

Task Commitment Analysis of Zenius Certified Independent Study Program Participants Batch II

Analisis *Task Commitment* Peserta Program Zenius Studi Independen Bersertifikat *Batch II*

Jihan Aulia Tsamara^{1*}, Husnul Khotimah², Yudi Tri Harsono³

^{1,2} Universitas Merdeka Malang, Indonesia

³ Universitas Negeri Malang, Indonesia

Received August 23, 2023 | Accepted June 17, 2024 | Published June 30, 2024

Abstract: Having task commitment is an obligation when dealing with problems in the workplace, which is specifically designed in an independent study program based on deep learning activity. The reason for this is that task commitment can encourage students to pay more attention to their work, as evidenced by discipline, consistency, and a strong work ethic. This article aims to reflect on the level of task commitment possessed by participants in Program Zenius Studi Independen Bersertifikat (PZSIB) Batch II through a quantitative descriptive review. The measuring instruments for this research use the Task Commitment scale. The participants in Program Zenius Studi Independen Bersertifikat Batch II demonstrated a high level of task commitment, with a percentage of 37.2%. As a result, the participants' task commitment has an impact on achieving the main goal of the independent study program, which is to produce reliable and tough graduates in terms of competence and mentality in dealing with changing times, particularly in engaging with the world of work.

Keywords: Independent Study; Task Commitment

Abstrak: Memiliki task commitment merupakan kewajiban mahasiswa ketika menghadapi persoalan dunia kerja yang dirancang khusus dalam program studi independen berbasis deep learning activity. Pasalnya, task commitment dapat mendorong mahasiswa untuk lebih memperhatikan pekerjaannya yang dicerminkan melalui kedisiplinan, konsistensi, dan etos kerja yang tinggi. Melalui tinjauan deskriptif kuantitatif, artikel ini bertujuan untuk merefleksikan tingkat task commitment yang dimiliki oleh peserta Program Zenius Studi Independen Bersertifikat (PZSIB) batch II. Alat ukur penelitian ini menggunakan skala Task Commitmen. Hasil penelitian menunjukkan bahwa task commitment peserta Program Zenius Studi Independen Bersertifikat batch II berada pada kategori tinggi dengan persentase sebesar 37,2%. Dengan demikian, task commitment peserta berdampak pada pencapaian tujuan utama program studi independen dalam mencetak lulusan-lulusan andal dan tangguh dari segi kompetensi serta mental dalam menghadapi perubahan zaman khususnya dalam menghadapi dunia kerja.

^{1*} Corresponding Author: Jihan Aulia Tsamara, email: jihanauliatsamara@gmail.com, Universitas Merdeka Malang, Jl. Terusan Dieng No. 62-64, Kota Malang, Jawa Timur, 65146, Indonesia. Whatsapp number: +62 818-8285-2800

Copyright © 2024 Jihan Aulia Tsamara, Husnul Khotimah, Yudi Tri Harsono

Kata Kunci: Studi Independen; *Task commitment*



Copyright ©2024. The Authors. Published by Psikislamika: Jurnal Psikologi dan Psikologi Islam. This is an open access article under the CC BY NO SA. Link: [Creative Commons — Attribution-NonCommercial-ShareAlike 4.0 International — CC BY-NC-SA 4.0](#)

Introduction

The change of the times is so dynamic that universities are able to design and realize an innovative learning process so that learning outcomes that include aspects of attitudes, knowledge, and skills can be achieved by all students. The Ministry of Education and Culture, Research and Technology helps universities to realize this by initiating eight Independent Campus programs as a form of reform of the Independent Learning policy, one of which is the Independent Campus Certified Independent Study program.

The Independent Study Program, which is realized based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 Article 15 concerning National Standards for Higher Education, the Minister of Education, Culture, Research, and Technology (Kemendikbudristek) of the Republic of Indonesia, is a deep learning activity in the form of a short course that is specially designed based on real conditions that are considered to be still a challenge for partners/companies. In accordance with the concept of the activity, independent study is devoted to students who are interested in meeting their needs for mastering practical and specific skills that are needed in the industrial world.

The study options offered are flexible, in the sense that students from various majors are not given restrictions to register for study options that are linear with the original major. Thus, in accordance with the opinions of Wardana and Apriantika (2021), the Independent Study Program provides considerable benefits for students, including students who have competence in dealing with social and educational problems in the community by being involved in productive and responsible cooperation projects with cross-disciplinary students and developing their talents and interests through multi-/inter-disciplinary projects available in the study program independent

The Ministry of Education, Culture and Research in collaboration with various partners / companies provides guaranteed rights to Independent Study participants in the form of semester credit recognition of 20 credits so that the benefits offered can be maximised. With a guaranteed semester credit of 20 credits, learning activities outside the classroom can still be recognised as part of a student's lecture in higher education. Thus, students do not have a double learning load from the maximum standard of credits taken at Higher Education.

