WORK-FAMILY CONFLICT AMONG WORKING STUDENTS: STRATEGIES, CHALLENGES, AND IMPLICATIONS FOR ACADEMIC SUCCESS

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Abstract
Learning and working becomes a necessity to improve individual abilities to keep up with the times and the needs of the global industry. Working conditions that demand career development require one to study again at a higher level. this results in roles and responsibilities that are carried out simultaneously. Thus causing conflict. Indonesia has cultural diversity so cultural uniqueness becomes an interesting side in efforts to overcome conflict. This study aims to explore the experiences of individuals who carry out two life roles in terms of their culture. This research is a phenomenological qualitative research. The participants were 5 people who were students and workers (3 Female and 2 Male) with different cultural backgrounds (Javanese, Minang, and Batak cultures), Data were collected through in-depth interviews, analysis technique is the Colaizzi method. Three main themes emerged from the work-family conflict, namely: (1) the family environment has an important role in the progress and resolution of role conflicts with different cultural backgrounds, (2) the work environment causes more conflict, and (3) the campus environment requires more intensive time management compared to other environments. The findings from this study provide insights into how to cope with conflicts while performing dual roles. In addition, this study also underscores the influence of the surrounding environment on such conflicts. By providing a deeper understanding of these experiences, it is hoped that this study will help mitigate the negative impacts associated with performing dual roles in the contemporary professional landscape.

Keywords: Work-Family Conflict; Working Student; Academic; Culture

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INTRODUCTION

Work is a form of activity that contains 4 elements, namely a sense of duty, energy expenditure, experience of realizing or creating something, and being accepted or approved by society (Clark, 2000; Pandanaran, 2020; Nusantari, 2018). Every human being certainly tries to meet basic needs, one of the efforts is by working. Many hope to get a decent job with a high salary. Work is closely connected with the career that must be pursued and developed by individuals, efforts in improving careers that are by obtaining a degree from college. The importance of a degree is inseparable from the stigma of society that assumes that the higher a person's education, the quality of himself will be better than others (Yang, et al., 2000; O'Driscoll, et al., 2003). For this reason, every company is competing to

encourage its employees to take an education level that improves the careers of their employees.

In addition to the demands of the company, the motivation and enthusiasm of individuals are also undeniable in order to develop and adjust in the increasingly advanced industrial era (Prasetyono et al., 2020). For this reason, continuing to a higher level of education becomes a career plan and need for every working individual to get a decent reward. Although the decision to continue education for employees can build themselves better , conflict is inevitable both from the family, work and education environment will be faced. This condition is called work-family conflict. Work-family conflict is a type of conflict between roles in which work and family as responsibilities cannot run well (Greenhaus &; Beutell, 1985). Work-family conflict according to Frone, et al., (2000) is a form of role conflict in which the demands of the roles of work and family mutually cannot be aligned in some ways. Work-family conflict is strongly associated with depression and anxiety. People who spend more time on important tasks and less on other important tasks increase work-family conflict. It can be concluded that work-family conflict is a conflict that occurs due to not being able to balance one role and another role both in family and work.

There are 3 dominant types of work-family. 1) Time-based conflict. Conflict occurs when the time demanded of one role prevents the demands of another role from being fulfilled. The time it takes to carry out one of the demands (family or work) can reduce the time spent on other demands (work or family). This is because time is a limited resource. 2) Strain-based conflict. Conflict occurs when tension or burnout in one role affects other roles, occurs when tension of one role coincides with the fulfillment of the responsibilities of another role. 3) Behavior-based conflict: a conflict that occurs behavior patterns in one role do not match patterns in other roles, caused by behavior in one role that may not be comparable to expectations in other roles (Agift, 2021; Musa, 2022, Purwanto, 2000).

Students working in the Industry 4.0 era often have to cope with busy schedules and multitasking demands. They must be able to manage their time effectively to fulfill academic tasks, work, and family responsibilities. In addition, technology allows for constant connectedness, thus making the separation between personal and professional life blurred. Students working in this era often feel bound by the constant availability of technology, making it difficult to truly separate work and personal life. therefore needs to be raised to help readers achieve work-life balance in the face of increasingly advanced times.

METHODS

This research is a phenomenological qualitative research. The participants of the study were 5 participants who worked in the fields of education, government and private companies. Participants were adults over the age of 20-30 who voluntarily agreed to participate in the study by understanding its purpose and procedures. In this study there are two principles of sampling applied: suitability and adequacy of samples. Compliance refers to participants who can provide the best information for research and adequacy is the collection of data to reach saturation to provide sufficient explanations and rich in research phenomena. The researcher himself is the most important research tool for qualitative research.

Table 1.
General characteristics of participants.

