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# How Learning Motivation and Organizational Activities Influence Career Growth Among UINSU Scholarship Alumni?

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## Abstract

This study aims to analyze the effect of learning motivation and organizational activeness on the career development of scholarship alumni at the State Islamic University of North Sumatra (UINSU). The method used is quantitative research with a survey approach, involving 30 alumni respondents who have received scholarships and are active in campus organizations. The results showed that learning motivation had no significant effect on career development, while organizational activeness had a significant positive effect. Simultaneously, these two variables contribute to career development with a contribution of 26.7%. The findings confirm the importance of involvement in organizations to develop non-academic skills required in the world of work, as well as showing that learning motivation, although important, is not enough to guarantee career success without the support of practical experience. This research provides insights for universities in designing more effective coaching programs for scholarship students, so that they are better prepared to face challenges in a competitive job market.

**Keywords:** Learning Motivation; Organizational Activity; Career Development; Alumni Scholarship UINSU.



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# INTRODUCTION

Learning motivation acts as a supporting factor in achieving learning achievement, because behavior that is driven by motivation will provide energy and enthusiasm to achieve certain goals (Santrock, 2009).

Scholarship students are often faced with greater demands to achieve optimal academic performance as well as demonstrate significant contributions in their career development. Scholarships not only provide financial support, but also serve as a key driver in improving learn, involvement in organizations, and readiness to enter the workforce. Therefore, it is important to understand how learning motivation and organizational involvement interact and contribute to the career development of scholarship students.

Learning motivation is an internal factor that greatly influences students' academic success. Scholarship recipients, who usually come from economically disadvantaged , have a greater drive to study hard and achieve high performance in order to maintain the scholarship and improve their career opportunities. High

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motivation will encourage students to develop academic and professional competencies that will equip them to face competition in the world of work.

In addition to learning motivation, involvement in organizations is also an important factor in the career development of scholarship students. Through involvement in student organizations, they can gain soft skills such as leadership, communication, time management, and the ability to work in teams. These skills are very important in the world of work, where individuals are not only judged by their academic achievements, but also by their ability to adapt and collaborate in a professional environment.

The relationship between learning motivation and organizational activeness in the context of scholarship students is very close, because both complement each other in shaping their career readiness. Learning motivation helps students to master the technical aspects and knowledge needed in their careers, while organizational activism strengthens the interpersonal and leadership aspects. The combination of these two factors is expected to increase the competitiveness of scholarship students in an increasingly competitive labor market.

This study was conducted to analyze how learning motivation and organizational activeness contribute to the career development of scholarship recipient students at the State Islamic University of North Sumatra (UINSU). The results showed that these two variables simultaneously had a significant effect on career development, with a contribution of 26.7%, while the rest was influenced by other factors outside the model studied. Thus, understanding the relationship between learning motivation, organizational activeness, and career development is very important for universities in designing coaching programs for scholarship recipient students. This is so that they have adequate skills and readiness to enter the increasingly dynamic and competitive world of work.

An organization is a group of individuals who work together to achieve predetermined goals by utilizing available resources. An organization's mission is to do something that no one else can do individually. When a group of people work together and coordinate, they can do more than any one person can. An organization's ability to maximize its members' strengths while limiting their weaknesses is critical to its existence. An organization's human resource efficiency determines its overall success. Even if a company can survive without skilled employees, its performance will be mediocre (Simamora, 2001:17).

To be able to continue to provide scholarships to underprivileged students, universities need to ensure that the existence of scholarships is able to increase students' enthusiasm for learning, encourage achievement, and conduct a more careful and selective selection process for scholarship recipients. Whether alumni students after receiving scholarships are able to have a significant impact on their careers after becoming alumni at the university (Hamka, 2012).

