



How to Improve Academic Performance For Employed Students?

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ABSTRAK

Mahasiswa yang bekerja umumnya kesulitan untuk membagi waktu antara pekerjaan dan pendidikan sehingga terjadi menghambat kinerja pendidikan yang dilakukan oleh mahasiswa. Mahasiswa seringkali lebih memprioritaskan pekerjaan daripada pendidikan. Mahasiswa yang bekerja memiliki kepuasan kehidupan yang kurang. Hal ini menghambat kinerja universitas dalam mencapai tujuan. Tujuan dari penelitian untuk menganalisis pengaruh konflik peran ganda yang dialami oleh mahasiswa yang bekerja terhadap kinerja akademik dengan kepuasan kehidupan sebagai variabel mediasi. Jenis penelitian yakni penelitian kuantitatif dengan pendekatan eksplanatori. Teknik pengumpulan data penelitian melalui pendistribusian kuesioner. Sampel penelitian ini yakni seluruh mahasiswa yang kuliah dan bekerja di Universitas YPPI Rembang. Teknik sampling menggunakan sampel jenuh sejumlah 60 mahasiswa. Teknis analisis data menggunakan PLS-SEM dengan dibantu oleh software Smartpls. Hasil penelitian menunjukkan bahwa konflik peran ganda tidak berpengaruh terhadap kinerja akademik dan kepuasan kehidupan. Namun kepuasan kehidupan berpengaruh terhadap kinerja akademik. Pada penelitian ini tidak terbukti bahwa kepuasan kehidupan dapat memediasi pengaruh konflik peran ganda terhadap kinerja akademik. Mahasiswa harus meningkatkan kepuasan kehidupan yang dimiliki sehingga prestasi dibidang akademik semakin baik dengan pencapaian cumlaude dan lulus tepat waktu.

ABSTRACT

Working students generally find it difficult to divide their time between work and education, resulting in obstacles to students' educational performance. Students often prioritize work over education. Employed students have lower life satisfaction This hampers the university's performance in achieving its goals. The aim of the research is to determine the effect of dual role conflict experienced by working students on academic performance with life satisfaction as a mediating variable. The type of research is quantitative research with an explanatory approach. Research data collection techniques through distributing questionnaires. The sample for this research is all students who study and work at YPPI Rembang University. The sampling technique used a saturated sample of 60 students. Technical data analysis uses PLS-SEM assisted by Smartpls software. The research results show that dual role conflict has no effect on academic performance and life satisfaction. However, life satisfaction influences academic performance. In this study, it was not proven that life satisfaction can mediate the effect of dual role conflict on academic performance. Students must increase their life satisfaction so that their academic achievements become better by achieving cum laude and graduating on time.

1. INTRODUCTION

Currently, there has been a lot of research that focuses on investigating the academic performance of students in Universities (Khan et al., 2022; Ramos-Galarza et al., 2020). Many researchers have realized the importance of knowing the factors that cause increased academic performance (Hadi et al., 2022; Tang, 2020). However, only a few studies explain the role of multiple conflicts with academic performance (O'Connor et al., 2022; Vasquez-Salgado et al., 2015). Much research focuses on multiple role conflicts in employees who have worked in manufacturing and service industries, but very rarely explores its relationship to the performance of employed students (Latusana et al., 2023; Lukastuti, 2021; Muis et

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al., 2021; Purnomo et al., 2021). Therefore, in this study, researchers attempted to develop and explore previous research by investigating the relationship between multiple role conflicts and the academic performance of employed students. Multiple role conflicts are two or more roles carried out by an individual simultaneously (Latunusa et al., 2023; Tricahyadinata & Fakhrowan, 2022). The dual role carried out by this research namely as a student and worker. A student's decision to take on two roles can have an impact both in terms of work life and academic life (Al Azis & Yusanti, 2021; Gbadamosi et al., 2016). Students who study while working have a small chance of graduating on time (Douglas & Attewell, 2019; Gitterman et al., 2015). The graduation rate for not-employed students is higher than that of employed students. Therefore, efforts are needed from the university to improve academic performance, especially for employed students. Multiple role conflicts and students' academic performance are two interrelated variables because student academic performance will increase if students can manage existing role conflicts. When students have two roles, it will cause the roles to be pitted against each other (Fernandha & Grasiawaty, 2021; Hussain, 2022). The role of workers carried out by students will interfere with students in fulfilling their obligations as students (Hussain, 2022; Nirmalasari & Minai, 2023). Therefore, students must be able to fulfill the obligations and demands of both roles.