The guarantee policy in the form of semester credit recognition of 20 credits is provided by PT Zona Edukasi Nusantara (Zenius) as one of the partners of the Kampus Merdeka programme to students who are accepted as participants in the Zenius Program Independent Study Certified (PZSIB). Later, the value obtained from the independent study programme will be transferred as a student's one-semester value at the university. However, this policy is not well utilised by independent study participants, especially at PT Zona Edukasi Nusantara (Zenius). Based on Students' Activeness data collected by researchers from the Zenius academic team, it is known that 107 out of 1533 independent study participants were classified as inactive from February to April. The number of inactive participants then

showed a significant increase in the following month, where in May there were 265 inactive participants and continued to increase to 331 participants in June.

Based on the conditions that researchers found through observation activities on 24 March 2022 to 19 participants from one of the Learning Paths, namely Zenius Educator: Leveraging Technology for Tutoring, there was low enthusiasm and involvement in utilising the facilities for sharing in the form of 1 on 1 mentoring and group mentoring as well as mentor complaints about delays in submitting assignments made by participants. This is shown by the late behaviour of filling in the 1 on 1 mentoring schedule until close to the deadline provided by the mentor. Even until the 12th week of learning, there were still participants who were late in submitting assessment 2 assignments on Learning and Teaching Fundamentals.

The conditions that researchers found above indicate a gap between the rights received by participants in the form of guaranteed recognition of semester credits of 20 credits and obligations in the form of commitment to tasks that participants should do. Task commitment is defined by Syarif et al (2011) as persistence in completing a job that is reflected through discipline, hard work, consistency, and not easily discouraged. Thus, individuals will be encouraged to continue to complete academic tasks of their own accord even if they have to go through various obstacles and obstacles (Subotnik et al., 2012). Perseverance, endurance, hard work, self-confidence, and perspective are the basic foundations that can be used as benchmarks in representing commitment to tasks owned by individuals (Renzulli in Permatasari, 2019).

Hawadi (2002) explains that the characteristics of individuals who have high task commitment are indicated by the existence of a work ethic and unyielding in completing tasks and capabilities in pursuing certain fields with high curiosity, enthusiasm, and activeness. Thus, individuals with high task commitment can encourage individuals to pay more attention to their work (Elias in Ridha, 2018). In contrast to the behaviour of independent study participants that the researcher found, it can be concluded that the behavioural findings indicate a relatively low task commitment in PZSIB batch II participants.

According to Mufida and Siswati (2020), the low task commitment of an individual depends on the individual's ability to mobilise himself to handle and complete his tasks. The results of Anggraini and Neviyarni's (2020) research reinforce Mufida and Siswati's (2020) opinion that students' tendency to stall their assignments is caused by their inability to arrange and realise their academic priority scale. As a result, students tend to use unreasonable alibis to cover up delays in doing their assignments as a result of students' helplessness in understanding and making decisions about tasks that need to be completed first.

If this situation does not immediately receive special attention, the low task commitment of PZSIB batch II participants will certainly have an impact on the final assessment used as the converted value of one semester of participants' study, especially the long-term impact can affect the achievement of the main goal as the expected output as reviewed based on the official website of Kampus Merdeka owned by Kemdikbud Ristek (Merdeka, n. d.), in which Kemdikbud Ristek targets the Kampus Merdeka programme, which includes Independent Study activities, to produce graduates who are ready to face changing times, have relevant competencies according to their passions and talents so that graduates are able to become superior future leaders and personalities.

The fact that task commitment can have a long-term influence on individual performance in facing the world of work after completing their studies is an interesting topic that encourages the author to analyse it in depth. Because the impact of task commitment is quite massive, the author is moved to contribute theoretically to the development of psychology in Indonesia by examining the factors and implications of task commitment on the achievement of the objectives of the Kampus Merdeka programme, especially the independent study of the Ministry of Education and Culture Ristek. Thus, the purpose to be achieved in writing this article is to find out the description of the task commitment of the Zenius Program Independent Study Certified (PZSIB) batch II participants.

