2015). If the AVE square root value of each construct is greater than the correlation value between constructs and other constructs in the model, then the model is said to have a good discriminant validity value (Fornell & Larcker, 1981).

Table 4
Fornell-Larcker Criterion Value

	X1	X2	Y
X1	0.759		
X2	0.577	0.755	
Y	0.526	0.586	0.737

Source: Primary Data

Based on table 4, all roots of the AVE (Fornell-Larcker Criterion) of each construct are greater than their correlation with other variables. As an explanation of the X1 variable: the AVE value is 0.570, and the AVE root is 0.759, which value is greater than the correlation with other constructs, that is X2 0.577 and Y of 0.526. This also applies to other latent variables, where the root value of AVE > Correlation with other constructs. Because all latent variables have a root value of AVE > Correlation with other constructs, the discriminant validity conditions in this model have been met.

4. Cross Loading

Cross-loading is another method to determine discriminant validity, if the cross-loading value of each item to other constructs is greater than the cross-loading value belonging to the variable being compared is greater than the research variable could say to be valid (Ab Hamid, Sami, & Sidek, 2017).

Table 5
Cross Loading Value

	X1	X2	Y
lK1	0.754	0.364	0.374
lK10	0.843	0.346	0.301
lK11	0.764	0.481	0.384
lK12	0.720	0.503	0.587
lK13	0.804	0.421	0.391
lK2	0.833	0.468	0.432
lK3	0.714	0.419	0.356
lK4	0.684	0.446	0.310
lK5	0.680	0.320	0.240
lK6	0.696	0.279	0.284
lK7	0.805	0.438	0.458
lK8	0.759	0.479	0.466
lK9	0.786	0.564	0.413
M1	0.429	0.717	0.336
M2	0.406	0.730	0.300
M3	0.519	0.762	0.468
M4	0.457	0.792	0.571
M5	0.347	0.771	0.471
PA1	0.185	0.321	0.691
PA2	0.321	0.464	0.632
PA3	0.474	0.405	0.818
PA4	0.536	0.461	0.762
PA5	0.363	0.463	0.735
PA6	0.346	0.440	0.768

Source: Primary Data

Based on the table of cross-loading values for each items, it can be concluded that for example, the IK1 item is part of the X1 variable (0.754) with a higher cross-loading value than the other constructs, namely X2 (0.364) and Y (0.374). The same thing applies to items

from each other construct which shows that all cross-loading values belonging to the compared variables are larger and can be said to be valid.

5. Internal Consistency Reliability

Internal Consistency Reliability is a confidence measure used to evaluate the extent to which different test items relate to the same construct and produce similar results. Internal Consistency Reliability can also be understood as to how capable the indicator can measure its latent construct. The tools used to assess this are composite reliability and Cronbach's alpha. The composite reliability value must be 0.7 or higher. however, for exploratory research, 0.6 or higher is acceptable. (Bagozzi & Yi, 1988), while for Cronbach's alpha, the expected value is above 0.7 (Taber, 2018).

Table 6
Internal Consistency Reliability Value

	Cronbach's Alpha	Composite Reliability
X2	0.813	0.869
Y	0.831	0.879
X1	0.938	0.946

Source: Primary Data

Based on table 6, it can be concluded that all constructs have Cronbach's Alpha value > 0.7 so it can be said that all of these constructs are reliable. The same thing also applies to composite reliability values, all range values reach > 0.7.

Refers to the previous data, it can be concluded that the model built, the instrument used, and the collected data can be processed to the next stage by descriptive analysis and measure the effect on relationship and significance. When testing the descriptive hypothesis, based on the data held in the form of interval data, the one-sample t-test hypothesis test or One tail test is used, the technique is used when H0 reads "Lower or equal to (<) and Ha reads Bigger (>)." Furthermore, to test the inferential analysis, the Structural Equation Model technique is used which is a method of multivariate data analysis to analyze complex relationships between constructs and indicators (Hair et al, 2021) which are later determined based on an inner model in the application of Partial least squares, one of the relevant reasons for using this technique is because Partial Least Square is best used when analyzing a small population that limits the sample size (Joe F Hair Jr, Sarstedt, Hopkins, & Kuppelwieser, 2014).