Fake Names	Sex	Job	Length of Work/year	Semester lectures	Role in the family
Gem	Female	Office workers	4	3	Child
Harri	Male	Teacher	4	8	Husband & Father
Senses	Male	Teacher	4	3	Husband & Father
Bella	Female	Teacher	10	3	Wife & Mother
Mina	Female	Office workers	5	1	Wife & Mother

Data Collection

Data was collected through in-depth interviews for approximately three months from March to May 2023. To establish the credibility of the researcher at the beginning of the interview and to encourage participants to speak naturally, the first question asked was: "How are you doing today?". Then, they were asked to ask open-ended questions. By narrowing the scope down to specific questions such as "Please tell us about your current activities?", "How do you feel about running the current activity?", participants were encouraged to volunteer to tell their stories. When the answers given are unclear, several follow-up questions are asked until they can be clarified. When no more new content emerges from interviews and when the same concepts and categories appear repeatedly, no more data is collected. The number of interviews is conducted once for each participant, and if additional interviews are needed. The duration of the interview was 30-120 minutes and was conducted in a room in an environment that made participants free and comfortable. The interview was recorded with the consent of the participants. Audio recordings transcribed verbatim (Korean); Additional concepts and contents that are less clear are also confirmed. Finally, the participants were asked to check the content of the analysis.

Data Analysis

Data analysis is an ongoing process that requires continuous reflection on the data, asking analytical questions, and writing short notes throughout the research (Creswell, 2010). Data were analyzed using seven steps from the Colaizzi's descriptive phenomeno-logical method (Creswell. 2010), namely: (1) The first stage is: researchers collect data from interviews in the form of primary and secondary data. Primary data is in the form of participant identity (age, gender, education, previous work, disease history), transcribing data by listening repeatedly to the results of recordings which then compile the results of interviews in verbatim form. (2). In the second stage, researchers repeatedly read transcripts of existing data so that researchers can find significant meaning of the data and underscore participants' important statements. (3). The third stage is to determine the category. Categories are a complicated process, so researchers must be able to group existing data into categories. Furthermore, the categories that the researcher already has are grouped into sub-themes, so that the sub-themes that appear researchers group again into potential themes. (4). The fourth stage is to write a report. In writing reports, researchers must be able to write down every phrase, word and sentence as well as understanding appropriately so that they can describe the data and results of the analysis.

Finally, to ensure the validity of the analysis results, researchers show the results of the phenomenological analysis to the study participants and affirm their consent. The rigor of the study is ensured by applying the criteria suggested by Lincoln and Guba to verify the quality of the study and improve its validity and reliability . First, the researchers used tape recorders during the interview to ascertain credibility and analyze whether they

understood correctly what was said in the interview. In addition, after all interviews are completed, the content of the interview is summarized and participants are given procedures to ensure that the summarized statements match their experience. In addition, the interview is transcribed as soon as the interview is over, trying to accurately organize the entire interview process. Also, for diversion, interviews were conducted until the study data became saturated, and additional interviews were conducted in less investigated areas to uncover similar experiences. To ensure auditability, all interviews, data analysis and analysis sheets, logs and memos during the coding process are kept as records for review when needed (Prasetyono, 2016). Finally, verifiability increases data objectivity by maintaining standards of reliability, applicability, and auditability, rather than manipulating intentional engagement or situations as participants talk about their experiences.

RESULTS & DISCUSSION

Results

In this study, a total of 12 meaning units, 7 themes, and 3 theme clusters were derived from the analysis (Table 2).

Table 2.
Work-family conflict student work

Theme Cluster	Theme	Meaning Unit
The family environment has a full role in progressing and overcoming role conflicts	Acceptance of conditions from the family	There is no protest from the family against work activities and lectures that are often carried out
	Families providesolutions to resolve conflicts	Families maximize and enjoy time with activities together
		Family members help provide understandable explanations to other family members.
		Helping with daily activities that don't get attention
The work environment / organization creates more conflict	Poor communication	Sudden employment
		Gender is the reason for increasing employment
	Unexpected hostility	Receiving less constructive criticism
		Being ostracized/bullied at work
	Difficulty adjusting to the Institution	The rewards given are very few

The campus environment requires more time management than others	Difficulty managing time	Course schedules sometimes clash with work
		Delayed task creation
	The need to maintain stamina	Requires a strong physique

Theme Cluster 1. The family environment has a full role in progressing and overcoming role conflicts

Working and studying in lectures at the same time requires system support from the closest family, it is not possible to do simple and daily things

"My parents often remind me to eat at this age because I am often cool in front of the laptop without knowing the time, and sometimes food is brought into my room" (Ratna).

"I give other activities to the children, and my husband supervises, when our weekend work and lecture assignments are not going anywhere and my children are free to use gadgets with my husband's supervision " (Bella) .

"Sometimes when I can't get together with my extended family, then my husband will go with my children to gather with them and explain to the family It was a big reason I couldn't attend, and it helped me a lot because I didn't have to contact my extended family directly to apologize for my absence".

"When everyone has free time, we always have impromptu activities without planning, because unplanned activities always succeed in enjoying time together" (Indra).