Method

The research in this article was conducted using a quantitative descriptive method. This method is in line with the research objectives to obtain an overview of the task commitment of Zenius Program Batch II Certified Independent Study participants, which according to Sugiyono in Jayusman and Shavab (2020) explains that the descriptive method is used to examine the value of variables without comparing and relating to other research variables. The quantitative method according to Hardani et al (2023) emphasises the results of research analysis which involves the use of numbers, so that the research results in the form of numbers can be presented in such a way using tables and graphs with the aim of making it easier for readers to understand the research results. Thus, based on the use of quantitative descriptive methods, the output produced in this study will be explained clearly through descriptive sentences as a form of explanation of the numbers of research results obtained.

This research was conducted to obtain an overview of the level of task commitment of the Zenius Certified Independent Study Programme batch II participants totalling 1533 participants. As for the entire population, the researcher took 94 participants of the Zenius Program Independent Study Certified batch II as a sample obtained based on the results of calculations using the Slovin formula with an error rate of 10%. The ninety-four participants studied in this article are samples taken through accidental or convenience sampling techniques. Then, the instrument used in collecting data related to participants' task commitment is a Likert scale compiled by the researcher by referring to the aspects of task commitment based on Renzulli's (2021) opinion.

Result

Based on the results of sampling using accidental or convenience sampling techniques, it is known that the distribution of samples from the fifteen learning paths in the certified Zenius Independent Study Programme is as follows.

Table 1

Distribution of Respondent Data Based on 15 Learning Paths

<i>Learning Path</i>	Jumlah	Persentase
<i>Zenius Educator: Leveraging Technology for Tutoring</i>	48	51,1%
<i>Data Warehousing, Analysis, and Visualization for Business Insights</i>	8	8,5%
<i>Accelerated Social Media Management Program</i>	6	6,4%
<i>Accelerated Machine Learning Program</i>	5	5,3%
<i>Social Media Content Creation for Modern Businesses</i>	4	4,3%
<i>EBusiness Strategy and Customer Lifecycle Management for eCommerce Managers/Specialists</i>	3	3,2%
<i>Building Agile Workplace</i>	3	3,2%
<i>Web Development</i>	3	3,2%
<i>Product Management</i>	3	3,2%
<i>Digital Sales Transformation and Business Development</i>	3	3,2%
<i>Accelerated Digital Marketing Program</i>	3	3,2%
<i>UI/UX in Product Design: From Design Thinking to Rapid Prototyping</i>	2	2,1%
<i>Code-as-Data and Functional Programming (with Lisp - Clojure)</i>	1	1,1%
<i>Video, Motion & Multimedia Production</i>	1	1,1%
<i>Full Stack Development, CI/CD, and Cloud Engineering</i>	1	1,1%

Based on table 1 regarding the distribution of respondent data based on the 15 learning paths above, it is known that the 5 learning paths with the highest number of respondents are Zenius Educator: Leveraging Technology for Tutoring with 48 participants and a percentage of 51.1%, Data Warehousing, Analysis, and Visualization for Business Insights with 8 participants and a percentage of 8.5%, Accelerated Social Media Management Program with 6 participants and a percentage of 6.4%, Accelerated Machine Learning Program with 5 participants and a percentage of 5.3% and Social Media Content Creation for Modern Businesses with 4 participants and a percentage of 4.3%.

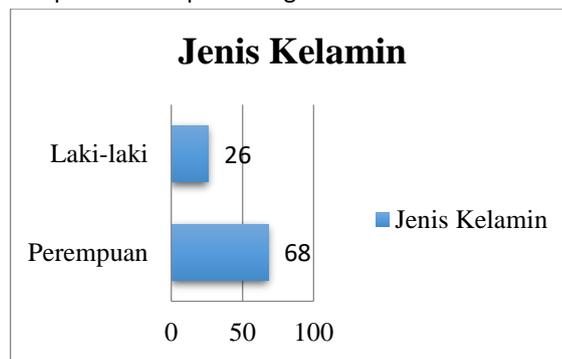


Figure 1. Distribution of Respondent Data Based on Gender

Thus, it can be concluded that the sample in this study has an even distribution in the sense that the entire learning path is a representative sample in the study although the largest number of samples is dominated by participants from the Zenius Educator learning path: Leveraging Technology for Tutoring. In addition to reviewing the distribution of samples based on learning paths, researchers also grouped

samples based on demographics, namely gender. The following is a graph of the distribution of samples based on gender.

Table 2

Task commitment variable categorisation

Guidelines	Categories	Number	Percentage
$X \leq 57,75$	Very Low	0	0%
$57,75 < X \leq 74,25$	Low	4	4,25%
$74,25 < X \leq 90,75$	Medium	24	25,5%
$90,75 < X \leq 107,25$	High	35	37,2%
$107,25 < X$	Very High	31	33%

When viewed based on graph 1 regarding the distribution of respondent data based on gender, it can be concluded that the number of samples is dominated by the female gender. This is evidenced by the 94 samples taken, 68 participants were female with a percentage of 72.34% and the remaining 26 participants were male with a percentage of 27.65%.

