



Participation in Event Organizing Committees and Academic Performance Among Medical Students at Universitas Andalas

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ABSTRACT

Abstract

Background: A student's academic performance can be increased or decreased through participation in student event Organizing Committees. Students can serve on multiple committees simultaneously during their studies. Current research focuses only on general organizational activities and does not examine the relationship between the number of event-organizing committees and students' academic performance.

Objective: To determine the relationship between the number of participations in student event Organizing Committees and the academic performance index of Universitas Andalas Medical students.

Methods: This study used a correlational analytical design with a cross-sectional approach involving 248 students from the 2022 and 2023 cohorts, selected using stratified random sampling based on predefined inclusion and exclusion criteria. Data on the number of committees participated in were collected through a questionnaire, while academic performance index data were obtained from the study program records. Data were analyzed using the Spearman correlation test.

Results: The study showed a statistically significant relationship ($p = 0.047$) with a very weak positive correlation ($r = 0.127$) between the number of participations in student committee activities and students' academic performance. The majority of students participated in 2 to 25 committee activities over the course of one year. The mean students' grade point average was 3.56.

Conclusion: There is a very weak positive correlation between the number of committee participations and the academic performance index of Universitas Andalas Medical students.

Keywords: Academic performance index, event organizing committees, medical student, cross-sectional study

Abstrak

Latar Belakang: Prestasi akademik mahasiswa dapat mengalami peningkatan atau penurunan ketika menjadi anggota kepanitiaan kegiatan mahasiswa. Mahasiswa dapat mengikuti beberapa kepanitiaan dalam periode yang sama selama masa perkuliahan. Penelitian sebelumnya berfokus pada aktivitas organisasi secara umum dan tidak spesifik pada hubungan antara jumlah kepanitiaan dan indeks prestasi akademik mahasiswa.

Tujuan: Mengetahui hubungan antara jumlah kepanitiaan yang diselenggarakan oleh mahasiswa dan indeks prestasi akademik mahasiswa Kedokteran Universitas Andalas.

Metode: Penelitian ini bersifat analitik korelasional dengan desain cross-sectional melibatkan 248 mahasiswa angkatan 2022 dan 2023 yang dipilih menggunakan stratified random sampling berdasarkan kriteria inklusi dan eksklusi. Data jumlah kepanitiaan diperoleh melalui kuesioner, sedangkan indeks prestasi akademik diperoleh dari data program studi. Analisis dilakukan menggunakan uji korelasi Spearman.

Hasil: Hasil penelitian menunjukkan adanya hubungan signifikan ($p = 0,047$) dengan korelasi positif yang sangat lemah ($r = 0,127$) antara jumlah kepanitiaan dan indeks prestasi akademik mahasiswa. Mayoritas mahasiswa mengikuti beberapa kepanitiaan, yaitu 2 hingga 25 kepanitiaan dalam satu tahun. Rata-rata capaian indeks prestasi akademik mahasiswa adalah 3,56.

Kesimpulan: Terdapat hubungan signifikan dengan kekuatan korelasi positif yang sangat lemah antara jumlah kepanitiaan yang diikuti dan indeks prestasi akademik mahasiswa Kedokteran Universitas Andalas.

Kata kunci: indeks prestasi akademik, panitia penyelenggara, mahasiswa kedokteran, studi potong lintang

What is already known?

Participation in student event organizing committees contributes to the development of soft skills that may support the academic performance index. However, committee involvement requires substantial time commitments amid demanding academic schedules, which can negatively affect medical students' academic performance. Previous studies primarily assessed general organizational activeness rather than specific committee participation.

What does this study add?

This study demonstrates a positive relationship between the number of committee participations and students' academic performance index. Nevertheless, the strength of this relationship is very weak, indicating that the number of committee participations is not a dominant factor in determining academic performance.

