DINAMICALLY
Vol.2, No. 2, 2026

Analysis Of Factors And The Impact Of Lack Of Interest In Organizing Generation Z Students On BEM FISIP

Miladatur Rosidah[1], Yunita Intan Hapsari[2]

milariya15@gmail.com[1], yunitaintanhapsari@gmail.com[2]

Faculty of Social and Political Sciences, University Tulungagung

Recieved: July 15, 2026 *Revised: August 14, 2026* *Published: September 19, 2026*

Abstract:

This study examines the factors behind the declining interest in organizational involvement among Generation Z students and its consequences for the development of the Student Executive Board (BEM) of the Faculty of Social and Political Sciences (FISIP), Universitas Tulungagung. Using a quantitative associative-causal approach grounded in Self-Determination Theory, data were collected from 36 purposively selected respondents through a closed online questionnaire and analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM). The measurement model showed that all indicators of the Barrier Factor, Organizational Interest, and Organizational Development constructs were valid, with loading factors above 0.70. The structural model revealed that barrier factors have a significant negative effect on organizational interest (path coefficient = -0.493; R^2 = 0.244), while organizational interest has a strong positive effect on organizational development (path coefficient = 0.711). Barrier factors also affect organizational development directly (path coefficient = 0.404) and indirectly through organizational interest (indirect effect = -0.351; total R^2 = 0.385). These findings indicate that unmet needs for autonomy, competence, and relatedness among Generation Z weaken their willingness to participate in campus organizations, which in turn threatens the sustainability, regeneration, and productivity of BEM FISIP. The study recommends that BEM FISIP adopt agile, project-based, and digitally oriented governance, and that the faculty consider academic recognition policies to restore student motivation to engage in organizational life.

Keywords: *Generation Z, Organizational Interest, Self-Determination Theory*

Author Correspondence:
Miladatur Rosidah, Faculty of Social and Political Sciences, Tulungagung University
Email: milariya15@gmail.com

Introduction

Organization is a form of social relations that involves the interaction and collaboration of a group of people to achieve common goals (Ardi, 2011). Student organizations, which are managed by students themselves, are an important means to improve academic learning while training teamwork, competitiveness, and skills needed in the future. Article 13 Paragraph (4) of Law No. 12 of 2012 guarantees the right of students to obtain educational services according to their interests and talents, and participation in organizations provides great benefits in developing soft skills such as productivity, innovation, and creativity even though the activities are not academic.

Interest in organizations helps students become more open and motivated to participate, as well as provide space for them to work and interact with various people so that communication and emotional skills also develop. Activities organized by students are also a forum to cultivate and carry out Pancasila values in daily life, such as deliberation, cooperation, respect for diversity, and social justice, so that it is relevant to efforts to build solidarity and student nationalism.

In terms, interest refers to an inner impulse or psychological condition that triggers a person's attention and interest in a certain object, activity, or phenomenon; it is the focus of attention and a fixed memory, in which individuals involve themselves joyfully, and the formation of this interest is influenced by personal experiences, needs, and individual value systems. However, the current phenomenon shows that the interest of the younger generation, especially Generation Z, in participating in organizational activities tends to decline. The majority of students today are less interested in actively participating in organizations, even though this forum is very important to train the character and capabilities of the next generation.

This low engagement is influenced by internal and external aspects. Externally, this is closely related to the identity of Generation Z who are highly dependent on the internet and technological advancements, so the drive to act is now shaped by a combination of personal goals and ease of access to technology. Digital advances facilitate interaction and access to information virtually, but also cause people to be less directly involved in social activities such as organizations. Internally, interest in organizing is also influenced by personality, motivation, and perception of the organization; personal values and desire for self-development, as well as social and family support, greatly influence students' interest in organizing. If the organization is considered not to provide benefits or is too burdensome, it is likely that interest in joining will decrease, as students consider the benefits and drawbacks before applying.

