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Abstract: University students should have extensive knowledge and abilities (skills), character, and vision that are more advanced than ordinary people. Student activities such as organizations can be a place for students to develop their abilities. Students are also required to have good time management so that academic achievement and organizational activities can run in balance. This study aims to determine self-regulated learning in the aspects of active organizational students with high academic achievement. The study focused on self-regulated learning in active organizational students at the Faculty of Psychology and Humanities. This research uses a descriptive qualitative approach. The method in this study used in-depth interviews, and the participants in this study were two people. This study found information on self-regulated learning aspects, including cognitive regulation, motivational aspects, and behavioral aspects. The study results show that active student organizations that apply self-regulated learning can control behavior, maintain achievement, and have many relationships and experiences not obtained in lecture classes.

Keywords: Self-Regulated Learning; Participation in Organizations

A. Introduction

A student's task is to learn by understanding the materials or theories explained in lectures. Apart from that, students are required to be able to learn more independently and not depend on what is given by the teacher. Students must also be able to do lecture assignments with good time management so that assignments can be completed optimally. This aims to ensure that students can pursue knowledge according to the major they are taking at university to gain knowledge and achievements in the academic field and apply it in their jobs in the future.

University students are not only required to have broad knowledge but also have skills, character, and vision that are far more advanced than ordinary people. Therefore, students must be aware of their responsibilities so that motivation arises to compete to achieve achievements. With this awareness, students are expected to be able to develop their knowledge and skills through lecture activities and various activities in the campus environment, one of which is becoming a member of an organization (Hidayat, 2020).

Organizations are a forum for students to develop thought patterns in organizational activities and social life. According to (Karos et al., 2021), students join organizations to develop and spread talents, interests, and abilities (skills). Meanwhile, Muyana (2018) defines an organization as a form of alliance between two or more people in which they work together to achieve common goals and ties in formal hierarchical ties, where there is a relationship between a person or group of people called a leader and a person or group who are called subordinates. Organizational activities have very good benefits for students to prepare them for facing life outside the community. Students who join organizations have various motivations and goals, such as self-development, independence, developing skills, increasing relationships, and preparing themselves to become leaders.

It is a challenge for students to balance organizational activities with learning achievements so that both can go hand in hand and do not interfere with each other. In this case, students are required to have the ability to divide their time between studying and organizational activities to obtain optimal learning achievement. According to Tarumasely (2021), organizational activities are an external aspect that can support students' academic achievements because they get lessons and experiences not obtained in college.

Based on the results of an initial survey of two students who were active in organizational activities, they had various motivations that made them interested in becoming administrators in an organization, including training leadership attitudes, professionalism, and social feelings, increasing relationships, as well as training time management skills and socializing with many people. Apart from that, the resource person also explained that joining an organization has benefits such as gaining experience that cannot be obtained in college, learning to create and be responsible for work programs as well as training to enter the world of work tomorrow because you have received leadership training and social skills. However, being active in organizations can also confuse students about managing their time between lectures and organizations, resulting in a lack of rest because free time is used for organizational activities.

Students participating in organizational activities are required to achieve maximum academic achievement with good time management in various activities. The majority of students who are active in organizations have high academic achievements, but some are low. With the demands of students in achieving academic accomplishments and their busyness in organizational activities, it is hoped that students can divide a balanced proportion between organizations and lectures and should not be biased (Lubis, 2018).

This is in line with research conducted by Grahan F.O. & Mardiyanti R. (2019), which explains that there is a significant influence between student participation in organizational activities and self-regulated learning. Researchers argue that the factor influencing academic achievement is not intelligence but internal factors originating from self-regulation (Yaningsih & Fachrurrozie, 2018). According to Asdalifa (2021), self-regulated learning contributes to role conflict. This statement is supported by the results of research conducted by Astutik (2021), which explains that the higher the ability to self-regulate, the lower the possibility of role conflict arising (Saraswati & Abstrak, 2017).

