



University Student Organization Program at the Department Level and Fulfillment of Students' Social Needs

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ABSTRACT

This study seeks to ascertain students' perceptions of the relevance of student organization work programs at the departmental level to the fulfillment of students' social relationship needs within the Department of Educational Administration, Faculty of Education, Universitas Negeri Makassar. The significance of this research lies in the pivotal role that student organizations play in supporting sustainable human resource development in higher education through the fulfillment of students' social needs. This study draws upon Clayton Alderfer's Existence, Relatedness, and Growth (ERG) Theory, with a specific focus on the dimension of social relationship needs (relatedness). Employing a quantitative descriptive approach, data were collected through online questionnaires distributed to 211 students. The data underwent descriptive statistical analysis. The findings reveal that student organization work programs, such as art and sports performances, basic student leadership training, and community service activities, have effectively fulfilled students' social relationship needs. These programs foster teamwork, enhance effective communication, and cultivate a sense of belonging among students. Consequently, the study suggests that student organization work programs can serve as a sustainable platform for the development of students' social competencies and the strengthening of social cohesion within higher education institutions.

ARTICLE INFO

Article History:

Submitted/Received 18/12/2025

First Revised 12/01/2026

Accepted 12/03/2026

Publication Date 25/06/2026

Keywords:

University Student Organization;
Social Needs; ERG Theory.

1. INTRODUCTION

Higher education assumes a strategic role in cultivating a generation of the nation that possesses not only academic proficiency but also the capacity for adaptability, socialization, and community contribution. The Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education stipulates that the primary objective of higher education is to foster students' potential to develop into individuals who are faithful, pious, knowledgeable, creative, independent, and socially responsible. To attain this goal, student development cannot be solely confined to classroom learning; non-academic activities, such as student organizations, must also be integrated to complement it. Student organizations serve as learning platforms for students to enhance their organizational and leadership skills and to acquire proficiency in executing a diverse range of academic and non-academic activities (Wowor & Arviani, 2021). The significance of student organizations in the development of students' non-academic potential underscores their substantial contribution to the cultivation of various soft skills, including social skills, teamwork, communication, and creativity (Hakim, G., Raisian, A., & Molfi, I. I., 2024)

Organizations provide a strategic environment for students to cultivate open-mindedness, develop mental resilience, and adapt to a diverse society. (Purwanto et al., 2022). When utilized effectively, student involvement in organizations not only fosters positive character development but also enhances problem-solving abilities, comprehension, critical thinking, and experiential learning beyond the classroom. According to Dewi et al. (2020), student participation in university student organizations is a significant factor that can significantly influence character formation. Through organizational involvement, students can develop social skills, expand their networks, and learn to confront various challenges, all of which can have a profound impact on their social relationships.

In the ERG theory, proposed by Alderfer (1972), there are three primary human needs: Existence, Relatedness, and Growth (ERG). One of these needs pertains to relatedness or social relationships. This need is reflected in the drive to establish meaningful interpersonal connections, receive environmental recognition, and feel a sense of belonging to a group or community. Students' social relationships can be established through interactions with fellow students, instructors, and external parties involved in the organization. Students will feel more supported and gain access to resources that enhance their personal and professional development (Mega, 2022).

Access to organizational resources, such as training, workshops, and self-development activities, can strengthen students' social bonds. Through social support and the utilization of these resources, organizational activities not only enhance student self-confidence but also foster an environment that encourages ongoing personal growth. Support among organizational members builds a mutually reinforcing social network in which students can share experiences, receive positive reinforcement, and interact with others who share similar interests and goals. This helps strengthen a sense of ownership in the self-development process and enhances students' engagement with their community. (Hanung et al., 2024)

In campus life, students' need for social connections is reflected in the importance of social spaces that foster interaction, cooperation, and solidarity. Student organization work programs designed with social relationships in mind can provide opportunities for students to interact, build interpersonal communication, and strengthen emotional bonds with others. Conversely, programs that are less relevant to students' social needs tend to be unpopular, leading to low participation in organizational activities.

