

Role Conflict and Performance of Part Time Students in Indonesia with Spiritual Intelligence Effect

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Abstract

This paper presented a research framework explaining the part-time students' performance from the perspective of role conflict for part-time students who were studying at Indonesian private higher institutions. The theoretical relationship between role conflict and performance tested on part-time students offered a new perspective to look into the existing framework, both of academic and work performance were tested. Spiritual intelligence was positioned as the moderating variable. It was an interesting model to observe because they had to divide their time between working and studying, where performance issues had to be observed differently from full-time students. This research examined how the role of spiritual intelligence was able to minimize the influence of role conflicts experienced by them. The study employed a quantitative approach with descriptive methods and relevant inferential statistics. A Likert scale was employed to measure the extent to which the spiritual intelligence variable moderated the role conflict experienced by part-time students. The proposed framework was considered highly reliable for examining the performance of part-time students through the lens of role conflict and the concept of spiritual intelligence played a crucial role in our model. Academic performance and work performance were negatively and significantly influenced by role conflict. In contrast, spiritual intelligence had a positive and significant effect on role conflict.

Keywords: Role Conflict, Academic Performance, Work Performance, Spiritual Intelligence.

1. Introduction

A new phenomenon in Indonesia that the increase number of part-time students are the full-time employees who enroll in higher institution those who do not yet have a bachelor's degree when entering work, which is rarely researched. This phenomenon occurs due to many private universities that open employee classes as a form of assistance to the government in increasing

the gross participation rate of higher education (the proportion of citizens who attend higher education). The current participation rate stands at 36.31%, placing Indonesia fourth in Southeast Asia behind Singapore, Thailand, and Malaysia.

Student performance is a well-researched topic, with various studies exploring its influencing factors. For example, Rukiyanto et al., investigated the link between character education and academic performance 24(2023), while Kusumastuti examined the impact of worry on academic achievement. However, research on part-time students who juggle work and studies remains limited, particularly concerning their academic and work performance, and the potential moderating effect of spiritual intelligence16(2020).

Saleh highlights the importance of student performance and the various factors that shape their learning environment25(2014). In Indonesia, particularly in Bandung City, the number of part-time students enrolled in private universities is steadily rising due to the increasing availability of employee classes. These classes offer a valuable opportunity for full-time employees to enhance their skills and knowledge without jeopardizing their careers, as explained on the Cakrawala University website (<https://www.cakrawala.ac.id/>).

Investing in self-development through education can lead to better career prospects and employability upon graduation for part-time students 8(Atmanti, 2005). Therefore, it is crucial for them to maximize their learning outcomes and academic success from their educational investment.

Part-time students are particularly susceptible to role conflict, as they strive to excel in both their academic and work roles. This requires significant sacrifices, including time, finances, and overall comfort compared to full-time students who can dedicate themselves solely to studies. Despite these challenges, part-time students' accumulated work experience can provide them with a head start in comprehending their higher education coursework 7(Daulay & Rola, 2009).

Spiritual intelligence offers a potential solution to manage the effects of role conflict and achieve success in both academic and work settings. Research suggests that spiritual intelligence can partially mediate the relationship between conflicting demands and expectations, as well as inappropriate evaluation standards, on employee performance 9(Dyana, 2020).

2. Method

The study employs a quantitative approach with descriptive methods and relevant inferential statistics, the descriptive component will depict or provide a general overview of the performance achievable by part-time students in both their academic and work roles, this highlights the unique circumstances they face, which can lead to role conflict as they strive to balance job performance and academic performance. This initial stage of the study aims to confirm the existence and significance of the relationship between these variables.

Study scope and sampling in this study focuses on part-time students enrolled in private colleges and universities within West Java Province, with a specific emphasis on the Bandung area. According to data from 2017, there are 107 private higher education institutions in this region.

Sampling methodology used cluster sampling: researchers employed a random cluster sampling technique. This method involves dividing the population (all private colleges and universities in the Bandung area) into subgroups (clusters) based on certain criteria (university or college), then a random selection of clusters is chosen for further investigation with selection of clusters: seven clusters were chosen, consisting of 3 universities and 4 colleges. Proportional sampling: Within each selected cluster, proportional sampling was used to determine the number of participants. This ensures that the sample reflects the relative proportions of students within each cluster (universities or colleges). Total sample size by utilizing these combined sampling techniques, the study reached a total of 136 respondents.

