

# Student'S Decision To Participate In Extracurricular: The Influence Of Antecedent Variables

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## ABSTRACT

The purpose of this paper is to investigate the antecedents of the student's decision to participate in extracurricular activities. In order to determine the conceptual model as well as to develop the measurement scale, a literature review was used. The data was collected by distributing an online questionnaire to the students of Almuslim University with a total of 292 valid feedback obtained and then analyzed using SPSS 2.0 to test the research hypotheses. The result shows that all proposed hypotheses are accepted. The findings also indicate that among the three main antecedent variables in the model, perceived behavioral control has the highest effect on the intention to take part in extracurricular activities followed by subject norms that are moderately affected. Meanwhile, the lowest effect of the antecedent is the subjective norm. Furthermore, the quality of extracurricular information as the supporting antecedent has a very less significant impact. Moreover, gender factors have a different influence on the decision to take part in extracurricular activities in which females are more influenced by other advisers compared to males. Uniquely, the decision to take part in extracurriculars is not influenced by the quality of extracurricular information for senior students. On the contrary, the junior group shows the contradictory results. The survey was conducted at a private university in which Almuslim University students were used as the sample. Future research should verify whether the students in the state university will significantly impact the research results.

**Keywords:** perceived behavioral control, subject norm, attitude, and extracurricular

## 1. INTRODUCTION

Indonesia is known as one of the biggest and most potential markets for any industry in the world. Many companies or corporations have entered Indonesia on many platforms such as affiliated companies, associated companies, etc. This fact has been affecting not only the Indonesian economy but also the Indonesian labor market. As the fourth highest number in terms of population of the world, Indonesia also has one of the biggest labor markets in which every year a number of schools and colleges produce new graduates which makes the number of job seekers continue to increase from time to time.

According to data from the Indonesian Ministry of Education, Culture, Research, and Technology, every year both state and private universities graduate around 1.8 million students. This number will continue to increase from year to year. Unfortunately, large growth in the number of graduates is not followed by the number of availability of job opportunities. As a consequence, the competition in obtaining job opportunities is very high. In fact, this condition become a very big challenge in the transformation of education in Indonesia. According to Nizam, as Director General of Higher Education, Ministry of Education, Culture, Research and Technology of Indonesia, there are various factors that cause reduced or limited employment opportunities. One of them is technological disruption. Technological disruption has caused many jobs to be lost, but on the other hand, it also opens up new job opportunities in the future.

Entering the international labor market requires employees not only knowledge but also extended skills. However, many students who have just graduated do not have enough skills to deal with problems in the real work environment, especially communication and workgroup skills. Keiichi Yesuda – former President and director of Honda Astra Motor Indonesia in

Jakarta stated: “It is undeniable that students have knowledge after 4 years studying in the university but the weakness of them is transferring that knowledge from the theory into practical. Hence, student needs more practical lesson which can be obtained from extracurricular activities.

Participating in extra-curricular activities during in university period not only have a possible effect on students’ study result (Fredricks and Eccles, 2006) but also give students opportunities to practice, and improve necessary skills for their job in the future such as presentation skill, communication skill, working in group, etc (Martin et all, 2008). The influences of taking part in extracurriculars have been studied many times, however, there are few researches concerned about what factors affect student participation in extracurriculars. It is very important for managers of the university to understand which factors are good indicators for taking part in extracurricular. When they clearly know these factors, they can apply some relevant methods to encourage students to participate in extra-curricular activities. Because of a positive relationship between taking part in extra-curricular and the academic result, the university which has many students taking part in extra-curricular may lead them to gain a high reputation in both academic and extracurricular activities. Therefore, research “Student’s decision to participate in extracurricular: the influence of antecedent variables ”will be conducted to explore these factors in Almuslim University, Indonesia.

