

The Role of Campus Organization Participation in Student Academic Achievement: A Literature Review on Supporting Learning in Higher Education

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Abstract

Student participation in student organization is an important part of the learning process in higher education because it provides a means of developing soft skills that cannot be fully acquired through formal academic activities. This study aims to analyze the influence of campus organization participation on academic achievement, identify role conflicts arising from these two demands, and formulate strategies for balancing organizational involvement and academic obligations. The study employed a literature review method, examining 15 articles published between 2020 and 2026 sourced from Google Scholar, DOAJ, and Neliti, which were then analyzed descriptively and qualitatively through data reduction, categorization, and synthesis of findings. The results of the study indicate that participation in campus organizations consistently has a positive effect on academic achievement in 11 of the 15 synthesized studies, particularly in the development of communication, leadership, and time management skills. However, organizational participation can have a negative impact if role conflicts identified across three dimensions, namely time conflict, pressure conflict, and behavioral conflict are not managed effectively. Four strategies priority based planning, task delegation, periodic evaluation, and campus ecosystem support have proven effective in helping students maintain a balance between their roles. These findings highlight the importance of campus policies that support a balance between academic and organizational activities. This study contributes to the formulation of literature-based strategies for students, faculty advisors, and student affairs administrators to maximize the benefits of student organizations without sacrificing academic achievement.

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Introduction

Higher education plays a strategic role in producing graduates who are not only academically excellent but also process 21st century skills such as critical thinking, collaboration, communication, and creativity (Thornhill-Miller et al., 2023). These skills are increasingly in demand in an ever more complex workforce and cannot be fully acquired through classroom learning alone (Havwini, 2024; Subagyo, 2023). Generally, the student learning process is ongoing, whether through formal classroom activities or informal experiences outside the classroom (Anggreani et al., 2024; Atsilah & Kewuel, 2023; Gesi, 2024). These experiences provide students with opportunities to apply theoretical knowledge to real world situations while honing their interpersonal skills (Elwin, 2023; Purba et al., 2023). On formal or non-formal learning that students frequently engage with on campus is student organizations. Through these organizations, students have the opportunity to develop talents, interests, and experiences that may not be covered in the academic curriculum (Syamsudduha et al., 2022). Thus, student organizations can be viewed as an integral part of the higher education learning ecosystem, rather than merely supplementary extracurricular activities.

Student participation in student organizations can be described as a form of active engagement in the learning process cognitively, emotionally, and behaviorally (Nanaryain et al., 2023; Nuraisyah & Pratomo, 2023; Ode, dkk 2024; Syamsuriyanti, 2024). From an educational perspective, this engagement aligns with Student Engagement theory, which explains that the quality of students learning outcomes is significantly influenced by how actively they participate in both academic and non-academic activities on campus (Anomeisa dkk, 2024; Subagja, 2022; Salsabila, 2025). Conceptually, Student Engagement is defined as student involvement encompassing three dimensions: behavioral engagement, demonstrated through active participation in activities; emotional engagement, characterized by a sense of belonging and interest in the activities undertaken; and cognitive engagement, which is reflected in students' earnestness in processing and understanding the tasks they face (Rismawati et al., 2025; Ningrum, 2024; Salsabila, 2025). Furthermore, participation in organizations is also relevant to Experiential Learning theory, which asserts that the most meaningful learning occurs through concrete experiences, reflection, conceptualization, and active experimentation (Quibrantar & Ezezika, 2023). These four stages form a continuous learning cycle: beginning with concrete experience, when students are directly involved in organizational activities; followed by reflective observation to reflect on that experience; followed by abstract conceptualization, which transforms the results of reflection into new understanding or concepts, and concluding with active experimentation the application of these concepts to subsequent situations or activities (Cheng et al., 2025).