Previous research conducted by several researchers showed that there were differences in results. The research discovered shows that student dual role conflict has a positive effect on academic performance (Qian & Fuqiang, 2018; Steel & Klingsieck, 2016). The results of this research are inversely proportional to research conducted by similar research which states that multiple role conflict has a negative effect on performance achievement (Lin et al., 2020; Mishra, 2017). The differences in research results provide an opportunity for further research to be carried out by adding mediating variables namely life satisfaction. The life satisfaction construct has been widely used in the literature to be associated with student academic performance (Chen et al., 2023; Ye et al., 2021). On the other hand, if students have less life satisfaction, it will reduce the student's academic performance. Recent research shows that life satisfaction can play a role in mediating the relationship between multiple role conflicts and academic performance (Ahmadi & Ahmadi, 2020; Garcia-Martinez et al., 2021). Referring to this study, researchers utilized life satisfaction as an important component to study its effect on understanding academic performance, especially among employed students. Overall, a mediation model was developed and tested that links multiple role conflicts with student academic performance through life satisfaction

YPPI Rembang University is one of the campuses that provides programs for employee classes. This program is carried out to facilitate employees who want to continue their education to a higher level but are prevented from getting a job. This program sometimes becomes an obstacle for campuses, especially if students have difficulty balancing their roles as workers and education in a balanced way, which will result in a decrease in the GPA obtained. Students sometimes prioritize work over education. In addition, working students experience a decline in life satisfaction. This research aims to contribute to existing literature in several ways. First, the researcher adds to the literature on academic performance by investigating the effect of multiple role conflicts, which have not been widely investigated before on student academic performance. Second, researchers provide important insights in explaining the mediating role of life satisfaction variables. Third, by using samples from Universitas YPPI Rembang, researchers also added limited empirical studies on the academic performance of employed students. Fourth, we contribute to the limited empirical research related to multiple role conflicts by exploring their influence on life satisfaction and academic performance. Roles are reflected by individuals through behavior. Roles play an important part in existing conditions and the way individuals behave. Dual roles are two or more roles carried out by someone at the same time (Latunusa et al., 2023; Tricahyadinata & Fakhrowan, 2022). In this research, there are two roles played by students, namely the role of students and workers. Students must have a balance in carrying out these two roles. Multiple role conflicts arise as a result of various demands in carrying out roles (Kabiba et al., 2021; Nikmah et al., 2020). There has been research showing that balancing roles will encourage stress (Chu et al., 2021; Owen et al., 2018).

Life satisfaction is a reflection of the evaluation carried out by individuals regarding their life as a whole (Ahmadi & Ahmadi, 2020; Arenas & Kwong Man, 2020). High life satisfaction is reflected by an individual's success in achieving their life goals. Thus, life satisfaction is influenced by personality factors, family, and work. There are three perspectives on life satisfaction, namely bottom-up, top-down, and interactionist perspectives (Jozefiak et al., 2019; Savitri et al., 2023). The top-down perspective refers to the emergence of individuals who feel satisfaction with their personal lives compared to other people. The bottom-up perspective is an approach to life satisfaction that refers to life satisfaction as a separate thing but has a close correlation therefore satisfaction can be created and expanded from one aspect to several aspects. The third approach is interaction which is a combination of the two previous approaches (top-down and bottom-up). This approach means that there are specific influences that encourage satisfaction, even a person's life satisfaction can shift from one approach to another. Performance reflects the behavior

or insights of students which can be measured and observed after teaching (Ayoub/Al-Salim & Aladwan, 2021; Reyes & Dionisio, 2023). The aim of implementing education is to develop behavior and insight in students permanently (Siregar et al., 2020; Tumin et al., 2020). Academic performance is a short process while learning is a long process. Currently, there has been a lot of research measuring academic performance based on the cumulative achievement index (GPA) obtained by students (Bhat & Gupta, 2019; Rowtho, 2018). This research has novelty in several aspects. First, this study investigates the effect of dual role conflict on the academic performance of working students. This focus has rarely been explored before, especially in the context of working students, thus making an important contribution to the existing literature on dual role conflicts and their impact on academic achievement. Second, this study adds a mediating variable in the form of life satisfaction in the relationship between dual role conflict and academic performance. By including life satisfaction as a mediating variable, this study provides deeper insights into the mechanisms behind these relationships. This study aims to investigate the effect of dual role conflict on the academic performance of working students, as well as to examine the mediating role of life satisfaction in the relationship between dual role conflict and academic performance. In addition, this research also aims to provide empirical insights into the academic performance of working students, especially at YPPI Rembang University. From the results of this study, it is hoped that it can provide a deeper understanding of the factors that affect the academic performance of working students. This study also aims to identify the role of life satisfaction in improving students' academic performance. Finally, this research is expected to provide recommendations for universities to support working students to balance their dual roles and improve academic performance.

