The South East Asian Journal of Management

Volume 15
Number 2 *October*

Article 7

10-30-2021

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Sinaga, Iin Yessica Putrilima and Rachmawati, Riani (2021) "The Effect of Work-based Benefits and Demand on Engagement and Well-being as Mediated by Work-University Facilitation and Conflict Among Working Students in Indonesia," *The South East Asian Journal of Management*: Vol. 15 : No. 2 , Article 7.
DOI: 10.21002/seam.v15i2.12119
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The Effect of Work-based Benefits and Demand on Engagement and Well-being as Mediated by Work-University Facilitation and Conflict Among Working Students in Indonesia

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Abstract

Research Aims: This study uses a depletion and enrichment model to examine the effect of role conflict whereby work-based benefits and demands on a person's first role (workers) influence facilitation and conflict on their second role (university student), and influence the students' engagement and well-being.

Design/methodology/approach:: This research tested whether facilitation and conflict acted as mediators between benefits and demands with engagement and well-being. The hypotheses were tested using 290 respondents (63.4% were female with an average age of 23.4 years) who were working while studying.

Research Findings: The results suggested that benefits were associated positively with facilitation; demands were associated with more conflict; and facilitation was associated with engagement and well-being.

Theoretical Contribution/Originality: This study supports the enrichment model that the first role will energize and facilitate students in the second role, and influences engagement and well-being. Whereas in the depletion model, demands have a positive influence on conflict, but do not have a negative impact on the engagement and well-being.

Managerial Implication in the South East Asian context: This study shed lights on understanding that working while studying has its own benefits. The experience at work can become an asset to carry as students enter the full-time job market while accelerating their launch into full-time career.

Research limitation & implications: Due to time constraints, the researchers only examined the relationship between variables, while previous research tested the dimensions contained in the variables. Most respondents come from universities located in Java and less is known about the experiences of working students in other islands.

Keywords: work-based benefits; work-based demands; facilitation; role conflict; engagement; well-being; enrichment

INTRODUCTION

The tendency among students to work while studying has been increasing in the past several years and impacts not only their learning outcomes, but their quality of life. Based on Figure 1, as cited from World Economic Forum on 2015 article that The Programme for the International Assessment of Adult Competencies (PIAAC) through the Organization for Economic Cooperation and Development (OECD) released survey results in 2012 showing that among developed countries, between 64% and 41% of students worked.

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The South East Asian Journal of Management
Vol. 15 No. 2, 2021
pp. 251-271

From the countries surveyed, on average, 39% of their students worked while studying. The country with the highest number of working students was the Netherlands, where almost 64% of students work, followed by Australia with 63%. In Indonesia, the number of working students remains unknown, but several programs accommodate working students, such as extension education programs or transfer of degree programs, which are advanced programs of Diploma to bachelor's degree and postgraduate education programs that hold lectures at night to accommodate students that work during the day. The existence of these programs indicates that students working while they pursue higher education is a significant practice in Indonesia that should be better understood.

It is undeniable that working students must be able to manage their time well to balance work, study, and do other activities. Lowe and Gayle (2007) in their research explained that the challenge often faced by working students is when they determine priorities between the responsibility as a worker and the duty as a student. If students cannot manage a role as a student and as a worker at the same time in a balanced manner, they will suffer negative consequences. They may a) become less focused while studying, b) postpone completion of assignments, c) suffer a decrease of motivation for studying, and d) skip class. These things are indicators of work-study conflict. Work-study conflict is broadly defined as an obstruction faced by students because their job interferes with their learning activities and the demands and obligations associated with school or campus life (Markel & Frone, 1998). It is further explained in (Devlin et al., 2008) regarding the impact of a work-study conflict which can cause a decrease in the engagement of working students during the learning process, as well as diminishing the quality of education if taken simultaneously. As such, work-study conflict not only has implications for the engagement of working students, but also for their well-being as a student. In regards to demands that lead to work-study conflict, working students have the potential to yield ill-being and reduced performance in the other domain (Brummelhuis & Bakker, 2012).