Based on the survey results, some students are still active in organizations but do not plan, monitor, control, and evaluate their learning activities. As a result, there is a decline in learning achievement due to neglect of lecture activities, such as the habit of delaying work on assignments (procrastination), doing assignments haphazardly and only copying them, submitting class assignments not on time, studying using the overnight "SKS" system when it is time to do it. Facing exams and often being late for class. The main cause is difficulty in managing time because you are too busy carrying out work programs in an organization, so you feel tired, failing to balance studying with organizational activities. This is in line with research conducted by Muyana S (2018), which shows that students experience academic procrastination due to a lack of time management because they have two obligations that must be completed simultaneously (Muyana, 2018). In this case, research on self-regulated learning is very important to provide students with an overview of self-regulated learning as an effort that can be made to maintain learning achievement in students who are active in organizations.

According to Bandura, self-regulated learning is defined as a situation where an individual learns to control his learning activities, monitor motivation and academic goals, manage human and material resources, and become a behavior in the decision-making process and become an implementer in the learning process (Lubis, 2018). Active organizational students need self-regulated learning abilities so they can manage their time for studying and other activities to help optimize the lectures and organization. This is in line with research conducted by Fasikhah and Fatimah (2013), which explains that students who were given self-regulated learning training had much higher academic achievements compared to students who were not given self-regulated learning training (Fasikhah & Fatimah, 2013).

Of the two studies above, none has discussed self-regulated learning in students active in organizations at the Faculty of Psychology and Humanities. So, researchers are interested in examining the description of "Self-Regulated Learning in Organizationally Active Students of the Faculty of Psychology and Humanities." The problem formulation proposed in this research is "How is self-regulated learning for students active in

organizations at the Faculty of Psychology and Humanities?" This research aims to determine self-regulated learning in students active in organizations at the Faculty of Psychology and Humanities.

Self-Regulated Learning

Self-regulated learning is developed from Bandura's (1997) social cognition theory, which explains that humans result from an interdependent causal structure of personal, behavioral, and environmental aspects. These three aspects are determinant aspects of self-regulated learning, interconnected cause and effect, where people try to regulate themselves (self-regulated). This results from behavior, which can impact the environment and so on (Grahani et al., 2019). According to Bandura, self-regulated learning can be defined as a situation where an individual learns to control his learning activities, monitor motivation and academic goals, manage human and material resources, and become a behavior in the decision-making process and implementer in the learning (Pamungkas & Prakoso, 2020). Apart from that, self-regulated learning is the ability to actively participate in learning activities both metacognitively, motivationally, and behaviorally (Grahani et al., 2019). Metacognitively, individuals can regulate themselves so that they can organize, plan, monitor themselves, instruct themselves, and evaluate themselves in the learning process. Motivationally, individuals will feel competent when learning and have self-confidence (self-efficacy) and independence. Meanwhile, behaviorally, individuals who learn will organize, select, and organize their environment so that they can learn optimally.

Grahani et al. (2019) described self-regulated learning as a form of learning carried out individually depending on individual learning motivation, which is autonomously developed through measurement (cognition, metacognition, and behavior) and monitoring progress in learning. Meanwhile, Aprianti & Mashun (2023) say that self-regulated learning is an active and constructive process for individuals to set goals in their learning process and try to monitor, control, and regulate their cognition, motivation, and behavior. This aims to encourage and direct individuals towards their goals by prioritizing the context in the environment.

Thus, self-regulated learning is an activity where individuals learn actively to regulate their learning process, starting from planning, monitoring, controlling, and systematically evaluating themselves in achieving learning goals using cognitive, motivational, and behavioral strategies.

Aspects of Self-Regulated Learning

According to Pintrich (2003), self-regulated learning or self-regulation in learning can be divided into three types, namely cognitive, motivational, and behavioral strategies (Fitriatien & Mutianingsih, 2020). Cognitive regulation strategies are strategies related to information processing related to various types of metacognitive and cognitive activities that individuals use to adjust and change their cognition, which can be done through the simplest and most complex strategies. Strategies in cognitive regulation include (1) elaboration, which can be reflected on through "deep learning" by trying to summarize the material using your sentences, and (2) repetition, which is a form of effort to remember the material by repeating things, (3) organization, including "deep processes" which are carried

out through the use of various techniques such as note-taking, drawing diagrams or concept maps which aim to organize learning material, and (4) metacognition (metacognition regulation), is a strategy used to reduce stress which can be done through planning, monitoring and strategies for regulating learning to determine learning goals, monitoring understanding so that there is significant progress in the learning process.