2. METHOD

Research is a type of research that is included in the explanatory research category. A quantitative approach was used in this research to explain the correlation between variables in the research model through hypothesis testing (Giannopoulou, 2019; Saunders et al., 2022). This collecting data was used questionnaires. This research uses two types of technical analysis, both inferential and descriptive, with their respective objective. In carrying out the hypotheses testing, inferential statistical analysis techniques are used. The analysis used in the research used the Variance Based SEM (PLS-SEM) approach. Meanwhile, the descriptive approach is used to explain the pattern of answers given by research respondents without concluding. The population in this study were all active students in Universitas YPPI Rembang who were working. The sampling approach used is by using probability sampling through the use of saturated sampling. The use of all members of the population to serve as research samples is the definition of a saturated sample (Giannopoulou, 2019; Saunders et al., 2022). In this study, the number of samples was 60 active students who worked. This research uses primary data by distributing questionnaires to students. The research refers to previous research in determining the instruments used for testing variable constructs. The multiple role conflicts variable uses 3 indicators namely conflict based on time, conflict based on pressure, and conflict based on behavior through 9 research question items. The researcher's life satisfaction construct adopted 5 indicators, namely family, workplace, campus, environment, and self by using 7 question items (Arenas & Kwong Man, 2020; Burgos-Videla et al., 2022). Furthermore, the academic performance variable consists of 3 indicators, namely Academic Performance Rating Scale (APRS), Attention/Deficit-Hyperactivity Disorder (ADHD), and ACTRS or Hyperactivity Index through 6 research question item (Giannopoulou, 2019; Saunders et al., 2022). All research question items were measured using a Likert scale reference of 1-5.

3. RESULT AND DISCUSSION

Result

The Result of Measurement Model

Referring to the results of the PLS-SEM calculations that have been carried out, researchers can find out the results of the convergent validity of each research question item posed by the researcher using standard provisions for loading factor values. A research item that has a loading factor value greater than 0.5 means the research questions asked to meet the validity requirements. In the research, it can be seen that the loading factor value from this research is in the range of 0.537-0.855. The values in this range indicate that all research question items have met the validity standards. Meanwhile, reliability measurements are used in this research to test whether research items are reliable or not. Reliability measurements are carried out using composite reliability values obtained from calculations. Figure 2 shows the factor loading values for three research constructs.

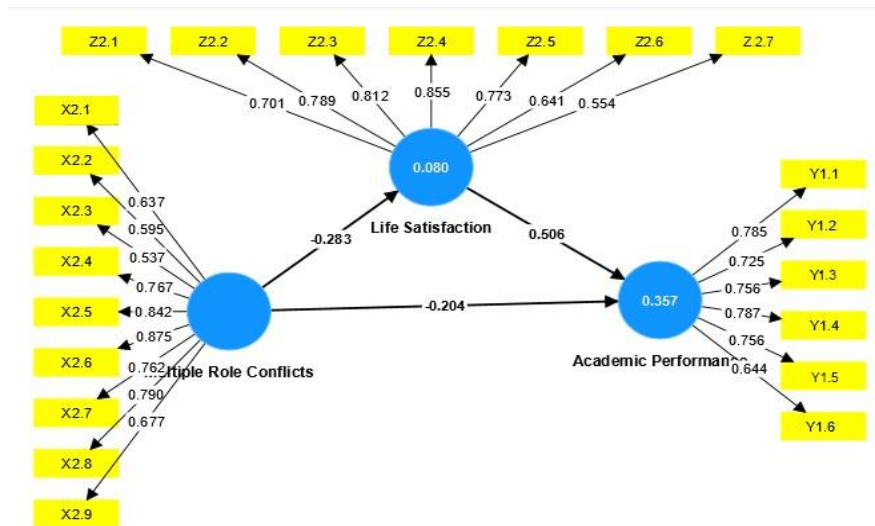


Figure 2. Loading Factor in Research Model

In calculating the composite reliability value, it shows that the range of values obtained is in the range of 0.842-0.894. This indicates that all research constructs have met the requirements for reliability. The research construct in the research model uses the Average Variance Extracted (AVE) values where this value must be greater than 0.5. Referring to the results of the calculations that have been carried out, it indicates that all constructs have an AVE value greater than 0.5, so it can be concluded that there are no problems related to the reliability of the research constructs. Table 1 shows the composite reliability and AVE values obtained.