In line with these two theories, Astin's Student Involvement theory asserts that the amount of energy, time, and attention students invest in educational campus activities is directly proportional to the level of academic progress achieved; thus, the variables of time, effort, and attention investment serve as operational measures of organizational participation. Referring to the explanation by Banawan & Suan, (2025) this involvement is operationalized as the amount of physical and psychological energy expended by students, whether in the form of allocated time, exerted effort, or attention focused on academic and non-academic activities on campus. It is precisely these same investment variables that later become the source of role conflict when the demands of academic and organizational roles exceed the time, effort, and

attention available to students; thus, Student Engagement, Experiential Learning, and Student Involvement must be understood as closely tied to the framework of role conflict, rather than as standalone theories. The impact of this engagement is not only social but also contributes to character development and students' readiness to enter the workforce. Students who are active in organizations tend to exhibit higher levels of commitment, discipline, and responsibility compared to those who are not involved in organizations (Prabadhi & Widjaja, 2026).

A number of studies indicate that active participation in campus organizations has a positive impact on academic achievement when balanced appropriately. In this study, academic achievement is operationalized using indicators such as the Cumulative Grade Point Average (CGPA) or course grades, the level of concentration and student engagement in the classroom learning process, and the timeliness of completing studies. Students who are able to manage their time between organizational and academic activities tend to gain experiences that support their learning outcomes (Surtiana et al., 2022). Participation in organizations also fosters the development of soft skills such as communication, critical thinking, leadership, collaboration, and time management (Saputri et al., 2020). Meanwhile, critical thinking and collaboration skills are developed through the process of solving problems together as a team (Santoso, 2020). These skills ultimately support the success of the classroom learning process, as students become more confident, actively share their opinions, and grow accustomed to working under time pressure. Soft skills, as well as the investment of time, effort, and attention described by Student Engagement and Student Involvement, fundamentally converge on these three indicators; thus, the relationship between organizational participation and academic achievement can be measured more operationally. Therefore, student organizations can serve as catalysts for learning success as long as such participation is managed appropriately.

Despite the various benefits gained, student involvement in organizations also presents its own challenges. These challenges arise because the same variables investment of time, effort, and attention which, when balanced, are described by Student Engagement and Student Involvement as drivers of academic achievement, must now be divided between two roles simultaneously, potentially exceeding students' capacity (Harefa & Waruwu, 2025). This is especially true because students must fulfill two roles simultaneously: as learners and as organizational leaders. Academically, students must remain accountable to consistently meet class attendance requirements, complete assignments, and prepare for exams. On the other hand, organizations also have activity schedules such as committee work, regular meetings, and work programs that must be completed by specific deadlines. When these two demands arise simultaneously, students often struggle to set priorities, which can lead to psychological stress (Alexandro et al., 2022). This condition is known as role conflict a situation that occurs when the demands of two different roles conflict with one another and are difficult to fulfill simultaneously. If not managed properly, this role conflict can directly impact students' academic performance, whether in the form of declining grades or reduced participation in organizations.

Theoretically, role conflict can be understood through several dimensions, including time-based conflict, strain-based conflict, and behavior-based conflict (Liza et al., 2022). These three dimensions are interrelated and can occur simultaneously among students who are active in organizations, especially when the expectations of academic roles and organizational roles are not aligned. Rahayu et al., (2025) explain that role conflict generally occurs due to an

individual's limited time, energy, and attention when faced with simultaneous role demands. The impact on the learning process is quite significant, ranging from a decline in concentration while studying to the emergence of role ambiguity that is, students' confusion about which role to prioritize (Mangundjaya, 2024). The impact of reduced concentration on learning and the decline in academic grades is directly related to the academic achievement indicators described earlier, thereby clarifying how role conflict operates on the same variables as Student Engagement and Student Involvement. However, research findings on the impact of role conflict are not yet fully consistent. Some studies have found a significant negative effect on academic achievement, while others indicate that students with strong self-management skills are able to mitigate these effects. These differing findings suggest that further research is needed to gain a deeper understanding of the relationship between role conflict and academic achievement.