## **2. LITERATUR REVIEW AND HYPOTHESES**

### ***Theory of Reasoned Action (TRA)***

The theory of reasoned action has been applied in many research in many fields such as education (Fredricks & Dossett, 1983), smoking (Budd, 1986; Perez-Stable et al.,1990), seat-belt use (Budd, North, & Spencer, 1984); voting behavior (Netmeyer & Burton, 1990); and several others. Overall, this theory has proven a huge picture for understanding the behavior of decision-making. According to many researches, approximately 30% of the variance in intention seems to be explained by attitudinal factors, while the normative factor has less influence on intention and does not appear to be a stable variance for the interpretation of behavior. Intention is an essential predictor of behavior. Among 12 published studies reviewed shows that there is a high relationship between intention and behavior.

### ***Technolgy Acceptance Model (TMA)***

Technology acceptance model (TAM) was originally proposed by Davis in 1985. Davis developed this model from the Theory of reasoned action (TRA). TAM is one of the most popular models to predict user’s acceptance of Information Technology and usage in an organizational context. Davis suggested that human decisions about whether they would use new technology or not can be predicted by their Attitude toward using it. Davis hypothesized that the attitude toward a system was a good indicator of the actual use of humans.

### ***Theory of Planned Behavior (TPB)***

This theory is an extension of the Theory of reasoned behavior, which was developed with the same author. Azjen introduced this model in 1987 in order to deal with the limitations in the original model TRA. As we discussed above, TRA assumed that the intention is affected by motivation factors including attitude toward the behavior and subjective norms.

The theory of planned behavior has been applied in many fields in order to understand a number of different behaviors in which people engage. Many studies show the evidence for the suitability of this theory in predicting the human behavior. For example, Ajzen and Driver (1992) applied the TPB in order to predict leisure intentions and behavior among a group of college students. They found evidence of three factors: (1) attitudes toward the behavior, (2) subjective norms, and (3) perceived behavior control were also good predictors for leisure intentions among this group. This model is relevant for the study of curricular activities. The student's intention about whether he or she will participate in extra-curricular activities could be affected not only by their attitude but also by influencing their relationship such as family, friends, and so on, and their abilities to take part.

Based on the foundation theory – TPB, There are three factors that affect to intention to take part in extra-curricular: (1) Attitude toward extra-curricular, (2) Subjective norms, and (3) Perceived behavioral control. In addition, the research model will add one more factor from signaling theory, that is the Quality of extra-curricular information. Hence, there are four independent variables that affect on dependent variable in the final model.

### ***Attitude toward extra-curricular***

According to Azjen (1991), Attitude toward behavior has an effect on the intention to perform an action. In this study, attitude toward extracurriculars shows students' belief in the benefits of extracurriculars and the evaluation of these benefits. Hence, in order to decide whether to participate in extracurricular or not, a student will think about some results from this activity such as getting more relationships, knowledge, skills, etc, and he or she will consider how much these results are important. If the student thinks that these activities are beneficial and important, he or she will join in. This is suitable with the Self-direction value in the Theory of basic human values proposed by Schwartz (1992, 2012). This value expresses the selection or evaluation of people, events, actions, and so on. People will choose to perform the action that helps them control and master suitable things to achieve their goals. Based on the consequences, people will consider which action is good or bad in order to perform or avoid. Hence, we propose the following hypothesis:

***Hypothesis 1:*** There is a positive relationship between Attitudes toward extra-activities and Intention to take part in extra-curricular activities.

### ***Subjective norm***

Subjective norms can be considered as social pressure on a person. This factor is a coordination of (1) a person's feeling about whether other people who are important to this one think that he or she should perform an action or not (normative beliefs), and (2) how this person acts with these references (motivation to comply). Azjen (1991) suggested that there is a relationship between subjective norms on intention. In addition, the Conformity value in the Theory of Basic human value also gave the same idea as Azjen. This value describes the restrained actions of humans to upset or harm others, especially those who are close to each other such as parents, teachers, and bosses. The characteristics of this value are self-discipline, obedience, politeness, and honoring parents and elders Schwartz (2006). Hence, people have a tendency to do things that are suitable to social norms, or suitable to the opinions of people who are important to them.

