



The Relationship between Task Commitment and Academic Flow among Students in Bandung City

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ABSTRACT

Students face various demands and obstacles in academic tasks that may lead to issues with task commitment. Students with strong task commitment are characterized by perseverance, diligence, concentration, and full engagement in academic activities, commonly referred to as academic flow. This study aims to examine the relationship between task commitment and academic flow among students in Bandung. A correlational quantitative method was used, with data collected using a questionnaire consisting of the Commitment To The Task scale (KTT) and an adapted academic flow scale from the Study-Related Flow Inventory. Respondents consisted of 253 students in Bandung. Data analysis employed Karl Pearson's product moment correlation with the help of SPSS 21 for Windows. The results showed a correlation coefficient of $r = 0.328$ ($p = 0.000$), indicating a significant positive relationship: the higher the task commitment, the higher the academic flow.

INTRODUCTION

Students are individuals who are in the phase of late adolescence to early adulthood, where they begin to face intense academic demands. Bandung, as one of the largest student cities in Indonesia, with a student population of 544,300 (Budiyanto, 2020), has a high level of academic dynamism. In pursuing their studies, students are confronted with various obstacles such as assignments that must be completed simultaneously, laboratory work, quizzes, and thesis preparation. Such pressures can reduce student engagement in academic activities, trigger feelings of discomfort, lack of concentration, and even burnout (Gatari, 2020). This phenomenon is reinforced by findings from Indiana University Bloomington that 65% of students experience boredom daily in their learning activities (Adiansyah, 2019), indicating that full engagement in academic activities is not easily achieved.

The state where someone is fully focused, enjoying, and engaged in learning activities is referred to as academic flow (Csikszentmihalyi, 2014). However, not all students can achieve this state. One important factor that can promote the formation of academic flow is task commitment, which is a form of internal motivation characterized by perseverance, diligence, and responsibility toward the tasks at hand (Renzulli, 2002). Individuals with high task commitment will continue to strive to complete tasks despite difficulties, as they are deeply engaged in the process. Therefore, task commitment is considered crucial in creating enjoyable and meaningful academic experiences.

This study involved students from various universities in Bandung City as subjects, who have a unique characteristic of being in a competitive and challenging academic environment. This research contributes to enriching the theory of academic motivation and learning engagement, particularly by examining the relationship between two important concepts: task commitment and academic flow. These findings are expected to enrich understanding of student learning dynamics and serve as a foundation for designing more effective academic intervention strategies. Based on this background, this study aims to determine whether there is a relationship between task commitment and academic flow among students in Bandung City.

THEORETICAL REVIEW

Task Commitment Theory

Task commitment is a form of individual commitment to a task characterized by perseverance, diligence, a strong work ethic, self-confidence, and belief in one's ability to complete the task (Renzulli in Tiel & Widyorini, 2014). This commitment reflects the presence of internal motivation within an individual that drives consistency and perseverance in completing a task (Ahmad, 2018). Utami (2016) states that task commitment has five dimensions: (1) goal setting (the tendency to set high work standards); (2) independence (the ability to complete tasks independently); (3) resilience (the ability to withstand challenges); (4) working improvement (willingness to improve skills and knowledge); and (5) will to succeed (efforts to maintain work quality and utilize time optimally).

Academic Flow Theory

Academic flow refers to a psychological state in which individuals feel fully engaged and enjoy their academic activities. According to Csikszentmihalyi (in Bakker, 2005), flow is a feeling that arises when a person acts totally in the activity they are doing, accompanied by enjoyment, pleasure, and excitement. Csikszentmihalyi (in Bakker, 2017) identifies three dimensions of flow: absorption (full cognitive engagement to the point where the individual is unaware of time and surroundings), enjoyment (a sense of comfort and satisfaction in performing the activity), and intrinsic motivation (an internal drive to perform an activity because one feels happy and satisfied, without relying on external rewards).

Previous Research and Hypothesis

Previous research has shown a relationship between task commitment and academic flow. A study by Puspita, Rusli, and Mayangsari (2018) revealed that students with superior intellectual intelligence and high task commitment are more likely to experience flow in academic activities. Additionally, the findings of Mills and Fullagar (2008) indicate that intrinsic motivation, including task commitment, has a stronger correlation with flow compared to extrinsic motivation. These findings reinforce the notion that individuals with high task commitment tend to be more focused, enjoy the learning process, and are able to fully engage in academic activities. Based on the above, the hypothesis of this study is:

H1: There is a significant positive relationship between task commitment and academic flow among students in Bandung City.