Generation Z is a generation born in the range of 1995–2012 and was fully raised by the internet and technological sophistication, so their lifestyles and daily routines are highly dependent on the digital ecosystem. If the previous generation viewed technology as an innovation, Generation Z considered it as a standard facility that must exist. Stillman and Stillman (2018) formulated seven ideal characteristics of Generation Z, namely figital

(there is no barrier between physical and digital reality), hyper-customization (rejecting social labeling and highlighting personal uniqueness), realistic (prioritizing practical learning based on real problem-solving), fear of missing out or FOMO (high dependence on information updates), weconomist (collective awareness of the sharing economy), do it yourself or D.I.Y. (self-taught learning independence that sometimes causes a weak stigma in teamwork), and driven (strong drive to create positive change through technology optimization and personal branding).

Interest in organizing itself is understood as a psychological manifestation in the form of an inner impulse that gives birth to an emotional response, such as likes or dislikes, to an organization; when individuals build a positive impression of an organization, they will be moved to participate and tend to prioritize attention on all activities of the organization. According to Rahmat (2018), the factors that affect interest in organizing are divided into internal factors, namely genetic and personality elements that form confidence and optimistic views, as well as external factors in the form of family, educational, and social environments that support the development of interests and talents.

Various motivation theories are relevant to explain this phenomenon, including Maslow's hierarchy of needs theory (1943, 1970), Herzberg's two-factor theory (1966), Vroom's expectation theory (1964), Locke's goal-setting theory, and Ryan and Deci's (2000) Self-Determination Theory (SDT). SDT emphasizes that individual intrinsic motivation is achieved through the fulfillment of three basic psychological needs, namely autonomy, competence, and relatability. This research uses SDT as the main theoretical framework because it is able to comprehensively explain how the fulfillment or unfulfillment of basic psychological needs shapes the high and low interest of Generation Z students in organizing.

As the highest executive institution at the faculty level, the Student Executive Board (BEM) of FISIP Tulungagung University cannot be separated from the impact of the phenomenon of declining interest in organizing. In the last few management periods, BEM FISIP has faced administrative and managerial challenges due to the reduced enthusiasm of new students to register as members, as well as the declining level of active functionaries in organizing the organization's agenda. This condition has the potential to trigger a crisis of student leadership regeneration in the long term, considering that student organizations are one of the main vehicles for the formation of prospective leaders who have managerial capacity, social sensitivity, and understanding of public institutional governance.

Several previous studies reinforce the urgency of this study. Sholihah (2023) found that students' perceptions of organizations are closely related to organizational interests, but have not explored the autonomy aspect. Ardelia, Apriliani, Pratama, and Komalasari (2024) show that the involvement of student organizations increases work

engagement and career readiness of Generation Z, but emphasizes organizational benefits rather than factors that cause low interest. Z (2025) examines Generation Z's learning motivation through a phenomenological approach and finds that a combination of internal and external factors affects motivation, but has not highlighted specific organizational participation. This study seeks to fill this gap by comprehensively analyzing internal and external barriers to Generation Z's interest in organizing and their impact on the development of student organizations using a comprehensive SDT approach.

The study of organizational interest cannot be separated from motivational theories that explain why a person is moved or reluctant to engage in a collective activity. Maslow (1943, 1970) views human needs as the main drivers of actions arranged in a hierarchy of five levels, starting from basic physiological needs, the need for a sense of security, the social need to be loved and to belong to a group, the need for appreciation for achievements and competence, to culminate in the need for self-actualization; needs at the lower level must be met at least partially so that individuals are encouraged to pursue needs at the top level, including social needs that can be met through organizational involvement. Herzberg (1966) through the theory of two factors distinguishes between extrinsic hygiene factors, such as relationships between members and the comfort of the organizational environment that function to prevent dissatisfaction, and intrinsic motivating factors, such as recognition and personal achievements that trigger deep satisfaction in organizing.

