

THE CONCEPT OF ‘SUCCESSFUL COLLEGE STUDENT’ IN YOGYAKARTA PROTOTYPE SEMANTICS

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Abstract

Manipulation and even murder case done by student to the teacher shocked Indonesians. These unexpected phenomena happened in university – the place where the students achieve their dreams and the new knowledge to nourish their brains – because of the undergraduate thesis. Therefore, this research aimed to discover the concept of “successful college student” in the respondents’ mind. The respondents were 200 students majority from one of private universities and two different universities in Yogyakarta for each method. This concept portrayed the ideal college student in their mind by revealing the most ideal and successful student, so the goal of the college students can be well-described. This research used free listing with limited time, 30 seconds as the first step of collecting the data and judging the illustration as the second one. The first method was used to create the criteria that should be included in the illustrations. Those illustrations were judged by the respondents using semantic scale, 1-7 to represent from failed to successful. The result of this research showed the gradation of member in the concept of “successful college student” was different in age, semester and discipline category but they shared common prototypical concept that the successful college student should have high GPA, be smart, diligent and religious, and should graduate on time.

Keyword: abstract concept; cognitive linguistics; semantic prototype; successful college student

1. INTRODUCTION

Abstract concept is not easy to describe because it does not have any absolute reference. If they have references they may be a mere icon (Lyon, 1977). How man can refer to electricity and signal while the reference of those abstract nouns cannot be caught by our eyes and by our hand. We only can feel it or use it. This is the same as what happen to abstract concept named “success”. Different person may have different description on this concept of “success or successful”. The

word “success” is described as “Achieving the results wanted and hoped for” (Walter, 2008) and this word will lead to very different and subjective description because each men has different category for the word successful. In this paper, the research tried to discover the mix concept between abstract and concrete one. The abstract concept is “successful” and the concrete one is “student”. This concept was analyzed because of the students nowadays are beginning to change their

vision and mission when they enroll themselves in the college. Concept not only lays in the brain but also affect the students' daily activity because the concept in their head affects their actions (Keraro & Okere, 2009) and this conceptual system is combined with perceptual representation to attain cognitive processing (Barsalou, 2012). The respondents, the students in Kenya, have different reaction from the other people who believe that thunder is a natural phenomenon not a myth (Keraro and Okere, 2009) and if the input has negative effect, so does the output (Okatvia, 2019)

Cognitive linguistics which is trying to discover what in human brain is through offers several methods, which some of them are adopted from cognitive psychology research. The cognitive psychology research which was done by Rosch (1976) analyzes the prototypically of objects such as bird, fruit, vehicle, furniture and weapon. The method of getting the data from the respondents was by asking the respondents about those categories using pictures and rating test with the value 1-7 was also the method to get the data from the respondents in this research. The semantic prototype is the one of the theories to know the concept both abstract and concrete nouns in human brain. This theory, once again, was used to discover the concept of "successful college student" in respondents' mind.

The concept of successful college student proves to be misunderstood by many students because many reasons that become their background in continuing their study may trigger misconception on this concept and lead to misbehave toward

their daily learning activity and their perspective about learning on college. It is proved by the problems faced by Indonesia nowadays such as faking certificates and degrees, manipulating thesis from undergraduate until post graduate program (Briando, 2012), and even worst: murdering the lecturer because of undergraduate thesis (Argus, 2016). To respond these phenomena, this research needed to be done and this research used the cognitive linguistics theory especially semantic prototype as an effort to answer the problems faced by Indonesia.

2. LITERATURE REVIEW

2.1 Theory

Categorization in the cognitive linguistics has gradation in nature and the members of this categorization will be degraded from the best example to the poorest example (Ungerer & Schmid, 2006) and this categorization in human mind is started from two basic principles in prototype theory, cognitive economy and perceived world structure. The first principle, cognitive economy, leads to categorization of objects human sees in the world and begin to make an inclusion while the second principle, perceived world structure, helps the human to make an accurate categorization which belongs to the same categories such as wing that will be correlated to feather and flying ability rather than swimming ability (Evans & Green, 2006). This degrading categorization is called as fuzziness which represents the objects has no clear-cut boundaries (Ungerer & Schmid, 2006).

