

THE INFLUENCE OF WORK AND STUDY CONFLICTS, TIME MANAGEMENT AND QUALITY OF GUIDANCE SERVICES ON STUDENT COMPLETION OF STUDIES

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Abstract

This study aims to determine and analyze: the effect of work and study conflicts, time management and the quality of guidance services on the completion of the study of master of management students at Tadulako University Palu. The study population was 114 students of master of management at Tadulako University Palu. Due to the limited number of population, to ensure the accuracy of the data in this study, researchers will use the entire population above as a research sample. The type of data in this study consists of quantitative data and qualitative data with data sources consisting of primary data and secondary data. While data collection techniques consist of interviews, questionnaires and observations with data analysis techniques using *Structural Equation Model (SEM) Partial Least Square (PLS)* analysis. The results showed that work and study conflict had no significant effect on study completion with a P value of $0.131 > 0.05$. Time management has a significant effect on study completion with a P value of $0.000 < 0.05$. The quality of guidance services has a significant effect on study completion with a P value of $0.023 < 0.05$.

Keywords: *work and study conflict, time management, quality of guidance services, study completion, master of management students*

INTRODUCTION

In a developing era like today, individuals will try to maximize their potential and meet their needs from various aspects as human resources. Good human resources can be obtained through education. From a young age to adulthood, individuals begin to gain knowledge and experience through the process of formal and informal schooling. Formal schooling is compulsorily undertaken by individuals for 12 (twelve) years. After that, individuals can move to a higher level in their lives. Some choose to work, continue their education in college, and there are even individuals who carry out the role of working while continuing their studies. Individuals who work and study will have role demands as employees and students which can lead to conflict between these roles. The split focus between work and education can trigger work and study conflicts. Mills (2007) Carrying out two activities between work and education can be a challenge for individuals who do so can also cause pressure and imbalance in the completion of the responsibilities of the two tasks which can also trigger anxiety so that in the process of living the role of employee and student at the same time, therefore good time management is needed in order to carry out the role properly. Research conducted by Octavia and Nugraha (2013) revealed that the duration or time used for work is also able to cause work and study conflicts...

Time management presents the ability to do things well at the right time so that individuals achieve prioritized goals. Every employee who is a student has an obligation to complete the final project, in this case completing a thesis for master's students, which is a task that will be the closing for the study process. If a student can complete a Master's study within two years, then the student can be said to graduate on time. Conversely, students who complete their studies in more than two years

cannot be said to have graduated on time. Graduating on time is one indicator of student success. However, in reality, many students cannot complete their studies on time. (Fem *et al.*, 2013). Therefore, for the completion stage of the study, all universities including the Postgraduate Master of Management Study Program at Tadulako University assign supervisors to foster students in the process of completing the final project.

The phenomenon that occurs in the Master of Management Program at Tadulako University at this time is that there are still students, especially the 2018 and 2019 batches who have not graduated. Broadly speaking, the results show that students who are also employees or workers have a lot of work so that they prioritize their responsibilities at work first. There are difficulties in contacting and meeting lecturers because it takes a long time for lecturers to reply to student messages, so in the guidance process, students also take a long time to meet and wait for lecturers both at the lecturer's house and on campus. Guidance is carried out in a short time and unscheduled because there are also more than one student who conducts guidance with the lecturer so that there is no encouragement for students to focus on the final project. Students also find it difficult with the bureaucratic process which is quite complicated and convoluted. The emergence of a feeling of fear because of the consultation process that results in complicated revisions is also the reason why students who have started guidance then have not returned to guidance, because of students' unpreparedness for what they want to consult with the supervisor. (Aktual *et al.*, 2018). This can be seen from research (Jones, 2013) which states that the success of student studies is related, among others, to the relationship with the supervisor and the quality of guidance. The study period or study completion time is the time that must be taken by students according to the required time span. (Amira & Swistantoro, 2016). Some factors that affect the completion of student studies include the distance from home to campus for the purposes of writing final assignments and guidance, busyness at work, lack of activeness from supervisors in the guidance process. (Widarto, 2017).

