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Role Conflict and Time Management of Students Active in Organisations: A Phenomenological Study

[1]Zahwa Annajah, [2]Diah Darmawati, [3]Eko Ngabdul Sodikin
[123]Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta
[1]annajahzahwa62@gmail.com, [2]diahdarmawati19@gmail.com,
[3]ekongabdulshodikin@gmail.com

***Abstract**: This study aims to investigate how students deal with the challenges of balancing academic tasks and participation in student organisations. A qualitative approach with a phenomenological design was used to understand the meaning of life for students who perform both roles simultaneously. Seven students from the Islamic Education Study Programme at STIT Madani Yogyakarta, who are also active in the Student Executive Board (BEM), participated in the study. Data was collected through in-depth interviews, observations, and documentation, which were then analysed using Miles and Huberman's interactive model, through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that students face role conflicts arising from lack of time, overlapping schedules, and high demands in both academic and organisational fields. These conflicts affect not only academic aspects but also students' psychological conditions, such as stress and emotional exhaustion. To overcome this situation, students formulate self-management strategies by setting priorities, creating flexible schedules, and managing their emotions. In addition, involvement in organisations also helps develop students' character, especially in terms of responsibility, maturity, discipline, and moral values. These findings underline that student organisations, if managed in a balanced manner, can be a place of learning that complements formal education in higher education.*
***Keywords:** conflicting roles, time management, self-regulation, student organisations, character development*

Abstrak: Penelitian ini bertujuan untuk menyelidiki bagaimana mahasiswa menghadapi tantangan peran yang muncul antara tugas akademis dan partisipasi dalam organisasi mahasiswa. Pendekatan yang digunakan adalah kualitatif dengan desain fenomenologis yang bertujuan untuk memahami makna kehidupan mahasiswa yang menjalani kedua peran secara bersamaan. Sebanyak tujuh mahasiswa dari Program Studi Pendidikan Agama Islam di STIT Madani Yogyakarta, yang juga aktif dalam kepengurusan Badan Eksekutif Mahasiswa (BEM), terlibat sebagai partisipan. Data dikumpulkan lewat wawancara mendalam, observasi, dan dokumentasi, yang kemudian dianalisis dengan menggunakan model interaktif dari Miles dan

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Huberman. Model analisis data Miles & Huberman adalah model kualitatif yang bersifat interaktif dan berulang, yang terdiri dari tiga langkah utama melalui tahap reduksi data, penyajian data, serta penarikan kesimpulan. Hasil dari penelitian menunjukkan bahwa mahasiswa menghadapi konflik peran yang timbul dari kurangnya waktu, tumpang tindih jadwal, serta tingginya tuntutan baik di bidang akademik maupun organisasi. Konflik ini berpengaruh tidak hanya pada aspek akademis, tetapi juga kondisi psikologis mahasiswa, seperti stres dan kelelahan emosional. Untuk mengatasi situasi ini, mahasiswa merumuskan strategi pengaturan diri dengan cara menetapkan prioritas, membuat jadwal yang fleksibel, serta mengatur emosi. Di samping itu, keterlibatan dalam organisasi juga membantu berkembangnya karakter mahasiswa, terutama dalam hal tanggung jawab, kedewasaan, disiplin, dan nilai moral. Temuan ini menggarisbawahi bahwa organisasi mahasiswa, jika dikelola secara seimbang, dapat menjadi tempat pembelajaran yang melengkapi pendidikan formal di perguruan tinggi.
Kata kunci: peran yang bertentangan, pengelolaan waktu, pengaturan sendiri, organisasi mahasiswa, pengembangan karakter

Introduction

University students today are not only required to achieve good academic results but are also expected to be involved in various organisations. Participation in student activities is considered important because it can help them hone their leadership skills, social sensitivity, communication skills, and cooperation. However, increasing demands in the academic field often clash with responsibilities in organisations, which can put students in a difficult situation where they have to perform two roles at once, which can lead to conflict.

Role conflict occurs when a person faces two or more tasks that must be completed simultaneously. In a student environment, this conflict can arise when academic tasks such as attending classes, completing homework, and taking exams clash with organisational activities such as meetings, event planning, and off-campus activities. If this conflict is not handled properly, it can lead to a decline in the quality of learning, increased stress, emotional exhaustion, and disruption to the balance between students' academic and social lives.