The prototype effect is also known as the judgment of how good the example of categories is by comparing

one object to another. This is simply categorized as one of semantic study because in the process of storing world objects, human tends to make a category and then in the learning process and so that is why prototype is considered context dependent because if the context related to the instruction given appears, the result of this prototype will be different (Hampton, 2016). Because all of the respondents are the university students and mostly the data collection method is conducted in campus, the context of the question will greatly affect them, so the result of this research hopefully may depict the real condition of their thoughts about the concept of successful college students.

2.2 Previous Study

The research on prototype in the perspective of cognitive psychology was about the semantic categories of basic objects (Rosch, 1976). This research analyzed the respondents' judgment on the objects given such as bird, fruit, vehicle, furniture and weapon. The pair of pictures was given to the respondents and they should judge those pictures from good example to the poor one. The better the example of object was given, the faster the respondents answered and the poorer the example of object the slower they judged (Ungerer and Schmid, 2006). The other research on prototype in the perspective of linguistic anthropology was about the basic color terms (Berlin & Kay, 1969) and that research showed that every language has different categories in seeing the colors. However, the way which the informants from different languages showed the same in perspective while seeing the

redness of colors is surprising. They showed the degree of redness by consistently pointing at the lower part of color chips (the lower the darker the color, the upper the brighter the color) (Ungerer and Schmid, 2006, p. 11) (Kay & McDaniel, 1978). While from the perspective of semantic prototype, the research was about the prototype of the English word "lie" (Coleman and Kay, 1981). This research used illustrations as the stimuli which contains somebody in each story tells something that was set to make the respondents judge whether it was included in lie or not lie (Coleman and Kay, 1981).

The most recent research on the concept of *kuliah* also has been done by Ahdiani and Kurninawan (2018) with free listing method and the result was that the word "*kuliah*" is misunderstood by the students because of misperception and misconception about "*kuliah*" that they obtained from Indonesian soap operas which gave them the wrong examples of activities in their college. The other researches which relate to the use of semantic and cognitive approach were conducted by Oktavia (2019) which worked on the investigation of how three-aged children develop their vocabularies, especially verbs, nouns, and adjective; while in the research conducted by Jusmaya and Afriana (2019) used semantic mapping in pre-writing activity to see how far this semantic mapping worked effectively to help the students develop their ideas. Although those researches done by Oktavia (2019) and Jusmaya and Afriana (2019) are related to semantics, this research was conducted similarly as what Ahdiani and Kurniawan did in the first

method and for the second method the use of illustrations as in Coleman and Kay (1981) was applied as stimuli.

3. RESEARCH METHOD

The first method was free listing with limited time and the second method was illustration judging given to the respondents. The free listing method was used to know the “concept of successful college student” in the respondents’ mind and cognitive process about that concept (Sousa et al, 2016). This free listing, however, applied limited time to list the criteria the respondents think about. This time was needed to gain recent memory they have about the concept because typicality is recalled first from respondents’ memory (Akmajian et al, 2010). In the first method, they were asked to mention what they think about the criteria of the successful college student as many as they could in limited time which was exactly for 30 seconds to write down all of those criteria which could be included as the criteria of successful college students. The time given was only 30 minutes because the respondents were registered as college students, so this instruction was very common to them.

The second method to gain data about the prototypically of successful college student was by using the illustration that was made based on the result on free listing method. The most frequent words listed in the free listing method were used to make features or properties for the illustration since it is essential in conducting research on prototype (Hampton, 2016) so that the respondents can judge the concept of “successful college student” by giving

the value to the story. The value given to the respondents is 1-7 that has semantically gradation for successful and failed. After the respondents filled the questionnaire, the data will be counted using average with the formula $TS: TR$ ($TS = \text{Total Score}$ and $TR = \text{Total Respondents}$).