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Introduction

Academic performance is an indicator of students' learning achievement in higher education, including medical students.¹ Medical students generally demonstrate relatively high academic performance. Several international studies conducted in South Korea and Saudi Arabia reported that most medical students achieved academic performance indexes within the very satisfactory category.^{2,3} Similar findings have also been reported in Indonesia, including at Universitas Andalas.^{4,5}

Students' academic performance is influenced by both internal and external factors. Internal factors include learning motivation and stress levels, whereas external factors encompass the family environment and involvement in non-academic activities, such as participation in student committees.⁵⁻⁷

Participation in student activities plays an important role in developing soft skills such as communication, teamwork, responsibility, and conflict management. These skills may support academic processes by enhancing self-confidence, active engagement in learning, and resilience in coping with academic demands.⁸ This study is also informed by Experiential Learning Theory, proposed by Kolb, which suggests that knowledge and skills are developed through concrete experiences followed by reflection and application. Participation in student committees provides opportunities for experiential learning in planning, communication, teamwork, leadership, and problem-solving. These experiences may enhance students' self-regulation, time-management skills,

and learning strategies, thereby supporting academic achievement. Therefore, committee participation may contribute not only to personal development but also indirectly to academic performance.⁹

Despite its benefits, committee involvement requires considerable time, particularly for medical students with heavy academic workloads. The preparation and execution of student activities, which often occur within specific periods, may reduce study time and potentially affect academic performance.¹⁰ Although committee participation is often associated with soft-skill development, the academic performance index remains an important educational outcome because it reflects students' ability to manage academic demands while engaging in extracurricular activities. Understanding the relationship between committee involvement and academic achievement may help institutions encourage balanced student development. Veronika and Darmayanti reported that organizational activities did not have a significant effect on students' academic performance index. However, their findings indicated that participation in one additional organization was associated with a decrease of 0.009 in the academic performance index. Similarly, a study by Luailiyah et al. among medical students at a university in Indonesia found no effect of organizational activity on the academic performance index. In contrast, Alfira and Sulistiawati reported a positive correlation between organizational activeness and academic achievement among medical students at another university in Indonesia. These inconsistent

findings suggest that the relationship between non-academic activities and academic achievement requires further investigation.^{11–13}

Student organizations and student committees represent different forms of extracurricular involvement. Student organizations generally involve long-term membership, structured leadership, and continuous activities throughout the academic year. In contrast, committees are temporary groups formed to organize specific events and are dissolved once the activity is completed. Consequently, students may participate in several committees simultaneously or consecutively within a short period. These differences suggest that committee participation may influence students' academic experiences differently from organizational involvement, particularly in terms of time commitment, task intensity, and opportunities for skill development.¹⁴ To date, studies specifically examining the relationship between the number of committee participations and academic performance index remain limited. Therefore, this study aims to analyze the relationship between the number of committee participations and the academic performance index of medical students at Universitas Andalas.

Method

This study employed a correlational analytical design with a cross-sectional approach. The study population consisted of 499 medical students from the 2022 and 2023 cohorts at Universitas Andalas. Samples were selected using stratified random sampling in accordance with inclusion and exclusion criteria. Inclusion criteria comprised active medical students who had participated in committees, possessed complete academic performance index data, and consented to participate. Exclusion criteria included students repeating blocks or semesters and those who completed questionnaires with invalid data.

Data were collected via an online questionnaire that included questions on respondent characteristics and committee participation history. Committee participation was defined as participation in officially recognized, temporary student committees organized by student organizations to conduct academic, scientific, social, or extracurricular activities within the Faculty of Medicine, Universitas Andalas. It was measured as the total number of committees each

student joined during one academic year, regardless of the position held. Detailed characteristics of committee activities, such as committee type, role, duration, level of responsibility, and faculty supervision, were not assessed. Academic performance index data were obtained from the medical program's academic records.

Univariate analysis was conducted to describe the mean and variation of committee participation and academic performance index. Bivariate analysis was performed using Spearman's correlation test after Kolmogorov–Smirnov testing indicated non-normal data distribution.

This study received ethical approval from the Ethics Committee of the Faculty of Medicine, Universitas Andalas (No. 503/UN.16.2/KEP-FK/2025).

Results

Respondent Characteristics

Respondents' characteristics in this study are presented in the table below:

Table 1. Respondent characteristics

Characteristic	f	%
Class of		
2022	127	51,2
2023	121	48,8
Gender		
Male	73	29,4
Female	175	70,6

A total of 248 students participated in this study, comprising 127 (51.2%) from the class of 2022 and 121 (48.8%) from the class of 2023. Female students constituted the majority of respondents (70.6%), while male students accounted for 29.4%.

The Number of Participations in Event Organizing Committees

The number of event organizing committees participated in by respondents is presented below:

Table 2. Statistical description of committee participations

Variable	Mean	Median	SD	Min	Max
Number of Committees	8,24	8	3,78	2	25

The mean number of event organizing committee participations was 8.24, with a median of 8 and a standard deviation of 3.78. The minimum number of committees joined was 2, and the

maximum was 25 within a single academic year, indicating considerable variation in student participation.