Vroom (1964) through the theory of expectation explains that a person's level of motivation is determined by the expectation of success in a task, instrumentality or assessment of the consequences of the success, as well as valence or emotional reaction to the results obtained; organizational motivation will be high if students believe that their efforts will yield results that exceed expectations, and vice versa will be low if organizational results are felt to be not worth the sacrifice of time and effort. In line with that, Locke through goal setting theory emphasizes four motivational mechanisms, namely goals that focus attention, organize efforts, extend perseverance, and support strategies and action plans, so that the clarity of organizational goals also determines how much energy students are willing to devote. Among these perspectives, this study specifically uses the Self-Determination Theory (SDT) from Ryan and Deci (2000) as the main framework because this theory is most comprehensive in explaining the intrinsic motivations of the digital generation that demand freedom, competence, and social connectedness simultaneously, rather than mere extrinsic drives.

The phenomenon of declining interest in organizing in Generation Z is also inseparable from the transformation of social relations patterns due to digitalization. Research shows that most individuals from this generation start their social relationships online and prefer digital communication over in-person conversations, so it is natural that conventional organizational formats that require intensive physical presence are felt to be less in line with their interaction preferences. On the other hand, Generation Z's pragmatic and results-oriented nature makes them more selective in allocating time, so the decision

to join or not to join an organization is strongly influenced by the calculation of benefits and costs that are perceived personally, not solely because of obligations or normative pressures from the surrounding environment.

Based on this description, the thinking framework of this study places the characteristics of Generation Z who are digital, flexible, and individualist as a context that gives rise to internal factors (motivation, perception, self-confidence) and external factors (peers, social media, campus environment). These two factors affect the fulfillment of basic psychological needs in SDT — autonomy, competence, and relatedness — which ultimately determine the high and low interest in student organization and has an impact on the organizational development of the Student Executive Board (BEM) of the Faculty of Social and Political Sciences (FISIP) Tulungagung University. This study is important because it provides a comprehensive overview of the main causes of low interest in organizing, so that strategic steps can be formulated to increase the interest of the younger generation in organizing. Specifically, this study aims to know, describe, and analyze why interest in organizing in Generation Z students tends to be low, as well as identify the factors that affect the lack of interest and its impact on the development of the BEM organization of FISIP Tulungagung University.

Methodology

The research instrument is developed through the process of elaborating the conceptual definition of each variable into measurable empirical dimensions and indicators, as is commonly done in survey research based on the Likert Scale. Each dimension is then formulated into statement items that are compiled based on language that is easy to understand by Generation Z respondents, taking into account the clarity of meaning so as not to cause interpretation bias when filling in online. The preparation of this instrument also refers to the previous literature review on organizational interest factors and the dimension of Self-Determination Theory, so that the content validity of the instrument is maintained before being statistically tested through validity and reliability tests.

This study uses a quantitative approach with a causal associative research type. This approach was chosen because the purpose of this study is to test the hypothesis and measure the cause-and-effect relationship between independent variables (Obstacle Factors), intervening variables (Organizational Interest), and dependent variables (BEM FISIP Organizational Development) numerically and statistically. This analytical framework is also based on the Self-Determination Theory (SDT) developed by Deci and

Ryan, which states that individual motivation is influenced by the fulfillment of basic psychological needs in the form of autonomy, competence, and social relationships; if these three needs are not met in the organizational environment, students' interest in participating tends to decrease.

The research population is all active students of Generation Z (born 1997–2012) who are registered at the Faculty of Social and Political Sciences (FISIP) University of Tulungagung. The sampling technique uses non-probability sampling using the purposive sampling method, with the criteria that respondents are active students of FISIP, including Generation Z aged 14–29 years, and know the existence of the BEM FISIP organization both as students who choose not to join and as active functionaries. Based on the distribution of digital questionnaires, 36 respondents were obtained who met the eligibility requirements for quantitative analysis, the number of those who have met the minimum limit of a small sample (N > 30) in regression analysis or path analysis.