RESEARCH METHODS

This study uses descriptive quantitative research type, namely the data obtained from the sample of the research population will be analyzed in accordance with the statistical methods used. The research was conducted at Tadulako Postgraduate University which is located at Jalan Soekarno Hatta KM 9 Palu. The location selection was carried out based on the consideration that there were indications of problems related to the completion of studies in Master of Management students. The object of this research is the independent variable (X) work and study conflict, time management and quality of guidance services and the dependent variable (Y), namely the study completion variable. Population is the whole subject that is in one area and fulfills predetermined conditions related to research or a collection of individuals within a scope to be studied. The population in this study were 114 students. The sampling technique to determine the sample to be used in this study uses saturated *sampling* technique (census). Saturated sampling is a sampling method when all members of the population are sampled. Master of Management Tadulako University. The types of data used in this study are quantitative data, namely data in the form of numbers or information that can be quantified and qualitative data, namely data in the form of sentences or images. The data sources in this study consist of primary data, in the form of written data obtained from the object of research using questionnaires and secondary data, namely data obtained indirectly. The data collection techniques used in the study were interviews, observations and questionnaires. Data analysis in research using *Structural Equation Modeling* (SEM) with Smart PLS (*Partial Least Square*) software. This study chose master of management students at Tadulako University Palu as the subject because at that time, the graduation rate of master of management students was very poor. Many students do not follow the procedure for completing the final project after the lecture stage for 3 (three) semesters is complete so that the process of completing the study is delayed.

The operationalization of research variables in this study consists of independent variables, namely variables that may cause or influence or have an effect on the *outcome*. The independent variables used in this study are:

a. Work and Study Conflict

Work and study conflict is a conflict that occurs due to the rubbing of two or more roles that are carried out simultaneously by individuals. Work and study conflict has a *time-based conflict*

dimension, namely conflicts that arise due to time demands and *strain-based conflict*, namely conflicts that arise because there is pressure from one of the roles.

b. Time Management

Time management is the process of making individuals more effective in the process of accomplishing goals. Time management has dimensions of setting goals and priorities that can help individuals focus on achieving goals, planning and scheduling that are useful for minimizing clashes between the activities of the two roles, and a preference for organization that is done to see how much time is used in achieving goals.

c. Quality of Guidance Services

The level of good or bad assistance provided by the supervisor to students in the process of completing their studies with the *tangibility* dimension, namely the tangible form felt in the aspect of helping students, *reliability*, namely the *reliability* and professionalism of lecturers in providing satisfaction to students, *responsiveness*, namely the *responsiveness* of lecturers in providing explanations to students, *assurance*, namely providing smoothness in the process of guidance services and *empathy*, namely having a commitment to the guidance process.

The operationalization of the dependent variable or study completion variable uses the dimensions of cause and effect, stability and controllability.

The first step in the research process is measuring and testing a questionnaire in the form of a Likert scale which is used to measure attitudes, opinions and perceptions about social phenomena. The variables measured will be described and used to compile instrument items in the form of statements or questions. The Likert scale will ask for a response of agreement or disagreement or conformity or discrepancy to the statements written in the questionnaire. The scale is compiled using a *summated rating* technique and respondents choose one of the five alternative answers provided for each statement, namely Very Suitable (value 5), Suitable (value 4), Less Suitable (value 3), Not Suitable value 2) and Very Not Suitable (value 1).

After the questionnaire was completed, an instrument test was carried out to see the feasibility of measuring instruments. The questionnaire was tested on respondents who had the same criteria as the research respondents, namely 30 working master students consisting of master of Law study programs, master of Accounting, and master of Rural Area Development. The results of the questionnaire trial showed that all *items* had a value of $r_{count} > r_{table}$ so that all items were declared valid and reliable to measure the effect of work and study conflicts, quality of guidance and time management on the completion of the study of management master students at Tadulako University Palu.