Universitas Negeri Makassar, as one of the state universities in Indonesia, has various student organizations at every level. One of these student organizations is the Himpunan Mahasiswa Administrasi Pendidikan (HIMA AP), a student association of the Educational Administration Department. Based on internal HIMA AP data, student participation has declined over the last three periods. In the 2022–2023 period, 50 of 203 students (24.63%) were active members. This number decreased to 39 in the 2023–2024 period (16.81%) and increased only slightly to 40 in the 2024–2025 period (17.24%).

The document study also shows that, across the three periods, the programs and activities carried out by HIMA AP tended to be similar and routine. Some of the activities consistently carried out by each administrator include the work programs of HIMA AP, including *Latihan Dasar Kepemimpinan Mahasiswa* (LDKM) (Student Basic Leadership Training), *Pentas Seni dan Olahraga Administrasi Pendidikan* (POPSI AP) (Educational Administration Arts and Sports Festival), social service programs, national seminars, as well as various study and training activities, both aimed at administrators and open to all AP students. Due to the similarity of work programs between periods, students assessed that there was no significant innovation or change in the design of the HIMA AP work program.

This phenomenon suggests a misalignment between the designed work program and students' actual needs, as the number of students joining HIMA AP during the three periods did not experience a significant increase. This is explained by the research conducted by Cahyorinartri (2019), who emphasized that the appropriateness and attractiveness of a program contribute to students' motivation to actively participate in organizations. If students' social needs are not met, their participation tends to decline, thereby reducing the organization's role as a space for social development. Research by Marlina (2020) also demonstrates that through active involvement in organizations, students have the opportunity to develop critical thinking skills while enhancing social sensitivity. Additionally, a study by Zainullah, Mudana, and Maryati (2024) found that student organizational programs can foster values of social solidarity among students, which constitute an important component of healthy social relationships within the campus environment. Therefore, student organization work programs need to be strategically designed to align with students' needs and interests, particularly those related to strengthening social networks and a sense of community (Makmur et al., 2024).

Several previous studies have examined student participation in student organizations and its impact on social skills and character development (Cahyorinarti, 2018; Marlina, 2020; Makmur et al., 2024). However, most of these studies focus on participation intensity or general organizational involvement. This study offers novelty by specifically analyzing the relevance of department-level student organization work programs using the relatedness dimension of ERG Theory. Unlike previous studies, this research emphasizes students' perceptions of program relevance rather than participation alone and situates the findings within the context of sustainable human resource development in higher education.

Based on the provided background description, this study seeks to ascertain students' perceptions of the relevance of student organization work programs, specifically the Student Association of Educational Administration, Faculty of Education, Makassar State University, to their needs, particularly in the realm of social relations. This research is crucial for providing an overview of the extent to which the organization's work programs fulfill students' social requirements.

2. METHODS

This study employs a quantitative descriptive approach to investigate students' perceptions of the relevance of student organization work programs to their needs. Data collection is conducted through a survey, utilizing a questionnaire instrument based on two dimensions of social relations as outlined in the ERG theory: student-student relationships and student-social environment relationships. Each indicator is translated into ten statement items, organized on a semantic scale ranging from 1 (strongly disagree) to 10 (strongly agree). These statements pertain to students' perceptions of the relevance of student organization work programs in fulfilling their social relations with their environment. The questionnaire was distributed via Google Forms, and student perceptions were categorized into five distinct groups: strongly disagree, disagree, less agree, agree, and strongly agree.

Sampling in this study was conducted using an essential sampling technique, which methodologically is more accurately understood as criterion-based sampling. This technique was chosen because not all members of the population had experiences or involvement relevant to the focus of the study, namely participation in the work programs of the Educational Administration Student Association (HIMA AP). Within the research methodology framework, this approach aligns with the principles of purposive sampling, a non-probability sampling technique in which researchers deliberately select participants who are considered most relevant and

capable of addressing the research questions based on predetermined criteria (Sukabumi, S. P., 2022).