Based on the above discussion, it is evident that most previous studies tend to address organizational participation and academic achievement separately from role conflict or conversely, to discuss role conflict without explicitly linking it to the context of student organizations. Studies that comprehensively link organizational participation, role conflict, and academic achievement within a single analytical framework remain relatively limited, particularly in the form of literature reviews that synthesize findings from various sources. This research gap serves as a crucial foundation for this study, given that a partial understanding may result in solutions that are insufficiently comprehensive for students facing dual roles. Therefore, a literature review is the appropriate method to address this gap, as it compares, summarizes, and synthesizes the findings of previous researchers into a more holistic and systematic understanding. Through this synthesis, the patterns of relationships between organizational participation, role conflict, and academic achievement can be identified more clearly, including identifying commonalities and inconsistencies among existing findings. This study is also important for the field of education because it provides a conceptual foundation for the development of policies and student support programs that are responsive to the dynamics of dual roles occurring on campus. Thus, this literature review is expected to contribute to improving the quality of learning and student affairs management in higher education institutions.

Based on the issues and gaps outlined above, this study aims to: (1) identify the influence of participation in campus organizations on ; (2) analyze the emergence of role conflict as a consequence of the dual demands faced by students; and (3) formulate strategies that can help students balance their organizational involvement and academic obligations. Theoretically, this study is expected to enrich the literature in the field of education, particularly regarding student engagement, experiential learning, and role conflict among students who are active in organizations. Practically, the results of this study are expected to serve as a reference for universities in formulating policies that support a balance between academic and organizational activities, for faculty advisors in providing more appropriate guidance, for student affairs administrators in designing student development programs, and for students in managing their academic and organizational roles in a balanced manner. Furthermore, this article outlines the research methods, including the type of research, data sources, publication years, databases, and data analysis techniques.

Method

This study was conducted using a literature review method, which involves reading, analyzing, evaluating, and synthesizing various previous research findings selected from specific sources to draw conclusions and generate new ideas Solehah & Hendriani, (2024). The literature used in this study consists of 50 articles discussing campus organizations' participation in student academic achievement. The researchers then selected these articles and assessed their relevance to the topic under discussion, resulting in a final selection of 15 articles. These articles were sourced from national and international journals featuring both quantitative and qualitative research designs, spanning the years 2020 through 2026. These articles were identified through Google Scholar, the Directory of Open Access Journals (DOAJ), and Neliti. The article selection process in this study was conducted in several stages. In the first stage identification the researchers searched for articles through three databases: Google Scholar (n=95), DOAJ (n=30), and Neliti (n=25), resulting in 150 articles. After removing 30 duplicate articles, 120 articles remained, which then proceeded to the screening stage based on titles and abstracts (n=120). Subsequently, the articles were assessed for eligibility through a review of the full text, and 70 articles were excluded because they were irrelevant to the research objectives, leaving 50 articles. During the eligibility stage, a further 35 articles were excluded for several reasons: they were undergraduate theses, master's theses, doctoral dissertations, or books; they were duplicate publications; they did not adequately present research results; and they did not discuss organizational participation, role conflict, and academic achievement simultaneously.

Results and Discussion

Results

Based on the articles cited from 2020 to 2026, it is evident that student participation in student organizations generally has varying effects on academic achievement. The observed effects are based on students' ability to manage their time and responsibilities. Most articles indicate that active participation in organizations has a positive effect on academic achievement, while others find a negative impact due to the emergence of role conflict. This negative impact is not only linked to academic achievement but also manifests as academic burnout and students' academic-psychological well being. This indicates that the influence of organizational participation is not singular but is mediated by students' own role management. This study cites 15 articles that detail research methods; study populations and samples; and research findings. These articles are grouped by themes that generally discuss the impact of campus organizational participation on academic achievement, including active organizational involvement, time management, role conflict, and student self-regulation.

The results of the review of the first three studies provide insight into the relationship between organizational involvement and students' academic achievement. The study by Xenoglosi & Suherman, (2024), which employed a qualitative research method using a case study approach on students involved in organizations (number not specified), found a significant relationship between organizational involvement and academic performance. Students who are more active in organizations tend to demonstrate better academic performance, as organizations provide opportunities to develop public speaking, time management, leadership, and confidence skills that indirectly facilitate the learning process in the classroom. In line with this, Hajatina et al., (2026) through a descriptive associative

quantitative study of 38 students active in campus organizations, found that organizational activity and time management skills simultaneously contribute positively and significantly to academic achievement; thus, the more active students are in organizations, the higher their academic achievement. This underscores the importance of balancing organizational and academic commitments for students' personal development. However, slightly different findings emerged from Rohmahwati et al., (2025) who studied 111 students active in organizations using a quantitative method with correlational analysis. They stated that when students experience role conflict, organizational involvement can actually have a negative impact on their academic performance. This finding sheds light on the challenges students face in managing dual roles and underscores the importance of balancing time management between these two roles.