This study identified three main variables, namely the independent variable (X) in the form of Organizational Interest Barrier Factors consisting of internal dimensions (motivation, self-confidence, time management, and perception of organizational burden) and external dimensions (family support, social media distractions, peer group culture, and organizational socialization); intervening variables (Y) in the form of Organizational Interest which are operationalized through the Self-Determination Theory dimension, namely autonomy, competence, and relatedness; and bound variables (Z) in the form of BEM FISIP Organizational Development which includes management regeneration, number of registrants, work program productivity, digital innovation, functional presence, internal solidarity, institutional existence, and effectiveness of goal achievement. The three variables were operationalized into 24 statements (X1–X8, Y1–Y8, and Z1–Z8) which were measured using a Likert Scale of 1–5, from Strongly Agree to Strongly Agree.

Primary data collection was carried out through a closed questionnaire which was distributed online through Google Forms and shared through student instant messaging groups. The data collection process was carried out through three stages, namely the preparation stage (formulation of statement items and language clarity tests), the implementation stage (dissemination of links to 36 respondents who met the purposive sampling criteria accompanied by monitoring so that there was no empty data), and the completion stage (downloading the answer results in the form of a spreadsheet to be codified and analyzed statistically).

Data analysis was carried out in stages using the Structural Equation Modeling method based on Partial Least Squares (PLS-SEM) with the help of SmartPLS software,

considering that this research model involves intervening variables. Before testing the hypothesis, the instrument was first tested for validity using the Pearson Product Moment technique (the item was declared valid if r counted > r table = 0.355 for N = 36 at a significance level of 5%) and reliability using Cronbach's Alpha (declared reliable if the alpha value was > 0.60). Furthermore, a classical assumption test was carried out which included a normality test with Kolmogorov-Smirnov, a multicollinearity test based on the Tolerance and Variance Inflation Factor (VIF) values, and a heteroscedasticity test with the Glejser test.

The evaluation of the PLS-SEM model was carried out in two stages, namely the evaluation of the measurement model (outer model) to test the validity of the convergence through the loading factor value, and the evaluation of the structural model (inner model) to test the significance of the relationship between variables through the determination coefficient (R^2) and the path coefficient. The path analysis in this study was divided into two regression models, namely the Path Model 1 which tested the influence of Barrier Factor (X) on Organizational Interest (Y): $Y = \beta 1X + e1$, and the Path Model 2 which tested the influence of Obstacle Factor (X) and Organizational Interest (Y) on the Organizational Development of BEM FISIP (Z): $Z = \beta 2X + \beta 3Y + e2$. Hypothesis testing was carried out through a partial test (t-test), while the mediating role of Organizational Interest was tested through the calculation of indirect effects (indirect effect = $\beta 1 \times \beta 3$) and its significance was tested using the Sobel Test, with the variable declared to mediate significantly if the Z-value > 1.96 at a significance level of 5%.

Result and discussion

This research took the locus at the Faculty of Social and Political Sciences (FISIP) Tulungagung University, with a focus on the organization of the FISIP Student Executive Board (BEM) led by the Governor and Deputy Governor of Students and assisted by secretaries, treasurers, and several departments. In the last few management periods, BEM FISIP has faced administrative and managerial challenges due to the reduced enthusiasm of new registrants and the declining presence of functionaries in the organization's agenda. Primary data succeeded in capturing 36 respondents through purposive sampling techniques, consisting of non-organizational general students to map external obstacles and active functionaries to capture the direct impact on the institution's performance. A total of 31 respondents were in the age range of 18–22 years old who confirmed their position as a core representative of Generation Z, while their background as Public Administration students provided a theoretical understanding of organizational science so that the filling out of the questionnaire was based on academic awareness that

could be accounted for. A complete description of the characteristics of the respondents is presented in Table 1.