The following is the contextual framework of this study:

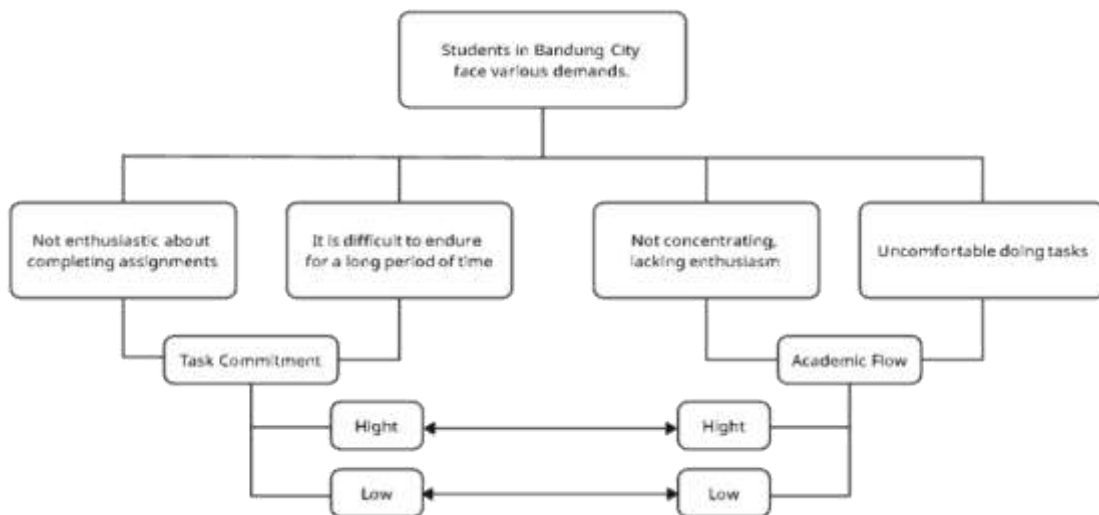


Figure 1. Conceptual Framework

METHODOLOGY

The method used in this study is quantitative research with a correlational approach. According to Sudijono, correlational research is research on the

relationship between two or more variables (Lumbanraja, 2020). The population in this study is university students in Bandung City. The sampling technique in this study was purposive sampling, where respondents were selected based on specific considerations in line with the aims and objectives of the study (Azwar, 2013).

This study used the Task Commitment Measurement Scale developed by Novitasari (2020) for the task commitment scale and adapted the Study-Related Flow Inventory developed by Bakker (2017) for the academic flow scale. The researcher conducted a trial of both scales on 43 students. Based on the pilot test results of the task commitment and academic flow scales with a criterion threshold of 0.3, 14 items out of 15 items were included for the task commitment scale and 11 items out of 13 items for the academic flow scale. Based on the reliability test results, the Cronbach's alpha reliability value for task commitment was 0.819 and for academic flow was 0.906. Therefore, based on these calculations, the task commitment and academic flow scales fall into the reliable and highly reliable categories.

The data analysis method used in this study was Karl Pearson's Product Moment correlation analysis with the help of IBM SPSS 22 software. According to Sugiyono (in Sanny, 2020), the product moment correlation coefficient is used to find relationships and prove hypotheses about the relationship between two variables. The main requirements for Product Moment correlation are that both data sets are quantitative, the data comes from a normally distributed population, and another assumption that must be met is that the data must be linear (Budiwanto, 2017).

RESEARCH RESULT

The data collection process began on April 13, 2023, targeting students in Bandung City based on the characteristics of the respondents that had been considered beforehand. Based on the data obtained, there were 253 respondents in this study, and this data will be analyzed by the researcher. First, the researcher conducted a descriptive analysis, followed by categorizing the data variables of Task Commitment and Academic Flow. After that, the researcher continued with a normality test, a linearity test, and finally a hypothesis test using Pearson's product-moment correlation analysis.

Table 1. Descriptive Analysis

Variable	Min	Max	Mean	Std. Deviation
Task Commitment	28	56	43,73	5,864
Academic Flow	22	70	48,32	9,408

Table 1 shows that the task commitment questionnaire results had a minimum score of 28, a maximum score of 56, a mean of 43.73, and a standard deviation of 5.864. Meanwhile, the academic flow questionnaire results showed

a minimum score of 22, a maximum score of 70, a mean of 48.32, and a standard deviation of 9.408.

Table 2. Task Commitment Data Categorization

Interval	Frequency	Percentage	Categorization
$x > 49,59$	44	17%	High
$37,86 < x \leq 49,59$	168	67%	Moderate
$x < 37,86$	41	16%	Low

Based on the data in Table 2, it is known that 44 people (17%) have high task commitment, 168 people (67%) have moderate task commitment, and 41 people (16%) have low task commitment.

