

THE EFFECT OF MINDFULNESS AND PSYCHOLOGICAL CAPITAL ON THE PERFORMANCE OF PART-TIME WORKING STUDENTS IN MADIUN CITY

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh mindfulness dan *Psychological capital* terhadap kinerja mahasiswa pekerja paruh waktu di Kota Madiun. Pada waktu beberapa tahun terakhir, fenomena mahasiswa yang bekerja paruh waktu semakin umum dijumpai di berbagai perguruan tinggi, baik negeri maupun swasta (Laucu, 2023). Penelitian ini menggunakan pendekatan kuantitatif dengan data primer yang diperoleh melalui penyebaran kuesioner kepada 385 responden. Teknik analisis yang digunakan adalah regresi linier berganda dengan bantuan aplikasi SPSS versi 21. Hasil penelitian menunjukkan bahwa *mindfulness* berpengaruh positif signifikan terhadap kinerja mahasiswa pekerja paruh waktu di Kota Madiun. *Psychological capital* berpengaruh positif signifikan terhadap kinerja mahasiswa pekerja paruh waktu di Kota Madiun.

Kata Kunci: *Psychological capital, Mindfulness, Kinerja.*

Abstract

This study aims to analyze the influence of mindfulness and psychological capital on the performance of part-time working students in Madiun City. In recent years, the phenomenon of students working part-time has become increasingly common in various universities, both public and private (Laucu, 2023). This research employs a quantitative approach with primary data obtained through questionnaires distributed to 385 respondents. The analysis technique used is multiple linear regression with the help of SPSS version 21. The results indicate that mindfulness has a significant positive effect on the performance of part-time working students in Madiun City. Psychological capital also has a significant positive effect on the performance of part-time working students in Madiun City.

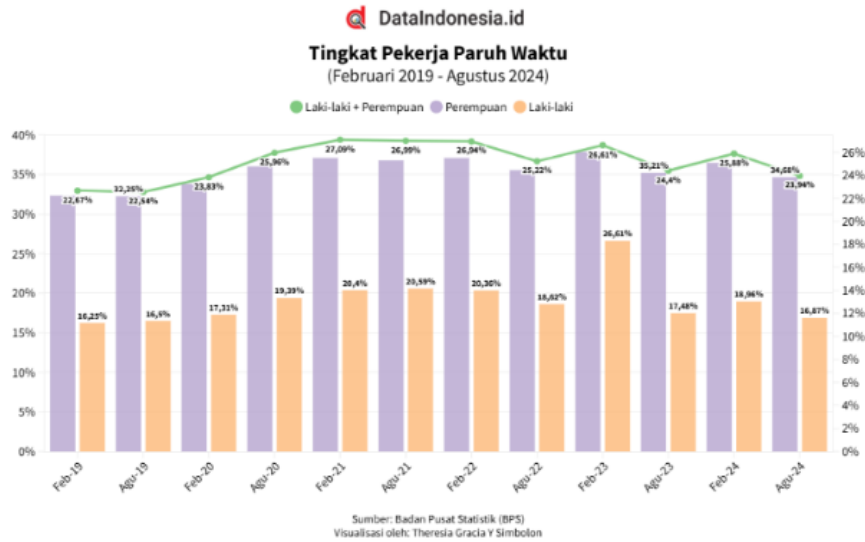
Keywords: *Psychological capital, Mindfulness, Performance*

A. INTRODUCTION

In recent years, the phenomenon of students working part-time has become increasingly common in various universities, both public and private (Lauca, 2023). Rising education costs, increasing living expenses, and the desire to achieve financial independence are the main reasons why many students choose to work while studying. In addition, some of them work to help ease their parents' financial burden or even to finance their own studies (Yuria & Yonisa, 2020). Part-time work is considered a pragmatic solution to remain economically stable amidst significant academic demands.

The development of digital technology and the creative economy has also encouraged flexible job opportunities for students. Many are engaged in jobs such as baristas, cashiers, retail store staff, content creators, freelance graphic designers, and even online ride-hailing drivers. The flexible schedules and shift systems allow students to attend their classes while still earning an income. Many also believe that gaining work experience early can enhance soft skills, communication abilities, and maturity in facing the real working world after graduation (Lathif et al., 2025).