Utilizing this approach, inclusion criteria were established to select students who had previously participated in HIMA AP work programs as samples pertinent to the research focus. This selection process yielded 211 respondents from four cohorts (2021–2024), whose data were subsequently analyzed to provide an overview of the fulfillment of social-relatedness needs through HIMA AP organizational programs. Consequently, the sampling technique employed not only considered the number of respondents but also emphasized the quality of participants directly related to the research variables being measured.

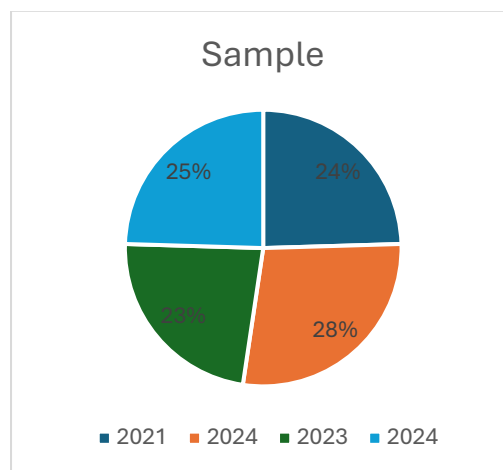


Figure. 1 Research Sample

The research instrument was first tested for validity and reliability. The validity test was conducted using the Product-Moment correlation and the SPSS program. An item was declared valid if the calculated r value $>$ r table and significance (Sig.) $<$ 0.05. The validity test results indicated that the 20 questionnaire items met the validity requirements. Next, the reliability test was conducted using Cronbach's alpha. The analysis results showed that the reliability value was 0.947, which is categorised as very high. This indicates that the instrument used can be trusted to consistently measure student perceptions.

3. RESULTS AND DISCUSSION

3.1. RESULTS

This study involved 211 students majoring in Educational Administration at the Faculty of Education, Universitas Negeri Makassar, who participated in the Himpunan Mahasiswa Administrasi Pendidikan (HIMA AP) work program. The work program implemented during the three management periods is as follows:

Table 1. List of HIMA AP FIP UNM Work Programs

NO.	HIMA AP for the 2022–2023 period	HIMA AP for the 2023–2024 period	HIMA AP for the 2024–2025 period
	Work Programs	Work Programs	Work Programs
Active members: 50 students			
Active members: 39 students			
Active members: 40 students			
1	Basic Student Leadership Training Topics : framework for science, Management of Organizations Leadership, Secretariat Administration, Decision-Making and Problem-Solving, Action and Advocacy Management, Ethics and Morals, Trial Methods, and Student Movement Spirit.	Basic Student Leadership Training Topics : Organizational Existence: Between Relevance and Loss of Meaning, Critical Thinking, Leadership Management in Organizations, Meeting and Discussion Methods, Problem Solving and Decision Making, and Secretariat Administration.	Basic Student Leadership Training Topics : Organizational Leadership Management, Meeting and Deliberation Methods, Problem Solving and Decision Making, Action and Advocacy Management, History of the Student Movement, and framework for science.
2	Advanced Cadre School	Student Research Forum	Advanced Leadership Training
3	New Students' Regular Study Program Topics : Student Affairs, Public Speaking,	Program For New Students Topics : Campus Bureaucracy, HIMA AP FIP	Introductory Lecture For New Students Topics : Student Affairs, Public Speaking,
4	Sport And Art Event	Sports and Arts Week	Art Event And Sport
5	Regular Women's Studies Discussion Topics : Women's Issues, Gender Equality, The Role of Women as Pillars of National Civilization, Gender in the World of Work, Women's Leadership in the Public and Private Sectors, and an Overview of	Women's Discussion Forum Topics : Women's Issues, Women's Equality, Women's Empowerment, and an Analysis of the Women's Movement Across Historical Periods	Contemporary Women's Studie Topics : Femininity, Gender Equality, Women's Role in the Public Sphere, Patriarchy, Women's Movements Through the Ages, Overcoming Insecurity Through Acceptance
6	Social Service	Social Service	Social Service
7	Talkshow	Digital Creative Competition	Digital Creative Competition Batch 2
8		Women's Talk Show	National Seminar
10		"Tri-Learning for Developing Skills and Interests" Topics : Entrepreneurship, Academic Writing, and English Language Skills	Research School
11		Advanced Leadership Training	