Several articles explicitly address role conflict, including Cahya et al., (2025) who conducted a survey of 200 students actively involved in organizations at the Faculty of Economics and Business, Surabaya State University. The results showed that student organizations have a positive effect on students' academic performance. While role conflict has a negative effect, self-regulation has a positive effect, and all three variables simultaneously have a significant effect; thus, this study confirms that involvement in student organizations can have a positive impact when accompanied by strong self regulation and effective management of role conflict. Furthermore, Liza et al., (2022), using a correlational method involving 123 student organization executives at Malang State University, explained that role conflict can be understood through three interrelated dimensions time conflict, pressure conflict, and behavioral conflict which can increase the burden on students actively involved in organizations, where students experiencing role conflict tend to struggle with time management and exhibit academic procrastination. This situation risks lowering students' Grade Point Average (GPA).

Expanding on these findings, Kabiba et al., (2021) using a qualitative method involving observation, interviews, and document analysis of 13 student leaders in the Faculty of Teacher Training and Education (FKIP) at Muhammadiyah University of Kendari who experienced role instability, The findings identified that role conflict in the learning process is caused by internal factors namely, an inability to manage roles and anxiety regarding organizational responsibilities as well as external factors such as negative self-identification and conflicting learning styles. Additionally, these findings identified roles that student organization leaders should avoid in order to maintain stability during the learning process.

Three subsequent studies highlighted the aspects of time management and the psychological impacts of dual roles. Yusnadi, (2024), study, employing a phenomenological qualitative approach along with data collection techniques such as observation, interviews, and documentation of randomly selected students from Al-Aziziyah Samalanga, analyzed students' time management and the factors influencing it amid academic demands and dayah activities. The study found that students were able to apply time management strategies to balance these two demands with the support of motivation and discipline in overcoming obstacles such as procrastination and a lack of prioritization. Furthermore, Lubis et al., (2026), through a survey of students actively involved in student organizations, found that time management and organizational involvement have a positive and significant effect on academic achievement. In contrast to these two studies, Dyantari & Simarmata, (2024) using a correlational research

method involving 190 students active in organizations at the Faculty of Medicine, Udayana University, found that role conflict has a positive effect on academic burnout, while resilience has a negative effect on it.

A pattern of positive influence was again found in three studies, one of which highlighted the challenges of role conflict in student involvement in organizations. Syamsudduha et al., (2022) used a survey method among students in the Islamic Education Management program at UIN Alauddin Makassar who were active in organizations. The study showed that organizational involvement had a positive and significant effect on academic achievement. Furthermore, Santoso, (2020) conducted a correlational study involving 153 student executives of student clubs at Yogyakarta State University for the 2019–2020 period. The results indicated that organizational involvement and academic motivation had a positive and significant effect on academic achievement, both partially and simultaneously. Meanwhile, Annajah et al., (2026) conducted a phenomenological study involving 7 students from the Islamic Religious Education Program at STIT Madani Yogyakarta who were active in the Student Executive Board (BEM). Data were collected through semi-structured interviews, non-participatory observation, and documentation. The results showed that students experienced role conflict in balancing academic and organizational demands, which impacted their academic and psychological well being, such as stress and emotional exhaustion. Nevertheless, students sought to overcome these challenges by setting priorities, creating flexible schedules, and managing their emotions. Meanwhile, involvement in student organizations also contributes to the development of responsibility, maturity, discipline, and moral values.

The three most recent studies further highlight variations in research findings when accounting for differences in students' economic contexts and fields of study. A survey conducted by Prabadhi & Widjaja, (2026) on 41 students who were members of organizations and student clubs at Pradita University during the 2023–2024 term found that organizational involvement and economic status had a positive and significant effect on academic achievement, while involvement in student clubs did not show a significant effect, with the research model explaining 43% of the variance in academic achievement.