RESULTS AND DISCUSSION

A. Hypothesis Testing

1. Descriptive Hypothesis

This testing is carried out to obtain a generalization of research results based on one sample, in this study the test was carried out as a one-sided test, namely on the left side. The test value used is determined by the formula: "Highest score for each item" x "number of items" x "number of respondents" / "number of respondents."

Table 8
Testing Results

Variables	Hypothesis Testing	T-Score	T-Table	P-Value	Status
Organizational Climate	H0 : < 60%	5.551	1.797	.00001 < 0.05	Reject H0
Organizational Motivation	H0 : < 60%	12.236	1.797	.00001 < 0.05	Reject H0
Member Participation	H0 : < 60%	2.571	1.797	.005962 < 0.05	Reject H0

Source: Primary Data (Processed)

The rule of thumb used in this test is to reject H0 if the t-score is greater than the t-table. In addition, reject H0 if the p-value is less than the confidence level (0.05). Based on the data listed in table 8, the three variables have met the conditions set so that H0 rejected.

2. Path Coefficient

Measurement of path coefficients is carried out to see the significance and strength of the relationship between the constructs and also to test the hypothesis. The value of path coefficients ranges from -1 to +1, if the value of path coefficients is closer to +1 then the relationship between the two constructs is getting stronger, on the other hand, a relationship that is close to -1 indicates that the relationship is negative (Sarstedt & Christian, 2017).

Table 9
Path Coefficient Value

	X1	X2	Y
X1		0.577	0.281
X2			0.424

Source: Primary Data

Based on value table 9, the direct effect of X1 on Y is 0.281, which means that if X1 increases by one unit, Y can increase by 28.1%. Furthermore, the direct effect of X2 on Y is 0.424, which means that if X2 increases by one unit, Y can increase by 42.4%. As for the direct effect of X1 on X2, the value is 0.577, which means that if X1 increases by one unit, then X2 can increase by 57.7%. Due to the path coefficient value of the three variables leading to +1 the connection between the three variables is positive.

3. Bootstrapping

a. Direct Effect

Bootstrapping is a process to assess the level of significance or probability of direct effects, indirect effects, and total effects which is also a test of statistical hypotheses, in this case, the interpretation of p-value < 0.05 or 95% confidence interval based on the percentile method or in the case of skewed bootstrap distribution can be accepted as significant (Hair, Risher, Sarstedt, & Ringle, 2019).

Table 10
Direct Effects Value

	T Statistics (I O/ STDEV I)	P Values
X1 -> X2	4.709	0.000
X1 -> Y	2.965	0.003
X2 -> Y	4.639	0.000

Source: Primary Data

Direct effects of X1 on Y can be explained based on calculations using bootstrap or resampling, where the test results of the estimated coefficient of X1 on X2 with the t value of 2.635 and p-value of 0.000 < 0.05 so reject H0 or which means the direct effect of X1 on X2 is significant. statistically significant.

Furthermore, for the direct effects of X1 on Y, the test results for the estimated coefficient of X1 on Y with the t-count value of 2.965 and a p-value of 0.003 < 0.05, reject H0 or which means that the direct effect of X1 on X2 is statistically significant. The same thing can also be found in the interpretation of the direct effects of X2 on Y, where the test results for the estimated coefficient of X2 on Y with the t value of

4.639 and a p-value of 0.000 < 0.05 so reject H0 or which means that the direct effect of X2 on Y is statistically significant.

b. Specific Indirect Effects

Apart from the direct effects X1 to X2, the structural equation modeling method also has a path relationship or specific indirect effects mediated by an intermediate construct with the following pattern: X1 → X2 → Y, which can be interpreted as mediation that occurs when the mediator variable (X2) intervenes between two other related constructs. More precisely, changes in exogenous constructs lead to changes in mediator variables which turn the result of endogenous constructs into the partial least squares pathway model. Thus, the mediator variable regulates the nature of the mechanism or process that underlies the relationship between the two constructs (Hair Jr, Hult, Ringle, & Sarstedt, 2021).

Table 11
Specific Indirect Effects Value

	T Statistics (I O/ STDEV I)	P Values
X1 -> X2 -> Y	3.812	0.000

Source: Primary Data

Specific indirect effects X1 on X2 and then on Y can be explained based on calculations using bootstrap or resampling, where the results of the estimation coefficient test X1 → X2 → Y with the t value of 3.812 and p-value of 0.000 < 0.05 so accept H1 or which means the direct effect of X1 on X2 and so on Y was statistically significant.