H1 : Learning Motivation (X1) affects Career Development (Y).
H0 : Learning Motivation (X1) and Organizational Activism (X2) have no effectCareer Development (Y).
H2 : Organizational Activism (X2) affects Career Development (Y).
H0 : Organizational Activism (X2) has no effect on Career Development (Y).
H3 : Learning Motivation (X1) and Organizational Activity (X2) simultaneously affect Career Development (Y).

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H0 : Learning Motivation (X1) and Organizational Activity (X2) are simultaneously not influenced by Career Development (Y).

# METHODOLOGY

This research is a quantitative study that uses a survey method. Data were collected through an *online* questionnaire to analyze the effect of learning motivation and organizational activeness on alumni career development. The research location was carried out at the UINSU Campus as an information center to obtain alumni contact data, social media and *e-mail* for distributing questionnaires to registered alumni, and the respondent's residence or the entire location of the alumni's presence because the questionnaire was distributed online. This research is a sample study, where with a population of 150 alumni of UIN North Sumatra from several study programs, where when they were students they had joined campus organizations both internal and external and were recipients of scholarships in their time, and were alumni with graduation years ranging from 2018 to 2024. Then the sample in this study is referring to the total population, so the researcher took 20% of the total 150 so that 30 respondents were obtained as samples in this study. Purposive sampling, which considers the suitability of research needs to produce a representative sample, was used to conduct sampling. The data collection was carried out by distributing online questionnaires in the form of Likert scale tables with the preparation stage (drafting the questionnaire), the distribution stage (sending the questionnaire link), and the collection stage in accordance with the predetermined time. Data analysis was carried out using the SPSS application:

1. Reliability Test: Cronbach's Alpha was used to assess the internal consistency of the questionnaire. Values above 0.6 indicate high reliability, indicating that the items consistently measure the variable in question. The reliability test results of this document show high values for variables X1, X2, and Y, indicating that the questionnaire is reliable.
2. Normality Test: Performed using the Kolmogorov-Smirnov test to check if the data is normally distributed. Data normality is important for parametric statistical analysis such as regression. In this document, with a significant value of 0.200 (>0.05) in the test findings, the data is considered regularly distributed and meets the assumption of normality.
3. Heteroscedasticity Test: This test is used to check whether the residual variance remains constant across the range of predictors. If the significance value is >0.05, then there is no heteroscedasticity, and vice versa. In the document, a heteroscedasticity test was conducted to ensure that the regression model used was free from heteroscedasticity problems.
4. Multicollinearity Test: To check for excessive correlation between independent variables, use the Tolerance value and Variance Inflation Factor (VIF). If Tolerance > 0.1 and VIF < 10, there are no symptoms of multicollinearity, indicating independence between the variables.
5. Hypothesis Testing: Hypothesis testing uses the t-test to assess the effect of each independent variable on the dependent variable and the f-test which tries to find out whether the independent variables simultaneously affect the dependent variable.

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# RESULTS AND DISCUSSION

## Classical Assumption Test

### a) Reability Test

**Table 1. Reability Statistic X1, X2 and Y**

| Reliability Statistics | | Reliability Statistics | | Reliability Statistics | |
|---|---|---|---|---|---|
| Cronbach's Alpha | N of Items | Cronbach's Alpha | N of Items | Cronbach's Alpha | N of Items |
| .948 | 10 | .955 | 10 | .918 | 5 |

The of the reliability for X1 a's alpha value 0.**955** with a total of 10 items. This's alpha is greater than 0.6, which means that the for variable X1 is **highly reliable**. The value of 0.955 indicates that the internal consistency of the items in variable X1 is very high, and the resulting data can be trusted for further analysis.

In variable X2, the Cronbach's Alpha value was recorded at **0.948** with a total of 10 items. This value is also far above the 0.6 threshold, so the instrument in variable X2 **is declared reliable**. The high Cronbach's Alpha value of 0.948 indicates that the items in variable X2 have very good internal consistency, so they can be relied on in measuring the intended construct.