Table 1. Composite Value and Average Variance Extracted (AVE)

Variable	Composite Reliability	Average Variance Extracted (AVE)
Multiple Role Conflicts	0.955	0.530
Life Satisfaction	0.871	0.546
Academic Performance	0.842	0.553

Sources: Data Processing (2023)

Direct Effect Test Results

Table 2 reveals the results obtained from testing the hypothesis for the direct effects proposed in the research model. In this research, there are three direct effects hypotheses. The conditions for whether a hypothesis is accepted or rejected are carried out by referring to the existing p-value and the resulting statistical tests. The proposed research hypothesis can be accepted if it meets the applicable provisions, namely p-value <0.05 and t-statistic value >1.96.

Table 2. Hypothesis Testing

Hypothesis	Beta	SE	T statistic	P-Value	Decision
MRC→AP	-0.204	0.149	1.368	0.171	Rejected
MRC→LS	-0.283	0.193	1.467	0.142	Rejected
LS→AP	0.506	0.116	4.364	0.000	Accepted

Note: P-Value significant at 0.05

Sources: Data Processing (2023)

Based on the table above, it can be seen that multiple role conflicts have no effect on academic performance because based on the calculation results it is known that the p-value is >0.05 and the t-statistic value is <1.96. Thus, H₁ is rejected. Furthermore, the effect of multiple role conflicts on life satisfaction shows a p-value >0.05 and a t-statistic value <1.96. Therefore, H₂ is rejected. The effect of life satisfaction on academic performance has a p-value <0.05 and a t-statistic value >1.96, so H₃ is accepted.

Mediation Test Results

In this study there are mediating variables that are used for indirect testing. Table 3 indicates the result of indirect testing in the presence of mediating variables.

Table 3. Mediation Test Result

Hypothesis	Beta	SE	T statistic	P-Value	Decision
MRC→LF→AP	-0.143	0.111	1.289	0.197	Rejected

Sources: Data Processing (2023)

Based on the table above, it can be seen that life satisfaction cannot act as mediating variable in the relationship between multiple role conflicts and academic performance because it has a p-value >0.05 and a t-statistic <1.96.

Discussion

Multiple role conflicts effects academic performance. The first hypothesis is rejected. This indicates that the multiple role conflicts carried out by Universitas YPPI Rembang students have no effect on student academics on campus. Even though students have dual roles, namely education and work, students can still achieve the expected academic achievements, such as getting a good GPA and graduating on time. Many Universitas YPPI Rembang students are already working, either as permanent staff or as part time or as part-time and contract workers. This causes students to play multiple roles. The majority of students who are working take the afternoon class scheme where the activities of study are held on Friday afternoons and Saturday afternoons. In this way, it will be easier for students to manage their roles without disturbing each other’s roles so that they can be carried out in a balanced manner (Ayllón-Salas & Fernández-Martín, 2024; El-Achkar et al., 2019). Good time management in carrying out these roles makes it easier for students to achieve good academic performance. The findings obtained from this research are in line with the findings produced by previous researchers that the multiple role conflicts carried out had no effect on performance (Lukiastuti, 2021; Purnomo et al., 2021). Multiple role conflicts effects life satisfaction. The second hypothesis is rejected. These findings indicate that the dual roles played by students have no effect on life satisfaction. The dual role of education and work carried out by students does not create life satisfaction for students. Students who have good time management between education and work where each role has its priorities which are in opposite directions (Chen et al., 2023; Utami & Sudiro, 2023). Observing the academic performance obtained by students can be used as a reference to see the difficulties experienced by students in learning (Ayllón-Salas & Fernández-Martín, 2024; El-Achkar et al., 2019). Universitas YPPI students have good role management where both roles can be carried out in a balanced manner. However, this does not encourage satisfaction. Students have had high intentions from the start when choosing these two roles so that whatever consequences must be endured must still be carried out. Students place more emphasis on life satisfaction on factors outside of education and work, such as the environment and family. Roles outside the educational context of work carried out by students such as family and environment create satisfaction for Universitas YPPI Rembang students (Ahmadi & Ahmadi, 2020; Arenas & Kwong Man, 2020). The findings produced by this research contradict the opinion which states that students who are able to manage and balance their roles will more easily increase their perceived life satisfaction (Jia et al., 2020; Zheng & Wu, 2018).