Number of Event Organizing Committee Participations based on Respondent Characteristics

The number of event organizing committee participations based on respondent characteristics is presented in the table below:

Table 2. Statistical descriptions of event organizing committee participations based on respondent characteristics

Respondent characteristics	f	%	Number of committees		
			Mean	Min	Max
Class of					
2022	127	51,2	7,97	2	20
2023	121	48,4	8,45	2	25
Gender					
Male	73	29,4	9,62	2	25
Female	175	70,6	7,62	2	20

Students from the class of 2023 had a slightly higher mean number of committee participations than those from the class of 2022. Male students showed a higher average number of committee participations than female students.

Academic Performance Index

Respondents' academic performance index in this study is presented below:

Table 4. Statistical description of the academic performance index

Variable	Mean	Median	SD	Min	Max
Academic Performance Index	3,56	3,62	0,29	1,84	3,98

The mean academic performance index was 3.56 with a median of 3.62 and a standard deviation of 0.29. The lowest academic performance index recorded was 1.84, while the highest was 3.98, indicating relatively homogeneous academic achievement among respondents.

Relationship Between Event Organizing Committee Participation and Academic Performance Index

The relationship between the variables is presented below:

Table 5. Relationship between event organizing committee participation and academic performance index

Independent Variable	Dependent Variable	r	p-value
Committee Participations	Academic Performance Index	0,126	0,047

Spearman's correlation analysis revealed a statistically significant relationship between the number of committee participations and academic performance index ($p = 0.047$), with a very weak positive correlation ($r = 0.126$). This finding suggests that increased committee participation is associated with slightly higher academic performance, although the effect is limited.

Discussion

Respondent Characteristics

This study included 248 respondents, comprising 127 medical students from the class of 2022 and 121 from the class of 2023 at Universitas Andalas. The distribution of respondents was relatively balanced between the two cohorts, indicating that the sample adequately represents the overall population.

Female students constituted a larger proportion of respondents than male students. This reflects the gender composition of medical students at Universitas Andalas in the 2022 and 2023 cohorts, with females predominating. Yang, Safitri, Khairunnisa, and Faidah reported that male and female students share similar perceptions regarding the positive impact of participation in organizations or committees on personal development during the academic period. Committee involvement during education plays an important role in providing positive experiences and fostering self-confidence, thereby enhancing students' skills as they prepare to enter the workforce. Therefore, both male and female students were considered appropriate respondents for this study.¹⁴

The Number of Event Organizing Committee Participations

Universitas Andalas medical students demonstrated a mean participation of 8.24 committees within one year. This finding is consistent with the study by Bima, which reported relatively active participation of Universitas Andalas medical students in student activities, supported by the large number of committees

available at the Faculty of Medicine. Chintya et al. noted that students enter higher education with diverse motivations, including participation in organizations and committees as a means of self-development and career preparation.^{15,16}

The median value being close to the mean indicates that most respondents served on a similar number of committees. However, the relatively large standard deviation (3.78) and the wide range between the minimum and maximum values (2–25) indicate substantial variation in participation levels. This variation is consistent with the findings of Oliveira et al., who reported that medical students' participation is influenced by factors such as time management, academic workload, and available opportunities. Nevertheless, the majority of students remained actively involved, highlighting the importance of student activities in supporting both academic and professional competency development.¹⁷

Number of Event Organizing Committee Participations based on Respondent Characteristics

The analysis of committee participation based on respondent characteristics was conducted to describe variations in participation among medical students at Universitas Andalas. The results showed that students from the class of 2023 had more committee participation than those from the class of 2022, as reflected in a higher maximum value. Opportunities to participate in committees were relatively similar across both classes, as the number of student activities available to each cohort was the same, totaling 55. This difference may be associated with variations in learning experiences and social interactions during the COVID-19 pandemic, which affected the class of 2022 more strongly than the class of 2023. Nevertheless, the difference in the mean number of committee participations between cohorts was relatively small (0.48).^{18,19}

By gender, male students had a higher mean number of committee participations than female students. This difference may be related to social and psychological factors, including gender role constructions, which can influence participation in student activities.^{20,21}

Academic Performance Index

The results showed that the mean academic performance index of medical students at Universitas Andalas was 3.56, with a median value of 3.62. The highest academic performance index

recorded was 3.98, while the lowest was 1.84, indicating a relatively wide range of academic achievement. However, the standard deviation of 0.29 suggests that variation in academic performance among respondents was relatively small, indicating that students' academic achievement was generally homogeneous.