Variable Y has a Cronbach's Alpha value of **0.918** with a total of 5 items. This value is also above 0.6, indicating that variable Y is **reliable**. With a Cronbach's Alpha value of 0.918, it can be concluded that the instrument for variable Y has very good consistency and is able to measure the expected constructs consistently.

### b) Normality Test

**Kolmogorov Smirnov Test Table 2.**

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 30 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 3.55969035 |
| Most Extreme Differences | Absolute | .124 |
| | Positive | .087 |
| | Negative | -.124 |
| Test Statistic | | .124 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of normality test using the **One-Sample Kolmogorov-Smirnov Test** displayed in the figure, the following is a complete and accurate interpretation:

1. Significance Value (Asymp. Sig.): In the table, the Asymp. Sig. (2-tailed) value for the Kolmogorov-Smirnov test is 0.200. Generally, in normality tests, we compare this value with the commonly used significance level (α\alphaα), which is 0.05. If the significance value is greater than 0.05, then the data is considered normally

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distributed. In this case, since 0.200 > 0.05, the data is normally distributed.

2. Normal Distribution: The normal distribution of data is important to ensure that assumptions in further statistical analysis, such as regression analysis and other parametric analysis, are met. With the results of this normality test, the assumption of normal distribution of the data is met, so we can continue statistical analysis with methods that require normal distribution.

Based on the Kolmogorov-Smirnov test which produces a significance value of 0.200, exceeding the 0.05 limit, it can be concluded that the data in this study are normally distributed. This means that the data meets the requirements of the normality assumption required in the application of parametric statistical analysis.

**c. Heteroscedasticity Test**

**Table 3. Coefficients**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 8.052 | 3.061 | | 2.630 | .014 |
| | Motivasi Belajar | -.074 | .055 | -.247 | -1.344 | .190 |
| | Keaktifan Organisasi | -.042 | .049 | -.155 | -.842 | .407 |

a. Dependent Variable: ABS_RES

Based the results heteroscedasticity test the table above, it can concluded that the "Motivation to Learn" variable has significance value 0.190, and "Organizational Activity" variable has a significance value of 0.407. significance values are than 0.05, indicates there is No. in this rmodel. Thus, this fulfills the assumption of homoscedasticity, which means that the variance of the residuals remains constant across the range of predictors. This indicates that the regression model used is feasible and reliable for further analysis in the absence of heteroscedasticity problems.

**d. Multicollinearity Test**

**Table 4. Multicollinearity Test**

| Model | Variable | Tolerance | VIF |
|---|---|---|---|
| **1** | **Learning Motivation** | **0.997** | **1.003** |
| **1** | **Organizational Involvement** | **0.997** | **1.003** |

**Notes:**

- **Dependent Variable: Career Development**

Based on the multicollinearity test results in the table above, the *Tolerance* value for the variables "Learning Motivation" and "Organizational Activity" is 0.997 the *lInflation lFactor* (VIF) value is 1.003. Based on the test criteria, if the *Tolerance* value> is 0.100 and VIF < 10.00, then there are no symptoms of multicollinearity. Since both variables meet these criteria, it can be concluded that there is no multicollinearity between the independent variables in this regression model. This indicates that the

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variables "Learning Motivation" and "Organizational Activeness" are independent of each other and can be used together in regression analysis without multicollinearity problems.

**Regression Analysis**

**1. R Square**

**Table 5. Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.517 | 0.267 | 0.213 | 3.689 |

**Notes:**

- **Predictors (Independent Variables):** Organizational Involvement, Learning Motivation
- **Dependent Variable:** Career Development

Based on the results of the **Model Summary** in the regression output, the **R** value is 0.517. This shows that the relationship between the independent variables (Organizational Activity and Learning Motivation) and the dependent variable (Career Development) is positive with a moderate level of relationship. **R Square** value of 0.267 indicates that 26.7% of variability in **Career Development** can be explained by a combination of **Organizational Activity** and **Learning Motivation**. In other words, this model is able to explain 26.7% of the variation that occurs in **Career Development**, while the rest (73.3%) is by other outside this model. The **lR lSquare** 0.213 an adjustment the of independent variables used ithe model, especially when the research sample is not too large. This Adjusted R Square takes into account the complexity of the model by making adjustments, so that it better reflects the model's ability to predict the dependent variable in a wider population.