The data analysis technique used in this research is descriptive analysis method, namely a description of the results of data collection obtained from distributing questionnaires that have been filled in by respondents so that an overview of the influence between one variable and another is obtained. The data analysis technique also used in this study is SEM (*Structural Equation Modeling*) analysis with the help of *Smart PLS (Partial Least Square) software*. SEM can test jointly the structural model or the relationship between the independent and dependent constructs and the *measurement* model or the relationship of the *loading* value between the indicator and the *latent* construct (Vogt, 2015). (Vogt, 2015). PLS has two model specifications, namely the measurement model to test validity and reliability (*outer model*) and the structural model used to test causality or hypothesis testing to test the prediction model (*inner model*). The *outer model* defines how each indicator relates to its latent variable and the inner model describes the relationship model between latent variables formed based on the substance of the theory and the *R square* value of 0.67 (strong), 0.33 (moderate) and 0.19 (weak). Hypothesis testing in this study uses the PLS structural model. In assessing the significance of the influence between variables, it is necessary to carry out a *bootstrapping* procedure, which is a procedure that uses the entire original sample to *re-sample* again. Hypothesis testing can be seen from the t-statistic value and probability value. To reject or accept a hypothesis using probability, H_a is accepted if the p value is < 0.05 .

RESULTS AND DISCUSSION

Research Results

Descriptive research variables describe the tabulation results for each variable based on the dimensions of the research variables. The following is a description of the frequency distribution analysis of each research variable:

Table 1. Descriptive Variables of Work and Study Conflict

Statement	N	Mean	SEM
1	99	4,73	0,803
2	99	4,75	0,829
3	99	3,95	0,367
4	99	4,33	0,862
Mean Variable X1 = 4,535			

Source: Data, processed (2023)

The table above explains that 4 statement points are categorized as high and very high, indicating that all statements on the work and study conflict variable contribute significantly to contributing to conflicts between work and study that affect student study completion. The statement points can also be said to be in accordance with the current situation of students.

Table 2. Descriptive of Time Management Variables

Statement	N	Mean	SEM
1	99	4,72	0,720
2	99	4,49	0,773
3	99	4,76	0,803
4	99	4,74	0,853
5	99	4,74	0,717
6	99	4,68	0,717
7	99	4,72	0,749
8	99	4,38	0,758
9	99	4,40	0,714
10	99	4,70	0,696
11	99	4,52	0,743
12	99	4,58	0,766
Mean Variable X2 = 4,63			

Source: Data, processed (2023)

The table above explains that 12 statement points are categorized as very high, this indicates that all statements on the time management variable have an important contribution to the completion of student studies and are in accordance with the current situation of students.

Table 3. Descriptive Variable of Guidance Service Quality

Statement	N	Mean	SEM
1	99	4,36	0,768
2	99	4,28	0,818
3	99	4,11	0,725
4	99	4,09	0,729
5	99	4,69	-0,006
6	99	4,66	-0,100
7	99	4,68	-0,190
8	99	4,70	-0,095
9	99	4,52	-0,370
10	99	4,58	0,087
11	99	4,49	-0,037
12	99	4,11	0,135
Mean Variable Y1 = 4.388			

Source: Data, processed (2023)

The table above explains that 12 statement points are categorized as very high, this indicates that all statements on the variable quality of guidance services have an important contribution to the completion of student studies, play a role in the completion of student studies and are in accordance with the current situation of students.

Table 4. Descriptive Study Completion Variable

Statement	N	Mean	SEM
1	99	4,72	0,764
2	99	4,74	0,749
3	99	4,74	0,778
4	99	4,68	0,734
5	99	4,72	0,741
6	99	4,39	0,707
7	99	4,40	0,707
8	99	4,44	0,736
9	99	4,41	0,856
10	99	4,74	0,648
11	99	4,48	0,214
12	99	4,29	0,071
Mean Variable Y1 = 4.488			

Source: Data, processed (2023)

The table above explains that all statements are in the very high interval limit so that all statements are said to have an important role in completing student studies. After the descriptive analysis is carried out, then data processing is carried out using *Structural Equation Modeling (SEM)* using *Variance Based SEM* or better known as *Partial Least Squares (PLS)* with tools in the form of the *smart PLS* version 4.0 program.