Linking to this study, a student will take part in extracurricular if (1) they think that his parents, teachers, friends, etc, suggest them take part in extracurricular activities, and (2) these students will act as this reference group to ask. Based on this, the following hypothesis is proposed:

Hypothesis 2: There is a positive relationship between Subjective norms and the Intention to take part in extra-curricular activities.

### ***Perceived behavioral control***

The last factor in the theory of planned behavior is Perceived behavioral control. It can be considered as a person's capability to perform an action. It includes two parts: (1) how easy or difficult a person thinks about the action, and (2) resources to perform this action. In the theory of basic human value, Schwartz (1992) also mentioned the same value to the last factor of TPB, which is the Security value. This value derives from basic individual and group requirements (cf. Kluckhohn, 1951; Maslow, 1965), which expresses that people tend to do things that are safe for them, or that they can do it easily. Applying to this study, if a student believes that extracurriculars can be performed easily, and they are in good condition to take part in extracurriculars such as time, money, transportation, etc, then the student will join in. so, we propose the following hypothesis:

Hypothesis 3: There is a positive relationship between perceived behavior control and Intention to take part in extra-curricular activities.

### ***Quality of extra-curricular information***

Individuals make decisions based on public information that is available to some groups of the public (Connelly et al., 2011). However, the information that the receiver has is not always the same as the sender have. Signaling theory is fundamentally concerned with reducing information asymmetry between two parties (Spence, 2002). It is useful for describing behavior when two parties (individuals or organizations) have access to different information. Signaling theory plays an important role in a variety of management literature such as entrepreneurship, strategic management, and human resource management (Connelly et al., 2011).

As per the definition by Erdem and Swait (2001), there are three properties of a quality signal. In this study, however, the author will test the first component: the "clarity factor". The authorities of universities create extra-curricular programs to give more benefits to their students, not for their own profit so that the information may not be incredibility. In the education environment, in addition, the information should be right and can be trusted. The issue is whether the university publishes information to each student, or whether each student can get information easily. Therefore, the quality of the information in this study is clear. If a student receives enough relevant information about extra-curricular activities, whether he/she has a positive attitude about these activities, and whether this student decides to participate in these activities. Hence, the following hypotheses are proposed:

Hypothesis 4a: There is a positive relationship between the quality of extra-curricular information and Attitudes toward extra-activities.

**Hypothesis 4b:** There is a positive relationship between the quality of extra-curricular information and the Intention to take part in extra-curricular activities.

**Moderating variables**

**a. Gender**

There were many studies that were conducted to show the differences between men and women. In physical research, for example, Wright et al. (2008) found the differences in hemispheres between men and women. In psychological studies, researchers believe that women are more related to others than men, however, men are more autonomous and individuated (Gliem, J. A., & Gliem, R. R. 2003). According to Gilligan (1988), women pay more attention to care and responsibility while men focus on justice and fairness. In addition, Schwartz & Rubel (2005) pointed out that female is benevolence and universalism while male focus on power and achievement. Because of these differences, this study will test the effect of gender on the relationship between three factors and the intention to participate in extracurricular. Hence we process the following hypothesis:

H5a: Gender variable plays the role of mediating variable in the research model

**b. Education**

According to Kohn & Schooler (1983), education experiences enhance intellectual openness, and flexibility, and give people a breadth of perspective, therefore, at different levels of education, people will have different ways to act. In addition, education has a positive relationship with achievement values Schwartz (2006). Hence, students with different years in university could act in different ways of extra-curricular activities. The effect of years in university will be tested in this study as a mediating variable. For that, we process the following hypothesis:

H5b: School Year variable plays the role of mediating variable in the research model