Motivational and emotional regulation strategies are carried out by building or designing efforts to face failure and achieve success in learning (Pamungkas & Prakoso, 2020). Motivational regulation strategies include several things, such as thoughts, behavior, or actions carried out by individuals to influence choices, as well as persistence and efforts to face various problems. According to Grahani et al (2019) explain that motivational regulation strategies are divided into seven strategies which include (1) Mastery self-talk, namely the process of thinking about mastery which has a goal orientation such as satisfying curiosity to become more competent, (2) managing the environment (environmental structuring) is an individual's effort to fully concentrate in order to reduce learning disorders in the environment or regulate physical and mental readiness in solving academic problems or assignments, (3) self-consequating, is an effort to determine or prepare oneself to accept intrinsic consequences so that remain consistent in learning activities which can be carried out using rewards and punishment, (4) extrinsic motivation (extrinsic self-talk), namely a condition where individuals feel bored with the learning process so they want to finish it but there are thoughts and efforts to convince themselves to continue the process learning, (5) ability orientation (relative ability self-talk), namely a condition where individuals have thoughts about specific performance in achieving learning goals and there is a desire to do better than other people (6) increased situational interest (situational interest enhancement), is a description of individual activities that try to increase intrinsic motivation in carrying out tasks through personal interests or situations, and (7) personal relevance (relevance enhancement), namely individual efforts to increase the connectedness or meaning of tasks in their lives or related to personal interests.

Behavioral regulation strategies are aspects of self-regulation that involve individual efforts to control their behavior and actions (Grahani et al., 2019). There are several behavioral regulation strategies that individuals can use when studying, which include effort regulation, regulating time and study environment, and help-seeking.

Self-Regulated Learning Factors

According to Karos et al. (2021), self-regulated learning is influenced by three main factors: self-confidence, motivation, and goals. Self-efficacy refers to an individual's belief about their ability to learn or perform skills at a certain level (Grahani et al., 2019). Lubis (2018) further explained that motivation encourages or moves individuals to achieve goals with the hope of getting results from their actions and having confidence in themselves to do so. Meanwhile, goals are the criteria used by individuals to monitor progress in the learning process. The three main factors influencing self-regulated learning, namely self-confidence, motivation, and goals, are interrelated. Self-efficacy can reflect an individual's self-confidence regarding their ability to complete tasks or problems that will influence goals, namely whether they are oriented towards learning or performance goals. Thus, high

self-efficacy will further motivate individuals to improve self-regulation so that individuals can learn by implementing various variations of self-regulated learning strategies, which can ultimately influence academic achievement.

The Impact of Self-Regulated Learning on Self-Regulation

Self-regulated learning has a very important role in the world of education, especially in supporting student success in the academic field. This is because self-regulated learning is an important factor in education. After all, it is related to academic achievement. This is in line with research conducted by Pamungkas & Prakoso (2020), which explains that students who were given self-regulated learning training had much higher academic achievements compared to students who were not given self-regulated learning training.

The attitudes of students who have self-regulated learning can be seen from their actions or actions that lead to academic achievement. According to Grahani et al. (2020), the characteristics of students with high self-regulated learning are that they will be accustomed to using cognitive strategies, including repetition, elaboration, and organization, making it easier for them to follow the learning process. Where students will learn to plan, control, and direct their behavior and emotions in achieving intended personal goals. Apart from that, students will show adaptive motivation and emotions, which can be described through high academic self-confidence, having goals in learning, generating positive emotions towards problems or tasks so that they can control and modify them, can adapt to various task demands, have management skills, understand how to create a pleasant learning environment and be able to carry out disciplined strategies aimed at avoiding various internal and external disturbances while completing assignments.