Based on table 2 regarding the categorisation of task commitment variables above, independent study participants in the very low category were not found, but participants in the low category could still be found in 4 participants out of 94 samples with a percentage of 4.25%. Then, participants with moderate task commitment categories totalled 24 participants with a percentage of 25.5%. The rest, the number of respondents sampled was dominated by the high and very high categories with the number and percentage respectively 35 participants with a percentage of 37.2% and 31 participants with a percentage of 33%. Thus, it can be concluded that the task commitment possessed by the participants of the Zenius Certified Independent Study Batch II Programme is in the high category.

Discussion

Kim et al (2013) explain task commitment as the tendency to consistently organise and handle a high level of work until the goal of the work is actually achieved by the individual. Renzulli in Permatasari (2019) indicated that individuals who have the ability of task commitment mean that they have achieved 5 aspects of building task commitment, namely perseverance, endurance, hard work, self-confidence, and perspective. Thus, if the categorisation results show a high task commitment number, then most of the Zenius Program Certified Independent Study batch II participants have task-oriented behaviour, never give up and have strong resilience in following the learning process for a long duration, can set learning strategies and priorities independently and consciously (Fakhrudin in A'isyah, 2022).

The high task commitment obtained through variable categories can be influenced by demographic differences, namely based on gender. When viewed based on demographic differences in gender, of the 94 participants of the Zenius Certified Independent Study Programme batch II, 68 of them are female while the other 26 are male. The results of Woolfolk's research (in Kristiyani, 2020) state that individuals with female and male gender have different orientations in learning activities. Individuals with female gender tend to have a much greater desire to learn than men. Meanwhile, men tend to prioritise self-esteem and have a much higher drive for achievement compared to women.

With a desire to learn that is much greater than men, women will tend to have skills in managing themselves and their learning process. This skill can prevent individuals from feeling worried and fear of failure. When the individual is far from feeling insecure, the individual will have more motivation to keep processing and completing their tasks until the end. This motivation to persist in completing learning tasks is referred to as task commitment.

This study shows different results from previous studies which also describe the description of task commitment. If in this study the high task commitment is influenced by the dominance of gender, namely women, then it is different from the results of Fadilah's research (2021) which discusses "Overview of Task commitment of SMPN 3 Besuki Students during the Covid-19 Pandemic". Fadilah (2021) in her research states that the large number of individuals who are male actually affects the high level of task commitment, this is because individuals of the male sex have better emotional development than women during the adolescent phase. Thus, male individuals are better able to understand the goals they want to achieve.

Meanwhile, research conducted by Ridha (2018) with the title "Task commitment in Bugis Tribe Students who Migrate" shows that independence and Bugis cultural values such as siri' and the motto once the sail is up, never let the boat recede to the beach affect the high application of task commitment in Bugis tribe students who migrate. The level of independence possessed by Bugis students who migrate is considered to affect the individual's ability to take the initiative to act and control the activities carried out so that it affects the resilience and consistency of Bugis students in completing their learning tasks.

Tayibu in Anggraini and Neviyarni (2020) said that task commitment is a strong motivation for individuals to exert all their potential and competence to be able to produce much more creative tasks. Meanwhile, independent study according to Bhakti et al (2022) is a forum specifically provided by the government for creative and innovative students. Through the independent study programme at Merdeka Campus, students can increase their experience in developing creative ideas based on research results and deepen their ability to carry out a work programme so that they can produce innovative products (Arsyad & Widuhung, 2022). Thus, the ownership of high task commitment in most participants of the Zenius Certified Independent Study Programme batch II can support the achievement of the main target expected from the Kampus Merdeka programme in producing more qualified undergraduate graduates who have the capability to face challenges in the world of work.

Conclusions

This study makes a theoretical contribution to the development of psychology, especially regarding educational psychology, which when viewed from the results of previous studies with related variables, this study is able to produce a new picture that high task commitment can be influenced by the dominance of gender, namely women. The results showed that demographic differences, namely gender, affect the high task commitment. Women have a much higher motivation to learn than men, so this has an impact on the high task commitment in this study.

This research has not been supported by a description of the research results regarding the task commitment of Zenius Certified Independent Study Programme batch II participants in terms of the weight or task load of each learning path. So, with the limitations of this study, it is hoped that it can motivate future researchers to conduct research on task commitment by reviewing various other factors.