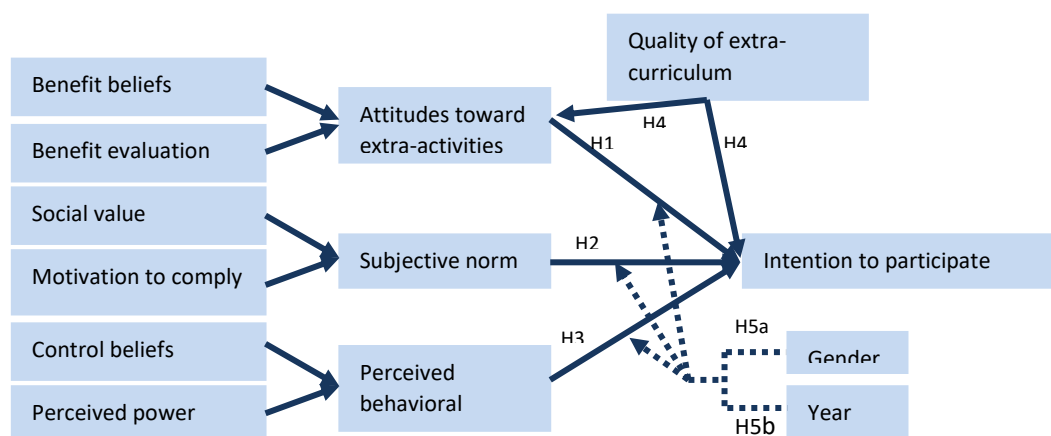


Figure 1.1: Reseach Model

**3. RESEARCH AND METHOD**

To determine the conceptual model and develop the measurement scale, a literature review was mainly used in this research. The data were collected through an online questionnaire, which was constructed in Indonesian to make it easier for respondents to understand and answer the questions.

## Data

To measure the influence of the antecedent variable on the intention of the students to participate in extracurricular activities at Almuslim University, an online survey was designed to reach all targeted respondents effectively. In total, 375 samples were collected, among these respondents, 292 were valid while the others were removed due to incomplete answers. Uniquely, in the last 5 years, more than 65 % of the students of Almuslim universities are dominated by females. In consequence, the gender distribution of male respondents was only 127 (43.5%) and the remaining 165 respondents were females. Among this, 131 students are sophomores and the remaining 161 are juniors.

## Measurement Scale

The instruments in this study consisted of two main sections and were used to measure demographic variables and antecedent variables toward intention to participate in extracurricular. Each item was measured on a five-point Likert-type scale, with responses ranging from 1 representing “strongly disagree” to 5 representing “strongly agree”.

In this study, the scale of TPB is used to measure four factors: (1) Attitudes toward extra activities, (2) Subjective norm, (3) Perceived behavioral control, and (4) Intention. The quality of extra-curricular information is measured by the scale of Tho (2009)

## Reliability and validity

Varies analyses were conducted to test the reliability and validity of the constructs after data collection. In this study, Cronbach’s  $\alpha$  was used to measure the validity of the measurement scale (Gliem, J. A., & Gliem, R. R., 2003). The following table shows the value of Cronbach’s  $\alpha$  of all measurement scales which ranged from 0.68 to 0.81 by means that the measurement scales had high reliability (Hair et.al, 2007).

| Measurment items                        | Cronbach’s $\alpha$ | Mean | Var |
|-----------------------------------------|---------------------|------|-----|
| Attitudes toward extra-activities (ATT) | 0.724               |      |     |