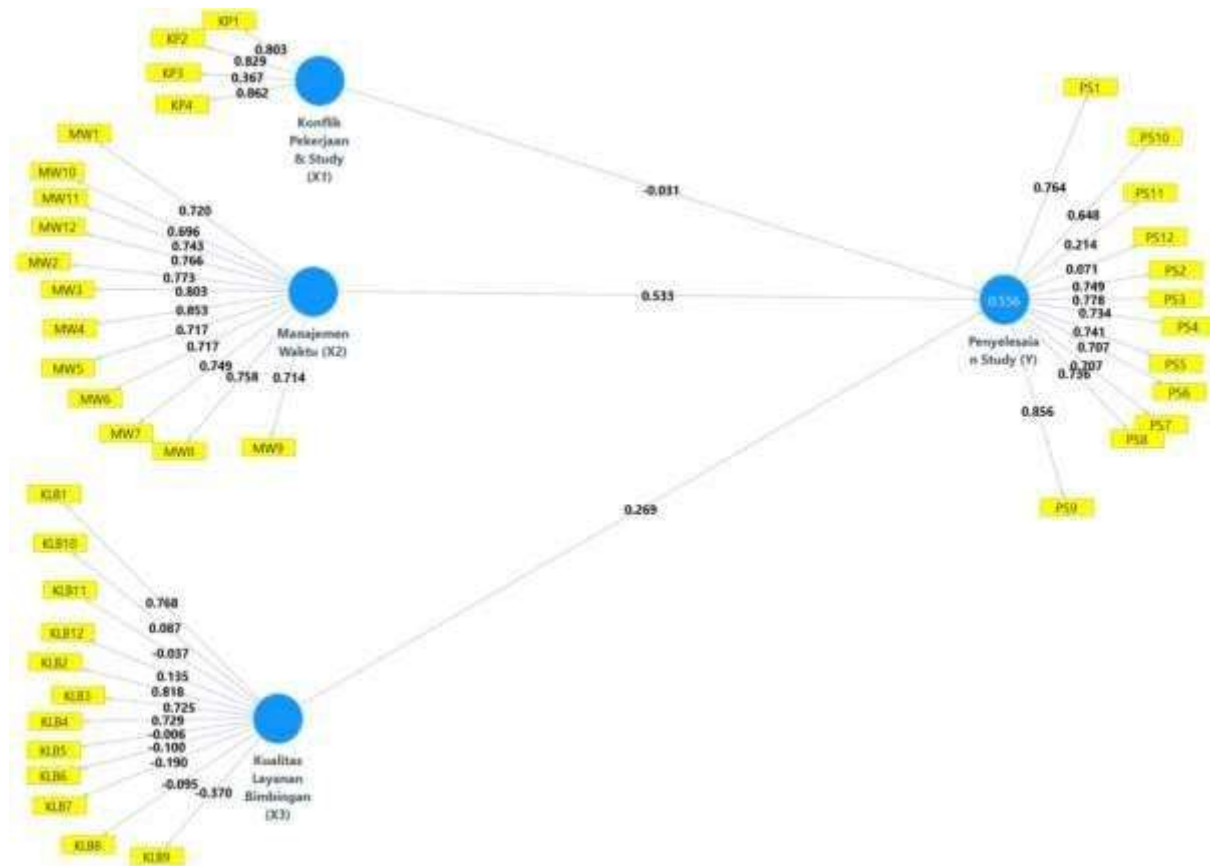


Figure 1. PLS Algorithm Output
 Source: Data, processed (2023)

Figure 1 shows that work and study conflict (X1) is measured by 2 dimensions and 2 indicators, namely unbalanced time availability and more focus on one role with the direction of the arrow from the variable towards the dimension or reflective with *item* KP4 as the owner of the highest value of 0.862, which means that this *item* most influences the work and study conflict construct and *item* KP3 with the lowest value of 0.367.