Many previous studies have investigated the relationship between involvement in organisations, role conflict, and academic achievement. Most studies show that participation in organisations can affect students' learning achievements, stress levels, and mental health. However, most of these

studies still use quantitative methods that focus on the relationship between variables, such as between organisational involvement and GPA or between time management and academic stress. These methods do not fully reflect students' personal experiences in deeply living out these two roles.

Nevertheless, there is still a lack of research on how individual students understand role conflict and manage their time and responsibilities in their daily lives as students and organisational activists. A qualitative approach, particularly a phenomenological one, is needed to investigate students' life experiences, the emotional challenges they face, and the self-regulation methods they use to meet the demands of their various roles.

Previous studies have analysed the relationship between organisational activities, role conflict, and students' academic achievement. Cahya and colleagues found that role conflict and self-regulation abilities have a significant impact on the academic achievement of students involved in organisations.[1] Amel and team revealed that time management and academic stress play an important role in procrastination among students who are active in organisations.[2] On the other hand, Chaerudin and colleagues emphasised that the academic success of students involved in organisations depends not only on their cognitive abilities, but also on how they manage their time and the support they receive from their environment.[3] However, many of these studies still use quantitative methods and have not explored students' subjective experiences comprehensively.

Based on this background, the research questions are formulated as follows:

1. What experiences do students involved in organisations have when facing conflicts between academic and organisational demands?

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[1] S. B. Cahya, R. N. A. Wulandari, E. I. Nurlaili, A. Arif, dan A. M. Mahendra, "The Influence of Student Organizations, Role Conflict, and Self-Regulation on Students' Academic Achievement," International Journal of Studies in International Education 2, no. 4 (2025): 51–59, https://doi.org/10.62951/ijsie.v2i4.421

[2]Zayna Faisa Amel, Andik Matulessy, dan Suhadianto, "Prokrastinasi Akademik pada Mahasiswa Aktif Berorganisasi: Peran Stres Akademik dan Manajemen Waktu," SUKMA: Jurnal Penelitian Psikologi 2, no. 5 (2025),

https://doi.org/10.62951/ijsie.v2i4.421

[3] Teguh Rahayu Chaerudin, Agung Sukma Gumelar, dan Sri Mulyani, "Manajemen Waktu Mahasiswa Aktivis Organisasi dalam Menyelesaikan Studi Tepat Waktu: Pendekatan Kualitatif POAC," JPIM: Jurnal Penelitian Ilmiah Multidisipliner 2, no. 2 (2025): 107–117.

2. How do students manage their time and prioritise activities in fulfilling these two roles?
3. What is the significance of being a student and an activist in an organisation for the personal development and character of students?

In line with this question, this study aims to:

1. Investigate students' experiences in dealing with conflicts between academic responsibilities and organisational activities.
2. Analyse how students manage their time and regulate themselves while performing these two roles.
3. Examine the significance of organisational experiences for the development of students' character and personal maturi

Through a phenomenological approach, this study seeks to gain an in-depth understanding of how students perceive their dual roles, the pressures they experience, and the adaptive strategies they develop to remain productive and balanced in campus life. Therefore, the results of this study are expected to contribute theoretically and practically to the development of student guidance policies in higher education institutions.

Method

This study adopted a qualitative method through a phenomenological design. This method was chosen to investigate in detail the meaning of the life experiences of students who faced a conflict of roles between academic demands and participation in student organisations. Phenomenology provided the researcher with the opportunity to understand the subjective reality of the participants from their own perspective.

The participants in this study consisted of seven female students from the Islamic Education Study Programme (PAI) at STIT Madani Yogyakarta who were actively involved in the Student Executive Board (BEM). The participant selection process was carried out using purposive sampling based on the following criteria:

1. Students who are active in the PAI Study Programme at STITMA Yogyakarta.
2. Central administrators or active members of the BEM for at least one year.
3. Involved in organisational activities at least twice a month.
4. Have a Grade Point Average (GPA) of no less than 3.00.
5. Willing to act as informants and sign a participation consent form (informed consent).

The number of participants in a phenomenological study is not determined by a specific number, but rather by the depth of the data and whether saturation has been achieved. In this study, seven participants were

considered sufficient because the interviews revealed consistent patterns of experience and no new significant information emerged in the final interview.

Participant characteristics are presented to provide context for their experiences, as shown in Table 1.