|                                                       |              |        |       |
|-------------------------------------------------------|--------------|--------|-------|
| ATT1                                                  | 0.709        | 12.989 | 6.689 |
| ATT2                                                  | 0.705        | 12.773 | 6.891 |
| ATT3                                                  | 0.611        | 12.938 | 6.426 |
| ATT4                                                  | 0.689        | 12.902 | 7.012 |
| ATT5                                                  | 0.668        | 12.784 | 7.072 |
| <b>Subjective norm (NORM)</b>                         | <b>0.689</b> |        |       |
| NORM1                                                 | 0.595        | 8.9245 | 3.189 |
| NORM2                                                 | 0.601        | 9.4496 | 3.714 |
| NORM3                                                 | 0.570        | 9.3165 | 3.069 |
| NORM4                                                 | 0.712        | 9.7014 | 3.986 |
| <b>Perceived behavioral control (PBC)</b>             | <b>0.812</b> |        |       |
| PBC1                                                  | 0.699        | 10.942 | 4.394 |
| PBC2                                                  | 0.765        | 11.079 | 4.795 |
| PBC3                                                  | 0.732        | 10.838 | 4.844 |
| PBC4                                                  | 0.846        | 11.018 | 5.397 |
| <b>Quality of extra-curricular information (INFO)</b> | <b>0.720</b> |        |       |
| INFO1                                                 | 0.630        | 11.673 | 3.059 |
| INFO2                                                 | 0.628        | 12.007 | 2.874 |
| INFO3                                                 | 0.719        | 11.478 | 3.413 |
| INFO4                                                 | 0.646        | 11.806 | 2.973 |
| <b>Intention (INT)</b>                                | <b>0.694</b> |        |       |
| INT1                                                  | 0.636        | 6.9388 | 1.603 |
| INT2                                                  | 0.594        | 6.9820 | 1.700 |
| INT3                                                  | 0.573        | 7.1439 | 1.467 |

Table 1: Cronbach alpha coefficients

### Data analysis method

The data was analyzed using the Statistic Package for Social Science (SPSS) software 2.0 as the main tool in this study. The analysis was based on a sample of 292 respondents. First of all, this software was used to import data. Raw data then being imported into a spreadsheet of the SPSS window. Here, data was also coded according to the purpose of the study. After that, there were some statistical tools were applied which were: Descriptive statistics, Reliability analysis, and Exploratory Factor Analysis (EFA) to check whether the scales were good enough.

### Correlation Testing:

In order to determine the relationship between independent variables (ATT, NORM, PBC, INFO) and dependent variable (INT), Pearson's correlation coefficient was calculated. If the absolute value of Pearson's correlation coefficient runs from -1 to 1, we could conclude that the two variables have a strong correlation.

It is also necessary to watch out for the strong correlation between independent variables. These correlations may have huge impacts on the result of multi-linear regression analysis as it may result in multi-collinearity problems.

The results of the Pearson correlation analysis of this study are shown in Table 4.6 below:

Table 2: Correlations

|  | ATT | NORM | PBC | INFO | INT |
|--|-----|------|-----|------|-----|
|--|-----|------|-----|------|-----|

|      |                     |          |          |          |          |   |
|------|---------------------|----------|----------|----------|----------|---|
| ATT  | Pearson Correlation | 1        |          |          |          |   |
|      | Sig. (2-tailed)     |          |          |          |          |   |
| NORM | Pearson Correlation | .367(**) | 1        |          |          |   |
|      | Sig. (2-tailed)     | .000     |          |          |          |   |
| PBC  | Pearson Correlation | .277(**) | .421(**) | 1        |          |   |
|      | Sig. (2-tailed)     | .000     | .000     |          |          |   |
| INFO | Pearson Correlation | .179(**) | .180(**) | .347(**) | 1        |   |
|      | Sig. (2-tailed)     | .003     | .003     | .000     |          |   |
| INT  | Pearson Correlation | .537(**) | .488(**) | .607(**) | .373(**) | 1 |
|      | Sig. (2-tailed)     | .000     | .000     | .000     | .000     |   |

\*\* Correlation is significant at the 0.01 level (2-tailed).

The result above shows that all correlation coefficients are significant at 0.01 level. All of the independent variables are positively correlated with the dependent variable. The table shows that the PBC variable has the highest correlation with the INT variable, it has a Pearson Correlation Coefficient of  $r=0.607$ , while INFO has the lowest correlation with INT with  $r=0.373$ . In summary, the result found that four of the variables had a positive correlation with each other.