Students with good self-regulated learning abilities will be able to direct themselves when studying, make plans, organize study materials, direct themselves, and evaluate themselves during the learning process. So that students who have good self-regulation can maintain or improve academic achievement. Meanwhile, Hidayat (2020) explained the characteristics of students who are unable to carry out self-regulated learning, namely having difficulty adapting, not being independent, lacking the ability to collaborate with other people, not having the motivation to achieve, having difficulty thinking critically in solving problems, and lack of confidence in one's abilities or low self-efficacy. This can result in students becoming less involved in activities outside the academic field, such as student organizations and organizations in the community, having few social relationships, low self-confidence, and spending more time at home or being called a butterfly student (only going home to college and vice versa).

Active Organizational Student

Students carry out the learning process at a tertiary institution, be it a university, institution, or academy (Grahani et al., 2019). Those who are registered at a college can be called students. However, the definition of a student is not only a person who has registered at a tertiary institution, which is used as an administrative requirement, but etymologically, it consists of two words, namely "maha" and "siswa." The word maha

means very and great, while siswa means student or pupil. Students are also considered intellectuals or scholars. Apart from that, students are valuable assets with a high hope of becoming the nation's successors who have high loyalty, especially in education. Therefore, mahasiswa is defined as people carrying out the study process at tertiary institutions, be it universities, institutions, or academies.

An organization is a system of mutual influence between group members who work together to achieve certain goals (Pamungkas & Prakoso, 2020). Lubis (2018) defined an organization as a form of alliance between two or more people in which they work together to achieve a common goal and are bound by formal hierarchical ties, where there is a relationship between a person or group of people called a leader and a person or group who called subordinates. Meanwhile, Pamungkas and Prakoso (2020) explained an organization as a system consisting of patterns of cooperative activities carried out regularly and repeatedly by a group of people to achieve common goals.

The elements in an organization are divided into several aspects, which include 1) a group of people, 2) cooperation, and 3) common goals (Pamungkas & Prakoso, 2020). Meanwhile, according to Lubis (2018), organizational elements are stated in several ways, namely 1) a group of people, 2) interaction and cooperation, and 3) shared goals.

Based on the opinions above, it can be concluded that an organization is a system of mutual influence between several people who work together and interact to achieve certain goals. Organizations must have three interconnected elements: a group of people, cooperation, and common goals.

According to Pamungkas and Prakoso (2020), organizational activeness is an activity or activity or an individual who participates in an activity or organization. Meanwhile, according to Lubis (2018), activeness is behavior that can be observed from an individual's involvement in being active in an activity. There are several activities carried out by campus activists or students who are active in organizational activities, such as attending meetings, holding seminars, holding tournaments or competitions, and running occupational programs.

Student organizations are a means or vehicle for developing students' interests and talents, aiming to improve knowledge and reasoning as part of the education process (Pamungkas and Prakoso (2020). So, with the organization's activities, it is hoped that it will be able to increase the insight and knowledge of its members. The characteristics of student activity in participating in organizations include 1) level of attendance at meetings or conferences, 2) positions held, 3) giving suggestions, criticism, and opinions for improving the organization, 4) availability of members to make sacrifices, and 5) member motivation (Lubis, 2018).

By joining an organization, students get many benefits that cannot be obtained in college, such as training cooperation, building an attitude of independence, self-confidence, responsibility, and discipline, training in organization, training to interact and express opinions in public, developing talents and interests, broadening horizons, increase students' sense of concern and sensitivity towards society and the environment, improve critical, creative, innovative and productive thinking skills, train leadership, learn time

management, hone social skills, learn problem-solving and conflict management, and expand relationships or networks (Pamungkas & Prakoso, 2020), (Lubis, 2018). These benefits are an effort to train the soft skills and knowledge possessed by students to improve the academic achievements of activist students and compete with other Human Resources (HR) in the era of globalization.