Development

This paper reports on a study that tests a research framework examining the relationship between role conflict and the performance (both academic and work) of part-time students in Indonesian private higher education. The study additionally investigates spiritual intelligence as a potential moderating variable in this relationship.

A Study on work-study conflict and job satisfaction among part-time students at Semarang University, findings of a study conducted by Fadhillah and Nurtjahjanti that explored the relationship between work-study conflict and job satisfaction among part-time students at Semarang University. The study revealed a negative correlation between work-study conflict and job satisfaction, indicating that higher levels of work-study conflict were associated with lower levels of job satisfaction among these students 10(2019) Part-time students face a unique and demanding situation. As Orphina and Prahara points out, they must effectively manage their time between their responsibilities as students and workers. Achieving success in both roles requires them to maintain satisfactory performance standards in both academic and work settings 20(2019)

According to Katebi et al., employee performance is highly dependent on individual capabilities, including education, knowledge, and experience 14(2022). The higher the level of these abilities, the higher the potential performance. Part-time students can strive for success in various areas beyond just academics and work. This includes artistic performance, athletic performance, and environmental contributions.

The importance of considering both academic and non-academic aspects when evaluating the performance of part-time students 11(Faizah, 2019). In academic perspective there are grades achieved in individual focuses on and extracurricular grade earned though coursework involvement whereas non-academic perspective often overlooked student participation within the academic community; contributions leading to academic awards and recognition 19(Olutola et al., 2023) and 29(Tanumihardja & Husein, 2019), while measurable academic performance is typically reflected in cumulative grade point average (CGPA) per semester, this study acknowledges the need to incorporate non-academic factors in future research. According Kolatlena & Riry who investigated the potential contribution of non-academic awards to student performance. This yielded significant result, suggesting that including non-academic performance in future studies will create a more holistic understanding of student performance 15(2022).

The elements that constitute work performance for part-time students, the focus is on their work practices and how they fulfill their duties responsibly within their workplaces 28(Sholikha & Pujianto, 2023). While our study collected data on the students' Key Performance Indicators (KPIs), it also included their perspectives on motivation (both work and study) to understand their drive to persevere and navigate the challenges they face while pursuing higher education.

According to Robbins (2006) as cited in Violinda et al., , KPIs for employees should be evaluated from the following aspects: (i) Work Quality; (ii) Work Quantity; (iii) Punctuality; (iv) Effectiveness and (v) Independence 30(2023). This study's questions on work performance incorporated these elements alongside a direct inquiry about their annual KPIs.

We believe it's crucial to consider both academic and work performance when evaluating part-time students, as they strive to achieve dual goals of being successful students and employees. From the employer's perspective, maintaining, if not improving, work quality is essential. Meanwhile, employees want to excel in their studies without compromising their work quality. Given the limited time available, balancing academic and work performance presents a crucial challenge. As Basyir suggests, knowledge gained through their studies can translate into better work quality, potentially offering an advantage for part-time students in managing both academic and work demands 4(2022).

For individuals who choose to become part-time students, the decision undoubtedly adds an extra layer of responsibility, if not a burden. It's assumed they have carefully considered all aspects and potential challenges before embarking on this exciting journey of higher education. According to Purwanto identifies various motivations for pursuing a degree, such as: (i) Knowledge acquisition; (ii) Career development; (iii) Personal fulfillment and the prestige associated with a degree 22(2020). Part-time students take on dual roles with distinct responsibilities are maintaining performance as an employee and educating time to studying and participating in academic activities to achieve their degree. Both roles demand significant time commitment from part-time students. It's highly likely that they will encounter situations of role conflict at some point during their studies.

Drawing on observations from studies by Afandi & Ismail 1(2022); Wang et al., 31(2023) and Laderwarg 17(2021), role conflict is identified as a major factor impacting both academic and work performance for part-time students. A crucial distinction exists compared to most studies on academic performance in higher education. These studies often focus on independent constructs such as student qualifications and lecture quality. Full-time students, unlike part-time students, don't carry the additional responsibility of being employed. This unique situation paves the way for investigating role conflict in part-time students and its relationship to both their academic and work performance.

