



Success Factors of Social Science Education Students in the Personality Development Course at Tanjungpura University

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ARTICLE INFO

Keywords: Academic Achievement, Classroom Activities, Performance Evaluation

Received : 31 August

Revised : 30 September

Accepted: 25 October

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ABSTRACT

This study analyzes the factors that influence the academic success of students in the course of Social Personality Development in the Social Science Education Program at the Faculty of Teacher Training and Education, Tanjungpura University. A quantitative descriptive method was used with a sample of 33 students. The data includes class activity grades, assignments, Midterm Exams (UTS), Final Exams (UAS), and final grades. The results show that class activity has the strongest correlation with the final grade ($r = 0.72$), followed by assignments ($r = 0.68$), UTS ($r = 0.64$), and UAS ($r = 0.62$). The majority of students (91.18%) obtained an A grade. In conclusion, class activity and assignments play a significant role in students' academic success.

INTRODUCTION

The development of social personality is one of the important aspects in higher education, especially in social science-based programs. The course of Social Personality Development aims to shape the character of students so that they are able to interact well in their social environment, both in academic contexts and in daily life. Through this course, students are expected to not only have theoretical knowledge, but also essential social skills in building positive and productive social relationships.

In the modern education era, there is an increasing attention to the importance of soft skills, including social personality, alongside the technical skills that are the main focus of formal education. Many studies have shown that social skills play a significant role in individuals' success in various professional fields. Therefore, the course of Social Personality Development in the Social Science Education Program of the Faculty of Teacher Training and Education at Tanjungpura University is a vital component in the curriculum, considering the importance of these skills in preparing students to face the challenges of the working world and society.

Based on the data obtained from the final grade list of students taking the course of Social Personality Development in the Social Science Education Program of the Faculty of Teacher Training and Education at Tanjungpura University, the majority of students have achieved excellent grades, with 91.18% of students obtaining an A grade and 8.82% of students obtaining a B grade. There were no students who obtained grades below B, indicating that the majority of students were able to participate in and complete this course successfully.

The significant academic achievement raises questions about the contributing factors to such success. What are the main components that contribute to the attainment of grades, such as the teaching methods employed, classroom activities, assignments, or exams? Answering these questions is crucial for a deeper understanding of the effectiveness of the applied learning methods and their contribution to students' academic success.

Several theories related to social learning and academic evaluation can provide a theoretical framework for this analysis. Social learning theory, which emphasizes learning through observation and social interaction, is relevant in this course context. Additionally, constructivism theory, which promotes experiential learning and collaborative activities, also contributes to the development of students' social skills.

Student engagement in classroom activities and the assignments given by the instructor are important components in the final assessment. Classroom activities encompass not only attendance but also active participation in discussions, group work, and presentations. Assignments, both individual and group, serve as a means for students to apply the theories they have learned in practical situations.

Evaluation in the form of Mid-Semester Exams (MSE) and Final Exams (FE) also play a significant role in determining students' final grades. However, based on the analyzed data, the components of classroom activities and

assignments have a more significant influence on the attainment of final grades. This reflects that success in this course is not solely determined by academic abilities but also by active student engagement in the learning process.

Active participation in class activities and successful completion of assignments tend to lead to higher grades for students. On the other hand, Mid-Semester Exams (MSE) and Final Exams (FE) are seen more as reinforcement of the learning outcomes achieved through activities and assignments during the course. Thus, emphasis on active learning and performance-based evaluation becomes key in achieving academic success.

This study aims to further analyze the factors contributing to students' academic success in the course of Social Personality Development. Through this analysis, it is expected to identify which components have the most significant influence on students' final grades, so that they can be used as a reference for the development of more effective teaching methods in the future.

Furthermore, this research also provides an overview of the importance of a holistic approach in academic evaluation, which focuses not only on exam results but also on students' active involvement in the entire learning process. This aligns with efforts to improve the quality of education, which not only emphasizes cognitive aspects but also affective and psychomotor aspects. In a broader context, the findings of this research are expected to contribute to the development of educational policies that support active learning and performance-based assessment in various courses, especially those related to the development of soft skills such as social personality. Thus, students are not only prepared to face academic exams but also to face social challenges in professional and societal environments.

In conclusion, the course of Social Personality Development plays a crucial role in shaping students' social character. High academic success in this course reflects the effectiveness of the applied teaching methods, which emphasize class activities and assignments as the main determinants of success. Further research is needed to explore how these methods can be adapted and applied in other courses to achieve similar outcomes.