Source: HIMA AP Accountability Report

The table presents a list of HIMA AP work programs implemented across three consecutive organizational periods. The findings indicate that the programs carried out during these periods tend to be repetitive and show no significant innovation or structural changes. Core programs such as Basic Student Leadership Training (LDKM), the Educational Administration Sports and Arts Week (POPSI AP), social service activities, national seminars, and student discussion sessions were consistently implemented in each period. This condition reflects organizational continuity while simultaneously indicating limited program variation, which may potentially affect student engagement levels in the long term. The following is a tabulation of the results of the descriptive analysis with two dimensions, namely relationships between students and relationships with their social environment, as follows:

a. Students' Social Relationships

Table 2. Results of Descriptive Analysis of Students' Social Relationships

No.	STATEMENT	SS		S		KS		TS		STS											
		10	9	8	7	6	5	4	3	2	1										
		f	%	f	%	f	%	f	%	f	%	f	%								
1	Student organization work programs facilitate interaction with fellow students	45	21,3%	47	22,3%	47	22,3%	12	5,7%	9	4,3%	0	0%	2	0,9%	2	0,9%	2	0,9%		
2	Student organization work programs foster a sense of togetherness among students.	49	23,2%	79	37,4%	42	19,9%	25	11,8%	8	3,8%	5	2,4%	2	0,9%	0	0%	0	0%	1	0,5%
3	Student organization work programs enhance students' social effectiveness.	50	23,7%	72	34,1%	57	27%	19	9%	6	2,8%	4	1,9%	1	0,5%	0	0%	2	0,9%	0	0%
4	Student organization work programs encourage students to build good relationships with peers.	64	30,3%	58	27,5%	54	25,6%	21	10%	7	3,3%	3	1,4%	1	0,5%	2	0,9%	1	0,5%	0	0%
5	Student organization work programs facilitate communication among students.	54	25,6%	69	32,7%	60	28,4%	15	7,1%	5	2,4%	3	1,4%	2	0,9%	1	0,5%	1	0,5%	1	0,5%
6	Student organization activities provide opportunities to share knowledge with one another.	1		2		3		4		5		6		7		8		9		10	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
		5	2,4%	8	3,8%	15	7,1%	11	5,2%	2	0,9%	6	2,8%	10	4,7%	16	7,6%	45	21,3%	93	44,1%

Source:Processed Data, 2025

In the first statement, the majority of respondents selected the strongly agree category, with 83 respondents (39.3%) choosing a score of 9 and 45 respondents (21.3%) choosing a score of 10. A total of 47 respondents (22.3%) chose a score of 8 in the agree category, while those who

chose the disagree, strongly disagree, and strongly strongly disagree categories were below 5%. These findings suggest that the majority of students perceive the student organization work program as a means of fostering interaction among peers. However, the limited number of respondents who selected the negative category implies that a subset of students still holds the view that the work program does not adequately support student interaction.

In the second statement, most respondents gave a strongly agree rating towards the work program that encourages cooperation between students, with 49 respondents (23.2%) choosing a score of 10 and 79 respondents (37.4%) choosing a score of 9. Respondents who chose the strongly disagree and strongly disagree categories accounted for less than 5%. Despite the positive outcomes, this figure indicates that some students still perceive the work program as insufficient in promoting collaboration within the organizational setting.

In the third statement, the majority of respondents indicated that the student organization work program facilitates effective communication among students. A total of 72 respondents (34.1%) selected a score of 9, while 50 respondents (23.7%) selected a score of 10, placing them in the strongly agree category. Additionally, 57 respondents (27%) and 19 respondents (9.0%) selected scores of 8 and 7, respectively. This finding indicates that the work program is perceived as contributing to building good communication among students. However, a small number of students still consider that communication has not been fully facilitated through the work program.