Table 1. Characteristics of Respondents (n = 36)

Features	Category	Quantity	Percentage
Membership Status	General students (not affiliated with BEM)	22	61,1%
Membership Status	Active functionary of BEM FISIP	14	38,9%
Age	18–22 years old	31	86,1%
Age	23–29 years old	5	13,9%
Study Programs	Public Administration	36	100%

The combination of demographic characteristics, organizational status, and academic background of the 36 respondents formed a solid database for inferential statistical testing. The proportional representation of non-organizational students and active functionaries allowed this study to capture a dual perspective, namely the perceived obstacles felt by those who chose not to join as well as the real impact felt by those who managed the organization directly. Inferential statistical analysis was conducted using the Structural Equation Modeling method based on Partial Least Squares (PLS-SEM) using the help of SmartPLS software, which was divided into measurement model evaluation (outer model) and structural model evaluation (inner model).

The evaluation of the measurement model (outer model) showed that all indicators in the three latent variables had loading factor values above 0.70 so that they met the requirements for convergent validity, as summarized in Table 2. The Barrier Factor (X) variable was measured through four indicators with loading factor values X5 = 0.799; X6 = 0.758; X7 = 0.788; and X8 = 0.819. The Organizational Interest variable (Y) was measured through eight indicators with loading factor values ranging from 0.781 to 0.937, with the highest values in indicators Y6 and Y7 (above 0.93) indicating the excellent explanatory power of the instrument in measuring interest, especially in the competence and relatedness dimensions of Self-Determination Theory. The Organizational Development Variable of BEM FISIP (Z) was measured through seven indicators with loading factor values ranging from 0.752 to 0.932, the highest in the Z5 indicator related to the level of attendance of functionaries in organizational meetings or agendas.

Table 2. Outer Model Loading Factor Value

Variable Leave	Indicator	Loading Factor	Remarks
Inhibition Factor (X)	X5	0,799	Valid
Inhibition Factor (X)	X6	0,758	Valid
Inhibition Factor (X)	X7	0,788	Valid
Inhibition Factor (X)	X8	0,819	Valid

Variable Leave	Indicator	Loading Factor	Remarks
Organizational Interests (Y)	Y1–Y8	0,781–0,937	Valid
Organizational Development (Z)	Z2–Z8	0,752–0,932	Valid

The results of the evaluation of the structural model (inner model) showed a determination coefficient (R^2) value of Organizational Interest (Y) of 0.244, which means that the Barrier Factor variable (X) was able to explain 24.4% of the variation in organizational interest of Generation Z students, while the remaining 75.6% was influenced by other factors outside the model, such as individual personality characteristics or previous organizational experience that were not measured in this study. The R^2 value of Organizational Development (Z) was 0.385, indicating that the combination of Obstacle Factor (X) and Organizational Interest (Y) contributed 38.5% to the organizational development of BEM FISIP Tulungagung University, while the remaining 61.5% was influenced by other factors such as campus policies, funding, or internal leadership dynamics.

In the path coefficient test, the effect of Obstacle Factor (X) on Organizational Interest (Y) showed a strong negative coefficient of -0.493, meaning that any increase in internal or external barriers will decrease the interest in organizing of Generation Z students. Meanwhile, the direct influence of Obstacle Factor (X) on Organizational Development (Z) showed a positive coefficient of 0.404. The indirect effect analysis yielded a value of (-0.493) × (0.711) = -0.351, which empirically proves that the Barrier Factor (X) has a significant adverse impact on the decline of Organizational Development (Z) through the weakening of Organizational Interest (Y) first, so that the Y variable is proven to play a mediator role in this research model. A summary of the path coefficient is presented in Table 3.

Table 3. Structural Model Path Coefficient

Intervariable Relationships	Path Coefficients	Interpretasi
Inhibition Factor (X) → Organizational Interest (Y)	-0,493	Negative, signifikan
Organizational Interest (Y) → Organizational Development (Z)	0,711	Positive, very dominant
Barrier Factors (X) → Organizational Development (Z)	0,404	Positive, direct
Obstacle Factors (X) → Y → Organizational Development (Z)	-0,351	Negative, significant mediation

Based on the results of the test, all hypotheses proposed in this study were declared accepted. The partial test showed that the significance value in all pathways was below 0.05, so that both the direct influence of Barrier Factors on Organizational Interest, the influence of Organizational Interest on Organizational Development, and the direct

influence of Obstacle Factors on Organizational Development were proven to be statistically significant. The Sobel test on the mediation effect also produced a Z-value that exceeded the threshold of 1.96 at a significance level of 5%, so that the mediating role of Organizational Interest (Y) in bridging the influence of Organizational Interest (X) on Organizational Development was proven to be empirically significant, although the nature of partial mediation because the Barrier Factor still had a significant direct influence on Organizational Development. A summary of the results of the hypothesis testing is presented in Table 4.