Furthermore, Alexandro et al., (2022) used a descriptive quantitative method, collecting data via questionnaires and documentation from 44 students in the Economics Education Study Program at the Faculty of Teacher Training and Education, Palangka Raya University. The results showed that students classified as “very active” had an average GPA of 3.60, while those in the “active” and “moderately active” categories had average GPAs of 3.31 and 3.36, respectively, with variations in GPA ranges across each level of activity.

In conclusion Harefa & Waruwu, (2025) employed a descriptive qualitative method, collecting data through interviews with 10 students in the Information Technology Program from the 2022/2023 cohort who were active in student organizations to examine the role of student organizations in supporting student capabilities at the Faculty of Science and Technology. This study found that student involvement in student organizations has a significant impact on academic achievement, while also demonstrating that the benefits of such organizations can be observed among students from different fields of study. Therefore, while the positive impact is fairly consistent across most studies, the degree of confidence in each finding must still be interpreted based on the methodological characteristics of the respective research.

Based on the results of these studies, there are several similarities and differences in the findings. The similarities lie in the consensus that the ability to manage time, roles, and academic demands is a key factor in determining the impact of organizational participation, whether positive or negative. The differences, however, stem from the specific research focus of each article. Most studies focus on the benefits of skill development and improved academic performance, while others highlight the academic and psychological consequences of unmanaged role conflict. These differences indicate that research findings regarding the relationship between organizational involvement and academic achievement are not yet fully consistent across the studies reviewed, as the positive effects of organizational participation can turn negative when students experience role conflict and lack self regulation skills (Cahya et al., 2025). Grouping by theme clarifies this pattern: role conflict emerges in Rohmahwati et al., (2025), Cahya et al., (2025), Liza et al., (2022), Kabiba et al., (2021), Dyantari & Simarmata, (2024), dan Annajah et al., (2026), with varying forms of impact ranging from a decline in academic performance and difficulty managing time to burnout, stress, and emotional exhaustion. The consistent emergence of role conflict across studies employing diverse research methods reinforces the notion that role conflict is a key pattern in explaining the challenges faced by students who juggling two roles simultaneously. The differing focuses on the benefits of skills, academic achievement, and psychological consequences indicate that the relationship between organizational and academic roles is multidimensional and cannot be explained solely by the level of student engagement.

A strategy is essential to help students balance their academic roles with their involvement in student organizations. The researchers designed several strategies that students participating in student organizations are expected to be able to implement. These strategies are based on several concepts, including priority-based planning, organizing and delegating tasks, periodic evaluation, emotional management, and support from the campus ecosystem. Priority-based planning is carried out by creating a flexible agenda and schedule to accommodate all academic and organizational activities (Annajah et al., 2026). Time management is also a crucial strategy to help students balance academic demands with other activities, with motivation, discipline, prioritization, and reducing procrastination serving as supporting factors (Yusnadi, 2024). Furthermore, self evaluation and self management can be linked to self regulation skills in dealing with role conflicts, as demonstrated by Cahya et al., (2025) and Liza et al., (2022). These four strategies constitute a direct response to the issues of role conflict and time management that have been discussed; as part of this synthesis, they are not merely a separate list of recommendations but rather interconnected solutions sharing the same underlying mechanisms. Therefore, these mitigation strategies are most relevant for college students experiencing dual role demands, particularly when they face difficulties in time management, stress, emotional exhaustion, or a decline in academic focus, as reported in several studies.

Discussion

Broadly speaking, the findings of this study are interpreted through a combination of the theories of student engagement, experiential learning, student involvement, and role conflict, as outlined in the introduction. Student involvement in student organizations reflects cognitive, emotional, and behavioral student involvement in student organizations.

kemahasiswaan mencerminkan *student engagement* secara kognitif, emosional, dan perilaku, sementara prinsip *experiential learning* menjelaskan mengapa kemampuan seperti *public speaking*, kepemimpinan, dan manajemen waktu dari organisasi dapat diterapkan ke ruang kelas, dan teori *student involvement* dari Astin menegaskan bahwa besarnya energi, waktu, dan perhatian yang diinvestasikan berbanding lurus dengan perkembangan akademik. Namun, ketiga teori tersebut hanya menjelaskan sisi positif dari partisipasi organisasi, sehingga diperlukan kerangka *role conflict* untuk memahami sisi negatifnya *Student Engagement*, *Experiential Learning*, dan *Student Involvement* memandang partisipasi organisasi sebagai investasi yang selalu menghasilkan dampak positif, sementara *role conflict* menunjukkan bahwa investasi yang sama dapat menjadi beban ketika melampaui kapasitas individu.