Time management (X2) is measured by 3 dimensions and 6 indicators; having a purpose for the activities carried out, the ability to make plans, compile schedules, make agendas, be able to use time, evaluate the use of time with the direction of the arrow from the variable towards the dimension or reflective with the highest value of 0.853 owned by MW4 indicating that this *item* has the highest influence and the lowest value of 0.696 owned by MW10 which has the least influence.

The quality of guidance services (X3) is measured by 5 dimensions and 6 indicators; equipment and completeness of guidance, supervisors perform tasks according to their abilities, education and experience, guidance methods and techniques, guidance programs according to needs, quantity and continuity of guidance, situations and conditions of guidance with the direction of the arrow from the variable to the dimension or reflective. The highest value of 0.818 is owned by KLB2, meaning that KLB2 has the greatest influence on the construct of study completion and the smallest value by KLB5 which is -0.006.

Study completion (Y1) is measured by 3 dimensions and 6 indicators, namely ability, pressure from others, luck, task, emotion and effort with the direction of the arrow from the variable towards the dimension or reflective with the highest value obtained by PS9 of 0.856 and the lowest value owned by PS12 which is 0.214.

To find out whether a hypothesis is accepted or rejected, it can be done by paying attention to the significance value between constructs, *p-values*. The results of hypothesis testing can be seen from the following table:

Table 2. Path Coefficient

Construct	P Values	Description	Results
Work & Study Conflict → Study Completion	0,131	Not Significant	Not Accepted
Time Management → Study Completion	0,000	Significant	Accepted
Quality of Guidance Services → Study Completion	0,023	Significant	Accepted

Source: Data, processed (2023)

Based on the results in the table, it can be seen that the effect of work & study conflict on study completion has a P Value > 0.05 . This value indicates that there is no significant effect of work & study conflict on study completion, so the hypothesis stating that work & study conflict has a significant effect on study completion in Master of Management students at Tadulako University cannot be accepted.

The effect of time management on study completion has a P Value < 0.05 . This value indicates a significant effect of time management on study completion. So the second hypothesis which states that time management has a significant effect on study completion in Master of Management students at Tadulako University can be accepted.

The effect of the quality of guidance services on study completion has a P value < 0.05 . This value indicates a significant effect of the quality of guidance services on study completion. So the third hypothesis which states that the quality of guidance services has a significant effect on study completion in Master of Management students at Tadulako University can be accepted.

Discussion

Work and study conflict has two dimensions, namely conflict based on time and pressure. Conflict based on time arises because of an imbalance in the demands of time on the role that is owned in this case as a worker who is also a student, individuals focus more time and focus on work so that they ignore their duties as a student and vice versa. Conflict based on pressure arises because of the greater pressure from one of the roles. Completion of tasks and responsibilities at work is considered far more important and urgent than duties as a student that can be postponed so that there is a delay in completing studies or taking study leave to reduce pressure. The results of the study prove that the work and study conflict variables do not have a significant effect on the completion of studies in master of management students at Tadulako University. As it is known that the indicators of work and study conflicts are unbalanced time availability and more focus on one role, none of which have an influence on student study completion. This shows that the statements in the questionnaire do not match the respondents' circumstances. The results of this study are not in line with previous research which states that work and study conflicts can affect individual performance in education (Wyland et al., 2016). (Wyland et al., 2016).

Work-study conflict is supposed to arise due to the two different orders that working students receive simultaneously, consisting of conflicts that arise due to unbalanced time demands. More time spent on completing one of the tasks can cause conflict. The pressure that arises from one of the roles can also cause conflict because individuals are considered to be more focused on one of the tasks alone, neglecting their other duties as students. It can be seen from the results of observations and interviews with several students who stated that taking college leave was based on the difficulty of dividing time between completing final assignments and working. Work demands some things that cannot be postponed. This is not proven to be true in the research. In this case, respondents can complete tasks at work well because they are assisted in completing coursework so that they can focus on their work first, and vice versa so that time-based conflicts and pressures from the work and education sides are not created.