The respondents of both first and second method were 200 students with different ages which were categorized into three different groups. The first group was age group; the second one was semester group; and the third group was academic major group. The first group, age group, was divided into two groups 19-22 and 23-27 while the semester group it was also divided into 1-4 and 5-8 semester. The last group is the academic major group which was divided into social science and natural science group.

4. RESULT AND DISCUSSION

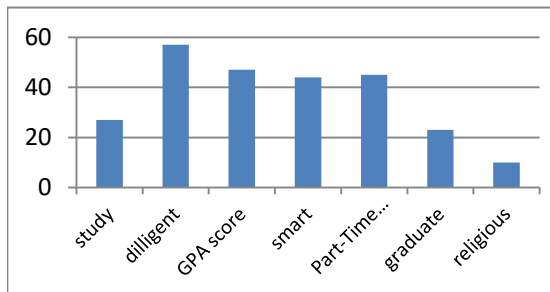
4.1 Result of Free Listing Method

The result of free listing method becomes the basic reference in making the illustration questions to the respondents. The most frequent words the respondents chose will be taken into consideration in making the illustration. The result of the free listing with limited time, 30 seconds, is as follow.

Table 1. The Result of Free Listing

| Criteria | Freq | Rank |
|------------------|------|------|
| Study | 27 | 5 |
| Diligent | 57 | 1 |
| High GPA score | 47 | 2 |
| Smart | 44 | 4 |
| Part-time worker | 45 | 3 |
| Graduate | 23 | 6 |
| Religious | 10 | 7 |

Graphic 1. The Comparison between Criteria



From the table, it can be seen that diligence is the most important criteria in defining someone to be a successful college student in free listing method. The diligence category and study had different frequency and this may lead to different interpretation. The question what the student diligent was could have different interpretation whether the successful college student get the high GPA by studying diligently or by using other way that may be illegal e.g. cheating and manipulating because the “study” criteria was far from the “diligent” criteria. The second interpretation may lead to “if the successful college student does not

study, so what do the other students do?” To clear all misinterpretations that may appear the second experiment was needed to be done. The second experiment was like what Coleman and Kay did in their research in the English word “lie” (1981).

The illustrations that were used as the stimuli to the respondents were taken from the result of the first method. The criteria that were used to make the illustration are (a) study diligently and to be smart with high GPA, (b) can pay their college fee/tuition by working part-time, (c) punctual graduation or can graduate in 4 years, and (d) religious. The religious criterion was needed to be taken into consideration because Indonesia is famous for appreciating the religious practices and this criterion should be taken into the higher education curriculum (Direktorat Pembelajaran, 2018, p. 49). So this is why this criterion should be taken into the illustration. The illustrations were arranged into 16 stories that contained those criteria. The illustrations are described in the table 2.

Table 2. The Illustration and their features

| Criteria | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| SDSHG | + | - | + | + | + | - | - | - | + | - | - | - | + | + | + | - |
| PTW | + | - | + | + | - | - | - | + | - | + | + | - | - | - | + | + |
| GR | + | - | + | - | - | - | + | - | - | + | + | + | + | + | - | - |
| REL | + | - | - | - | - | + | - | - | + | - | + | + | - | + | + | + |

*SDSHG (Study diligently, smart, with high GPA), PTW (Part-time worker), GR (Graduate in 4 Years), REL (Religious)

The element (+) and (-) is to show the criteria mentioned exist or not exist. The position of four pluses (+) in the first and the position of four minuses (-) in the second are to judge whether the data valid or not. If the respondents score the stories correctly the top two

illustrations will be valued as > 5 for (+++++) and < 4 for (- - - -). From 200 the questionnaires spread, there are 10 invalid questionnaires. The illustrations for the questionnaire will be elaborated briefly below.

- A. Andi is a student of one of universities in Indonesia. He always studies diligently and as the result his GPA is always high and he is growing smart. Besides his activities in university, he works part-time. He also can graduate on time, in 4 year. Although he is busy, he never forgets to pray.
- B. Budi is a student of one of universities in Indonesia. He never studies and he spends his time playing around with his friends so that he never gets good GPA. He doesn't need to pay his tuition because his parent is the have. Because of this, he cannot graduate on time and he also forgets to pray.