On the other hand, some benefits that can be gained from managing multiple roles or facilitation, which is "the extent to which experience in one role enhances the quality of life in another" (Greenhaus, Jeffrey, & Powell, 2006). Facilitation in dual

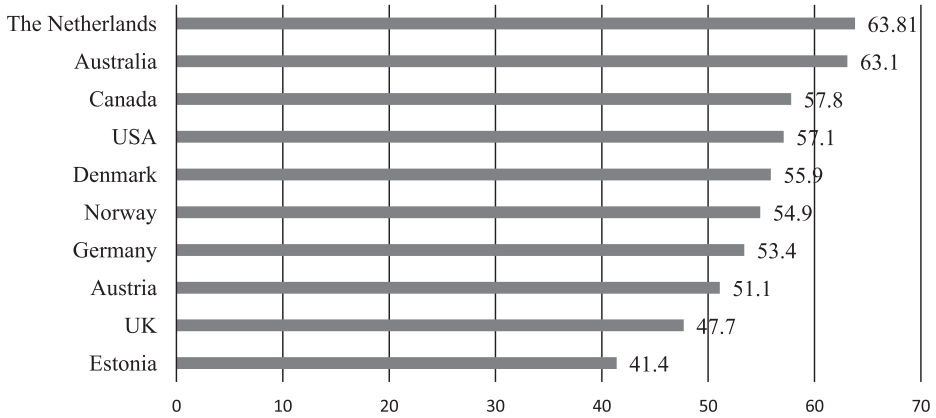

Figure 1
The percentage of working students

cited from: https://www.weforum.org/agenda/2015/11/which-countries-have-the-most-students-juggling-work-and-studies/

roles is enhanced by enabling resources, psychological rewards, and involvement that is a part of work-based benefits (Pam & O'Driscoll, 2008). Therefore, the influence of facilitation that received from the work is important as coping strategies to support working students in achieving a work-study life balance (Lowe & Gayle, 2007). As a result, the working-students' success in balancing their work-study will make an impact on their engagement and well-being as a student (Calderwood & Gabriel, 2017). Student engagement is generally understood in terms of how much attention and focus students dedicate to their learning activities in terms of time, energy, and resources for activities designed to improve their learning in a university (Krause, 2005). Well-being includes independence, competence, focus on goals, and focus on personal development. These are important for individuals because they produce optimal functions and involvement (Ryff, 1989). Research by Creed et al., (2015) also found that facilitation obtained from the first role (as workers) influenced the engagement and well-being of students in their study.

However, although the ease and conflict experienced in dual roles can be obtained at once, research investigating how dual roles influence (work-study) where benefits and demands obtained from one role (e.g. paid employment) affect facilitation and conflict in the other role (i.e. being a university student). More specifically, Jackson and Collings (2018) explained that working students are necessary to meet the needs of industry and produce workers that can successfully drive innovation in competitive global markets. Hovdhaugen (2015) also stated that students want to get work experience and want to feel more prepared for working life after graduating from college. There are several benefits of working while studying. First, working has a positive effect on students' grades and it increases post-graduation employment opportunities (Wang et al., 2010). Second, students who work while studying have a higher chance of being employed six months after graduation than those who do not work while in school (Arnesen & Try, 2001). Third, students describe work as a social experience and providing ways to improve their skills (Lucas & Lammont, 1998). Fourth, working while studying helps develop students' self-confidence and independence and is also useful for building students' resumes (Hodgson & Spours, 2001). Finally, working while studying can be a way for students to "differentiate themselves from other students" who do not have work experience and, thus, improve their working ability (Broadbridge & Swanson, 2005).

Working students that graduated are becoming increasingly important in competitive labour markets, especially in Indonesia with the latest unemployment data reaching 2.56 million out of 29.12 million people of working age (Fauzia, 2021). This condition was exacerbated by the impact of the Covid-19 and there is evidence of continued weakening in Indonesia with falling rates of employment. Therefore, the position of working students now appears critical due to rising costs (Burke et al., 2017) and intense competition in labor markets. On the other hand, financial reasons also became quite common of the reason why students work. Previous studies investigated factors that motivate students to work. Research conducted in the UK found that around 80% of students work to cover their living costs (Richardson et al., 2009). Some students work to pay their tuition fees (Hall, 2010). The same financial reasons were found in a study conducted in Australia (Devlin et al., 2008).

Moreover, research in America also found that students frequently work to pay tuition fees because of the high education cost (Kuh et al., 2005).

Hence, this paper attempts to paint a broad picture of working students' in a dual role (as a worker and student). The research objectives for the study are to determine the effect of benefits and demands from one role (paid employment) to facilitation and conflict in the second role (university student), both of which affect engagement and well-being in the second role by testing a theoretical model based on role overload and conflict; depletion and enrichment model. It is hoped that the analysis in this study not only can be used as a reference in managing multiple roles especially for working students but also they can be aware that working and learning simultaneously has benefits because the experience can become an asset they carry with them as they enter the full-time job market.