LITERATURE REVIEW

Social learning theory is one of the main theoretical frameworks in this study. According to Pajares (2016), social learning occurs through observation, imitation, and modeling. In education, students learn not only from the material taught by the instructor but also through interaction with peers and the social environment. This indicates that active student engagement in classroom activities, such as discussions and group work, plays a crucial role in the development of social skills that ultimately impact their academic success.

Apart from that, constructivism theory is also relevant in studying social personality. According to Schunk (2019), constructivism emphasizes that knowledge is built through experience and interaction with the environment. Students do not only receive knowledge passively, but they actively construct understanding through practical and collaborative experiences. In the Social Personality Development course, practical assignments and group projects

provide opportunities for students to apply theories in real situations, which contributes to the development of social skills.

Performance-based assessment is an important aspect of academic evaluation. According to Cheng, et al (2020), performance assessments not only measure cognitive academic abilities but also evaluate skills such as collaboration and problem solving. This assessment is particularly relevant in courses that emphasize the development of social skills, where students are assessed not only on exams, but also on their contribution to practical assignments and group activities.

Student engagement theory also emphasizes the importance of active involvement in learning. According to Trowler (2015), student involvement in academic and social activities has a positive impact on their learning outcomes. Activities such as class discussions, group work, and presentations encourage students to be more active in learning, which ultimately increases their academic achievement. Recent research by Gikandi, Morrow, and Davis (2019) also emphasizes the importance of task-based assessment in higher education. Assessments that focus on critical thinking skills and practical application of theory, as applied in the Social Personality Development course, allow students to develop more holistic skills. This approach measures not only theoretical knowledge but also practical application skills, which contribute to academic success.

METHODOLOGY

This study employs a quantitative descriptive approach aimed at analyzing the factors influencing students' success in the course of Social Personality Development in the Social Studies Education Program at the Faculty of Education, Tanjungpura University. The choice of a descriptive research design is appropriate as it aims to provide an empirical overview of the relationship between assessment components such as class activities, assignments, Mid-Semester Exams (MSE), and Final Exams (FE) with students' final outcomes. This approach is considered relevant as it allows for the measurement of objective data and the testing of correlations among variables that can reveal the main factors influencing academic success (Creswell & Creswell, 2018).

The subjects of this study were 33 students majoring in Social Studies Education at Tanjungpura University who were enrolled in the Social Personality Development course in the Even Semester of the Academic Year 2023/2024. The sampling technique used was saturation sampling, where the entire population was included as research subjects to ensure full representation and avoid sampling bias. Data collection was conducted through the analysis of students' final grade documents, which consisted of four assessment components: class activities, assignments, Mid-Semester Exams, and Final Exams. The scores from each of these components were then used to calculate the students' total final grades (Sugiyono, 2020).

Data analysis was conducted using descriptive and correlational statistical techniques. First, descriptive statistics such as mean, median, and frequency

distribution were used to describe the overall academic performance of students. Next, simple correlation analysis was performed to determine the relationship between assessment variables and students' final grades. This technique allows for the identification of assessment components that have the most influence on students' academic success, ultimately providing insights into the effectiveness of the teaching methods applied in the course. (Field, 2018; Pallant, 2020).