The R Square value .267, which that .7% of the in the dependent variable (Career Development) be explained by independent variables (Organizational Certainty, Organizational Justice, Learning Motivation) in the regression model. While the remaining 73.3% is explained by other factors outside the model.

The R table value at the 5% significance level with the appropriate number of samples is 0.3550. While the calculated R value is 0.517. Because the calculated R value (0.517) is greater than the R table value (0.3550), it can be concluded that there is a significant relationship between the independent variable (Organizational Certainty, Organizational Justice, Learning Motivation) and the dependent variable (Career Development).

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**2. Hypothesis Test**

**T test**

**Table 6. T-test**

| Unstandardized Coefficients (B) | Std. Error | Standardized Coefficients (Beta) | | Sig. |
|---|---|---|---|---|
| (Constant) 3.698 | .989 | | .529 | .601 |
| Learning Motivation 0.067 | .125 | .088 | .532 | .599 |
| Organizational Involvement 0.344 | .113 | .504 | .052 | .005 |

**Notes:**

- **Dependent Variable: Career Development**

t Count (X1): 0,532

t Count (X2): 3,052

*Formula t Table:*

*DF = N - K - 1*

Ket:

DF: Degree of Freedom

N : Number of Samples

K : Number of Independent Variables

DF = 30 - 2 - 1 = 27

**Decision Making Criteria:**

a) If lt > lt ltable, then lH0 is rejected and lH1 is accepted.

b) If lt lcount ≤ tl ltable, then lH0 is accepted and lH1 is rejected.

1. X1 = it iCount < it iTable = 0.532 < 2.052
   H0 is accepted and Ha is rejected, so there is no influence between X1 (learning motivation) and Y (career development).
2. X2 = t Count > t Table = 3.052 > 2.052
   H0l is rejectedl l and Hal l is accepted, so that l there is an influencel between X2 (organizational activeness) onl Y (career development).

**F test**

**Table 7. F-test**

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| 1 | Regression | 133.730 | 2 | 66.865 | 4.913 |
| | Residual | 367.470 | 27 | 13.610 | |
| | Total | 501.200 | 29 | | |

**Notes:**

- **Dependent Variable:** Career Development

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- **Predictors (Independent Variables):** Organizational Involvement, Learning Motivation

*Formula of the lF test: F = (R2l / lk) / ((1 - R2) / (nl - lk - l1))*
Dimanal:
R2l = Coefficient of ldetermination
kl = Number of independent variables nl = Number of samples
F test: F value = 4.913 F table value = 3.33 (with df1 = 2 and df2 = 27, at 5% significance level)
Decision Making Criteria:
a) If F lhitung > Fl ltabel, then H0l l is rejected l and lHa l is accepted.
b) If F lcount ≤ Fl ltable, then H0l l is accepted l and lHa l is rejected.

The value of F count (4, 913) > F table (3.33), then lH0 is rejected and lHa is accepted. lThat is, lIndependent variables (learning motivation and organizational activeness) simultaneously influence ldependent variables (career development).

## Discussion

1. The Effect of Learning Motivation on Career Development

Based on the results of the SPSS T test, the calculations are as follows:

X1= t Count < t Table = 0.532 < 2.052

So it can be concluded that H0l l is accepted and lHa l is rejected, so that there is no influence between lvariable X1 (learning motivation) on lvariable Y (career development).

