

The Relationship between Resilience and Work-Study Conflict in Working Students

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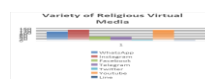
Keywords:

ABSTRACT

Resilience
Work-Study Conflict
Student
Working Student

In addition to having a busy course in college, some students also have activities outside of college; have a job. Dense lecture activities and busy work carried out can cause work-study conflicts in students. One of the factors that can reduce work-study conflict is resilience. The purpose of this study was to determine the relationship between resilience and work-study conflict. This study used quantitative methods with a correlation approach. The data collection procedure uses a nonprobability sampling technique of accidental sampling type with a sample of 170 people collected using google research form. The research measurement tool used the Work Study Conflict Scale (WSCS) with Alpha Croanbach (α) 0.777 and the Connor Davidson Resilience Scale (CD-RISC) with Alpha Croanbach (α) 0.930. The hypothesis test was carried out using the Spearman Correlation technique, obtaining a significance value (p) = 0.471 ($p < 0.05$)

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1. INTRODUCTION

Nowadays, many students work while studying due to various factors, for example the economy, enriching their CV, seeking experience and developing new skills[1];[2];[2];[3]. Studying while working requires students to be able to balance work and study activities which are carried out simultaneously so that it can disrupt lecture activities[4]. Work activities that interfere with students' learning activities to fulfill demands and obligations related to school or campus are referred to as work-study conflict[5]. Work-study conflict is a conflict between involvement in the role as a worker and the role as a student to participate on campus to study[6]. [5]say that work-study conflict is the extent to which work interferes with adolescents' ability to fulfill demands and responsibilities in school or campus relationships.

Students who cannot manage their work and study hours well will tend to get boredom[7]. Define role conflict as an individual who is faced with a situation that shows conflicting role expectations, for example when an individual finds that fulfilling one role can make it more difficult to fulfill another role[8]. One of the abilities needed in dealing with conflict is resilience[9]. Resilience is the ability to be able to rise, adapt, survive in difficult conditions because resilience is controlled by the individual, related to emotional regulation, impulse control, analyzing cause and effect, self-efficacy, reaching beyond oneself, empathy, and optimism[10]. Other research also finds that positive psychological states due to resilience can also moderate the effects of work stress on rudeness and impolite behavior in the workplace[11]. Furthermore, found that there is a resilience factor

that influences students who work with shift rules in facing their challenges[12].

Based on the explanation above, it can be concluded that there are problems related to conflict between roles for working students, which is also called work-study conflict. One psychological aspect that can overcome conflict in individuals is resilience. Therefore, researchers are interested in examining the relationship between resilience and work-study conflict in working students.

[5] Define work-study conflict as the extent to which work interferes with an adolescent's ability to fulfill demands and responsibilities in school or campus relationships. Furthermore, work-study conflict is a form of interpersonal conflict among students, where students who choose to work must fulfill two demands: as students and employees at the place where the individual works. Work-study conflict consists of two aspects, such as time-based conflict and strain-based conflict.

Meanwhile, Define resilience as an individual's positive adaptation that leads to development in facing life's difficulties[13]. Resilience comes from five aspects: personal competence, self-confidence, positivity in accepting change and security in dealing with other people, self-control and spiritual influence.

2. METHOD

The data collection technique was carried out using non-probability sampling, quota sampling type. The non-probability sampling technique used was the accidental sampling technique, where research samples were taken based on anyone the researcher met accidentally, where the sample met the characteristics of the

research so that it was deemed suitable as a source of research data or research samples[14]. The research participants were 170 people with the criteria of being students at Syiah Kuala University, working part time outside of college and willing to be research respondents.

The research was carried out at Syiah Kuala University, Banda Aceh. The measuring tool uses the work-study conflict scale developed by Markel and Frone[5] and the Connor Davidson Resilience Scale (CD-RISC) developed[13] which was adapted by Ramadhan[15]. Data analysis was carried out non-parametrically using Spearman correlation.

3. RESULTS AND DISCUSSION

The total number of participants was 170 people with the majority of participants being women (51.5%), 23 years old (27.5%), students at the Faculty of Economics and Business (25.1%), in their 7th semester of college (15.8%) came from the city of Banda Aceh (57.9%). In general, the length of work of research subjects is less than one year with a percentage of 67.8% and the majority of research subjects work part-time (83.6%). The majority of research subjects were at the undergraduate level (S1) with a percentage of 94.7%.