Liza et al., (2022) specifically explain how two student roles can come into conflict when time, energy, and attention are no longer sufficient to meet both demands. By combining these four theoretical frameworks, it becomes clear that organizational participation and role conflict are not two separate phenomena but rather two sides of the same engagement process this is the new synthesis offered by this study, differing from previous research that addressed them separately. “Student Engagement” and “Student Involvement describe the positive end of this continuum, “role conflict” describes the negative end, and a student’s position on this continuum is largely determined by self-regulation abilities and environmental support, not merely by the level of organizational activity.

The positive findings reported in most articles reinforce the pattern described above. Xenoglosi & Suherman, (2024) found a relationship between organizational involvement and academic achievement through soft skills such as public speaking, courage, and leadership; however, these findings should be interpreted with caution because the qualitative case study method did not explicitly state the number of subjects, making its generalizability more limited compared to large-scale quantitative studies such as that by Cahya et al., (2025) which involved 200 students. Hajatina et al., (2026) demonstrated that organizational involvement and time management simultaneously contribute positively to student involvement; this implies that students successfully manage their energy across these two educational domains without sacrificing one for the other. The consistency of the findings’ direction across various research methods reinforces the belief that this positive relationship is not a methodological coincidence but rather a sufficiently strong pattern among the Indonesian student population. However, consistency in the direction of the effect does not imply that the strength of the effect is consistent: Prabadhi & Widjaja, (2026) reported that their research model explained only 43% of the variance in academic achievement, meaning that more than half of the variance is determined by other factors beyond organizational involvement and time management.

The consistency of the direction of this positive effect also needs to be contrasted with findings that are explicitly inconsistent. Prabadhi & Widjaja, (2026) showed that involvement in student clubs had no significant effect on academic achievement, in contrast to general organizational involvement, which was significant in the same study a finding that also contradicts Santoso, (2020) and Syamsudduha et al., (2022), who reported a positive and significant effect of student clubs. One explanation lies in the institutional context: Prabadhi & Widjaja, (2026) included economic conditions as a competing predictor, causing the effect of student clubs to be statistically “overshadowed,” whereas Santoso, (2020) and Syamsudduha et al., (2022) did not model such competing variables. Differences in the types of student

organizations and fields of study also play a role: student organizations in a business environment (Pradita University) have different demands than those in an educational setting (UNY) or those focused on religious outreach (UIN Alauddin Makassar), so the generalization that “student organization activity always has a positive impact” cannot be fully upheld. This study therefore offers a more cautious synthesis compared to the general conclusions in the Results section: the effectiveness of organizational participation is contextual and depends on other variables included in the model, rather than a universally applicable relationship.

Meanwhile, findings regarding the negative impact of organizational participation demonstrate how role conflict operates in practice. Cahya et al., (2025) explain that role conflict has a negative effect on academic performance, although this can be mitigated through self-regulation and effective time management. Kabiba et al., (2021) deepen this understanding by identifying internal factors (inability to manage roles, anxiety) and external factors (negative identification from organizational seniors) as sources of stress-inducing conflict, although these findings are based on 13 students who were specifically selected because they experienced role instability, so the study was purposefully designed to explore mechanisms rather than measure general prevalence Liza et al., (2022) added a dimension of behavioral conflict in the form of academic procrastination that lowers the GPA, and Dyantari & Simarmata, (2024) demonstrated that role conflict increases academic burnout a condition that runs counter to the principles of student engagement and student involvement. The consistent emergence of these three pathways (time, pressure, behavior) across studies with vastly different designs ranging from large scale surveys (Cahya et al., (2025)., 200 students; Dyantari & Simarmata, (2024), 190 students) to qualitative studies with a small sample size ((Kabiba et al., 2021), 13 students) reinforces the belief that role conflict is a real phenomenon, while also indicating that the depth of its psychological mechanisms is more thoroughly explored in small-scale qualitative studies than in large-scale quantitative studies.