Those stories above are based on the value (+) and (-) as given in table 2. The stories A to P use the common name of Indonesia such as Andi, Budi, Candra, Dimas, Elida, Fahri, Gilang, Hana, Inta, Jaka, Kaila, Laura, Mila, Nanang, Olla, and Parman. Those names are used to represent those illustrations.

4.2 The Result of Illustration Judgment 4.2.1 Students Majoring Natural science

From the table 3 and 4, the differences lay in the rank 8 till 14. These differences can be seen as the proof that semester can change the mind of the respondents in seeing the concept of "successful college student". The gap between rank 8 and rank 9 was only 0.27 and it is not a huge gap between those results. This also happened to the other results such as rank 9 and 11, 10 and 12, 11 and 10, 13 and 14, 14 and 13 on those categories that only showed

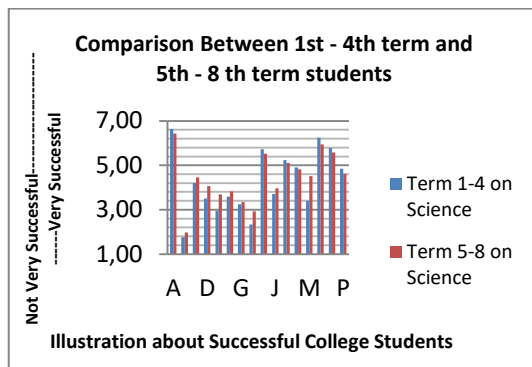
gap 0.26, 0.23, 0.56, 0.10, and 0.73 respectively. The huge gap was in the rank 12 and 8 it is about 1.11 although they have the same criteria which is M (+++-) when part-time worker and religiosity criteria are excluded.

This illustration takes number 12 in Natural science semester 1-4 because in this semester, the students majoring in natural science have so many activities and are busy with their study and they do not care about their graduation. It is different from students in natural science 5-8 that want to graduate as soon as possible so criteria such as study diligently, smart, and high GPA score with punctual graduation are very important for them. The table 4 also shows that the rank 2 is filled by the criterion N (++++), no part-time worker criterion. This criterion is as a portrayal of students in Indonesia that they choose not to take part-time job because working part-time while studying is not the culture of Indonesia students. Their time was spent taking the task and studying and even playing around with their friends (Risnawati, 2011). So that is why the illustration N (++++) got rank 2.

The rank 3 can be filled with illustration O (++-+) where there is no punctual graduation criterion in it because Indonesia students may consider to be a smart student with high GPA but graduate later is better rather than graduate faster but not smart, and not having another skill to prepare their job. The reason why the illustration I (++-+), only study diligently, smart, high GPA and religiosity criterion can take rank 4 and overrate illustration K (-+++), no study diligently, smart, high GPA criterion, because this can be said as the portrait of the free listing method.

The respondents between the questionnaire 1 and 2 were different people and this was also the proof that the score of 4 criteria, smart, diligent, high GPA, and study could overrate hard work to earn money, graduate punctually, and religious. The diligent and smart student with high religiosity was far more ideal than a student with three criteria such as part-time worker, graduate faster, and religious.

Graphic 2. The Comparison of the Concept “Successful College Students” between Natural science Students in 1st to 4th term and Students in 5th to 8th term.



4.2.2 Students in Social Science Major

From the table 3, it can be seen that the illustration N (+++) got the same rank as in the respondents majoring in natural science. This was the proof that the criteria no part-time worker criterion is the culture of Indonesia students and they preferred to choose to study hard and to get high GPA and to graduate punctually without ignoring their duty to do their religious practices rather other illustration O (+++) that emphasizes on three criteria without graduate punctually, illustration K (-++) without study diligently, smart, and high GPA criterion, and

illustration C (+++-) without religiosity criterion that each of them are in rank 3, 5, and 8 and 9 respectively.