### Multi-Linear regression analysis

Multiple linear regression analysis is the appropriate technique to analyze the linear relationship between a dependent variable and multiple independent variables by estimating coefficients for the equation for a straight line (Hair et al., 2006). Multiple linear regression analysis was used to test the hypotheses of this research.

## 4. RESULT AND DISCUSSION

In this study, there are two regression models conducted. The first model includes four independent variables (ATT, NORM, PBC, INFO) and the dependent variable is INT. The second model has INFO as the independent variable and ATT as the dependent variable.

$$\text{Model 1: INT} = \beta_0 + \beta_1(\text{ATT}) + \beta_2(\text{NORM}) + \beta_3(\text{PBC}) + \beta_4(\text{INFO}) + \varepsilon_1$$

The results show that Sig. value of the ANOVA table 4.1 equals 0.000. Therefore, the null hypothesis ( $H_0: \beta_{\text{ATT}} = \beta_{\text{NORM}} = \beta_{\text{PBC}} = \beta_{\text{INFO}} = 0$ ) is rejected. It means that there is at least 1 independent variable that has a correlation with the dependent variable, while the Model Summary table shows the value of Adjusted R Square equal to 0.551. This implies that four variables (ATT, NORM, PBC, INFO) explain a 55.1% variance of the dependent variable – Intention (INT). Furthermore, the Coefficient table shows that all four independent variables have a positive correlation with the dependent variable. In addition, the Sig. values are very small (except Constant, the highest sig value is 0.001 for the INFO variable). Hence, we can conclude that all four independent variables affect to dependent variable (INT). Therefore four hypotheses (H1, H2, H3, H4a) are accepted.

Table 4.1 ANOVA(b) for model 1



| Model                                          |            | Sum of Squares | df  | Mean Square | F      | Sig.    |
|------------------------------------------------|------------|----------------|-----|-------------|--------|---------|
| 1                                              | Regression | 53.265         | 4   | 13.316      | 86.141 | .000(a) |
|                                                | Residual   | 42.202         | 273 | .155        |        |         |
|                                                | Total      | 95.468         | 277 |             |        |         |
| a Predictors: (Constant), INFO, ATT, NORM, PBC |            |                |     |             |        |         |
| b Dependent Variable: INT                      |            |                |     |             |        |         |

The Standardized Beta Coefficients of PBC is 0.390 and it is also the highest Beta value, therefore PBC variable has the largest impact on the dependent variable (INT). While the ATT variable keeps the second position with Beta is 0.340. The third and the last positions are NORM and INFO with Beta values are 0.173 and 0.146 respectively.

Table 4.2: Coefficients(a) for model 1

| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Collinearity Statistics |       |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
|                           |            | B                           | Std. Error | Beta                      |       |      | Tolerance               | VIF   |
| 1                         | (Constant) | .384                        | .189       |                           | 2.036 | .043 |                         |       |
|                           | ATT        | .316                        | .041       | .340                      | 7.744 | .000 | .841                    | 1.189 |
|                           | NORM       | .152                        | .041       | .173                      | 3.725 | .000 | .754                    | 1.326 |
|                           | PBC        | .295                        | .036       | .390                      | 8.312 | .000 | .737                    | 1.358 |
|                           | INFO       | .139                        | .041       | .146                      | 3.386 | .001 | .872                    | 1.147 |
| a Dependent Variable: INT |            |                             |            |                           |       |      |                         |       |

$$\text{Model 2: } \text{ATT} = \beta_0 + \beta_1(\text{INFO}) + \varepsilon_1$$

The model 2 is a linear regression with INFO as the independent variable and ATT as the dependent variable. To test whether the correlation between INFO and ATT exists in practice, Sig value is used. With a 5% significance level. The null hypothesis: "There is no correlation between the independent variable and dependent variable" is rejected. In other words, INFO has a positive effect on ATT. The value of Beta equals 0.183 shows that if the INFO variable increases by one unit, the ATT variable will increase by 0.183 units. Hence, the hypothesis 4b is accepted.