B. Effect on Relationship

1. F-Square

The interpretation of the F Square value is an assessment of the magnitude of the influence between variables with Effect Size or f-square. F Square value of 0.02 is small, 0.15 is medium, and 0.35 is large. Values less than 0.02 can be ignored or considered to have no effect (Sarstedt & Christian, 2017).

Table 12
F-Square Value

	X1	X2	Y
X1		0.498	0.088
X2			0.199

Source: Primary Data

Based on table 12, the large effect size with F Square criteria > 0.35 is found in the effect of X1 on X2. Furthermore, the medium effect with F Square between 0.15 to 0.35 is the effect of X2 on Y. Meanwhile, the effect of X1 on Y is small because the F Square value is in the range of 0.02 to 0.15.

2. R Square

K coefficient of determination (r square) is a way to assess how much endogenous constructs can be explained by exogenous constructs. The value of the coefficient of determination is expected to be between 0 and 1. R Square values of 0.75, 0.50, and 0.25 indicate that the model is strong, moderate, and weak (Sarstedt & Christian, 2017). Meanwhile, Adjusted R Square is the corrected R Square value based on the standard

error value. The value of Adjusted R Square provides a stronger picture than R Square in assessing the ability of an exogenous construct to explain endogenous constructs.

Table 13
R-Square Value

	R Square	R Square Adjusted
X2	0.333	0.324
Y	0.396	0.381

Source: Primary Data

The value of the effect of r square X1 on X2 is 0.333 with an adjusted r-square value of 0.324. so it can be explained that the exogenous construct X1 affects X2 by 0.324 or 32.4%, This means that the adjusted r square is less than 0.50 or 50%, so the effect of the exogenous construct X1 on X2 is weak. As for the value of the effect of r square together, namely X1 and X2 on Y, it is 0.396 with an adjusted r-square value of 0.381, so it can be explained that the two exogenous constructs (X1 and X2) simultaneously affect Y by 0.381 or 38.1%, This means that the adjusted r square is less than 50%, so the influence of the two exogenous constructs X1 and X2 on Y is weak.

C. Predictive Relevance (Blindfolding)

Blindfolding is an analysis used to assess the level of relevance of predictions from a construct model. Q Square is the benchmark value used when interpreting the level of predictive relevance. If the value is greater than zero, it means that the value is higher than 0, 0.25, and 0.50 which means the level of prediction accuracy is small, medium, and large, so that through the partial least squares path model it can be concluded that the constructed model is relevant and the variables that used to predict endogenous variables are correct (Hair et al., 2019).

Table 14
Predictive Relevance Value

	Q^2 (+1-SSE/SS0)
X1	
X2	0.168
Y	0.176

Source: Primary Data

The relevance of the prediction of X1 to X2 based on the value of Q Square is 0.168 > 0.05 so H0 is accepted. It can be concluded that the exogenous variable X1 has been relevant to be used as a predictor of the X2 construct as an endogenous variable. As for the relevance of predictions X1 and X2 to Y, based on the value of Q Square is 0.176 > 0.05 so H0 is accepted. It can be concluded that the exogenous variables X1 and X2 have been relevant to be used as predictors of the Y construct which is an endogenous variable.

D. Discussion

The relationship between the points in the subsection will be discussed here. This is an overview of how each item that has been determined represents the views of the respondents by the overall mean of the object study. Determination of the standard interpretation of each item is using the categorization of five optional choices from the Likert scale. The distribution results of the total respondents' answers are in the following table:

Table 15
Descriptive Value

Variables	Range of Mean Score				
	4.21 – 5.00 Highest	3.41 – 4.20 High	2.61 – 3.40 Medium	1.81 – 2.60 Low	1.00 – 1.80 Lowest
Organizational Climate		3.468			
Organizational Motivation		3.905			
Member Participation			3.216		

Source: Primary Data (Processed)