This is supported by the theory of learning motivation (Sardiman, 2010) which reveals that learning motivation is an internal drive to achieve academic goals, such as high grades or mastery of material. However, career development requires non-academic skills (soft skills) such as communication, leadership, and teamwork which are mostly obtained through organizational experience (Septian, 2013; Pratomo, 2014). High academic achievement does not necessarily guarantee career success because the world of work demands practical competencies that are not fully covered by learning motivation (Santrock, 2012). This conclusion is supported by research conducted by Zyahwa et al. (2023) with the title "The Effect of Motivation, Perception, and Tax Knowledge on Interest in Choosing a Career in Taxation (Study on Ubhara Jaya Faculty of Economics and Business Students)" which shows that motivation has no real influence on career advancement.

2. Effect of Organizational Activity on Career Development

Based on the results of the SPSS T test, the calculations are as follows:

X2= t Count > t Table = 3.052 > 2.052

Then H0 is rejected and Ha is accepted, so there is an influence between variable X2 (organizational activeness) and variable Y (career development).

Being active in organizations gives individuals access to a variety of experiences, training, and projects that can enhance their skills and knowledge. Thus, individuals who are active in organizations are more likely to get promotions, greater responsibilities, and other career opportunities. Research by Pratomo (2014) and Septian (2013) shows that being active in organizations improves non-academic skills such as communication, leadership, and teamwork. This is in line with *Experiential Learning* theory (Kolb, 1984), which asserts that practical experience in

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organizations is the foundation for developing competencies needed in the world of work. A study from the Dynasty International Journal (2020) also found that career development through organizations significantly affects employee performance, especially through improving *soft skills*.

3. The Effect of Learning Motivation and Organizational Activity on Career Development

Based on the results of the SPSS F test, the calculations are as follows:

F Count > F Table = 4.913 > 3.33

Thus, H0l l is rejected and lHa l is accepted, which means lindependent variables lX1 (learning motivation) and lX2 (activeness in organizations) have a simultaneous influence on lindependent variable lY (career development). Synergy Between Hard Skills and Soft Skills Learning motivation contributes to the mastery of academic competencies (hard skills), which form the basis of technical knowledge and work discipline. Participation in organizations helps improve soft skills such as leadership, communication, time management, and teamwork, which are essential in the professional world of work. The combination of the two creates a profile of alumni who are not only technically competent but also able to adapt and collaborate in the world of work. Interaction of Internal and External Factors Learning motivation (internal factors) and organizational activism (external factors) complement each other. Learning motivation ensures students meet academic demands to maintain scholarships, while organizations provide a space to test theories in the field, face real challenges, and hone practical skills.

This finding is in line with the fact that being active in organizations provides students with soft skills such as time management, leadership, and collaboration (Septian, 2013; Pratomo, 2014). Maslow's (1988) self-actualization theory also explains that organizations become a means of non-academic self-actualization. Research by Pasamba et al. (2024) supports this finding, showing that organizational activeness improves work readiness through the development of interpersonal and intellectual skills. Thus, organizational experience enriches students' competency portfolio, which is a key factor in the competitive world of work (Santrock, 2012).

## CONCLUSION

The T test results show that learning motivation (X1) has no effect on career development (Y). Learning motivation is the drive to achieve academic goals, but career development requires non-academic skills that are more often gained from organizational experience. Academic achievement does not guarantee career success because the world of work requires practical competence. The T test shows that organizational activeness (X2) has an effect on career development (Y). Being involved in organizations provides access to experiences and training that enhance skills. This can open up better career opportunities. The F test results show that learning motivation and organizational activeness simultaneously affect career development. The combination of the two creates a profile of alumni who are technically competent and able to adapt to the world of work. Organizational experience enriches skills and improves students' work readiness. Furthermore, the combination of learning motivation (hard skills) and organizational engagement (soft skills) creates versatile graduates. This synergy allows individuals to excel in technical competencies while

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being able to adapt and cooperate in a professional environment. Overall, internal motivation and external organizational engagement complement each other, enriching students' skills and preparing them for the competitive job market. Findings from the study show that organizational activities develop important nontechnical skills, improve overall job readiness and enhance career prospects.

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