Beyond the direction and magnitude of the effects, the reviewed findings reveal variations in methodological quality that influence the degree of confidence in them. In terms of sample size, there is a wide range, from single-digit qualitative studies (Annajah et al., (2026): 7 students; (Kabiba et al., 2021): 13 students) to quantitative studies with hundreds of respondents (Cahya et al., (2025): 200 students; Dyantari & Simarmata, (2024): 190 students), Consequently, any generalization must account for the fact that these two groups of studies address questions of differing depth mechanisms versus the breadth of patterns. In terms of instruments, the majority of quantitative studies rely on self-report questionnaires (Hajatina et al., (2026); Cahya et al., (2025); Liza et al., (2022)) which are susceptible to social desirability bias, while some studies do not explicitly specify the instruments or sample size (Xenoglosi & Suherman, 2024). In terms of design, nearly all quantitative studies are cross sectional, meaning the reported relationships are correlational rather than definitive cause and effect; the direction of causality between organizational involvement and high academic achievement may be reversed that is, high achieving students may possess greater capacity and self-confidence to be active in organizations. These limitations do not negate the synthesized patterns but underscore that these patterns should be interpreted as consistent trends within the Indonesian student population, not as definitive causal evidence.

The pattern of the relationship between extracurricular involvement and academic achievement shows fundamental similarities but also important differences in emphasis.

Maloshonok et al., (2025), based on a study of students at a selective university in Russia, found that involvement in research activities, applied projects, and volunteer work has a certain capacity limit—that is, its positive impact on the Grade Point Average (GPA) disappears once the duration of involvement exceeds that threshold. This finding aligns with the pattern observed in the Indonesian studies reviewed, namely that the impact of organizational participation is not linearly positive but rather depends on the balance of time management. The difference lies in the measurement approach, where international studies such as Maloshonok et al., (2025) emphasize duration and intensity of involvement as determinants of a threshold that can be measured quantitatively, whereas the Indonesian studies reviewed, such as those by Rohmahwati et al., (2025) and Kabiba et al., (2021), focus more on the psychological mechanisms of role conflict specifically time conflict, stress, and behavior to explain why these negative effects arise. This difference in focus is most likely due to differences in institutional conditions, as universities in countries that are the subjects of international research generally already have more structured extracurricular support systems, allowing their research to focus on optimizing duration, whereas student organizations in Indonesia are still grappling with challenges at the level of managing students' individual roles. Based on this, these two research groups are actually complementary, as international research provides insight into the optimal limits of involvement, while national research offers insight into the psychological mechanisms underlying the emergence of these negative effects. Maloshonok et al., (2025) studied students at selective universities with rigorous admission standards, so the respondents' academic and self-management characteristics tend to be more homogeneous compared to students in Indonesia. Therefore, the engagement thresholds identified cannot yet be directly generalized to the context of Indonesian students.

In Indonesia, there are interesting variations in research focus worth noting. Renato et al., (2024) and Lubis et al., (2026) emphasize time management skills as the primary determining variable, whereas Chaerudin et al., (2025) using a qualitative POAC approach, highlight the importance of systematic organizational management at the institutional level. These differences in focus are explained by variations in research design: quantitative studies statistically test relationships between variables, while qualitative studies examine managerial processes in greater depth within a narrower scope; furthermore, differences in academic disciplines (psychology, educational management, general social sciences) influence each researcher's theoretical framework. This contrast in levels of analysis individual in the majority of studies versus institutional in Chaerudin et al., (2025) indicates that balancing academic and organizational roles cannot be entirely left to students' self-management but also requires systematic organizational governance at the institutional level, meaning these two levels of analysis complement one another. This common ground serves as the foundation for this study to formulate a more integrated strategy for balancing these roles.