Table 4. Summary of Hypothesis Testing Results

Hipotesis	Statement	Results
H1	Barrier Factor (X) has a significant effect on Organizational Interest (Y)	Accepted
H2	Organizational Interest (Y) has a significant effect on Organizational Development (Z)	Accepted
H3	Barrier Factor (X) has a significant effect on Organizational Development (Z)	Accepted
H4	Organizational Interest (Y) mediates the influence of Barrier Factors (X) on Organizational Development (Z)	Accepted (partial mediation)

The finding that the Barrier Factor has a strong negative effect on Organizational Interest (path coefficient -0.493; $R^2 = 0.244$) confirms the incompatibility between the organizational culture of BEM FISIP which tends to be conventional-structural and the psychographic characteristics of Generation Z who prioritize flexibility, work efficiency, and digital actualization space. Indicators of obstacles such as organizational workload that is perceived to be too heavy and strong distractions of virtual interaction act as negative stimulants that suppress the fulfillment of three basic psychological needs in SDT: autonomy, because the formality of physical meetings that are often inefficient makes students feel they lose control of their personal time; competence, because the bureaucratic organizational structure makes the learning process feel slow and less adaptive to today's practical skills; and social attachment, because the culture of seniority or excessive formality inhibits the formation of fluid emotional relationships between members. These findings are in line with the results of a study that when campus organizational ecosystems fail to offer concrete and adaptive added value to modern student life, they will rationally prioritize time allocation on academic achievement or digital creative economy activities.

The dominant positive relationship between Organizational Interest and Organizational Development (path coefficient 0.711) confirms that from the perspective of the organization as an open system, the survival of BEM FISIP is highly dependent on the energy supply in the form of the commitment and interest of its human resources.

When interest in organization shrinks, BEM FISIP experiences dysfunction in a number of important elements, such as obstacles to the recruitment function that do not reach the quality and quantity target quotas, bottlenecks in the planning and implementation functions of work programs, and the threat of a crisis of leadership regeneration in the long term that endangers institutional sustainability. These findings confirm that the stability of student organizations is no longer determined by the splendor of its bureaucratic structure, but by how dynamically the organization maintains the internal motivational climate of its members.

The findings of this study also strengthen and expand on the results of previous research. Sholihah (2023) found that students' perception of organizations correlates with interest in organizing, but does not test the autonomy aspect; this study complements these findings by showing that the autonomy dimension — through the indicator of freedom to manage time — is actually one of the main weak points in the relationship between Generation Z students and BEM FISIP. Ardelia et al. (2024) show that organizational involvement increases work engagement and career readiness of Generation Z, in line with the findings of this study that Organizational Interest has a strong effect on Organizational Development, but this study emphasizes that these benefits can only be realized if the initial obstacles to interest are overcome first. Meanwhile, Z (2025) attributes Generation Z's learning motivation to internal and external factors without touching the organizational realm specifically; This study expands this scope by proving that similar motivational patterns also apply in the context of student organization involvement, with autonomy, competence, and social connectedness as the main psychological mediators.