This study examined role conflict as the independent variable influencing the academic and work performance of part-time students. To understand this relationship, it explores the perceptions of part-time students regarding their responsibilities, personal attributes, and actions before and after becoming part-time students. These questions aim to gather details about potential variations in performance and their connection to the students' Key Performance Indicators (KPIs).

Examining the Dimensions of Role Conflict in Part-Time Students, that describes the specific aspects of role conflict are (i) time-based conflict; (ii) strain-based conflict and (iii) behavior-based conflict, it investigated 26(Saviera and Juniary, 2020). Model testing to examines the following factors: (i) Changes in work task focus before and after becoming a part-time student; (ii) Time allocated for studying, particularly during work hours; (iii) Willingness to accept extra work assignments; (iv) Ability to use academic reasons to decline work from employers; (v) Attention and fatigue levels during classes and (vi) Application of knowledge gained from studies to work tasks.

Spiritual intelligence as a potential moderator in the relationship between role conflict and performance in part-time students. This study explores the potential role of spiritual intelligence as a moderating factor in the relationship between role conflict and performance (both academic and work) for part-time students. Prior studies have identified various factors that may influence this relationship, such as influence on family harmony 12(Hidayat, 2019); emotional intelligence, organizational citizenship and self-efficacy 27(Sianturi, 2022) and role ambiguity to work stress 6(Darmawan, 2023).

The concept of spiritual intelligence has been rarely explored. Based on these findings, the study proposes spiritual intelligence as a potential moderating factor in the theoretical framework. In other words, the study hypothesizes that role conflict can lead to trouble, which in turn can negatively impact the academic and work performance of part-time students and spiritual intelligence is required as a strategy to minimize problems. The various problems of role conflict that can lead to work stress and burnout in part-time students. These factors often stem from the challenges they face in balancing academic and work demands.

According to Zohar and Marshall in Angelica et al., there are 9 spiritual intelligences: (i) ability to be flexible; (ii) high level of self-awareness; (iii) the ability to confront and exploit suffering; (iv) the ability to face and overcome pain; (v) quality of life inspired by vision and values; (vi) reluctance to cause unnecessary harm; (vii) think holistically; (viii) tendency to ask why and how and (ix) the individual's ability to have the convenience to work 2(2020) .The theoretical model can be setup as the following

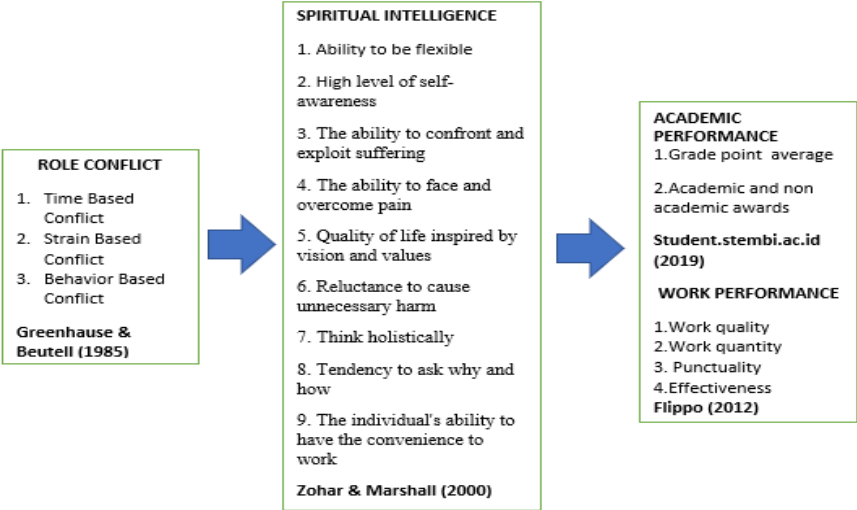


Figure 1: The Theoretical Framework for examining the Effect of Role Conflict and Performance for part-time student

This study's theoretical model shares similarities with the one proposed by Munandar. Both models investigate the relationship between factors impacting employees and their performance, utilizing a mediating variable spiritual intelligence to explain this connection. However, a key distinction exists model focuses on role conflict and role ambiguity 18(2023). Additionally, Munandar's model examines the relationship with employee performance as a singular construct and does not include academic variables because those studied are not part-time students.