References

- A'isyah, T. (2022). *Pengaruh kemampuan inteligensi dan task commitment terhadap prestasi belajar matematika siswa kelas VIII MTs hidayatul mustafidin dawu kudu tahun ajaran 2020/2021*. Undergraduate thesis, IAIN KUDUS.
- Anggraini, V., & S, N. (2020). The task commitment on student. *Journal of Counseling, Education and Society*, 1(1), 13. <https://doi.org/10.29210/08jces45200>
- Arsyad, A. T., & Widuhung, S. D. (2022). Dampak merdeka belajar kampus merdeka terhadap kualitas mahasiswa. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 3(2), 88. <https://doi.org/10.36722/jaiss.v3i2.1027>
- Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). Kendala implementasi kebijakan merdeka belajar kampus merdeka (MBKM) di perguruan tinggi. *Research and Development Journal of Education*, 8(2), 783. <https://doi.org/10.30998/rdje.v8i2.12865>
- Fadilah, M. N. (2021). *Gambaran task commitment siswa SMPN 3 Besuki pada masa pandemi covid-19*. <http://repository.unmuhjember.ac.id/id/eprint/12257>
- Hardani, Auliya Hikmatul Nur, Andriani Helmina, Fardani Asri Roushandy, Ustiawati Jumari, Utami Fatmi Evi, Sukmana Juliana Dhika, Istiqomah Rahmatul Ria. (2023). Metode penelitian kualitatif. *Revista Brasileira de Linguística Aplicada* (Vol. 5, Issue 1). CV. Pustaka Ilmu Group Yogyakarta.
- Hawadi, R. A. (2002). *Identifikasi keberbakatan intelektual melalui metode non tes*. Jakarta: Grasindo.
- Jayusman, I., & Shavab, O. A. K. (2020). Studi deskriptif kuantitatif tentang aktivitas belajar mahasiswa dengan menggunakan media pembelajaran edmodo dalam pembelajaran sejarah. *Jurnal Artefak*, 7(1), 13. <http://dx.doi.org/10.25157/ja.v7i1.3180>
- Kim, W.-J., Byeon, J.-H., & Kwon, Y.-J. (2013). Development of an inventory to classify task commitment type in science learning and its application to classify students' types. *Journal of The Korean Association For Research In Science Education*, 33(3), 679–693. <https://doi.org/10.14697/jkase.2013.33.3.679>
- Kristiyanti, T. (2020). *Self-regulated learning: Konsep, implikasi dan tantangannya bagi siswa di Indonesia*. Yogyakarta: Sanata Dharma University Press.
- Merdeka, K. (n.d.). *Studi Independen*. <https://kampusmerdeka.kemdikbud.go.id/program/studi-independen/detail>
- Mufida, I. A., & Siswati, S. (2020). Hubungan antara regulasi diri dengan komitmen pada tugas pada mahasiswa Fakultas Teknik Arsitektur tahun kedua Universitas Diponegoro Semarang. *Jurnal EMPATI*, 8(4), 758–765. <https://doi.org/10.14710/empati.2019.26520>
- Permatasari, D. (2019). Peningkatan task commitment pada pembelajaran matematika dengan model kooperatif tipe numbered head together (NHT) siswa kelas X TL4 SMK Negeri 3 Yogyakarta tahun pelajaran 2018/2019. *Jurnal Pengembangan Pembelajaran Matematika*, 1(2), 96–103. <https://doi.org/10.14421/jppm.2019.12.96-103>
- Renzulli, J. S. (2021). The Three-ring conception of giftedness: A developmental model for promoting creative productivity 4. *Reflections on Gifted Education: Critical Works by Joseph S. Renzulli* Psikoislamika: Jurnal Psikologi dan Psikologi Islam

and Colleagues (pp. 55–90). <https://doi.org/10.4324/9781003237693-3>

- Ridha, A. A. (2018). Task commitment pada mahasiswa Suku Bugis yang merantau. *Jurnal Psikologi*, 45(1), 66–76. <https://doi.org/10.22146/jpsi.31094>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012). A proposed direction forward for gifted education based on psychological science. *Gifted Child Quarterly*, 56(4), 176–188. <https://doi.org/10.1177/0016986212456079>
- Syarifa, A., Mustami'ah, D., & Sulistiani, W. (2011). Hubungan antara dukungan sosial orang tua dengan komitmen terhadap tugas (task commitment) pada siswa akselerasi tingkat SMA. *Insan*, 13(1), 1–11.
- Wardana, A., & Gilar Apriantika, S. (2021). Model kegiatan pembelajaran studi/proyek independen. Daerah Istimewa: Jurusan Pendidikan Sosiologi.