The gap between the differences in rank 3 between those two categories is 0.42 and between rank 3 and 4 is only 0.31. The gap in rank 4 and 6 is also only 0.35 and in rank 6 and 8, 8 and 11, 11 and 12, 12 and 13, 13 and 14, and 14 and 15 are 0.21, 0.21, 0.30, 0.46, 0.39, and 0.47 respectively. In this category, there is no huge gap between the ranks unlike in the natural science category.

4.2.3 Students in Different Age Category

In table 4, the gaps in category of students in different age also show almost similarly as in the gaps in category of students majoring in social science. The ranks 6 and 7, 7 and 6, 9 and 11, 10 and 9, 11 and 10, 12 and 13, and 14 and 12 show the gaps 0.27, 0.34, 0.33, 0.54, 0.26 and 0.77 respectively. The gap that almost reaches 1.0 is on the illustration E (+---), only study diligently; smart, high GPA criterion exists without any criteria. This might portray the real fact of the respondents. They are in the age that should graduate from bachelor degree, so why the rank for this illustration is in 14 in age of 19-22 and 12 in age of 23-27. This difference was resulted from different pressure faced by group of age 19-22 and 23-27.

4.2.4 Comparison between natural science and social science students

As what has been mentioned before that there is the assumption among Indonesian that students majoring in natural science and social science natural science are different, it needs to be proofed so that the

assumption is no longer used to differentiate these two academic majors. The way to find the differences was by comparing the rank between the natural science 1-4 and social science 1-4 category and between natural science 5-8 and social science 5-8 category. Although there are differences between

them, they share similarity in term of ideal student to be considered successful as highlighted in yellow and this yellow-highlighted illustration was the prototype of “the concept of successful college student”. The data of the ranking between those two categories will be elaborated as follow:

Table 2. Comparison between Students in Natural science and Social science Major

| Rank | Natural science 1-4 | | Social science 1-4 | | Natural science 5-8 | | Social science 5-8 | |
|------|---------------------|----------|----------------------|--------------|---------------------|----------|--------------------|---------|
| | SCORE | | SCORE | | SCORE | | SCORE | |
| | Average | Story | Story | Average | Average | Story | Story | Average |
| 1 | 6.63 | A (++++) | A (++++) | 6.56 | 6.43 | A (++++) | A (++++) | 6.58 |
| 2 | 6.25 | N (++++) | N (++++) | 6.1 | 5.94 | N (++++) | N (++++) | 6.15 |
| 3 | 5.78 | O (++++) | O (++++) I (++++) | 5.33 5.33 | 5.58 | O (++++) | I (++++) | 5.75 |
| 4 | 5.73 | I (++++) | P (++++) | 4.66 | 5.53 | I (++++) | O (++++) | 5.64 |
| 5 | 5.23 | K (++++) | K (++++) | 4.53 | 5.1 | K (++++) | K (++++) | 5.47 |
| 6 | 4.9 | L (++++) | C (++++) | 4.46 | 4.82 | L (++++) | P (++++) | 5.01 |
| 7 | 4.84 | P (++++) | L (++++) | 4.33 | 4.61 | P (++++) | L (++++) | 4.98 |
| 8 | 4.19 | C (++++) | M (++++) | 3.9 | 4.51 | M (++++) | C (++++) | 4.67 |
| 9 | 3.71 | J (++++) | J (++++) | 3.86 | 4.46 | C (++++) | J (++++) | 4.41 |
| 10 | 3.59 | F (++++) | D (++++) | 3.83 | 4.07 | D (++++) | D (++++) | 4.15 |
| 11 | 3.51 | D (++++) | F (++++) | 3.43 | 3.97 | J (++++) | M (++++) | 4.11 |
| 12 | 3.4 | M (++++) | G (++++) | 3.23 | 3.82 | F (++++) | F (++++) | 3.73 |
| 13 | 3.25 | G (++++) | E (++++) | 2.96 | 3.69 | E (++++) | G (++++) | 3.69 |
| 14 | 2.96 | E (++++) | H (++++) | 2.66 | 3.35 | G (++++) | E (++++) | 3.35 |
| 15 | 2.34 | H (++++) | B (++++) | 2.2 | 2.92 | H (++++) | H (++++) | 3.13 |
| 16 | 1.76 | B (++++) | | | 1.97 | B (++++) | B (++++) | 1.9 |