Time management includes having the purpose of the activities carried out, the ability to make plans, compile schedules, make agendas, be able to use time and evaluate the use of time to influence the completion of studies in management master students at Tadulako University. Time management

is a fundamental thing that can support the completion of individual studies. In time management, individuals are expected to use their time well, determine goals and priorities, plan and schedule tasks and organize tasks and activities properly. Master's or postgraduate (S2) students are said to graduate on time if they complete their studies within two years. In reality, few students can complete their final project on time. Time management consists of several dimensions, namely setting goals and priorities in order to know the right steps to take in the process of obtaining the desired results or goals. As an individual with the role of a student who is also a worker, it is important to do this so that there is no time imbalance in the completion of two different responsibilities. Planning and scheduling aims to minimize clashing activities in order to achieve goals in its implementation is also carried out by students. The preference to be organized is necessary to calculate the time to complete and achieve goals and in its implementation, this is also done by students. The ability to manage time and implement its components well can lead students to complete both responsibilities as students and workers according to the specified time and goals.

From the answers to the questionnaires filled out by respondents, it shows that most students can manage their time so that it has a positive impact on these individuals in completing their tasks. This proves that many students can complete their studies on time because they can manage their time well. When viewed from the results of hypothesis testing, there is a significant relationship between time management and student study completion so that the second hypothesis can be said to be proven correct. This is in line with research by Sandra (2013) which states that individuals who are able to manage time can prioritize the tasks at hand.

The quality of guidance services consisting of guidance equipment and supplies, supervisors perform tasks according to their educational abilities, guidance methods and techniques, guidance programs according to needs, quantity and continuity of guidance and guidance conditions affect the completion of studies. As for some of the difficulties experienced by students in the process of completing their studies, among others, it is difficult to meet lecturers because it takes a long time for lecturers to reply to student messages and there are also administrative problems. The administrative process that is considered difficult and time-consuming and convoluted is considered to be one of the factors determining the completion of student studies. Based on the results of the study, it is known that the quality of guidance services has a significant effect on the completion of studies in master of management students at Tadulako University can be seen from the results of hypothesis testing in table 2. This means that the statement indicator takes a role in the completion of student studies in accordance with several statements and information in the assessment of respondents who stated that some of them experienced difficulties in the final project guidance process.

The biggest contributor to the influence was the *tangibility* dimension. *Tangibility* is the physical form that is felt in the service aspect so that students feel right for the help they receive. *Reliability* is the professionalism expected from service providers. In application, lecturers and administrative service providers are considered lacking in providing services for students so that this affects the lack of desire to accelerate the completion of their studies. *Responsiveness* is the *responsiveness* given by the service provider to service recipients who are also considered less quick and responsive in responding to students. *Assurance* is the process of convincing service recipients so that common goals are achieved. In his situation, the difficult and convoluted guidance and administration process is one of the factors in the delay in completing student studies. *Empathy* is a commitment to what is done together. In this case, the supervisor is expected to be able to help students happily so that a good atmosphere is created during the guidance process, but there are also lecturers who do not respond well so that it has an impact on the situation of students who are pessimistic about the process of completing their studies so that delays occur.

The results of the study are in line with research conducted by Zulkifli (2012) which states that the difficulty of meeting the supervisor can be one of the obstacles in completing student studies. The results of the study are also in accordance with research which states that the quality of guidance services affects the completion of student studies. (Hartanto & Aisyah, 2016).

CONCLUSIONS

Based on the results of data analysis and discussion previously described, the overall conclusion of this study is that work and study conflicts, time management and quality of guidance services simultaneously affect the completion of the study of Master of Management students at Tadulako University Palu. This can be seen based on the results of the calculation of $F_{hitung} 36.81 > 2.70$ which means that the variables of Work and Study Conflict (X1), Time Management (X2) and Quality of Guidance Services (X3) simultaneously influence and contribute to Study Completion (Y1) by 55.6 % (*R-square*). The results of the analysis also show that work and study conflicts do not have a significant effect on the completion of the study of master of management students at Tadulako University Palu. Further research needs to be carried out using different objects and generations in order to be a comparison for future research.

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