Table 3. Academic Flow Data Categorization

Interval	Frequency	Percentage	Categorization
$x > 57,72$	47	18%	High
$38,91 < x \leq 57,72$	169	67%	Moderate
$x < 38,91$	37	15%	Low

Based on the data in Table 3, it is known that 47 people (18%) have high academic flow, 169 people (67%) have moderate academic flow, and 37 people (15%) have low academic flow.

Table 4. Normality Test Results

One Sample Kolmogorov Smirnov Test	
	Asymp. Sig.
Task Commitment and Academic Flow	0,200

Based on the table, it can be seen that the significance value for task commitment and academic flow scores is 0.200, with a significance value above 0.5, so it can be concluded that the task commitment and academic flow data population is normally distributed.

Table 5. Linearity Test Results

Tabel Anova	
Variable	Linearity
	sig. deviation from linearity
Task Commitment and Academic Flow	0,325

Based on the table, the linearity test results show that the sig. deviation from linearity value is $0.325 > 0.05$, so it can be concluded that there is a linear relationship between task commitment and academic flow.

The hypothesis test in this study uses Pearson's product-moment correlation analysis. The correlation test in this study aims to determine the relationship between task commitment and academic flow using Pearson's product-moment correlation analysis to assess the strength of the relationship between the two variables.

Table 6. Hypothesis Test Results

Variable	Correlation Analysis Results (r)	Significance
Task Commitment	0,328	0,000
Academic Flow		

The results of the product moment correlation test analysis show that the significance level is 0.000 ($p < 0.05$) with $r = 0.328 > 0$, which means that H_0 is rejected and H_1 is accepted. This indicates that there is a significant positive relationship between task commitment and academic flow. This means that the higher the task commitment, the higher the academic flow. Conversely, the lower the task commitment, the lower the academic flow. This aligns with Urhahne's (2011) statement that low task commitment can create a gap between an individual's potential and their actual achievement, namely academic flow.

DISCUSSION

Based on the correlation coefficient of 0.328 , it can be concluded that there is a low correlation between the variables of task commitment and academic flow. This result may be due to other factors, such as the students' circumstances at the time of completing the questionnaire being irrelevant, in line with Csikszentmihalyi's (in Bakker, 2017) view that flow can be found during study rather than leisure time. Academic activities faced by students in Bandung City involve various demands and obstacles. These include completing coursework simultaneously, managing academic workload, taking quizzes, actively

participating in lectures, and maintaining full concentration during prolonged lecture periods. Students in Bandung City have been found to have moderate task commitment or responsibility toward academic assignments, and this is supported by the presence of moderate academic flow as well.

Academic flow is certainly needed by students so that they can concentrate and be fully absorbed in academic activities with various tasks. Otherwise, students with low academic flow will feel uncomfortable, find it difficult to concentrate, and thus not enjoy these academic activities (Gatari, 2020). In this case, task commitment also plays a role for students in Bandung City so that they are able to complete the academic assignments given by their lecturers. No matter how challenging the academic tasks may be, if students have task commitment, they will complete the tasks. In this moderate category, students are unable to maximize their concentration in enjoying activities related to academic tasks. As a result, students may choose easier goals, have less varied task completion, and give up more easily when faced with difficult tasks compared to students with high task commitment.

The results of the study also show that students are able to achieve academic flow, but the level of academic flow varies among students, resulting in different achievements. Therefore, task commitment must be possessed by every student as a control to achieve academic flow. This is because task commitment is an individual motivation that encourages a person to be diligent and persistent in doing their tasks (Mayangsari et al., 2018). This statement aligns with the findings of Mills & Fullagar (2008), whose study aimed to understand the relationship between motivation and flow among architecture students. Specifically, they examined the relationship between flow and various levels of intrinsic motivation, extrinsic motivation, and amotivation. It was found that all aspects of intrinsic motivation were significantly more strongly positively correlated with flow compared to aspects of extrinsic motivation. The research results showed a significant relationship between flow in academic activities and intrinsic motivation in the form of greater perseverance or determination. This aligns with Renzulli's (2002) theory, which states that task commitment is a subtle form of motivation or a focused form of motivation.

Task commitment itself is a responsibility towards tasks as a form of internal motivation that encourages someone to be diligent and persistent in doing their tasks (Anggraini, 2020). The level of task commitment among students in Bandung City falls into the moderate category, with 168 students (67%). This indicates that students in Bandung City have a sufficient level of commitment toward completing their tasks, where they tend to set goals that are easy to achieve and may heavily depend on the nature of the courses they are taking. This aligns with the research by Kwon et al. (2013), which suggests that if the material or tasks seem easy to them, students can commit. However, if they feel overwhelmed, they may become resigned and less varied in choosing steps to address the challenges they face.