As can be seen from Table 15, the value of each variable is not at the low or lowest level, especially for the variable participation is at a medium level with a range of values quite far from the lower limit. Recall the condition of the initial study, the problems in student organizations centered on the discourse of the lack of participation levels that is worth questioning again. Based on the mean values of the two exogenous variables, it can consider. Firstly, Organizational climate is an alternative construct used to conceptualize people's experiences and describe their working conditions that influence the motivation of people who work in an organization. Therefore, based on the concept that the higher the member's perception of the quality of the organizational climate the better it will motivate. In this case, the results are positive in path coefficient X1 → X2 (0.577 or 57%) and the direct effect X1 → X2 (p-value 0.000 < 0.05) is statistically significant. Secondly, motivation refers to the processes that underlie the initiation, control, maintenance, and evaluation of goal-oriented behavior, and also refers to the forces of internal individuals that explain the level of effort expended in the workplace that manifested in the form of participation. Previous studies have shown a relationship between motivation and participants in organizations. In this study, the results also show the same thing, it is positive in path coefficient X2 → Y (0.424 or 42%), and the direct effect of X2 → Y (p-value 0.000 < 0.05) is statistically significant.

Regarding the main problem, even if the relationship between the variables is positive and significant, the value of the endogenous variable, namely participation, shows the opposite of the hypothesis because it is not at a low level. The evidence is in table 15, Descriptive Value (3.126 or Medium), and table 8, Descriptive Hypothesis (.005962 < 0.05) that is Reject H0. This is implicating in how students identify their participation in organizational activities as they are. The fact that both the Organizational itself (Organizational Climate), students involved in the organization (Motivation), and how students are involved in the organization (Participation) are in the medium-high value range. There is no sufficient descriptive reason to justify organizational performance becoming unproductive due to the low level of student participation. Two things should be noticed from this discussion. First, the regression analysis carried out to minimize problems in student organizations should start by paying attention to the descriptive measures of variables used, especially in testing the hypothesis, even if it has been through literature research or qualitative interviews. It is necessary to consider the concept of student participation differs from one to another simply because of the presence of different cultures and education policies. Second, in the case of Himapol Unhas, there is a possibility that the discourse on the problem of the lack of member participation in organizational activities is inappropriate as the cause of the lead organizational performance becoming unproductive. To simplify, the core of this problem, there is a pattern that is not right because of the inconsistency between external conditions (discourse about the lack of student participation) and internal conditions (values from study results). This strange happened because this

discourse developed from students who were involved in running the organization, on the other hand, students identify themselves as highly motivated, who do not have significant problems with the organizational climate and are active in carrying out organizational activities.

Regardless of the results of the studies, there is always a possibility that studies will be inaccurate. The reasons that need to be considered are. First, although it has gone through various anticipatory actions, including escort in every data collection process, the instrument used in this research is an online-based questionnaire, so the findings from online surveys may inaccurate (Chittaranjan, 2020). Second, the model built in the study is not broad enough to understand the problems in student organizations. Therefore, it is necessary to conduct a multivariate analysis with a variety of variables that make it possible to answer complaints against student organizations.

Critical questions have been answered. Therefore, continuing problem-solving efforts that focus on the issue of participation in the Himapol Unhas cases becomes less impactful but does not mean it has no effect. Since another purpose of this research is to show how to study student organizations using the PLS-SEM method, several discussion points can be used as material for organizational evaluation, as follows:

1. Organizational Climate

   Although it has a positive and significant relationship to the level of participation, the effect of X1 on Y is small (F Square 0.088), and Adjusted R-Square X1 and X2 on Y (0.381 or 38%) is also weak. It can be maximized by improving the quality of the organizational climate, see figure 2.

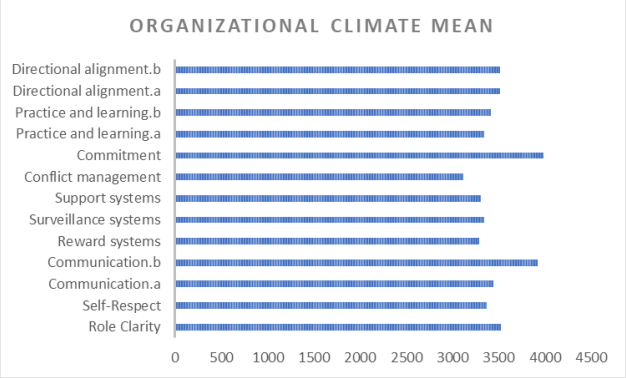


Figure 2. Organizatioanal Climate
Source: Primary Data (Processed)

Increasing student participation can be started by improving the quality of the two lowest dimensions, namely Conflict Management which is related to the organization's ability to manage internal conflicts, and the Reward System related to recognition or appreciation for members who carry out their roles.