Table 1. Participant Characteristics

Code	Semester	GPA	Position in BEM	Length of Active Membership
P1	6	-+ 3,8	Chairperson	2 years
P2	6	-+ 3,8	Deputy Chairperson	1 years
P3	6	-+ 3,8	Division Chairperson	1 years
P4		-+ 3,8	Division Member	1 years
P5	4	-+ 3,8	Division Member	1 years
P6	6	-+ 3,8	Division Chairperson	1 years
P7	6	-+ 3,8	Division Chairperson	1 years

(Note: codes P1–P7 are used to maintain participant anonymity)

Information gathering was conducted using three methods, namely interviews, observation, and documentation. Interviews were conducted using a semi-structured approach with a list of questions focusing on experiences related to role conflict, time management, psychological effects, and strategies applied by participants. Each interview session lasted between 45 and 60 minutes and was conducted 1 to 2 times for each participant. The interviews were held on campus in a supportive environment and were recorded after obtaining consent from the participants. Observations were conducted in a non-participatory manner during academic and student organisation activities, including class attendance, organisation meetings, and committee events. The purpose of these observations was to supplement the information from the interviews and explore the context of the participants' behaviour. Documentation included activity schedules, meeting reports, organisational archives, and records of activities related to academic and student organisational roles. Data analysis was conducted using an interactive model developed by Miles and Huberman, which included data reduction, data presentation, and conclusion drawing.

Technically, the analysis was carried out through the following steps:

1. Accurately transcribing the interviews.
2. Using open coding to find units of meaning from the statements made by participants.
3. Grouping codes into categories based on similarities in meaning.
4. Compiling the main themes that reflect experiences of role conflict and time management.
5. Drawing reflective conclusions by linking the findings to the appropriate theoretical framework.

The validity of the information was ensured through a combination of methods (interviews, observation, and documentation) and sources. In addition, members checked the results of the interpretation with the sources to ensure that the meanings were consistent with their experiences. This research was conducted in accordance with research ethics norms. All participants signed an informed consent form after receiving an explanation of the research objectives and procedures. The participants' identities were protected by using pseudonyms. The data collected was used solely for academic purposes.

Results and Discussion

1. Role Conflict as Psychosocial Stress for Student Activists

In dealing with role conflicts, students use flexible time management methods. The main techniques used include prioritisation, scheduling, and assessing the importance of tasks. P4 explains that he separates tasks based on deadlines:

> "*Generally, I distinguish between tasks from lectures and from organisations. If the lecture deadline is approaching, I make lectures a priority.*" (P4)

P2 also explains something similar:

> "*I usually check which tasks need to be completed immediately. If university is considered more important, I will change my organisation's schedule.*" (P2)

This method demonstrates self-regulation, where students actively manage their actions and choose steps appropriate to the situation at hand. This is in line with Vygotsky's view that self-regulation develops through social interaction and individual reflection.[4] In this situation, P2's experiences in the community and in class serve as social areas that shape his way of

[4] Lev Vygotsky, Mind in Society: The Development of Higher Psychological Processes (Cambridge, MA: Harvard University Press, 1978), 84.

thinking. Through various responsibilities, interactions with others, and experiences in dealing with problems, students learn to adopt the values of discipline, responsibility, and self-control. Thus, self-regulation is not only a technical skill in managing time, but also a process of mental development that is influenced by the social environment and reflective experiences.

The results of the analysis indicate that students who are active in organisations experience role conflicts that are not only related to technical aspects such as schedule clashes, but also permeate psychological and emotional aspects. They feel pressure due to two demands that are considered very important, namely academic responsibilities and roles in organisations. This pressure manifests itself in the form of physical fatigue, mental stress, moral dilemmas, and tension in relationships within the organisation.

One participant described role conflict as an exhausting 'race against time,' both physically and mentally. P5 revealed that when assignments from lecturers and organisational responsibilities came at the same time, he had to stay up late into the night and felt extremely physically and mentally exhausted. Even so, he also considered this situation an opportunity to learn about commitment and emotional management.

> *'When I had to complete my lecturer's assignments and organisational responsibilities at the same time, I had to stay up until two in the morning. I felt physically and mentally exhausted, but from that experience, I learned about commitment and emotional management.'* (P5)

The pressure experienced by P6, who serves as the treasurer of the Student Executive Board, is similar to that felt by many people. However, the problems he faces are not only related to limited time, but also to trust and moral responsibility. P6 is responsible for managing the organisation's finances, which requires precision, integrity, and physical presence in administrative matters. When these obligations clash with his class schedule, P6 faces a role dilemma: on the one hand, he must fulfil his academic responsibilities as a student, while on the other hand, he must also fulfil his moral responsibilities as the organisation's fund manager.