The description of the research data for each work-study conflict and resilience variable can be seen in the table below:

Table 1
Description of work-study conflict research

Interval	Category	Frequency	Percentage (%)
X < 12	Low	24	14,1

$12 \leq X \leq 18$	Medium	44	25,9
$18 \leq X$	High	102	60,0
Total		170	100%

Table 2
Description of strain-based conflict research

Interval	Category	Frequency	Percentage (%)
$X < 5$	Low	68	40
$5 \leq X \leq 7$	Medium	79	46,5
$7 \leq X$	High	23	13,5
Total		170	100%

Table 3
Description of time-based conflict research

Interval	Category	Frequency	Percentage (%)
$X < 7$	Low	62	36,5
$7 \leq X \leq 11$	Medium	11	6,5
$11 \leq X$	High	97	57,1
Total		170	100%

Based on the two frequency distribution tables for the strain-based conflict and time-based conflict categories above, the majority of respondents tend to be in the high time-based conflict category. Meanwhile, in strain-based conflict, the majority of respondents were in the medium category.

Table 4

Description of resilience research

Q	Interval Score	Category	Frequency	Percentage (%)
Q1	0-73	Low	30	17,6
Q2	72-82	Medium	29	17,1
Q3	83-90	High	12	7,1
Q4	90-100	Very High	99	58,2
Total			170	100%

Connor and Davidson divide resilience categorization based on quartiles (Q). Quartiles describe four groups with equal numbers taken from the observed score distribution, with the first quartile (Q1) describing the range of scores for the least resilient group: 17.6%, the second (Q2) and third (Q3) middle scores. 24.2%, and the fourth (Q4) describes the highest or most resilience above 58.2% of the population. In other words, the table above shows that there are 17.6% of research subjects in the low resilience category, 17.1% of respondents are in the medium resilience category, 7.1% are in the high resilience category and 58.2% of subjects are in the very high resilience category.

Data analysis

The assumption tests used in research before testing the hypothesis are the normality test and linearity test. The results of the normality test carried out using Kolmogorov-Smirnov on the work-study conflict variable showed that the data was not normally distributed. This was because the significance value (p) = 0.000 ($p < 0.05$). Furthermore, the results of the resilience normality test

using Kolmogorov-Smirnov also showed that the data was not normally distributed. This was because the significance value (p) = 0.000 ($p < 0.05$).

Furthermore, the results of the linearity test carried out using the ANOVA test for linearity showed that the work-study conflict scale (WSCS) with the Connor Davidson Resilience Scale (CD-RISC) had a significance value of $p = 0.211$ ($p > 0.05$). The significance value of $p > 0.05$ showed that there was no linear relationship between the resilience variables and work-study conflict.

Hypothesis testing was carried out after the normality test and linearity test had been completed. Hypothesis testing in this research used non-parametric statistical analysis with the Spearman Correlation technique using the SPSS for Windows version 26 program. This was because the research data was not normally distributed. Based on the results of the hypothesis test analysis of the resilience and work-study conflict variables, a significance value (p) = 0.471 ($p > 0.05$) was obtained. These results showed that there was no significant relationship between resilience and work-study conflict in working Syiah Kuala University students. Thus, this research hypothesis was rejected.

This research aimed to determine the relationship between resilience and work-study conflict in Syiah Kuala University students. The results of data analysis showed that there was no negative relationship between resilience and work-study conflict in working Syiah Kuala University students, thus the hypothesis in this study was rejected. The categorization results in this study showed that the majority of subjects were in the high work-study conflict category. Meanwhile, the categorization results on the resilience variable also

showed that the majority of respondents were in the high resilience category. This showed that high resilience was not negatively related to work-study conflict.

High resilience is not accompanied by low work-study conflict in this research, which can be explained by various factors. One of these factors can be explained based on the subject's gender. The majority of subjects in the research were women. Generally, a male individual has a higher level of resilience than a female individual[16]. This is due to the difference in social support that each individual receives or receives. That among the people of the Aceh region who are survivors of natural and social disasters, the resilience ability of women is higher than that of men[17]. Furthermore, the differences in the results of this research are influenced by the role of women in important positions or power in the kingdom or society.

Meanwhile, gender being dominated by women can also result in high levels of work-study conflict in the subjects in this study. There is research that shows that women are more than or twice as likely to experience depression or mental shock as men[13]. In fact, many other studies have also found that women are three times more susceptible or prone to depression than men[18]. [19]Also said and stated that there are differences and comparisons in responses to conflict between men and women. Where, women's brains have a negative level of vigilance, prudence, alertness to conflict, quarrels and disputes or problems that originate and focus on stress.