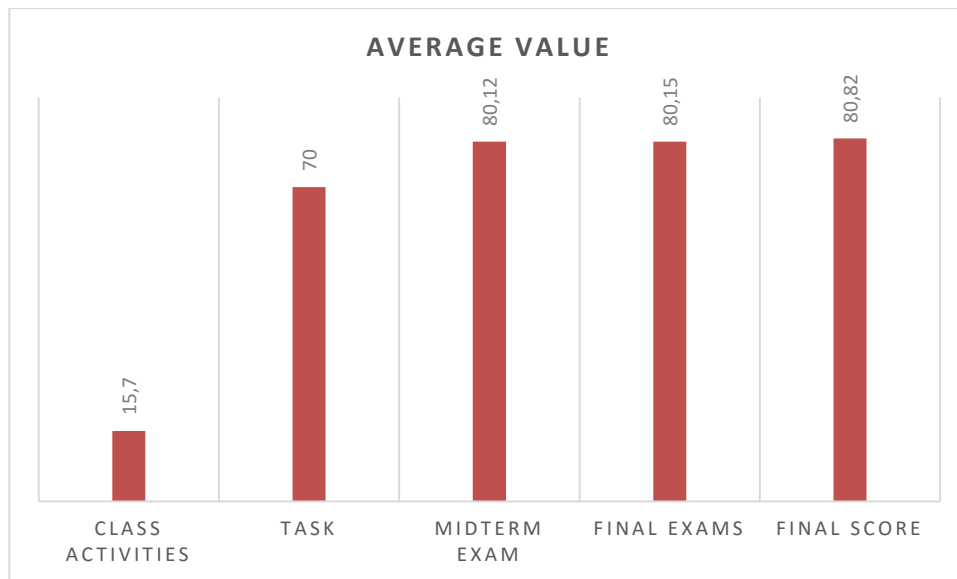
RESEARCH RESULT

This research yielded findings that provide a comprehensive overview of the factors influencing students' success in the Social Personality Development course in the Social Studies Education Program at the Faculty of Education and Teacher Training, Tanjungpura University. Based on data analysis from 33 students involved in the study, the average final grade obtained by the students was 80.82, with a range of grades ranging from 79.38 to 84. The highest grade obtained by a student was 84, while the lowest grade was 79.38, indicating a narrow range in the grade distribution.

The assessment component of classroom activities significantly contributes to students' final grades. Based on the results of Pearson correlation analysis, a correlation of $r = 0.72$ was found between classroom activities and final grades, indicating a strong and positive relationship between students' involvement in classroom activities and their academic achievement. Students who consistently attend and actively participate in class discussions tend to achieve higher final grades. This data indicates that social engagement in the classroom plays a crucial role in shaping students' academic success.

The assignment component also plays an important role in students' final grade achievement. The analysis results show that assignments have a correlation of $r = 0.68$ with final grades. In this course, assignments are given in both individual and group forms, requiring students to apply the concepts they have learned in real-life situations. Students who are able to complete assignments successfully tend to obtain higher grades, indicating that practical assignments can serve as strong indicators of subject mastery.

Figure 1. Average scores obtained from assessment components.



From the image, it can be seen that the assignment component has a perfect average score (70), while the class activities show slight variation with an average of 15.70 out of a maximum of 16. This indicates that almost all students are able to fulfill the given assignments, while the slight variation in class activities suggests differences in students' level of engagement in discussions and active participation.

The Mid-Semester Exam (UTS) and Final Exam (UAS) components were also analyzed to determine their influence on students' final grades. Based on the correlation analysis, it was found that Mid-Semester Exam (UTS) has a correlation of $r = 0.64$ with the final grade, while Final Exam (UAS) has a correlation of $r = 0.62$. Although both exam components also contribute to the final grade, their correlation relationships are slightly weaker compared to class activities and assignments. This indicates that students' performance in exams tends to be consistent, with lower variability compared to class activities and assignments.

The distribution of students' final grades shows that 91.18% of students (30 individuals) obtained an A grade, while 8.82% of students (3 individuals) obtained a B grade. There were no students who received grades below B, indicating that overall, students' academic performance in this course is excellent. The majority of students have successfully achieved a high level of mastery of the taught material, both through class engagement and assignment completion.

Table 1 Frequency distribution of students' final grades

Final Score	Frequency	Percentage
A (≥ 80)	30	91,18%
B (< 80)	3	8,82%
Total	33	100%

The distribution of values that are highly concentrated in category A indicates that the majority of students are able to meet the success criteria set for this course. Active engagement in class and good completion of assignments have been proven to be the main factors that drive high grades.

Furthermore, an independent sample t-test analysis was conducted to compare the group of students who received an A grade with the group of students who received a B grade. The results of the analysis showed a significant difference in class participation between the two groups ($p < 0.05$), with the A grade group demonstrating higher levels of participation in class activities compared to the B grade group. This reinforces the finding that class activities play a crucial role in supporting students' academic success.

These findings indicate that teaching methods that emphasize active student engagement and task-based assessment have a significant impact on academic achievement. Therefore, instructional methods that integrate interactive class activities and challenging assignments can be further developed to enhance student success in similar courses.

Thus, this study provides a clear overview of the factors that most influence student success in the Social Personality Development course. Class activities and assignments have been shown to be the strongest components in predicting students' academic success, while exams tend to contribute as reinforcement of the material learned through activities and assignments.

DISCUSSION

The discussion in this study focuses on an in-depth analysis of the factors that influence the academic success of students in the Social Personality Development course in the Social Studies Education Program at Tanjungpura University. Based on the research findings, it was found that active student engagement in class activities and completion of assignments have a significant impact on achieving high final grades. This finding is consistent with social learning theory, which emphasizes the importance of interaction and active participation in the teaching and learning process (Pajares, 2016).