2. Participation Motivation

   These two variables are explained in combination because motivation has a relatively strong effect on participation, which has a medium effect with F Square (0.199), and there is also a pattern that can provide insight, notice in Figure 3:

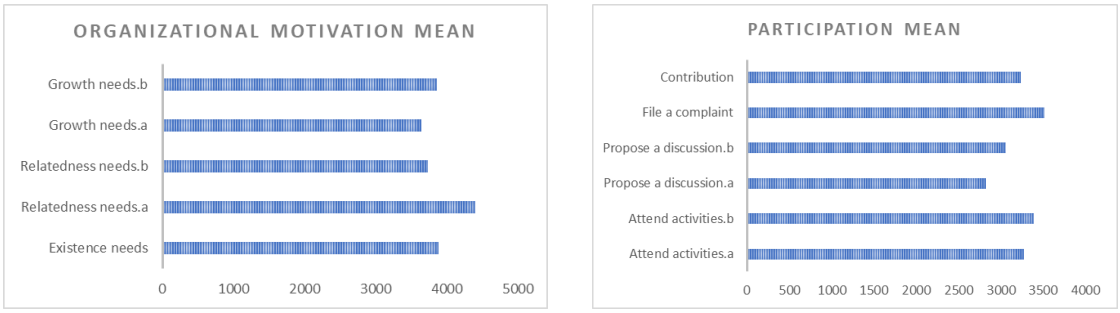


Figure 3. Motivation on Participation

Source: Primary Data (Processed)

Considering table 15, the means of the total variable of organizational motivation is 3905 which is at a high level, and the variable participation is 3216 or at a medium level. Based on figure 3, Although motivation has the highest value, especially in the "Relatedness needs" dimension which is the desire of each member in the organization to occupy a certain position in a structure, conversely, it is not in line with one of the lowest points of the dimensions in variable participation that is named "proposes a discussion," which is related to self-involvement in submitting a discussion in organizational forums as well as being active inviting other members to have a relaxing discussion, from this it can be said that if an individual has high motivation, it does not mean that it will then transform into action, so there is a possibility that there are other conceptions that hinder the actualization of the motivation of members who have not been examined as an example, the problem of self-confidence.

CONCLUSION

As explained in the introduction, the research is here to answer various doubts about the decline in student participation in organizational activities at the university. On the other hand, the research results found show different meanings than some of the descriptive hypotheses at the beginning discussion. Based on initial observations and literature references, researchers assume that the level of participation in Himapol Unhas is < 60% of the criteria set, and therefore some constructs in the form of organizational climate and motivation are considered to affect the level of participation are also at the same level.

In contrast to the previous assumption, the results of the analysis of the research data show that both the exogenous organizational climate (X1) and motivation (X2) and endogenous (Y) variables are at a value level > 60% in the sense that H0 is rejected. This implies that the majority of respondents who are members of Himapol Unhas accumulatively have an assessment level of organizational climate, motivation, and participation at the medium level or above. This is different from the claim that the problem of a student organization has entirely centered on the lack of student participation, especially this applies in the case of Himapol Unhas, where there is a possibility that placing the problem of participation in an inappropriate manner as a cause of organizational performance to be unproductive.

However, in another assumption, placing participation as an object that needs to be improved will still have an effect on the organization considering the lack of research that specifically examines the problems of student participation in organizations, especially based on the results of this study, it can be concluded that the direct relationship between X1 → X2, X1 → Y, X2 → Y, and the indirect specific relationship X1 → X2 → Y shows the path coefficient

and p-value values that have met the test criteria so that all variables reflect there is a positive and significant relationship, certainly with varying levels of value. The implications of the finding of a positive and significant relationship through the two exogenous variables are then expected to provide benefits for policymaking efforts to maximize the level of student participation in organizations. However, it should be underlined that referring the coefficient of the R-value of the two exogenous variables, has a value below 0.50 which means the relationship between them is weak, so it is necessary to find other constructs that may occupy the remaining value of the R coefficient.

In the end, research that has been completed can only explain what has been planned, therefore to provide clarity on other factors that may affect the level of student participation in the university's internal organization needs to be studied further, several variables such as leadership, education system, cultural organization, self-confidence, financial problems, and institutional factors allow to be investigated to complement the results of this study.

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