The fourth statement indicates that student organization work programs help students build positive relationships with fellow students. A score of 10 was chosen by 64 respondents (30.3%), followed by 58 respondents (27.5%) who decided 9 (strongly agree), and 54 respondents (25.6%) who chose 8. A score of 7 was selected by 21 respondents (10.0%) who are in the agree category, while the other scores were below 5%. Although the majority of assessments were categorised as strongly agree, the presence of respondents who chose the disagree, strongly disagree, and strongly agree categories indicates that some students still feel that the work programs do not support the creation of positive relationships.

The fifth statement shows that the majority of respondents gave an upbeat assessment of the work program's ability to facilitate discussion activities, with 69 respondents (32.75%) choosing a score of 9, 54 respondents (25.6%) choosing a score of 10, 60 respondents (28.4%) selecting a score of 8, and 15 respondents (7.1%) choosing a score of 7. Although the majority were in the strongly agree and agree categories, the presence of respondents who chose the less agree and disagree categories (2%) indicates that some students considered the work program did not fully support student discussion.

In the sixth statement, which stated that the work program does not provide opportunities for knowledge exchange, the majority of respondents gave a strongly disagree rating, with 93 respondents (44.1%) choosing a score of 10 and 45 respondents (21.3%) choosing a score of 9, thus confirming a positive perception. However, the presence of respondents who chose the agree and strongly agree categories, although at 8% or fewer, indicates that a small number of students feel the work program does not provide adequate opportunities for knowledge exchange.

b. Relationship with the social environment

Table 3. Results of Descriptive Analysis of Relationships With The Social Environment

NO.	STATEMENT	SS				S				KS				TS				STS			
		10		9		8		7		6		5		4		3		2		1	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	The work programs provide me with opportunities to participate in social activities.	64	30,3%	62	29,4%	55	26,1%	15	7,1%	8	3,8%	4	1,9%	1	0,5%	0	0%	2	0,9%	0	0%
2	Student organization work programs serve as an effective platform for expanding my social network.	61	28,9%	56	26,5%	61	28,9%	18	8,5%	8	3,8%	4	1,9%	3	1,4%	0	0%	0	0%	0	0%
3	Student organization work programs create a sense of togetherness among students.	54	25,6%	62	29,4%	52	24,6%	27	12,8%	4	1,9%	8	3,8%	2	0,9%	1	0,5%	1	0,5%	0	0%
4	I feel that the student organization work programs do not enhance mutual care among students.	1		2		3		4		5		6		7		8		9		10	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
		2	0,9%	2	0,9%	14	6,6%	6	2,8%	3	1,4%	6	2,8%	9	4,3%	17	8,1%	54	25,6%	98	46,4%

Source: Processed Data, 2025

The first statement in the second indicator indicates that the work program provides students with opportunities to engage in social activities. A score of 10 was chosen by 64 respondents (30.3%), a score of 9 by 62 respondents (29.4%), and a score of 8 by 55 respondents (26.1%). Options in the somewhat agree, disagree, and strongly disagree categories still appeared. However, the percentages were below 5%, indicating that some students still believe the work program does not provide sufficient opportunities for social involvement.

In the second statement, regarding the work program as a means of expanding social networks, respondents' assessments were distributed across the strongly agree category, with 61 respondents (28.9%) scoring 10 and 56 respondents (26.5%) scoring 9. Then, in the agree category, 61 respondents (28.9%) chose a score of 8 and 18 respondents (8.5%) chose the agree category. Although the majority of students gave an upbeat assessment, respondents who chose the disagree or disagree strongly option (4%) indicate that some students feel the work program is not effective enough to expand their social networks.

In the third statement, regarding the work program to create a family atmosphere among students, 62 respondents (29.4%) chose a score of 9 and 54 respondents (25.6%) chose a score of 10, both in the strongly agree category. A score of 8 was selected by 52 respondents (24.6%), and a score of 7 by 27 respondents (12.8%) is in the agree category. Other scores were chosen by less than 5% of respondents. The majority of respondents indicated that students generally feel a family atmosphere through the work program implemented. However, a small number still think the program has not succeeded in creating one.