Travelling between the bank and class, as well as his mind constantly wandering to his studies while carrying out his duties in the organisation, demonstrate the heavy cognitive and emotional burden he carries. P6 feels not only physical exhaustion, but also mental pressure due to worrying about the consequences of every decision made. This situation emphasises that the role conflict faced by active students is not only technical, but also ethical, as it involves integrity and responsibility for the mandate entrusted to them.

> *"As treasurer, I have to take care of fund disbursements at the bank on the same day as my class schedule. I only have about 15 minutes*

before class starts, there are long queues, and I end up having to go back and forth. I feel very tired because I keep thinking about class." (P6)

Therefore, issue P6 shows that role conflict can cause tension between academic responsibilities and moral commitments within an organisation. This experience also provides an opportunity for students to learn about the meaning of responsibility, honesty, and what should be prioritised in everyday life. In this case, the organisation is not just a place to carry out activities, but also a means of character building through real experiences in facing ethical dilemmas.

Meanwhile, P7 revealed that role conflict also has emotional and interpersonal aspects. In addition to administrative and academic burdens, he experienced misunderstandings within the organisation that exacerbated the situation he was facing.

"As secretary, I had responsibilities that could not be postponed, while exam duties were piling up. In that situation, a misunderstanding occurred that made the atmosphere very emotionally stressful." (P7)

Data from P1–P7 consistently show that role tension cannot be viewed merely as a matter of time management, but rather as a profound psychosocial experience that encompasses cognitive, emotional, and moral elements. Students not only experience a time deficit, but are also caught in a value dilemma: between loyalty to the organisation and academic obligations.

Conceptually, the results of this study confirm that the role conflict experienced by student activists is a manifestation of role pressure, namely the tension that arises when a person receives role demands that exceed their limits within a limited time. This study reinforces the view that role conflict has various dimensions: technical, emotional, and ethical aspects. Therefore, role conflict needs to be viewed as an experience that affects students' mental well-being, not just their academic results.

2. Time Management as Self-Regulation for Student Activists

In overcoming role conflicts, students apply flexible time management methods. The main methods used include prioritisation, scheduling, and evaluating the urgency of tasks.

P4 stated that he distinguishes tasks based on their completion time:

'*Usually, I distinguish between tasks from lectures and those from organisations. If the deadline for lectures is approaching, I make lectures a priority.'* (P4)

P2 also said something similar:

> "*I first check which ones need to be dealt with immediately. If classwork is considered more important, I will adjust my organisational activities.*" (P2)

This approach demonstrates self-regulation, where students actively control their behaviour and choose actions appropriate to the context. This is in line with Vygotsky's thinking, which states that self-regulation develops through social interaction and personal reflection. In this case, student organisational experiences function as a social space that enriches this process.[5] Through discussion, role conflicts, cooperation, and personal reflection, students learn lessons from rules, values, and self-regulation strategies. In this way, they become increasingly capable of controlling their behaviour and thoughts independently.

The approach used by students in managing their priorities and organising their activities demonstrates self-regulation skills. Self-regulation here is more than just technical time management. It also includes the ability to control emotions, delay gratification, and choose the most appropriate action for the situation at hand. Students consciously evaluate the existing context—whether academic demands are more urgent or organisational obligations need to be completed immediately—and then make decisions that are considered most responsible.

The results of the interviews show that students involved in organisations develop time management tactics as a way to manage themselves in the face of multiple role demands. This self-management is evident in their ability to set priorities, control the urge to procrastinate, and consciously regulate their work patterns. For the respondents, time management is not just a technical skill, but also a process of building personal discipline. P5 emphasises the importance of setting priorities based on importance and deadlines. He tries to complete tasks with the closest deadlines first and avoids procrastination so that all obligations can be fulfilled without compromising each other.

> "*I use the principle of priority. Which is more important and which has the earliest deadline. I also avoid postponing work so that I can complete all my responsibilities without compromising any of them.*" *(*P5)

A similar example can be seen in P6, who uses free time, such as during breaks or after lectures, to complete work related to both academics

[5] Lev Vygotsky, Mind in Society: The Development of Higher Psychological Processes (Cambridge, MA: Harvard University Press, 1978), 84.

and organisations. His experience in handling BEM finances has made him even more careful and vigilant when carrying out his duties.