B. Research Method

This qualitative research applied a descriptive qualitative approach. Researchers used this approach to explore participants' experiences and the meaning of participants' experiences related to self-regulated learning in organizational activities. In this study, researchers conducted interviews with participants with the main criteria, including an achievement index of 3.60, participation in an organization, academic achievements, which were known from initial interviews, and observations of the self-regulated learning being implemented. The selection of participants was carried out using purposive sampling by looking for participants who met the criteria established in the research and then using the snowball method. The research steps were as follows:

Table 1. Research Steps

Stages	Activities
Preparation Stage	Researchers made proposals, created interview guidelines, and asked for expert advice.
Data Collection and Analysis	Filling out informed consent, interviews, documentation, verbatim transcripts, data analysis, validation with participants, and data triangulation.
Validation	Writing research reports.
Research Reporting	

The data collection techniques in this research were interviews and documentation.

1. Interviews

Interviews can be used to collect data in qualitative research through the interaction process between the interviewer and the source of information or the person being interviewed (interviewee) through direct communication. There are three types of interviews: structured, unstructured, and semi-structured. In this study, researchers used a type of semi-structured interview by asking open questions to obtain and explore in-depth information regarding self-regulated learning in students who are active in organizations.

2. Documentation

The documentation method is a data collection method used to trace historical data by recording existing data. This information can be obtained through letters, daily notes, photo archives, meeting results, souvenirs, activity journals, etc. This research collected documentary data through grade transcripts or achievement indexes, organizational active certificates (SK), and achievement history or certificates.

The data analysis technique in this research applied content analysis. The coding technique in this research used open coding, selective coding, axial coding, and theoretical coding. Researchers carried out triangulation to check the validity of the data. Researchers conducted interviews with research participants and people closest to the participant or who know much information about the participant.

C. Result and Discussion

Researchers conducted research using two subjects with the criteria of students joining more than one campus organization. The first participant with the initials DS was 21 years old, and the number of organizations he participated in was two organizations, including Himapsi and BEM FPH. Meanwhile, the second participant with the initials PN is 21 years old and participates in AMM, IMM, HW, and LazisMu.

Table 2. Profile of Participants and Organizations

Initials	Age (y.o.)	Number of Organization	Organizations
DS	21	2	Himapsi, BEM FPH
PN	21	4	AMM, IMM, HW, LazisMu

Researchers interviewed the two subjects to determine how self-regulated learning was in each participant. The results of the interviews showed that each participant had different self-regulated learning. This can be seen based on several aspects, such as cognitive regulatory aspects, motivational aspects, and behavioral aspects.

Table 3. Comparison of Self-Regulated Learning of Participants

Participants	Self-Regulated Learning
DS	**The aspect of cognitive regulation** was realized through elaboration and rehearsal by making summaries and metacognition with time management. **The motivational aspect** was realized through mastery of self-talk by listening to music, managing the environment to make the best use of time, self-consequence through consistent effort, self-confidence and thinking about the future, ability orientation through trying to get up and making efforts to be better, extrinsic motivation through consistent learning when bored, increasing situational interest through self-motivation that suits your interests and situation, personal relevance through the division between academics and organizations which are interrelated and get maximum results.

The behavioral aspect was realized by managing business by asking other people who understand better, prioritizing lectures, prioritizing important issues, and seeking help from those closest to you.

PN   **The aspect of cognitive regulation** was conducted with metacognition through films to improve mood and motivation.

The motivational aspect was realized by mastery of self-talk through self-commitment and competent thinking, managing the environment through quiet places, increasing situational interest through self-motivation, self-consequence by focusing on goals and preparing oneself by learning from experience, extrinsic motivation by reflecting and remembering the commitment, personal relevance of the learning setting can be fun and can be restraining.

The behavioral aspect was realized by regulating time and the study environment through time management and making schedules, effort regulation by managing efforts or priorities, and help-seeking by looking for the people closest to you.

Self-Regulated Learning for Active Organizational Students

Based on the results from each participant above, main themes can be drawn which describe what aspects influence self-regulated learning in students who are active in organizations.