In the fourth statement, which stated that the work program did not increase the sense of caring between students, the majority of respondents chose a score indicating disagreement, namely 98 respondents (46.4%) chose a score of 10 and 54 respondents (25.6%) chose a score of 9, indicating that students considered there was an increase in caring. However, some students chose the agree and strongly agree categories, even though the percentage was below 7%, indicating that a small number felt the work program did not increase the sense of caring.

Table 4. Results of Descriptive Analysis of Relatedness Needs

N	Valid	211
	Missing	0
Mean		84.65
Median		87.00
Mode		87 ^a
Minimum		37
Maximum		100

Source: Processed Data, 2025

The table presents the descriptive statistical analysis of the relatedness variable. The analysis involved 211 valid responses, with no missing data, indicating that all collected questionnaires were suitable for analysis.

The results show that the mean score is 84.65, suggesting that, on average, students perceive the fulfilment of relatedness needs at a relatively high level. The median value of 87.00 and the mode of 87 indicate that most respondents provided high ratings, reflecting a generally positive perception of social relationship fulfilment through student organization work programs. The minimum score of 37 and the maximum score of 100 indicate some variation in students' responses. While a small number of respondents perceived lower fulfilment of relatedness needs, the overall distribution demonstrates that the majority of students experienced strong social relationships within the organizational environment.

3.2 DISCUSSION

Regarding the relatedness need within the indicator of students' social relationship needs—both among students and between students and their social environment—the findings indicate that students generally hold positive perceptions of the fulfillment of this need through HIMA AP work programs. The relatedness dimension refers to individuals' need to establish meaningful relationships with others and to maintain positive connections with their campus environment. This need is particularly important for students, as it supports the formation of social identity, the development of a sense of belonging, and the strengthening of peer networks that are beneficial both academically and non-academically (Astuti et al., 2018). These findings are consistent with Rahmawati and Nugroho (2022), who emphasize that social interactions formed through student organizational activities play a crucial role in fostering a sense of belonging and solidarity among students.

Students perceive that their social relationship needs are fulfilled through HIMA AP programs. This is reflected in the high level of agreement with statements indicating that organizational programs provide opportunities to establish positive social relationships, such as building teamwork, strengthening interpersonal communication, and fostering a sense of kinship within the organization. These positive responses suggest that students are not only participatively involved but also experience tangible benefits in the form of meaningful social relationships developed through HIMA AP activities. This finding reinforces the results of Hanung et al. (2024), who reported that active participation in student organizations significantly contributes to increased self-confidence and improved quality of social interactions. Similarly, Ikhwan and Susanti (2022) found that students who are actively involved in organizations have broader opportunities to interact, discuss, and collaborate with peers, thereby optimally developing social

relationships and interpersonal communication skills. These findings further confirm that student involvement in HIMA AP programs plays an important role in fulfilling social relationship needs.

The fulfillment of relatedness needs is further evident in the objectives and implementation of several key programs, including the Educational Administration Sports and Arts Week (POPSI AP), Social Service activities, Basic Student Leadership Training (LDKM), and the New Student Study Forum (KABAR). These programs are explicitly designed to build solidarity, expand social networks, and foster collective social awareness. POPSI AP, for instance, aims to strengthen togetherness through collaborative sports and arts activities; KABAR serves as a platform for new students to adapt to campus life and establish initial social connections; Social Service activities cultivate social concern through shared collective experiences; while LDKM strengthens solidarity through group dynamics and joint leadership training. Thus, the alignment between program objectives and students' lived experiences confirms the relevance of HIMA AP in fulfilling relatedness needs. In line with this, Purwanto et al. (2022) emphasize that positive perceptions of organizations and strong social motives play an important role in encouraging students' interest and engagement in organizational activities. This condition is also consistent with the findings of Hidayat and Lestari (2022), who assert that alignment between organizational program goals and members' needs is a key factor in the success of student organizations in building meaningful social relationships.