Life satisfaction effects academic performance. The third hypothesis is accepted. These findings show that there is an effect between the life satisfaction felt by students who study while working and academic performance. Students who have life satisfaction tend to improve academic achievement on campus. The life satisfaction experienced by students can be related to family, work, and education or themselves (Burgos-Videla et al., 2022; Fernandez-Martinez et al., 2019). Employed students have life satisfaction and have good academic performance. Students who have high life satisfaction are more enthusiastic about achieving performance than students who have lower life satisfaction (Ayllón-Salas & Fernández-Martín, 2024; Fernández-Martín et al., 2022). The satisfaction felt by students will encourage enthusiasm to achieve academic performance achievements because one of the keys to create life satisfaction comes from the family. Through these achievements, students are able to provide their achievements to their families and the environment. The findings of this research are in line with previous research findings which revealed that life satisfaction effects students’ academic performance (Ayllón-Salas & Fernández-Martín, 2024; Hayati et al., 2021; Sari et al., 2021). In this research, the life satisfaction variable acts as a mediating variable on the effect of multiple role conflicts on academic performance. The hypothesis is rejected. The findings obtained from this research are that multiple role conflict has no effect on students’ academic performance. Multiple role conflicts have no effect on life satisfaction. However, life satisfaction effects academic performance. Thus, the only effects on academic performance is the life satisfaction variable. This means that in this research life satisfaction acts as a independent variable, not as a mediating variable. Students have two roles to play, namely education and work. Universitas YPPI Rembang students who work choose afternoon classes therefore the work that they do does not interfere

with their two roles. Students are able to manage their time well so that both roles can run in balance (Ayllón-Salas & Fernández-Martín, 2024; El-Achkar et al., 2019). When students are able to carry out both roles well, it has no effect on academic performance. Students have a good GPA and graduate on time. Even though students have good abilities in managing their existing roles, they are not able to increase their life satisfaction. Students in this research played two roles (Education and work). This role does not encourage satisfaction. Satisfaction is created because of other roles outside of education and work. However, the life satisfaction felt by students is able to encourage increased student academic performance. This satisfaction makes it easier for students to get a good GPA and graduate on time. If students feel satisfaction they will tend to be happy and enthusiastic so they can achieve good performance (Gabryś-Barker, 2014; Reyes & Dionisio, 2023).

This research will provide many benefits for the YPPI Rembang University campus, especially with regard to managing the academic performance for working students. This management is related to the satisfaction of student life that is created. Apart from that, there are other benefits provided to students, students can find out the factors that encourage academic performance. This research is only limited to students who work in Rembang area so the research results cannot be generalized. Apart from that, the sample selection of working students was obtained in general without any special characteristics such as full-time or part-time workers so that the research results could not be used for specific student specifications. The small number of samples means that there are difficulties in collecting data. The life satisfaction of working students must be further improved. Students must introspect themselves to find out the factors that encourage self-satisfaction in order to have joy and enthusiasm. It can provide better performance. Universitas YPPI Rembang should provide more appropriate study time arrangements therefore employed students can manage their time in carrying out their roles well. Future research should further increase the number of research samples so that it can be generalized. Then add the context of the roles that are played by students because most students who work have roles in both the family and the environment. In addition, it is hoped that further research can determine different variables in order to develop this research regarding factors that can improve academic performance such as discipline, campus attachment, and teamwork competence (Khan et al., 2022; Li et al., 2021; Tang, 2020).

4. CONCLUSION

This research aims to determine the effect of multiple role conflicts experienced by working students on academic performance with life satisfaction as a mediating variable. Referring to the processing results, it was found that multiple role conflicts does not affect academic performance and life satisfaction. However, life satisfaction affects academic performance. This shows that life satisfaction is unable to act as a mediating variable in the effect of multiple role conflicts on academic performance.

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