Many sectors, such as services, retail, and transportation, increasingly rely on part-time workers to adjust operational capacity in response to fluctuating demand (Chandra, 2025). This condition shows that part-time jobs are no longer considered temporary or secondary options but have become a permanent part of the labor dynamics in Indonesia. To further observe this trend, the following graph presents data on part-time employment rates from February 2019 to August 2024:



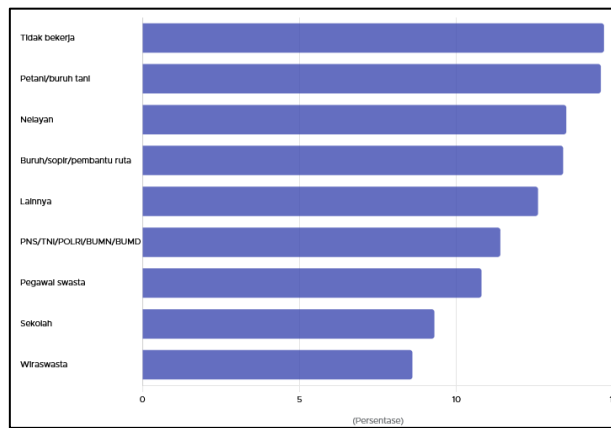
Sumber: BPS, 2024

Picture 1 Tingkat Pekerja Paruh Waktu

Based on data from DataIndonesia.id, which shows a significant increase in part-time workers in Indonesia (from 12.24% in 2019 to 40.00% in 2024), the phenomenon of students working part-time in companies or institutions has become increasingly prevalent. This trend raises important questions about how psychological factors such as mindfulness and psychological capital influence their performance while managing dual roles as both students and workers.

Mindfulness can help part-time working students manage stress and improve their focus when transitioning between academic and work responsibilities (Serrão et al., 2022). Meanwhile, psychological capital plays a role in building resilience under pressure, fostering optimism in completing tasks, and enhancing self-efficacy to manage both roles effectively (Purba & Abdullah, 2024). Data indicates a sharp surge in part-time workers during 2023–2024, a period when adaptation demands became increasingly high. Students with strong mindfulness and psychological capital tend to perform better, both in completing projects within companies and in maintaining their academic achievements..

Mindfulness is a mental state in which an individual focuses on the present moment without being distracted by the past or worrying about the future (Kushariyadi et al., 2025). In the context of work, mindfulness means paying full attention to the task at hand, thereby improving focus, managing emotions, and reducing stress. Mindfulness is closely related to work stress, including in high-stress occupations in Indonesia.