These findings have important implications at both the classroom and policy levels. At the classroom level, instructors and academic advisors need to recognize that students' participation in organizations is not an activity separate from the learning process but rather a venue for non-formal learning that can either strengthen or disrupt formal learning depending on how it is managed; the learning process should ideally accommodate flexibility, such as scheduling assignments or exams that take into account busy periods for student organizations (Annajah et al., 2026) and the teaching of self management skills should be integrated into

academic advising rather than left entirely to student initiative. At the policy level, universities can integrate time management and dual-role management training into structured student development programs in line with the proposal by Chaerudin et al.,(2025), providing a responsive academic support system through academic advisors or counseling services to detect role conflicts early on, implementing flexible exam scheduling policies and periodic evaluation forums between organization leaders and student affairs officials, and encouraging organization leaders to implement task delegation based on members' capacities (Yusnadi, 2024) so that the burden of roles is not concentrated on a handful of the most active students.

Theoretically, this study contributes to the development of educational science by addressing the research gap identified in the Introduction namely, the scarcity of studies that explicitly link organizational participation, role conflict, and academic achievement within a comprehensive analytical framework. By mapping the three dimensions of role conflict time conflict, pressure, and behavioral conflict into the specific context of student organizations, this study enriches the Indonesian educational psychology literature, which has until now largely adapted the concept of role conflict from the workplace. The synthesis of the role investment continuum presented in paragraph 1 with Student Engagement and Student Involvement at one end and role conflict at the other constitutes the primary conceptual contribution of this study, as it shifts the perspective from "whether an organization has a positive or negative impact" to "under what conditions does role investment shift from productive to destructive" a more precise question that can be empirically tested in future research.

This study has limitations; as a literature review, it is influenced by the quality and completeness of the source articles, meaning that variations in methods, sample sizes, and institutional contexts across the included studies cannot be directly controlled by the researchers. Furthermore, the data sources used namely Google Scholar, DOAJ, and Neliti while quite extensive, still have limitations in scope and may introduce publication bias, given that studies with significant results are more likely to be published than those with non-significant results. The number of international sources successfully identified also remains relatively limited compared to national sources; therefore, the applicability of these findings across various cultural contexts and educational systems must be approached with caution. Given these limitations, future research is recommended to conduct direct empirical studies either quantitatively through large-scale surveys or qualitatively through in-depth interviews to directly test the role conflict mechanisms integrated in this study among students with diverse organizational backgrounds. Future research could also consider qualitative methods with a long-term research design to track the development of role conflict and students' academic performance throughout their period of participation in organizations, and expand the search to more diverse national and international databases so that cross-national comparisons can be made more representatively.

Conclusion

Based on the study's findings, student participation in student organizations contributes to academic achievement through the development of communication, leadership, collaboration, critical thinking, and time management skills that support the learning process in higher education, with a consistent effect observed in 11 out of 15 studies, although the magnitude varied across studies. However, participation in organizations can also lead to role

conflict when students face simultaneous academic and organizational demands, particularly regarding time, stress, and behaviors that manifest as a decline in GPA, academic burnout, and an inability to manage these roles. The study's findings reveal that the ability to manage time, set priorities, delegate tasks, and conduct regular evaluations is one of the key strategies for maintaining a balance between these two roles. Therefore, the impact of organizational participation on academic achievement is not solely based on the level of student activity but also on the ability to effectively manage role demands, so that organizational participation and role conflict can be understood as two ends of the same continuum of role investment. This study contributes to the field of education by positioning student organizations as part of the learning experience that can support the development of students' academic and non-academic competencies, with a practical contribution in the form of an indicator the proportion of weekly time spent on organizational activities as an early warning sign of role conflict. Higher education institutions also need to provide academic mentoring, strengthen self-management skills, and establish organizational governance that supports role balance. Additionally, students need to implement priority-based planning and balanced responsibility management, while academic advisors are advised to monitor students' organizational workload, and student affairs administrators should implement task delegation based on members' capacities. Future research is recommended to adopt an empirical approach, a longitudinal design, a more diverse sample, and a broader scope of international sources to assess the relationship between organizational participation, role conflict, and academic achievement across various higher education settings.

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Authors' Note

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