> *'When everything piles up, I usually take advantage of my free time. From there, I learned to be more thorough, patient, and not to procrastinate.'* (P6)

Meanwhile, P7 designed a more planned approach by compiling a list of tasks and categorising them into individual, group, and organisational tasks. This approach helped him to continue being active in all aspects despite facing strict time constraints.

> *"I make a list of tasks, then group them into individual, group, and organisational tasks. From there, I determine the order of work so that everything keeps moving."* (P7)

Analytically, the results of this study reveal that time management among students involved in organisational activities is a form of self-control, namely the capacity of an individual to regulate their behaviour, emotions, and thoughts in order to achieve goals. Students do not merely respond to pressure, but also proactively create personal work systems. This self-control is an important element for the continuity of their dual roles as students and members of organisations.

3. Organisations as Vehicles for Character Building

The experience of juggling multiple roles also influences how students view themselves. Conflicting roles are not only seen as a burden, but also as a step towards maturity.

P1 shares:

> *'At first, I felt tired and confused, but over time, I learned to be more patient and able to manage myself.'* (P1)

P3 adds:

> *'Through organisational activities, I learned to manage my emotions and appreciate others.'*

(P1). In this case, the organisation becomes a place to build character. These findings support Al-Ghazali's view that moral character is formed through continuous habits and experiences.

The findings from the research show that students see involvement in organisations as an opportunity to learn about character, which supports their formal education in the classroom. Organisations not only hone technical skills, but also build values such as responsibility, integrity, leadership, and social awareness. P5 interpreted his organisational experience as part of the process of personal maturity. He argued that lectures deepen thinking and knowledge, while organisational activities develop leadership and teamwork.

> *'Lectures hone one's mindset and scientific knowledge, while organisations train leadership, social sensitivity, and teamwork skills.'* (P5)

P6 also emphasises that the experience of managing responsibilities in an organisation has made him more responsible and honest.

> *'From the organisation, I learned responsibility, time management, and honesty in managing responsibilities.'* (P6)

Meanwhile, P7 expresses a shift in perspective regarding team collaboration. From previously being more inclined towards individual work, he began to understand his role in a broader system.

> *'I learned that teamwork is not just about dividing tasks, but understanding other people's rhythms and placing oneself in a larger system.' (*P7)

This analysis shows that organisations function as social laboratories that shape students' characters holistically. This process is in line with the view that education is not only about transferring knowledge, but also shaping personality and social ethics.

4. Social Support as a Protective Factor

Students also created ways to cope with problems by seeking emotional support from those around them. P4 stated:

> *'When the burden feels too heavy, I share my story with friends in organisations or family so that I don't have to bear the burden alone.'* (P4)

This shows that social support acts as a protective factor that helps students deal with the stress of dual roles in a healthier and more adaptable way. The data shows that students who successfully overcome role conflicts are greatly influenced by the social support they receive from friends, organisational groups, and the academic environment. This support acts as a shield that helps students remain strong in the face of pressure.

Some participants said that working in teams, mutual understanding, and good communication made their burden lighter. Students who feel supported are usually better able to cope with stress and are less likely to give up when faced with multiple role demands. Theoretically, social support acts as a buffer against stress, which means that this mechanism reduces the negative effects of psychological pressure. With social support, students feel that they are not alone, enabling them to deal with role conflicts in a better way.

5. Integration of Academic and Organisational Roles

Research shows that students view academic roles and organisational activities not as two opposing things, but as two complementary learning environments. Although they bring pressure, both actually help build more comprehensive personal skills. P5 and P7 argue that combining classroom learning with organisational experience can lead to personal maturity. Students become better prepared to face various challenges outside the campus environment because they are accustomed to managing two responsibilities simultaneously.

In this sense, combining these roles shows that organisational experience can strengthen the function of higher education in shaping individuals holistically. Students grow not only intellectually, but also emotionally and socially. Facing dual roles provides a combination of moral and intellectual intelligence. Principles such as discipline, responsibility, and trust gained from organisations are used in academic environments.

P2 Explains:

> *'Because I am accustomed to responsibilities in organisations, I have become more disciplined in completing tasks.'* (P2)

These findings indicate that organisational activities, if managed well, can be a learning vehicle that complements formal education in the classroom.