Table 4.3: Coefficients(a) for model 2

| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------|------|
|                           |            | B                           | Std. Error | Beta                      |        |      |
| 1                         | (Constant) | 2.517                       | .235       |                           | 10.699 | .000 |
|                           | INFO       | .183                        | .061       | .179                      | 3.022  | .003 |
| a Dependent Variable: ATT |            |                             |            |                           |        |      |

### Test the effect of Moderating variables

To test the effect of moderator variables, the author ran multi-linear regression for each attribute of the variable and compared the differences.

Table 4.4: Regression with Gender as Moderator.

| Varibale | Gender                |      |                         |      |
|----------|-----------------------|------|-------------------------|------|
|          | Male, R square = .457 |      | Female, R square = .662 |      |
|          | Beta                  | Sig. | Beta                    | Sig. |
| ATT      | .296                  | .000 | .375                    | .000 |
| NORM     | .050                  | .522 | .284                    | .000 |
| PBC      | .448                  | .000 | .357                    | .000 |
| INFO     | .127                  | .062 | .177                    | .001 |

As we can see in the above table, there are differences in correlation between independent variables and dependent variables concerned with gender. For males, especially, the Subjective norm (NORM) does not affect to Intention to take part in extra-curricular (INT) while it affects the female group. It seems that males are affected by official public information rather than by private information as their parents, friends, or teachers. Hence, Gender can be considered as moderator variable.

Table 4.4: Regression with School Year as Moderator.

| Variable | School Year             |      |                         |      |
|----------|-------------------------|------|-------------------------|------|
|          | year 2, R square = .678 |      | year 3, R square = .432 |      |
|          | Beta                    | Sig. | Beta                    | Sig. |
| ATT      | .389                    | .000 | .302                    | .000 |
| NORM     | .206                    | .001 | .142                    | .036 |
| PBC      | .395                    | .000 | .376                    | .000 |
| INFO     | .096                    | .091 | .178                    | .006 |

The information from the above table shows that there are differences in correlation between independent variables and dependent variables concerned with the school year. With a 5% significant level, we reject the effect of INFO on INT for third-year students, while all four independent variables affect the dependent variable for juniors. The result also shows that third-year students are more affected by NORM than INFO. On the contrary, the effect of INFO is stronger than NORM for juniors. Therefore, we can accept the moderator effect of the School year variable.

This research result implies that the moderator function of some demographic variables can explain clearer behavior of students and is an indication of the good explanatory power of the model for intentions and can be used as a research model for further study. Furthermore, the measurement scale for the Perceived behavioral control variable, Attitudes toward extra-curricular activities, Subjective norm variable, and Quality of extra-curricular information that have developed in this study could be applied to the larger context such as public universities in Indonesia and abroad.

## 5. CONCLUSION

As the summary of the research result and the discussion in the previous chapter, it can be concluded that:

1. Students can get many benefits when taking part in extra-curricular activities. For that, it is important for universities to encourage students to join in extra-curricular activities to enlarge the university's reputation.
2. Perceived behavioral control has the highest effect on the intention to take part in extra-curricular activities (Standardized Beta Coefficient is 0.390).
3. Attitudes toward extra activities have a positive and significant relationship with the intention to take part in extracurricular activities. However, the effect of this factor is lower than PBC but the difference is not large (Beta is 0.340).
4. The third and the last important factors are "Subjective norm" (Beta equals 0.173) and "Quality of extra-curricular information" (Beta is 0.146) respectively.
5. Gender and School year variables are also can be moderator variables. For Gender, the research found that male is influenced by other advice less than female. For the School year, research results show that the INFO variable does not affect on INT variable for third third-year student group, while it has a correlation for the junior.

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