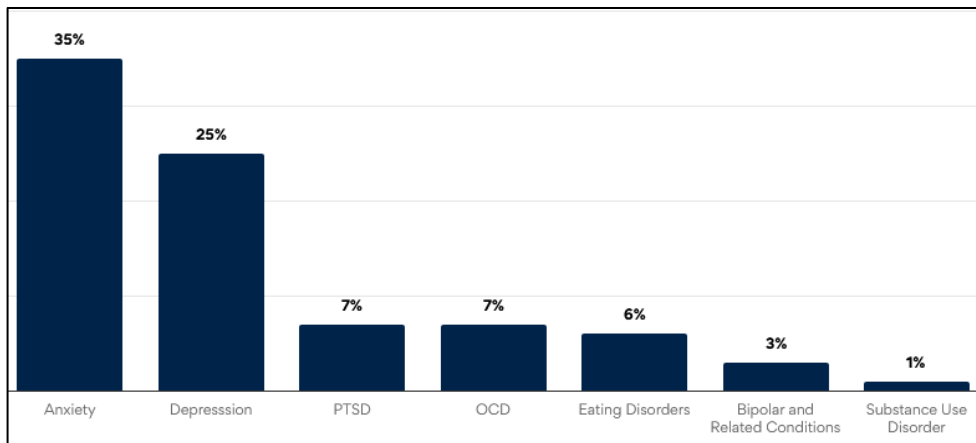


Sumber: Katadoks.com

Picture 2 Tingkat Stress Dalam Pekerjaan

Based on Figure 2 presented, high-stress occupations such as laborers, drivers, fishermen, farmers, as well as private employees and government workers (PNS/TNI/POLRI/BUMN/BUMD) generally share characteristics that demand both physical and mental effort, long working hours, income uncertainty, as well as high target pressure and bureaucratic challenges. This condition is also experienced by part-time working students, although on a different scale and within a different context. Part-time students often face dual pressures: academic demands and job responsibilities, which are frequently physically or emotionally exhausting. Therefore, it is important to pay attention to the balance between study and work for students, including through proper time management, psychological support, and more flexible and humane working hour regulations. These findings align with Kushariyadi et al. (2025), who found that mindfulness has a positive and significant impact on employee performance.

In addition to mindfulness, another closely related factor is psychological capital. According to Kock & Seqhobane (2024), psychological capital can be described as an individual's ability to positively assess daily life events and enhance their chances of success by relying on perseverance and effort. Psychological capital (PsyCap) plays an important role in influencing the level of stress experienced by students.



Sumber: BestColleges, 2025

Picture 3 Mental Health Conditions Diagnosed In College Student, 2024

Based on Figure 3, university students experience various significant mental health conditions, with anxiety disorders ranking the highest at 35%. This indicates that more than one-third of students experience excessive worry that can disrupt their academic and social activities. Depression ranks second at 25%, reflecting a serious emotional condition that has the potential to hinder students' motivation and productivity. Additionally, disorders such as Post-Traumatic Stress Disorder (PTSD) and Obsessive-Compulsive Disorder (OCD) are each experienced by 7% of students, showing that traumatic experiences and obsessive-compulsive behaviors are also issues of concern. Eating disorders (6%), bipolar disorder and related conditions (3%), as well as substance abuse (1%) are also recorded as mental health problems, although at lower rates.

Students with high levels of Psychological Capital (PsyCap) tend to be better at managing their time, completing academic and work tasks effectively, and maintaining motivation and a

positive outlook (Baluku et al., 2021). Thus, PsyCap not only helps reduce stress caused by dual responsibilities but also directly contributes to improving both their academic and work performance. This makes the development of PsyCap an important strategy in supporting the success of students who study while working.

THEORETICAL REVIEW AND HYPOTHESIS DEVELOPMENT

Mindfulness

According to Khairunnisa & Dewi (2025), mindfulness is a mental state in which an individual focuses on the present moment without being distracted by the past or worries about the future. In the work context, mindfulness involves paying full attention to the task at hand. Putri et al. (2024) describe mindfulness as a condition of full awareness of what is currently happening, including one's thoughts, emotions, and surrounding environment, without passing any judgment.

Psychological capital

According to Ardiansyah (2023), psychological capital is a positive concept in organizational psychology that reflects an individual's developing and measurable psychological state, consisting of four main dimensions: hope, efficacy, resilience, and optimism. Abdullah & Hernita (2020) define PsyCap as an internal psychological strength that drives individuals to behave productively and adaptively in the workplace.

Performance

According to Fadli (2020), performance is the result of the interaction between ability, motivation, and opportunity. This means that an individual will demonstrate good performance if they possess adequate abilities, strong motivation, and supportive opportunities or facilities to complete their tasks. Performance reflects how effectively an individual carries out their role in achieving organizational goals. Sacino et al. (2022) define performance as the extent to which employees are able to complete their tasks and job responsibilities effectively and efficiently in accordance with the standards set by the organization.

Hypothesis Development

Based on the theoretical review, the research hypotheses are formulated as follows:

H1: It is hypothesized that Mindfulness has a significant effect on the performance of part-time students in Madiun City.

H2: It is hypothesized that Psychological Capital has a significant effect on the performance of part-time students in Madiun City.

B. Research Method

This study employed a quantitative approach using primary data collected through Google Forms. The sample was determined using purposive sampling, consisting of 385 respondents. The research instrument was a questionnaire utilizing a Likert scale. Data processing in this study was conducted with the assistance of SPSS version 21.