This statement indicates that participation in organisations not only provides additional responsibilities, but also helps students develop good habits. The tasks and commitments that must be fulfilled in organisations—such as attending meetings, completing group work, and taking responsibility for results—motivate students to build discipline, commitment, and a sense of ownership towards the tasks they undertake.

In this case, organisations serve as a place for social practice that helps students adapt to rules and goals. These positive habits then carry over into academic aspects, so that students become more organised, stable, and responsible in completing their coursework. In other words, the discipline gained from organisational experience does not only apply in the context of student activities, but also becomes part of how they learn every day.

Overall, the results of this study show that students are able to hone self-regulation skills, including behavioural control, priority setting, and emotion management. In the context of educational psychology, the ability to regulate oneself is very important for achieving good learning outcomes and for dealing with multiple roles simultaneously. In practical terms, these findings can serve as guidelines for higher education institutions in formulating policies that support student development. This includes time management training, academic counselling services, and organisational arrangements that are more sensitive to students' academic situations.

The findings from this research carry significant practical implications for managing active students in organizations within higher education settings. The discovery that role conflict affects not only academic aspects but also the psychological state of students highlights the necessity for campus policies that are more sensitive to the dual roles students play. Higher education institutions should not only promote organizational involvement but also ensure there are support systems in place to help students maintain a balance between their studies and student activities.

For institutions, this research can serve as a foundation for developing student support programs, particularly in the areas of time management training, self-regulation, and stress management. Academic counseling services should be enhanced to provide students with a space to discuss the pressures related to their roles. This way, students won't feel isolated as they navigate the complex demands of both academic and organizational responsibilities.

For student organization managers, especially in the Student Executive Board, these findings underscore the importance of fostering an organizational culture that recognizes the academic circumstances of its members. More flexible scheduling of activities, open communication, and equitable task distribution can help alleviate role-related pressure. Organizations should aim to be environments that encourage personal growth rather than sources of excessive stress.

This study reveals that students may face role conflicts, indicating that they must deal with different expectations and demands from various groups. However, this can be managed if they are aware of it and plan well. Students need to learn how to manage themselves, such as determining priority actions, staying calm, and asking for help when needed. Getting involved in organisations can support personal development and make your learning experience more meaningful.

This study has several limitations that must be considered when interpreting the results. First, the number of participants involved was quite small, namely seven female students from one department and one institution. Therefore, the results of this study cannot be easily applied to all students at various universities with different backgrounds.

Second, this study only targeted students in the Islamic Education Study Programme who were active in the Student Executive Board (BEM). Thus, the dynamics of role conflict and time management among students in other organisations or different study programmes may be different in nature. The cultural context of the organisation and variations in academic workload can greatly influence the student experience.

Third, this study collected data through interviews, observations, and documentation that were greatly influenced by the honesty and openness of the participants. Although triangulation was carried out, there is a possibility of subjective bias in the way experiences were conveyed and how the researchers interpreted them.

Therefore, for future research, it is recommended to involve more participants, include a more diverse institutional background, and apply mixed methods to gain a more comprehensive understanding of role conflict, time management, and character building among students who are active in organisations.

Conclusion

This study reveals that students who are actively involved in organisations, especially in the Student Executive Board (BEM), experience role conflicts between academic demands and organisational responsibilities. This conflict arises due to time constraints, conflicting schedules, and high expectations from both roles, which are considered equally important. As a result, students not only experience difficulties in their academic pursuits, but also suffer psychological pressure in the form of stress and emotional exhaustion.

However, students do not simply give in to the situation. They create self-management strategies through prioritisation, flexible scheduling, and self-control in choosing the most urgent activities. Through the experience of playing dual roles, students also develop character traits, such as an increased sense of responsibility, maturity, discipline, and moral values. In this way, involvement in organisations is not only a burden, but also a path to learning that enriches students' personal development.

These findings indicate that higher education institutions should provide systematic support for active students, such as time management training, academic counselling services, and organisational rules that are more sensitive to study loads. In addition, lecturers and organisational managers are expected to create an academic culture that supports a balance between academic success and involvement in organisations.

As a scientific contribution, this study emphasises the importance of phenomenological methods in gaining a more comprehensive understanding of students' experiences. This includes not only their academic achievements, but also their psychological and moral aspects. In this way, role conflicts are not seen merely as obstacles, but also as learning opportunities which, if handled well, can strengthen students' character formation, especially in the context of Islamic Religious Education.

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