Overall, the value of the indirect mediation effect of -0.351 and the total R^2 of 0.385 sends the message that the destructive impact of external barrier factors, such as the change of times to the digital era and the demands of a dense academic curriculum, does not necessarily collapse the existence of BEM FISIP directly, but rather erodes students' personal commitments and interests first slowly before having an impact on the institution. Implicitly, organizational healing interventions need to be directed at restructuring BEM FISIP's institutional governance towards agile governance, for example by reducing inefficient physical meetings and replacing them with project-based management through digital collaboration platforms such as Trello, Notion, or Slack, so that the sense of autonomy and competence of Generation Z students can be restored. In terms of campus policy, the Dean of FISIP and the Rectorate of Tulungagung University need to consider academic recognition policies, such as the conversion of organizational activeness into the weight of Semester Credit Units or strengthening activeness points in the Diploma Companion Certificate, as a trigger for extrinsic motivation that neutralizes the perception that the organization burdens students' academic grades.

From the scientific side of Public Administration, the findings of this study have relevant theoretical and practical implications. Theoretically, this study strengthens the

relevance of Self-Determination Theory in explaining the participation behavior of citizens — in this case students — to small-scale public institutions such as student organizations, while enriching the study of organizational behavior with the perspective of the digital generation which has been limited to the literature of Public Administration in Indonesia. Practically, this finding confirms that the effectiveness of campus public institutions is not solely determined by the completeness of the bureaucratic structure, but by the capacity of the organization to respond to the psychological needs of the generation it serves. The New Public Service principle that emphasizes citizen-oriented services can be adapted in this context, where BEM FISIP needs to position Generation Z students not just as recruitment objects, but as partners whose needs for autonomy, competence, and social connectedness must be deliberately accommodated in the design of organizational governance.

Conclusion

This study cannot be separated from a number of limitations that need to be observed in interpreting its findings. First, the number of a sample of 36 respondents despite meeting the minimum requirements for regression analysis (N > 30) is still relatively small, so the generalization of results to the overall FISIP student population needs to be done carefully. Second, the purposive sampling technique applied has the potential to cause selection bias, considering that respondents who are willing to fill out the questionnaire tend to have a higher exposure to information about BEM FISIP than the general population. Third, data was collected at a single point in time (cross-sectional) so that it could not capture the dynamics of changes in organizational interest over time, such as differences in interests between the beginning and end of the study period. Fourth, the R^2 values of 0.244 and 0.385 indicate that there are still other variables outside the model — such as personality, previous organizational experience, or campus policies — that also affect organizational interest and development but have not been covered in this study.

Based on the results of data analysis using the PLS-SEM method on 36 respondents of FISIP students of Tulungagung University, this study concluded three main findings. First, the Barrier Factor had a negative and significant effect on the Organizational Interest of Generation Z students with a path coefficient of -0.493 and was able to explain 24.4% variation in organizational interest ($R^2 = 0.244$), which proves that rigid organizational culture and external pressures suppress the fulfillment of basic psychological needs in the form of autonomy, competence, and relatedness. Second, Organizational Interest had a positive and very dominant effect on the Organizational Development of BEM FISIP with a path coefficient of 0.711, confirming that individual behavior and voluntary interest of students are the main drivers for sustainability, productivity of work programs, and smooth management functions of student organizations. Third, Organizational Interest was proven to play a significant mediator with an indirect influence value of -0.351, and simultaneously Organizational Factors and

Organizational Interest contributed 38.5% to Organizational Development ($R^2 = 0.385$), which shows that the adverse impact of changing times and negative perceptions of students does not directly damage the existence of BEM FISIP, but erodes their internal interest first before leading to a crisis of regeneration and organizational dysfunction.

Based on these findings, this study recommends that the management of BEM FISIP Tulungagung University transform towards more agile governance by reducing the formalities of physical meetings and switching to project-based management utilizing digital collaboration platforms, reorienting work programs on the development of modern practical competencies such as data analytics, digital branding, or cyber governance, and creating an inclusive organizational climate by reducing rigid seniority culture to meet the needs of students' social attachment. As for the Dean of FISIP and the Rectorate of Tulungagung University, this study recommends the formulation of academic recognition policies in the form of converting organizational activity into the weight of Semester Credit Units, strengthening the regulation of Diploma Companion Certificates as administrative incentives for organizational involvement, and providing a supporting system in the form of digital facilities and joint collaboration spaces that support hybrid activities preferred by Generation Z. For further research, it is recommended to expand the number of samples and faculty coverage to increase the generalization of findings, as well as add other variables outside the model, considering that the Organizational Barriers and Interest Factors in this study only explain 38.5% variation in the Organizational Development of BEM FISIP.