1. Cognitive Regulatory Aspect

One aspect that influences the self-regulated learning of students active in organizations is cognitive regulation. Maintaining academic grades even though you are engaged in organizational activities can be done by implementing elaboration and rehearsal strategies through notes or summaries as well as metacognition, which is realized through time management. As stated by a participant:

"For me, it's more about continuing to attend lectures and doing assignments as hard as possible well before the deadline so that the grades remain optimal and making summaries that I read over and over again while studying." (Participant DS)

"Well, I prefer to manage my time well." (Participant PN)

2. Motivational Aspect

Motivational aspects can influence self-regulated learning in students who are active in organizations. This was experienced by participants where self-regulated learning was influenced by motivational aspects such as mastery of self-talk, environmental management, self-consequencing, extrinsic motivation, ability orientation, increased situational interest, and personal relevance.

- Mastery self-talk carried out by participants to maintain mood and emotions when studying, namely by listening to music and having commitment and competent thinking. As stated by participants:

"Um. When I study, I usually study while listening to music." (Participant DS)

"Yes, by instilling it in myself to achieve what I want." (Participant PN)

- Participants manage the environment to maintain focus on learning by studying in a quiet place. This is as stated by participants:

"When I study, it has to be in a really quiet place so I can concentrate." (Participant PN)

- Self-consequencing Participants carry out self-consequencing so that they can learn consistently, namely by remembering their parents' struggles and initial goals in studying. This statement is reflected in the following participant answers:

"Well, that's the reason that makes me enthusiastic about maintaining my grades because I see how my parents try to find money for college." (Participant DS)

"By focusing only on the goals you want to achieve." (Participant PN)

- Extrinsic motivation that participants use when they feel bored and lazy to study is to keep encouraging and self-healing for a while, then continue studying when they are relaxed and reflect for a while. As stated by participants:

"When I'm bored and want to finish studying, I try to encourage myself to stay enthusiastic. Maybe I can self-heal for a while, like opening social media and listening to music or just having a snack." (Participant DS)

"When I'm alone, I think more about myself. If I'm lazy, I'll miss out." (Participant PN)

- The participant's ability orientation to do better business is done by taking lessons, rising from adversity, and appreciating every effort. As stated by participants:

"For me, I'd rather just learn from it. But after that, I got up and tried to do it again until I succeeded." (Participant DS)

"Apart from that, I also try to be a person who can be satisfied with the results of my work, whatever it is." (Participant PN)

- Increased situational interest carried out by participants in increasing intrinsic motivation in carrying out activities according to interests and situations, namely by walking hand in hand between academics and the organization. You also learn to explore many things, especially things you don't yet understand. This is as stated by participants:

"In my opinion, achievement and organization must go hand in hand. You can't be biased." (Participant DS)

"Yes, it's more about studying seriously and exploring what you don't yet understand. So, usually, I do this by looking for relationships and knowledge through social media or other people, hehe." (Participant PN)

- Personal relevance carried out by participants in increasing the connectedness and meaning of tasks in their lives, namely by learning arrangements that positively impact academics, such as grades becoming stable, and learning becoming fun. This statement is reflected in the following participant answers:

"Yes, grades become stable, you understand the lecture material being taught." (Participant DS)

"Honestly, sometimes it's fun, but sometimes it's also limiting." (Participant PN)

3. Behavioral Aspect

The next issue influencing self-regulated learning in active organizational students is the behavioral aspect. In this aspect, participants involve individual efforts to control their behavior and actions. Behavior regulation strategies used by participants include managing effort, managing time and environment, and seeking help.