A study by Ayu et al., among students at Universitas Warmadewa reported similar findings, showing that the majority of medical students had an academic performance index above 3.5.⁴ According to Urrizola et al., implementing a problem-based learning (PBL) system in medical education is thought to support students' academic achievement. PBL encourages active student engagement in the learning process, which aligns with the demands of lifelong learning in the medical profession and may therefore contribute to relatively high academic performance.²²

Relationship Between Event Organizing Committee Participation and Academic Performance Index

The relationship between the number of participations in student activity committees and the academic performance index was analyzed using Spearman's correlation test due to the non-normal distribution of the data. The analysis revealed a statistically significant positive correlation between the two variables (p -value < 0.05). This finding indicates that an increase in the number of committee participations is associated with better academic performance. However, the very weak strength of the correlation suggests that committee participation contributes only marginally and is not a dominant factor in determining students' academic performance.

The findings of this study can also be interpreted using Kolb's Experiential Learning Theory, which proposes that learning occurs through the transformation of experience into knowledge. Participation in student committees provides students with concrete experiences involving planning, communication, teamwork, leadership, and problem-solving. Through reflection and application of these experiences, students may develop self-regulation, time management, and interpersonal skills that can indirectly support academic performance. Nevertheless, the very weak positive correlation observed in this study suggests that experiential learning gained through committee participation alone is insufficient to improve students' academic

performance substantially. Grade point average is a multifactorial outcome influenced by numerous factors, including motivation to learn, cognitive ability, study habits, stress levels, family support, and the learning environment. Therefore, committee participation is likely to contribute only indirectly to academic achievement by developing soft skills, while its direct effect on grade point average remains limited.⁹

Research specifically examining the relationship between the number of committee participations and academic performance among medical students remains limited. Several previous studies have assessed the association between organizational activeness and academic performance and reported significant positive relationships. Alfira and Sulistiawati found that organizational activeness was associated with academic performance among medical students, which was attributed to the development of soft skills such as leadership and critical thinking. Similar findings were reported by Fauzi and Faiza, who suggested that social interactions within student activities may enhance motivation to learn and provide emotional support, thereby contributing to academic achievement.^{13,23,24}

According to a study by Cahya et al., participation in student activities may support the development of students' time-management and self-control skills. These abilities enable students to organize their study schedules more effectively and maintain focus on productive academic activities, which may ultimately support better academic performance.²⁵

In contrast, several studies have reported different findings. Luailiyah and Kote found no significant relationship between organizational activeness and academic performance. Differences may influence these discrepancies in research methodology and study context. Luailiyah categorized respondents by level of activity, whereas the present study assessed student participation in activities quantitatively by the number of committees. In addition, the study by Kote was conducted during the COVID-19 pandemic, when organizational activities were restricted, resulting in suboptimal student involvement in non-academic activities, which may have affected the study outcomes.^{12,26}

Although committee participation offers valuable experiential learning opportunities, the present findings suggest that these experiences

alone are insufficient to improve students' academic performance substantially. From the perspective of Experiential Learning Theory, the benefits gained from committee activities may be reflected more prominently in the development of soft skills rather than in grade point average. Therefore, future studies should examine outcomes such as leadership, communication, teamwork, self-regulation, and time-management skills in addition to academic performance to better capture the educational value of committee participation.

Limitations

The study focused exclusively on the quantitative aspects of students' participation in event organizing committees and did not assess qualitative dimensions, such as the intensity of involvement, roles, and levels of responsibility. Furthermore, the study did not account for potential confounding factors that may influence academic performance, including learning motivation, stress levels, previous organizational experience, socioeconomic background, and academic ability. In addition, academic performance was assessed based on the academic performance index from a single academic year, which may not adequately represent students' overall academic achievement.

Conclusion

Most Universitas Andalas medical students participated in multiple committees, ranging from 2 to 25, within one academic year. The mean academic performance index was 3.56. A statistically significant but very weak positive correlation was found between the number of event organizing committee participations and the academic performance index. These findings suggest that participation in student committees may be encouraged as part of student development programs because it does not appear to affect academic performance adversely and may provide opportunities for soft-skill development. However, students should maintain effective time-management strategies to balance extracurricular involvement and academic responsibilities.

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