These findings are consistent with Yuliana et al. (2021), who reported that active participation in student organizations significantly contributes to the fulfillment of students' needs, particularly in establishing positive social relationships. Fitri and Supriyanto (2021) likewise demonstrated that student organizations provide tangible contributions to the development of students' social skills, especially in collaboration and teamwork. However, the results of this study indicate that these positive impacts are not yet evenly experienced by all students. This finding aligns with Makmur et al. (2024), who identified low levels of interest among some students in organizational participation due to perceived lack of relevance and program innovation. Differences in motivation, levels of involvement, and individual adaptability to organizational dynamics also influence how organizational experiences are perceived, resulting in unequal social benefits among members (Yudhawati & Pabbajah, 2025).

Furthermore, these findings reinforce the fundamental principles of Alderfer's ERG Theory, which posits that relatedness needs are fulfilled when individuals feel recognized, valued, and provided with opportunities to actively participate in their social communities. Student organizations—such as HIMA AP—serve as strategic social interaction platforms that accommodate these needs. Astuti et al. (2018) emphasize that within student organizations, members engage not only in formal interactions but also in informal communication that contributes to the formation of solidarity and a sense of kinship among students. Nevertheless, this study highlights that the quality of interactions, patterns of member involvement, and program innovation are the primary determinants of relatedness fulfillment, rather than the mere existence of the organization itself.

Moreover, the fulfillment of relatedness needs aligns with Law Number 12 of 2012 on Higher Education, particularly Article 13, which stipulates that higher education aims not only to develop academic competencies but also to foster students' character and social skills through student organizational activities. Thus, HIMA AP programs indirectly support the implementation of government policies aimed at producing graduates with strong social and emotional competencies. Additionally, the 2022 Guidelines for the Implementation of Student Organizational Activities issued by the Ministry of Education, Culture, Research, and Technology emphasize community service as a core domain of student organizational activities. These activities aim to enhance social awareness, empathy, compassion, and humanitarian and national

solidarity through the application of science, technology, arts, and other productive activities carried out by students with and for the community. Such programs are designed to encourage intensive social interaction, teamwork collaboration, and engagement in meaningful experiences. Through these activities, students gain opportunities to establish positive interpersonal relationships, strengthen a sense of togetherness, and build strong social networks within both the organization and the broader campus environment.

Nevertheless, it should be noted that a small proportion of students expressed disagreement or dissatisfaction with HIMA AP programs. Although the majority of students responded positively, the presence of this minority indicates partial misalignment between program design and the needs of certain students, particularly regarding opportunities for knowledge exchange and the strengthening of mutual social concern among students.

Therefore, these findings provide important evaluative insights for HIMA AP, suggesting that future program development should focus not only on program continuity but also on innovation, more inclusive participation, and the provision of reflective dialogue spaces. Theoretically, this study enriches the application of ERG Theory within the context of student organizations; practically, it offers concrete recommendations for organizational managers to design programs that are more adaptive, innovative, and responsive to students' social needs. Overall, the research data indicate that HIMA AP work programs are relevant and aligned with the needs of Educational Administration students, although further refinement is necessary to ensure that their benefits are more evenly experienced.

4. CONCLUSION

This study concludes that the HIMA AP work program has successfully met students' social relationship needs. Students perceive that the work program has fulfilled the need for relationships between students and their social environment, which is established through various organizational activities such as art and sports performances, basic student leadership training, and community service. These activities have made a tangible contribution to the development of a sense of belonging and positive interpersonal relationships between members and their social environment. However, the organization must make improvements by providing more participatory, dialogical, and reflective spaces to ensure that all students, without exception, feel fully involved and accommodated. Consequently, the student organization can become an increasingly inclusive and strategic forum for supporting students' social needs on campus.

However, this study has several limitations, as it employed a purely descriptive approach and focused on a single department-level student organization. Therefore, future research is recommended to adopt comparative or inferential approaches and to involve a broader range of student organizations. In addition, organizational leaders and faculty administrators are encouraged to develop work programs that are more innovative, participatory, and inclusive in order to optimally address the social needs of all students.

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