Students who have high and moderate task commitment can be attributed to the fact that, even when given difficult tasks, students will strive to complete the assigned tasks. However, the efforts made by each student vary depending

on their category level (Mayangsari et al., 2018). This is not unrelated to the status of students from accredited universities (42% from A-accredited institutions and 58% from B-accredited institutions), where the universities have good teaching standards, conducive classroom environments, and provide support and recognition that can help students achieve their goals, making them feel responsible for the tasks assigned. In line with Ridha's (2018) view that task commitment can be influenced by intrinsic and extrinsic factors such as student conditions, the role of instructors, and environmental conditions. Here, academic flow also plays a role when students fully engage in the academic tasks assigned to them.

Academic flow is a state of engagement in which individuals enjoy and are interested in the tasks they are performing, becoming absorbed in the activities they are doing (Alawiyah, 2020). According to Yuwanto (2012), academic flow means that individuals are able to focus, enjoy, and feel motivated to complete or work on academic tasks. The research results show that the level of academic flow among students in Bandung City is in the moderate category, with 169 students (67%), meaning that most students in Bandung City experience adequate academic flow but not at its maximum potential. When engaging in academic activities, students are already able to focus, have clear goals, and enjoy activities related to academic tasks.

The academic flow experienced by students in Bandung is caused by factors such as individual factors and environmental factors. According to Csikszentmihalyi (in Baumann & Scheffer, 2011), individual factors include students' skills in carrying out each activity or academic task they undertake. Physical strength is also considered important, as this flow state enables individuals to sustain their efforts over an extended period. If physical health is fragile, students' academic flow in performing their academic activities will be hindered.

In addition to individual factors, Csikszentmihalyi (1997) also explains that environmental factors play a role in the flow experienced by students. This relates to the learning environment of students, including the level of challenge of the tasks they face and the learning methods provided. Facilities meeting the standards of accredited A/B universities, feedback between students and instructors, and conducive classroom conditions can certainly support the occurrence of academic flow and assist students in completing their academic tasks. An enjoyable learning process can put students in a state of flow, thereby eliciting positive emotions that motivate them to engage actively, enthusiastically participate in classes, and complete every academic task they encounter (Fatimah, 2021).

Based on the research results, it is known that the frequency of students aged 22-25 years is 113 people (45%). The largest sample size is among students aged 18-21 years, which is 141 people (55%), where this stage is classified as late adolescence. According to Hurlock (in Ali & Asrori, 2015), at this stage, individuals are capable of undertaking developmental tasks such as developing intellectual concepts and skills that are essential for fulfilling their roles as members of society, as well as developing the responsible behavior required in

adulthood. This period is also considered a productive age, a time when new challenges arise, and a commitment to the responsibilities one faces.

Development tasks related to attitudes, behavior, and skills should ideally be mastered and completed in accordance with the developmental phase of their age. It is expected that students in the 18-25 age group are able to fulfill their responsibilities and take accountability for their roles in society (Danim, 2021). With such capabilities, students are regarded as individuals with intellectual prowess in thinking and the ability to act in response to the demands of academic activities. Students are considered to have high intellectual capacity to take responsibility for their academic tasks during their studies at the university, and this is a trait that tends to be inherent and related to the student's personality (Djibran, 2018). As is known, age, intellectual ability, and the capacity of students to complete their developmental tasks are intrinsic or personal factors. Where interests, aspirations, and the psychological well-being of students will motivate them to commit to completing their tasks and not be distracted by irrelevant conditions unrelated to their academic studies (Agisni, 2017).

CONCLUSION AND RECOMMENDATION

Based on the findings of this study, a significant positive relationship was found between task commitment and academic flow among university students in Bandung City. This indicates that the higher the students' task commitment, the more likely they are to experience academic flow, and vice versa. The results also showed that task commitment among students was in the moderate category, with 167 students (67%) falling into this group. Similarly, academic flow was also in the moderate category for 169 students (67%). These findings suggest that while students generally show a reasonable level of commitment to their academic tasks, the strategies they use to complete those tasks are still limited and often lack optimal concentration or engagement. Therefore, it is recommended that students develop a greater sense of responsibility, focus, and seriousness in managing their academic tasks. Improving self-discipline and time management may help them engage more deeply with their studies and achieve a higher level of academic flow.

FURTHER STUDY

This study has several limitations. It relied on a quantitative correlational approach using self-report questionnaires, which may not fully capture the depth of students' experiences in academic activities. Therefore, future research is encouraged to consider using qualitative or mixed-methods approaches to explore more deeply the factors influencing task commitment and academic flow. In addition, subsequent studies may examine other related variables, such as learning strategies, time management skills, social support, and the characteristics of the learning environment, which could potentially strengthen the relationship between task commitment and academic flow.

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