- Effort regulation that participants make to succeed in learning, namely trying with all their might and asking people who understand better. Apart from that, managing business can also be done using a priority scale by prioritizing more important things first. As stated by participants:
"Yes, I try to study as much as possible and with all my strength. For example, if I don't understand the material, I will ask someone who understands better to increase my knowledge and knowledge." (Participant DS)
"Yes, it's more about studying seriously and trying to explore what you don't understand." (Participant PN)
- Managing the time and environment carried out by participants in dividing their time between studying and organizational activities so that they remain balanced through a priority scale and placing activities according to time and place. This is as stated by participants:
"Yes, I will arrange which time should come first. If the organization's activities must come first, I will prioritize the organization's activities. When I finish my activities, I'll return to studying." (Participant DS)
"Um, it's just simple. Yes, it's more about placing activities in their time and place." (Participant PN)
- Participants seek help when they experience problems or difficulties in doing something or learning through people closest to them who can be trusted and relied on. This statement is reflected in the following participant answers:
"Yes, of course, to my closest friends and those who I believe can provide help." (Participant DS)
"First, look for people I trust and can rely on." (Participant PN)

After finding the main themes that describe what aspects influence self-regulated learning in students active in the organizations above, they can be conceptualized into a dynamic like the chart below to make it easier to discuss these various aspects.
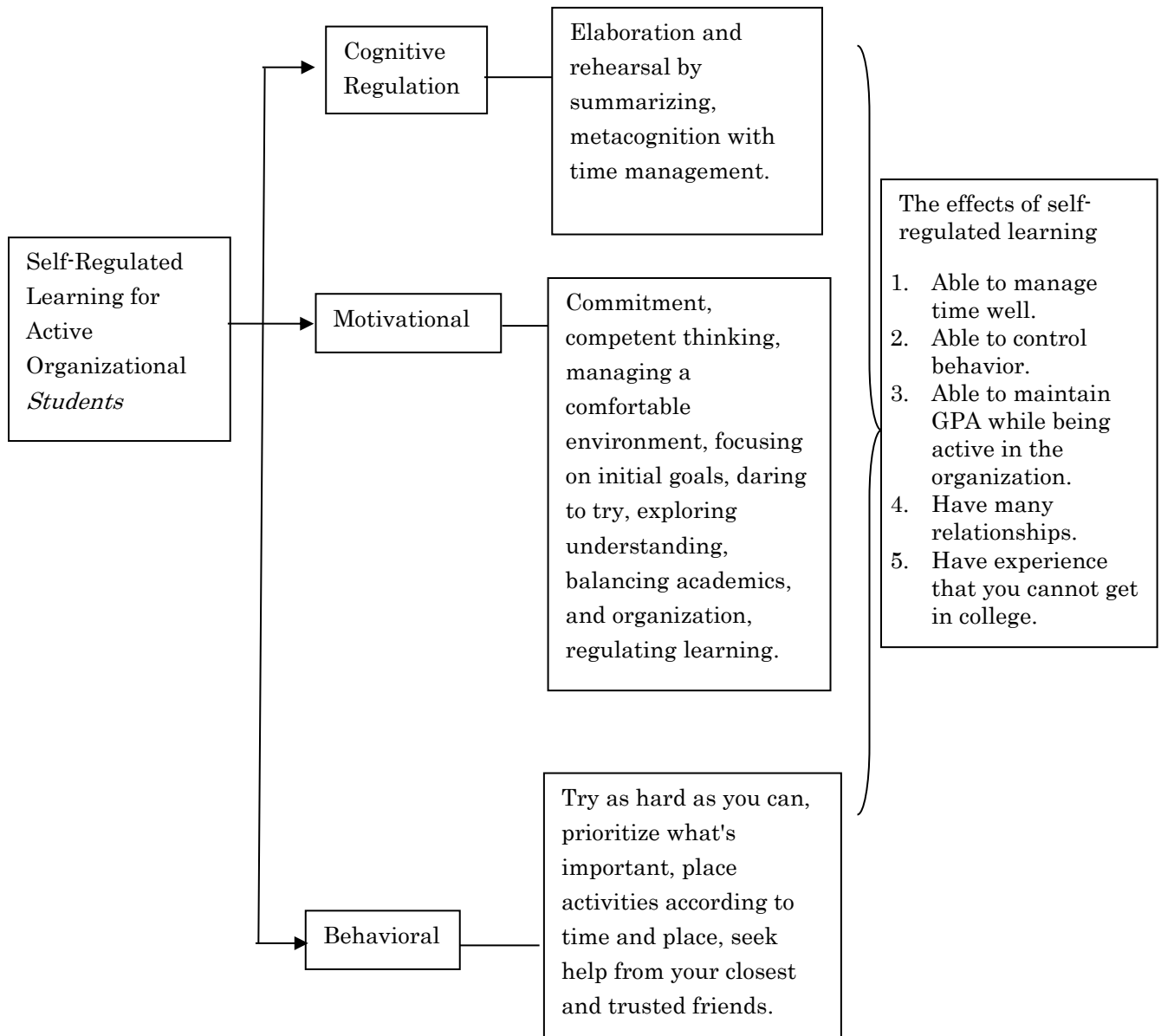