From the table 2, it can be seen that the differences between natural science 1-4 and social science 1-4 category were in illustration M (++++) with no part-time worker and religiosity criterion and in illustration P (++++) with no study diligently, smart, high GPA and punctual graduation criterion. The difference in illustration M (++++) which might portray their own experiences and their vision that becoming a smart and diligent student with high GPA while ignoring the funding of their fee/tuition and religiosity was less ideal than becoming a student with all of the criteria but religiosity was excluded like in illustration C (++++) in category natural science 1-4. This meant that students in category natural science 1-4

were still appreciating a student that works hard to earn money for their tuition.

Moreover, the students in category natural science 1-4 showed negative judgment to a student who only had two criteria like in M (++++) with no part-time worker and religiosity criterion, so it is placed in rank 12. However, the students in category social science 1-4 showed more positive judgment to student who owned three criteria without religion criterion rather than students in category natural science 1-4. It meant that the students from category natural science 1-4 had high appreciation to a devoutly student because the rank 1-7 were filled with a devout person.

Table 3. The Result of Second Questionnaire about the Concept “Successful College Students” between Natural science and Social science Students in 1st to 4th term and Students in 5th to 8th term

| Story and their features | Criteria in Illustrations | MEAN NATURAL SCIENCE term 1-4 | MEAN NATURAL SCIENCE term 5-8 | MEAN IN SOCIAL SCIENCE term 1-4 | MEAN IN SOCIAL SCIENCE term 5-8 |
|--------------------------|---|-------------------------------|-------------------------------|---------------------------------|---------------------------------|
| A (++++) | Study dilligently and smart with high GPA; work part-time; graduate in 4 years; practice religion | 6.63 | 6.43 | 6.56 | 6.58 |
| B (----) | Not study and not smart with low GPA; not work part time; not graduate in 4 years; not practice religion | 1.76 | 1.97 | 2.2 | 1.9 |
| C (++++) | Study dilligently and smart with high GPA; work part-time; graduate in 4 years; not practice religion | 4.19 | 4.46 | 4.46 | 4.67 |
| D (+++) | Study dilligently and smart with high GPA; work part-time; not graduate in 4 years; not practice religion | 3.51 | 4.07 | 3.83 | 4.15 |
| E (----) | Study dilligently and smart with high GPA; not work part-time; not graduate in 4 years; not practice religion | 2.96 | 3.69 | 2.96 | 3.35 |
| F (----) | Not study and not smart with low GPA; not work part time; not graduate in 4 years; practice religion | 3.59 | 3.82 | 3.43 | 3.73 |
| G (--+-) | Not study and not smart with low GPA; not work part time; graduate in 4 years; not practice religion | 3.25 | 3.35 | 3.23 | 3.69 |
| H (----) | Not study and not smart with low GPA; work part time; not graduate in 4 years; not practice religion | 2.34 | 2.92 | 2.66 | 3.13 |
| I (++++) | Study dilligently and smart with high GPA; not work part-time; not graduate in 4 years; practice religion | 5.73 | 5.53 | 5.33 | 5.75 |
| J (-+-) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; not practice religion | 3.71 | 3.97 | 3.86 | 4.41 |
| K (----) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; practice religion | 5.23 | 5.1 | 4.53 | 5.47 |
| L (--+-) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; practice religion | 4.9 | 4.82 | 4.33 | 4.98 |
| M (++++) | Study dilligently and smart with high GPA; not work part-time; graduate in 4 years; not practice religion | 3.4 | 4.51 | 3.9 | 4.11 |
| N (++++) | Study dilligently and smart with high GPA; not work part-time; graduate in 4 years; practice religion | 6.25 | 5.94 | 6.1 | 6.15 |
| O (++++) | Study dilligently and smart with high GPA; work part-time; not graduate in 4 years; practice religion | 5.78 | 5.58 | 5.33 | 5.64 |
| P (-+-) | Not study dilligently and not smart with low GPA; work part-time; not graduate in 4 years; practice religion | 4.84 | 4.61 | 4.66 | 5.01 |