In women, conflict or problems are a trigger, encouragement or part of negative hormones that can cause or cause stress, feelings of anxiety and depression and even excessive fear[20]. Meanwhile, men are often or repeatedly able to enjoy conflict and various existing

competitions, in fact they also always think and think that conflict or problems will give them encouragement or enthusiasm that is very positive. So it can be concluded that high resilience in research respondents is also followed by high work-study conflict caused by the majority of research respondents' gender, the majority of whom are women.

The categorization of resilience in this research shows that the majority of research respondents are in the very high or most resilient category (Q4). That the CD-RISC score is influenced by two main factors, namely the location/region where the data was obtained and the nature of the sample[13]. The majority of respondents in this study came from Aceh, where the Acehese culture related to resilience is closely related to the role of religion in community life[21]. Furthermore, worship activities such as prayer, dhikr, reading the Koran, being involved in several religious activities, feeling grateful, patient and believing that difficulties are a test and Allah are the things that are most often found in Acehese society as one of the main ways of dealing with difficulties in life. Research conducted by Afiatin on Acehese teenagers who were affected by the tsunami proved that Acehese teenagers have the ability to interpret the events they experienced (the tsunami disaster), and Acehese teenagers still have a sense of independence, optimism, social sensitivity and religiosity so they are stronger in facing the impact of the tsunami[22]. The same thing was also found by Widuri where the majority of subjects in his research involving Ahmad Dahlan University students were found to be in the high resilience category[23]. Furthermore[24], also found that the majority of DKI Jakarta students were at a high level of resilience.

Meanwhile, high work-study conflict can also be explained based on student characteristics based on faculty. The majority of subjects in this research were students from the Faculty of Science and Technology. Conducted research on stress among science and technology students at Andalas University[15]. Based on the results of statistical analysis of research data on science and technology students at Andalas University, science and technology students tend to face sources of stress that come from environmental stress. Environmental stress is the source of stress most often faced by science and technology students. Sources of environmental stress come from individual interactions with the surrounding environment, such as queuing, lack of campus facilities, messy environments, and so on[25]. Another factor in stress is having work outside of college.

Students, especially in Indonesia, are classified as being in the late adolescent development phase with an age range of 18 to 40 years[26]. During adolescence, there is a lot of turmoil and conflict[27]. So students' stress levels during this period tend to be high[28]. Students in their early years of study tend to be overwhelmed because they experience obstacles such as differences in cultural backgrounds, new residences for overseas students, different learning curricula from high school, and busy activities in higher education which make students less skilled in time management[29].

The majority of respondents in this study were also at the final level of college, from semester 7 to semester 12 of college. Students are basically considered capable of fulfilling various kinds of lecture material whose level of difficulty increases every year[30]. However, literature studies find that academic stress increases with each

semester[31]. This refers to final semester students who are writing a thesis or final project. As one of the graduation requirements, having a thesis makes students' learning demands even greater[32]. Some of the problems often faced by students who are writing their theses are feeling lazy, decreased motivation, fear of meeting their supervisor, difficulty determining the title of the research, difficulty determining the time for guidance, and problems in finding research references. In this case, it can explain how high work-study conflict can be caused by the majority of subjects in this research being final students.

Based on this explanation, it can be seen that there is high resilience in the subjects of this research which could be due to the influence of the location where the research respondents came from. Where the majority of subjects in the research also came from Aceh, the culture is closely related to the level of individual resilience. Meanwhile, there is also a high level of work-study conflict among research subjects because it is likely due to student characteristics, such as gender, faculty and semester of study. Thus, it can be concluded that the high level of resilience but not accompanied by low work-study conflict is due to the characteristics of students as explained above.

The categorization of work-study conflict based on its aspects also shows that the majority of respondents in this study are in the high time-based conflict and moderate strain-based conflict categories. Time-based conflict explains how high working hours in certain roles can affect or reduce the time required to perform tasks in other roles[5]. The high workload that needs to be completed within a certain period of time can influence the occurrence of work-study conflict and can cause emotional fatigue and other psychological

impacts. High working hours for working students are predicted to experience more work-study conflict[33]. Students who work low working hours will experience less work-study conflict compared to students who work high working hours[34].