One of the main findings of this study is that class engagement has the strongest correlation with students' final grades. A positive correlation of $r = 0.72$ indicates that the more actively students participate in class activities, the higher their final grades. Class engagement includes participation in discussions, presentations, and group work, all of which provide opportunities for students to practice important social and cognitive skills. This is consistent with student engagement theory (Astin, 1984) the statement that the greater the involvement of students in academic activities, the greater their likelihood of achieving academic success.

In addition to classroom activities, assignments also have a significant contribution to academic achievement. A correlation of $r = 0.68$ indicates that students' ability to complete the given assignments, both individually and in groups, plays a crucial role in determining their final grades. The assignments in this course are designed to assess students' ability to apply the theories they have learned in practical contexts.. In line with the research conducted by

Gikandi, Morrow, and Davis (2019), Task-based assessment provides students with an opportunity to demonstrate their comprehensive understanding of the material, which may not always be measured effectively through written exams. The role of mid-term and final exams in determining academic success is also important, although their contribution is relatively smaller compared to class activities and assignments. The correlation of $r = 0.64$ for mid-term exams and $r = 0.62$ for final exams indicates that exams are still relevant in evaluating students' understanding of the material. However, exams tend to assess cognitive aspects in a more limited manner compared to class activities and assignments, which involve various social, collaborative, and practical skills. This suggests that more holistic evaluation methods, such as the one applied in this course, may be more effective in measuring students' overall abilities.

The grade distribution shows that the majority of students (91.18%) achieved an A grade, while only a small portion (8.82%) obtained a B grade. No students received a grade below B, indicating that the majority of students were able to meet the academic standards set in this course. These findings reflect the success of the teaching methods implemented by the instructor in promoting active engagement and good academic performance from students.

Significant differences in class engagement between students who receive grades A and B emphasize the importance of active participation in the learning process. Students with grade A tend to be more frequently involved in discussions, make greater contributions to group work, and demonstrate higher enthusiasm in class activities. These findings are in line with Trowler's research (2015) which shows that active involvement in academic activities is directly related to better academic achievement.

Interactive and task-based learning that demands active student participation contributes significantly to achieving good academic grades. Actively engaged students not only gain a deeper understanding of concepts but also develop essential social and collaborative skills. Thus, the learning methods applied in this course align with constructivist educational principles that emphasize learning through experience and social interaction. (Schunk, 2019).

Overall, the findings of this study indicate that academic success in the Social Personality Development course is determined by a combination of active student engagement in the classroom and their ability to successfully complete assignments. This has important implications for curriculum development and teaching methods in the future. Learning methods that emphasize collaborative activities and task-based evaluation need to be maintained and further developed to ensure that students not only achieve academic success but also develop social skills relevant to their professional lives.

These findings also contribute to the existing literature on the importance of active engagement and performance-based evaluation in higher education. This study demonstrates that a holistic approach to learning and evaluation, involving classroom activities, assignments, and exams, can yield better outcomes in supporting students' academic success. Therefore, such learning

models should be considered for implementation in other courses with similar goals of developing students' social skills and personality.

Thus, this study reaffirms the importance of comprehensive and interactive teaching methods in supporting students' academic achievement. Success in the Social Personality Development course is not solely determined by theoretical understanding measured through exams but also by students' active engagement and ability to complete assigned tasks. Approaches that emphasize active participation and collaboration in learning can be further developed to enhance the quality of education in higher institutions.

CONCLUSIONS

Class activities have been proven to be the main contributing factor to students' academic success in the Social Personality Development course at the Social Studies Education Program, Faculty of Education and Teacher Training, Tanjungpura University. Active student engagement in discussions, group work, and class participation has a strong correlation with the achievement of final grades.

Individual and group assignments also play a significant role in supporting students' academic achievement. Task-based assessments help measure the understanding and practical application of the concepts learned, thus making a significant contribution to students' final grades. Midterm exams and final exams contribute fairly well to the achievement of final grades, although their correlation is lower compared to class activities and assignments. These exams remain relevant in evaluating students' theoretical understanding.

The majority of students (91.18%) successfully achieve an A grade, with only a small portion receiving a B grade. No students receive grades below B, indicating the effectiveness of the teaching methods applied in promoting students' academic success. Interactive and task-based learning methods have proven to be more effective in supporting better academic achievement than methods that solely rely on exam-based evaluations. This emphasizes the importance of a holistic approach in the teaching and learning process.

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