Theme Cluster 2. Work/organizational environment creates more conflict

Work is a form of activity that involves a sense of duty, energy consumption, the experience of doing or creating something and that is accepted or accepted by society. In essence it requires individuals to act and behave professionally and override personal desires, but in some cases, professional conditions are not found in their work environment

"There was one job that involved domicile in a job placement, but that didn't apply to me, the reason given was because they lacked male labor so I was given work is far from my domicile, of course, this makes me clash with other activities and it becomes unfair to me" (Harri).

"My work environment supports me to continue my studies, but more communication is needed so as not to cause conflicts, like yesterday I suddenly Given a job that must attend activities in the office while the distance of the city where I study with KAntor is very far, although there is a

slight miscommunication, I try to communicate well in accordance with the applicable system and regulations, and thankfully they understand this" (Ratna).

" I was not happy with the unprofessionalism of my workplace, initially I was asked to occupy a certain position, but my H-1 appointment was contacted personally by the workplace leadership Being asked to resign and be replaced by someone else, of course, this makes me angry and no longer respects the institution where I work, and this condition makes me even more enthusiastic to carry out my studies so that they don't look down on me and look down on me like that".

"I had conflicts with my boss because of different opinions, since then my income has not increased and tends to be little other than that I am no longer involved in work with Big projects, I always get volunteer projects only and given this reason because I'm running a lecture, hahaha, ,very funny but that's what happened" (Indra).

Theme Cluster 3. The campus environment requires more time management than others.

In college, as students must also follow lectures well and do every assignment given, and follow the existing administration. Basically , students focus on developing knowledge and providing better changes with their intellect, therefore of course there are many exercises that they have Do it in order to achieve great results. But on the other hand, it is undeniable that other roles, namely as workers, make them need to manage more time with lectures.

"Work certainly has a more definite and unchanged time, while lectures are slightly different because they have to follow the schedule given and sometimes schedule changes suddenly occur by lecturers, but thankfully so far it can still be managed so as not to cause overwhelm in work" (Mina).

"Sometimes the rules and tasks in lectures change and when that happens, work is usually neglected, because I really want to graduate well, it makes work neglected" (Indra).

"Working in college drains me, I stay up late a lot and sometimes I use a timer to stay less focused on my laptop so I can distract myself from eating so that I can also pay attention to my health" (Ratna).

Discussion

Work-Family Conflict is a conflict that arises when work demands and family demands conflict with each other and are difficult to meet simultaneously. Work-Family Conflict can be felt by working students, who have to face academic demands and job demands at the same time (Carlson, et all., 2000). This phenomenon is becoming

increasingly relevant in the context of college students, where many of them take part-time jobs or internships to meet financial needs and gain work experience before graduating. Work-Family Conflict in working students can affect many aspects of their lives. First, these conflicts can have a negative impact on academic performance. Students who feel overwhelmed by the demands of work may find it difficult to manage time between lectures, assignments, and work. This can lead to a decrease in the quality of academic work and an increase in stress levels.

In addition, Work-Family Conflict can also have an impact on students ' personal well-being. They may experience physical and mental fatigue due to busy schedules, lack of free time, and imbalances between work and personal life. These conflicts can also affect interpersonal relationships, including relationships with family, friends , and partners. Some of the factors that influence the level of Work-Family Conflict in working students are job flexibility, social support, and time management skills (Frone, et al., 1997). Students who have flexibility in managing their work schedules tend to experience lower levels of conflict. Social support, whether from friends, family, or superiors at work, can also help reduce work-family conflict by providing emotional and practical resources (Greenhaus & beutell, 1985; Shokcley, et all 2017). In addition, effective time management skills can help students overcome conflicts between academic and work demands.

For this reason, in order for conflict to be reduced, there are several steps that can be taken. First, it is important for students to have good planning between lecture schedules, academic assignments, and work schedules. Managing time well will help reduce the overlap between academic and work demands. Second, students need to seek social support, whether from family, friends, or campus organizations. Social support can provide emotional support and practical assistance in overcoming conflict. Lastly, it's important to maintain a work-life and personal balance. Students should allocate time for themselves, recreation, and non-academic activities to maintain personal well-being (Prasetyono et al., 2023). Thus conflicts can be properly reduced.

CONCLUSION

This study highlights the challenges faced by working students in balancing their academic and professional responsibilities, with conflicts most commonly occurring in the work environment due to ongoing professional demands. Despite receiving support from family and institutions, managing time, energy, and emotions remains a significant challenge. Three main themes emerged: the role of the family environment in overcoming conflicts, the contribution of the work environment to conflicts, and the demands for effective time management from the campus environment. Additionally, the study emphasizes how cultural factors influence individuals' approaches to managing work-family conflict. Although the small sample size and qualitative nature of the study limit generalizability, it provides valuable insights into managing work-family conflict, highlighting the importance of time management, social support, flexible institutional schedules, and considering cultural influences to ensure academic success without compromising work and family roles.

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