Meanwhile, Strain-based conflict is a conflict that arises when the pressure and demands of one role reduce or even inhibit an individual's ability and desire to fulfill the demands and obligations of another role[5]. This conflict will affect the individual physically and mentally so that the individual often feels tired and anxious. The source of strain-based conflict is job dissatisfaction. Students who report a good work environment, such as control and rewards at work, report lower levels of work-study conflict[35]. Social support, family support, university support, and work support are additional resources that influence work-study conflict. High levels of supervisor social support and coworker social support are negatively related to work-study conflict[36]. Furthermore, when a student's coworkers and/or supervisors are interested in the student's study domain (i.e., interpersonal support), students experience lower levels of work-study conflict[37]. Furthermore, work-study conflict experienced by students influences job outcomes in the form of job satisfaction, turnover intentions and burnout experienced by students[38].

When individuals tend to spend more time doing activities in one of their roles so that they run out of time to complete their tasks in other roles, this will trigger the emergence of time-based conflict[5]. This conflict may occur due to physical fatigue, insufficient time and too many demands on one role, thereby draining the individual's energy and time to complete the demands of other roles. The source of time-based conflict is working hours.

The research results show that there is no relationship between resilience and work-study conflict, indicating that there are other variables that influence work-study conflict. One study conducted by Affandi, found that self-regulated learning influenced role conflict in working students by 24.1%[39]. This means that role conflict in students' work is also determined by how effectively they organize their learning activities. For science and technology students, for example, who have busy lecture activities filled with practicums, self-regulated learning will be very useful for overcoming college and work problems.

That ineffective self-regulated learning can have a negative impact on individuals and poor academic and social competence[40]. On the other hand, individuals who can effectively use self-regulated learning can overcome the conflicts experienced in pursuing goals so that at least the individual can form part of a more constructive life and future. Self-regulated learning in individuals in higher education will be able to control individuals more to balance the demands of higher education with other social demands, including work[41]. Self-regulated learning can also improve individual multitasking abilities[42]. Individuals who carry out several roles need to have strategies to carry them out and minimize role conflict[43].

Apart from these factors, other research also shows that several other variables have a significant negative relationship with work-study conflict in working students. That there is a significant negative relationship of -0.639 between the adversity quotient and work-study conflict variables, where individuals with high scores on the adversity quotient will experience low work-study conflict[4].

Furthermore, self-confidence in an individual's ability to resolve conflict is related to work-study conflict[44].

This research has been carried out in accordance with scientific research methodology and is expected to provide satisfactory results for both researchers and other parties. However, this research has limitations and shortcomings during the research process. One of them is that the spread of the scale of research conducted online means that researchers cannot directly control the subjects when filling in answers. Apart from that, limitations in this research also lie in the limited research literature used. So far, in Indonesia researchers who have conducted research on the relationship between resilience and work-study conflict in working students are still very limited. So the literature that supports the research results is also limited. This research was also limited to students at Syiah Kuala University, so the research results cannot be generalized in general. The gender option "Choose not to answer" in the Google form research question is also one of the limitations of this research. So there were research respondents who answered this option and could not be identified as female or male.

4. CONCLUSION

This research has been carried out in accordance with procedures and as appropriate. The research results show that there is no relationship between work-study conflict and resilience in working students because the majority of respondents are in the category of high resilience and also high work-study conflict. Based on the results of data analysis and discussion in this research, it can be concluded that there is no negative relationship between resilience

and work-study conflict among working students at Syiah Kuala University. The research results also show that work-study conflict and resilience in Syiah Kuala University students who work are in the high category.

The high level of work-study conflict among research respondents can also affect the student's academics and work. Academically, it can reduce student learning motivation, lower grades, fatigue and so on. In work, high work-study conflict can affect work performance, turnover intention and burn-out. Apart from that, high work-study conflict also affects students' physical and mental health.

Suggestion

Based on the research results, the majority of research subjects which showed work-study conflict in the high category should be able to make working students pay more attention to how to manage their time between work and study. Apart from that, students are also expected to be able to manage role conflicts that occur due to these two activities so that they do not have an impact on their studies or work. High work-study conflict can also be overcome by choosing a job that does not have too many working hours and workload so that you can still fit in with study time.

For future researchers who want to research the relationship between resilience and work-study conflict in working students, it is recommended to conduct correlation research by connecting work-study conflict with other variables, one of which is self-regulated learning. If you want to relate it to resilience, you can add a moderating variable or other variables that can influence the relationship between these two variables. You can also carry out experimental research, for example providing appropriate training

regarding coping stress with work to students who have a high level of work-study conflict.

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