C. Results and Discussion

Uji Normality Test

Table 1 Uji Normalitas

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		384
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,77866825
Most Extreme Differences	Absolute	,051
	Positive	,039
	Negative	-,051
Kolmogorov-Smirnov Z		1,009
Asymp. Sig. (2-tailed)		,261
a. Test distribution is Normal.		
b. Calculated from data.		

Sumber: SPSS21, 2025

Based on the Kolmogorov–Smirnov test, the findings indicate that the regression model has residuals that are normally distributed. This result is evidenced by the significance coefficient of $\text{sig} = 0.261$, which is greater than 0.05 .

Multicollinearity Test

Table 2 Uji Multikolinieritas

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	13,659	1,738		7,858	,000		
1 X1	,129	,047	,135	2,761	,006	,979	1,022
X2	,293	,051	,281	5,739	,000	,979	1,022

a. Dependent Variable: Y

Sumber: SPSS21, 2025

Based on Table 2, the calculation results show that the Variance Inflation Factor (VIF) values for both variables are less than 10. The Mindfulness (X1) and Psychological Capital (X2) variables each have VIF values < 10 . This indicates that there is no strong correlation among the independent variables. In other words, the issue of multicollinearity among all independent variables is still within a tolerable level. Furthermore, the tolerance values for both Mindfulness (X1) and Psychological Capital (X2) are greater than 0.1 , which means that multicollinearity does not occur among the independent variables. Thus, regression analysis can be performed with significant results.

Heteroscedasticity Test

Table 3 Uji Heteroskedastistas

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	5,095	1,031		4,940	,000

X1	-,048	,030	-,085	-1,598	,111
X2	-,029	,033	-,047	-,885	,377

a. Dependent Variable: ABS2

Sumber: SPSS21, 2025

Based on Table 3, it was found that the probability values for each variable were greater than 0.05 (alpha). Therefore, the decision made was to accept H_0 , indicating that there were no symptoms of heteroscedasticity.

Partial Test (t-test) Results

Table 4 Hasil Uji Parsial t (Uji t)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	13,659	1,738		7,858	,000
1	X1	,129	,047	,135	2,761	,006
	X2	,293	,051	,281	5,739	,000

a. Dependent Variable: Y

Sumber: Output SPSS

The decision-making criteria for the t-test are as follows: H_0 is accepted if $t_{\text{calculated}} < t_{\text{table}}$ H_0 is rejected if $t_{\text{calculated}} \geq t_{\text{table}}$ The critical value at a 5% significance level ($\alpha = 0.05$) with a two-tailed test and degrees of freedom ($df = n - k - 1 = 384 - 3 - 1 = 378$) is: $t_{\text{table}} = 1.966$.

DISCUSSION

- The test results show that the calculated t value is 2.761, which is greater than the t table value of 1.966, and the significance value is $0.006 < 0.05$. Thus, H_0 is rejected, and H_1 is accepted, indicating that the hypothesis is supported. This means that mindfulness has a significant positive effect on the performance of part-time student workers in Madiun City. This finding suggests that full awareness (mindfulness) in carrying out daily activities plays

an important role in improving productivity, focus, and work quality among students who perform dual roles as learners and workers.

- 2. The test results show that the calculated t value is 5.739, which is greater than the t table value of 1.966, and the significance value is $0.000 < 0.05$. Thus, H_0 is rejected, and H_2 is accepted, indicating that the hypothesis is supported. This means that psychological capital has a significant positive effect on the performance of part-time student workers in Madiun City. This finding suggests that dimensions of psychological capital, such as self-efficacy, optimism, hope, and resilience, contribute significantly to improving the work quality of students who manage dual roles as learners and workers.*

D. CONCLUSION

The results of this study indicate that mindfulness has a significant positive effect on the performance of part-time student workers in Madiun City. Psychological capital also has a significant positive effect on the performance of part-time student workers in Madiun City.

E. SUGGESTIONS

Future researchers are encouraged to expand this study by broadening the population to include part-time student workers in other regions beyond Madiun City or by incorporating additional variables such as work engagement, self-regulation, or job satisfaction. A qualitative approach may also be employed to gain an in-depth understanding of students' experiences in managing dual roles as learners and workers, as well as to explore the personal strategies they apply to maintain their performance.

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