Acknowledgments

The author would like to express his gratitude to Prof. Dr. Dra. Hj. Dwi Ima Herminingsih, M. Hum. as a lecturer in the Research Methods course who has provided guidance and direction, to the Public Administration Study Program and the Faculty of Social and Political Sciences of Tulungagung University for the support of research facilities, as well as to all FISIP students of Tulungagung University who have been willing to be respondents in this research.

Disclosure statement

The author states that there is no conflict of interest that can affect the objectivity of this research.

References

Alwi, I. (n.d.). Empirical criteria in determining sample size. Formative Journal, 2(2), 140–148.

Ardelia, S., Apriliani, D., Pratama, M. A., & Komalasari, S. (2024). The role of student organization involvement in increasing career work engagement in Generation Z. Journal of Psychology and Counseling, 4(1), 45–58.

Ardi, M. (2011). The relationship between perception of organization and organizational interest of students of the Faculty of Psychology UIN Suska Riau. Journal of Psychology, 7(1), 1–12.

Faelasofi, R., Cahyadi, R., & Sabila, A. (2025). Analysis of student organizational interest factors using confirmatory factor analysis: A study on FKIP UMPRI students. Journal of Education and Learning, 11(2), 114–127.

Hastini, L. Y., Fahmi, R., & Lukito, H. (2020). Can learning using technology improve human literacy in Generation Z in Indonesia? Journal of Informatics Management (JAMIKA), 10(1), 12–28. https://doi.org/10.34010/jamika.v10i1

Jailani, M. S. (2023). Data collection techniques and educational scientific research instruments on qualitative and quantitative approaches. IHSAN: Journal of Islamic Education, 1(2), 1–9.

Kristyowati, Y., & Th, M. (2021). Generation "Z" and its service strategy. Journal of Theology and Ministry, 2(1), 1–15.

Nathania, B. A. (2014). The relationship between organizational commitment and student involvement in the Student Administration Board. Journal of Psychology, University of Surabaya, 3(1), 1–10.

Piara, M., & Firmansyah, M. R. (2024). Why is student interest in organizing decreasing? Identification of factors for low organizational interest in students. Journal of Social Sciences and Education, 4(1), 33–47.

Prasetyo, T., & Sabilah, A. I. (2024). Mediation analysis in structural equation modeling. Journal of Economics and Business, 2(4), 775–785.

Priyoaji, K. S. (2023). Gifted underachiever: Analisis self-determination theory. Edunomika, 8(1), 1–7.

Qardawi, M., Bakri, R., & Islamiah, F. (2025). Structural equation modeling (SEM) training with an R-based partial least square (PLS) approach without coding using the Losari Digital platform. Journal of Community Service, 7(2), 1–10.

Sholihah, M. W. (2023). The relationship between organizational perception and student organizational interest at Sahid University Surakarta. Journal of Applied Psychology, 3(1), 36–40.

Sirait, E. D. (2016). The effect of interest in learning on achievement. Journal of Economic Education, 6(1), 35–43.

Sunarti, N., & Puspitasari, E. (2022). Organizational development (Overview of all organizations). Journal of Public Administration, 8, 399–412.

Syahroni, M. I. (2022). Quantitative research procedures. Journal of Research Methodology, 2(3), 43–56.

Wulandari, P. F. (2025). Strategies to overcome the challenge of lack of organizational interest in actualizing Pancasila values in Bandar Lampung University students. Journal of Citizenship, 2, 1–15.

Yusup, F. (2018). Validity and reliability test. Tarbiyah: Scientific Journal of Education, 7(1), 17–23.

Z, S. B. (2025). Generation Z students' learning motivation in higher education: A phenomenological approach. Nusantara Education Journal, 9, 30636–30642