Figure 1. Dynamics of Self-Regulated Learning for Active Organizational Students

This research found that the self-regulated learning of students active in organizations is related to time management, so they can organize themselves, whereas students active in organizations can maintain their academic grades or GPA with the self-regulated learning applied to them. This can be seen in Figure 1.

Self-regulated learning can be done through three strategies: cognitive, motivational, and behavioral (Heri, 2014). Aspects of cognitive regulation are carried out through elaboration and rehearsal in the learning process by making notes or summarizing the material. Apart from that, cognitive regulation can be realized through metacognition,

which is realized with good time management. Metacognitively, individuals can regulate themselves so that they are able to organize, plan, monitor themselves, instruct themselves, and evaluate themselves in the learning process (Heri, 2014).

Self-regulated learning can be carried out through motivational strategies, which are realized by having commitment or belief in oneself, competent thinking, having a comfortable environmental manager, focusing on initial goals, having the courage to try and explore understanding, trying to balance academics and organization, and having learning regulation. Motivational and emotional regulation strategies are carried out by building or designing efforts to face failure and achieve success in learning (Grahani et al., 2019). With motivation, a person will move and be encouraged to achieve their goals to get results from their actions and have self-confidence in doing so (Pamungkas & Prakoso, 2020).

When carrying out both academic assignments and organizational activities, you will definitely experience obstacles or difficulties in doing so, so you need strategies that can regulate and control individual behavior and actions. Behavioral strategy is an aspect of self-regulation that involves individual efforts to control one's behavior and actions, which can be realized by managing efforts, arranging the learning environment, and seeking help (Lubis, 2018). Managing a business can be realized by putting studies first and prioritizing important things. Apart from that, it would help if you also organized the learning environment to improve your mood and create concentration, so you don't feel bored and want to finish studying. This can be done by looking for a quiet and comfortable place that can increase motivation to be enthusiastic about studying. However, when you experience obstacles and cannot do the work yourself, you must seek help from close friends who can be trusted and relied on via the internet to explore knowledge.

Self-regulated learning has a role and has a huge impact because it is related to academic achievement. This is in line with research conducted by Heri (2014), which explains that students with self-regulated learning have much higher academic achievements than those without. Some of the impacts felt by the existence of self-regulated learning for students who are active in organizations are having good time management, being able to control behavior, maintaining academic achievement or GPA, having many relationships, and having experience that cannot be obtained in college.

Students with good self-regulated learning abilities can direct themselves when studying, make plans, organize study materials, direct themselves when studying, and evaluate themselves during the learning process. This allows students with good self-regulation to maintain or improve academic achievement (Pamungkas & Prakoso, 2019).

D. Conclusion

Based on the results, students who are active in organizations that implement self-regulated learning have good time management, can control their behavior, maintain academic achievement or GPA, have many relationships, and have experience that cannot be obtained in college.

This research has several limitations, including (1) It only examines self-regulated learning in students who are active in organizations with female subjects, (2) The research only uses two subjects, and (3) The research was only conducted at the Faculty of Psychology and Humanities.

Suggestions for further research are to add gender to the research subjects, not only female but also male subjects. Apart from that, research related to the comparison of how self-regulated learning in students who are active in organizations with female and male genders can be used as a further study.

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Supplementary Material

Supplemental data for this article can be accessed here https://jicc.umy.ac.id/index.php/jicc.