Table 4. The Result of Second Questionnaire about the Concept “Successful College Students” between Students based on age category

| CRITERIA | | AVERAGE IN AGE CATEGORY 19-22 | RANKING AGE 19-22 | RANKING AGE 23-27 | AVERAGE IN AGE CATEGORY 23-27 |
|----------|---|-------------------------------|-------------------|-------------------|-------------------------------|
| A (++++) | Study dilligently and smart with high GPA; work part-time; graduate in 4 years; practice religion | 6.55 | 1 | 1 | 6.7 |
| B (----) | Not study and not smart with low GPA; not work part time; not graduate in 4 years; not practice religion | 1.93 | 16 | 16 | 1.9 |
| C (++++) | Study dilligently and smart with high GPA; work part-time; graduate in 4 years; not practice religion | 4.44 | 8 | 8 | 4.48 |
| D (+++) | Study dilligently and smart with high GPA; work part-time; not graduate in 4 years; not practice religion | 3.76 | 11 | 10 | 4.29 |
| E (----) | Study dilligently and smart with high GPA; not work part-time; not graduate in 4 years; not practice religion | 3.14 | 14 | 12 | 3.93 |
| F (---) | Not study and not smart with low GPA; not work part time; not graduate in 4 years; practice religion | 3.64 | 12 | 13 | 3.9 |
| G (--+) | Not study and not smart with low GPA; not work part time; graduate in 4 years; not practice religion | 3.34 | 13 | 14 | 3.74 |
| H (---) | Not study and not smart with low GPA; work part time; not graduate in 4 years; not practice religion | 2.59 | 15 | 15 | 3.61 |
| I (++++) | Study dilligently and smart with high GPA; not work part-time; not graduate in 4 years; practice religion | 5.68 | 3 | 3 | 5.74 |
| J (-++) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; not practice religion | 3.92 | 9 | 11 | 4.25 |
| K (++++) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; practice religion | 5.1 | 5 | 5 | 5.29 |
| L (--++) | Not study dilligently and not smart with low GPA; work part-time; graduate in 4 years; practice religion | 4.79 | 6 | 7 | 5.06 |
| M (+++) | Study dilligently and smart with high GPA; not work part-time; graduate in 4 years; not practice religion | 3.81 | 10 | 9 | 4.35 |
| N (++++) | Study dilligently and smart with high GPA; not work part-time; graduate in 4 years; practice religion | 6.149 | 2 | 2 | 6.161 |
| O (++++) | Study dilligently and smart with high GPA; work part-time; not graduate in 4 years; practice religion | 5.619 | 4 | 4 | 5.71 |
| P (-++) | Not study dilligently and not smart with low GPA; work part-time; not graduate in 4 years; practice religion | 4.76 | 7 | 6 | 5.13 |

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6. CONCLUSION

It can be concluded that all of the categories observed, natural science 1-4 and 5-8, social science 1-4 and 5-8, and age 19-22 and 23-27 had no differences in showing a positive judgment to a devout person because the data showed that the person without religiosity category was never touch rank above or equal to 7. This was the proof that religiosity is still an important value in Indonesian students. The data also showed that most students in Indonesia had no experience in doing part-time job while studying in university because the second ideal student was a student who study diligently, was smart, and got high GPA with paying attention to their time in graduation and in doing their religious practices. However, the more worrying result appears in the data that the students still saw that without studying diligently someone can graduate punctually in rank 5. This, in other words, proved that they totally depended on the power of God, meanwhile God says in Qur'an that Allah never changes the condition of a nation unless it change what is in its heart" (Holy Quran, 2004: 277).

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