3. Result

The study concludes that the proposed theoretical model demonstrates promising reliability. Testing revealed strong connections between variables, within the core theoretical framework. The proposed framework is considered highly reliable for examining the performance of part-time students through the lens of role conflict.

Academic performance and work performance were negatively and significantly influenced by role conflict. In contrast, spiritual intelligence had a positive and significant effect on role conflict.

4. Discussion

The concept of spiritual intelligence plays a crucial role in our model, Yogatam suggests that when the work environment and workload have minimal influence, high spiritual intelligence can motivate individuals to find deeper meaning in their work and future goals 32(2018). This

highlights the significance of spiritual intelligence as a moderating variable, especially for part-time students facing burnout, which can negatively impact their performance.

Several studies support this notion, Rahmawaty et al., found that both emotional intelligence and spiritual intelligence have a positive and significant influence on communication competence and employee performance 23(2021), according to Ma & Wang further emphasize that spiritual intelligence, as a relatively new concept in education, has been underexplored in its connection to student performance 31(2022). They argue for further investigation into how spiritual intelligence can influence students by linking their mental and spiritual well-being to their academic achievements.

Spiritual intelligence as a new paradigm for collaborative action, Danah Zohar advocates for a shift beyond traditional notions of rational and emotional intelligence. She proposes nine principles of spiritual intelligence, framing it as a new paradigm for fostering collaborative action. In this context, examining the influence of spiritual intelligence on the relationship between burnout and part-time student performance can offer valuable insights 5(2000). This approach holds significant potential not only for the current study but also for future research exploring similar situations.

Measuring spiritual intelligence in part-time students that is this study employs a multifaceted approach to assess spiritual intelligence in part-time students. It consider three key dimensions: (i) religious-spiritual: this dimension focuses on the ability to connect with a higher power or divine consciousness, particularly relevant for students who identify with specific religions; (ii) social: This aspect examines how students engage with their social environment and cultivate positive connections with others and (iii) ethical-religious: this dimension explores the influence of religious values and ethics on students' behavior and decision-making. It shows that for students who adhere to certain religions, it's possible to detect their ability to access and sense this connection to the divine.

The study also emphasizes the importance of examining specific attributes and feelings associated with spiritual intelligence in part-time students. As suggested by Primadani, these attributes include: (i) compassion: the ability to understand and share the suffering of others; (ii) empathy: the capacity to connect with and understand the feelings of others; (iii) gratitude: an appreciation for the positive aspects of life and humanity: a sense of compassion and kindness towards others 21(2022).

While this study acknowledges the role of religious practices like prayer and meditation, it also recognizes the importance of social engagement. Positive interactions and a sense of community within the surrounding environment can also contribute to the development of spiritual intelligence in part-time students.

5. Conclusions

From this research, it can be concluded that although part-time students experience role conflict as both workers and students, this role conflict can be mitigated through spiritual intelligence. Therefore, workers who plan to study in higher education while working need not be afraid.

Furthermore, the authors suggest its potential applicability to full-time students who also hold part-time jobs. With further refinement and testing, the framework has the potential to become a robust model for replication in various applied research studies exploring the performance of part-time students.

The study did find that spiritual intelligence significantly moderates the relationship between role conflict and both performance of part-time students within the proposed model.

This research offers valuable practical insights for part-time students. The findings suggest that role conflict, a common challenge for this population, can be minimized by employing spiritual intelligence strategies. By developing their spiritual intelligence, part-time students can potentially achieve success in both their academic pursuits and work endeavors. Part-time students can approach their studies with more confidence, knowing that strategies based on spiritual intelligence can help them overcome the obstacles associated with role conflict. This can ultimately lead to a more balanced and successful experience in both academics and work.

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Conflict Of Interest

The authors declare that there is no conflict of interest.

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