This paper is structured to first provide a review of relevant literature on the influence of dual roles affect engagement and well-being of the individuals as students. This is followed by an overview of the methodology, the results, and a discussion of the findings. The conclusion outlines implications for stakeholders, perceived limitations of the study and future directions for research.

LITERATURE REVIEW

Work-university facilitation and work-based benefits

Facilitation or easiness is defined as the extent to which experience in one role enhances the quality of life in another role (Greenhaus, Jeffrey, & Powell, 2006). Facilitation in various roles is enhanced by enabling resources, psychological rewards and involvement. The working students' experiences also suggest that success can be achieved by a variety of life circumstances, particularly if the right resource is available from the company they work (Lowe & Gayle, 2007). Enabling resources are skills and abilities that are learned in one role that help the other role. For working students that have enough resources/benefit from work, they will achieve a manageable work-study balance, for others who didn't have enough benefit from work, they will have not enough work-university facilitation and conflicting priorities that caused stress and difficulty. Furthermore, working students need to understand the work-study balance and the concept of boundaries, to develop more conscious strategies; to manage and negotiate relationships; and to incorporate the dual role within their personal role sets.

On the other hand, rewards reflect the increase in status and privileges obtained in one role that help the other role, whereas involvement is satisfaction and enthusiasm generated by an overflowing role to motivate and energize the other role (Greenhaus, Jeffrey, & Powell, 2006). Reward can be obtained in the form of financial and experience gain (Lowe & Gayle, 2007). Working students can claim benefits and earn more money than full time students. Equalization of financial benefits for working students would reflect and enable each working student to choose a pattern of study that is compatible with his/her life circumstances. Harmonization of financial gain also contributes to an optimum quality of life and leads to educational

success. These things are considered to lead higher engagement and well-being from working students in college.

Work-university conflict and work-based demands

Research on work-study conflict are based on the premise that work and non-work domains are largely independent and compete for limited resources from individuals (Gareis et al., 2009). This shows that managing dual roles will inevitably lead to role conflict (Greenhaus, Jeffrey, & Powell, 2006). Roles are influenced by three specific variables: time-based demands, strain-based demands, and behaviour-based demands. All three are included in work-based demands. Time-based demands occur when many roles compete to get an individual's time; strain-based demands occur when the causes of stress (e.g. anxiety and irritability generated in one role are transferred to the second role). Behaviour-based demands occur when behaviour (e.g. firmness and dominance), which are functional in one role, are applied inappropriately to the other role (Greenhaus & Beutell, 1985).

In practical terms, working students appear to be increasingly concerned about the impact of demand on their studies (Devlin et al., 2008). Specifically, it is very difficult for working students to maintain a high level of university assignment when they must work to support theirself. These things will lead into work-university conflict. Therefore, working students are often exhausted because their time is taken up with study, homework, assignments, and demands at work. They also found to be more stressed and often miss classes or put no effort in their group assignment. Thus, it creates conflict that will lead to less engagement and well-being in the university.

Engagement and well-being

Previous researchers examined the effect of conflict and facilitation on two variables: student engagement and well-being. Student engagement is the "time, energy, and resources provided by students for activities designed to enhance their learning at college" (Krause, 2005). Student engagement is positively associated with perseverance (Bridges et al., 2005), performance (Pike, 2000) and satisfaction (Kuh et al., 2005). Well-being includes self-acceptance, positive relationships with others, a sense of autonomy and competence. Focus on personal growth (Ryff, 1989) is also important for students because it produces optimal functions and involvement (Steele & Fullagar, 2009). Well-being was associated with role conflict and facilitation in students (Butler, 2007), and is involved in success in one's studies (Pritchard & Wilson, 2003). The more engagement and well-being that shown from working students, imply the work-based benefit that comes from their company in order to support their dual roles (Lowe & Gayle, 2007). If not otherwise, these things will lead them to be more stressed and burnout from their dual role.

Depletion and enrichment theory

There are two competing arguments about the effects of engaging in multiple roles, depletion and enrichment. Depletion theory is the most widely used theory (Lena-

ghan & Sengupta, 2007). This theory proposes that each person has a fixed physical and psychological energy level, and that the resources used in one role can be drained and therefore unavailable for use in other roles. Rothbard (2001) proposed that the depletion argument focuses on the idea that engagement in a role can lead to a negative emotional response to another role. This research is based on the study that develops a model of engagement in the multiple roles of work and family. Work-family conflict and stress research suggests that people become engaged in roles in response to role demands and, as a result, the theory suggests role engagement leads to increased stress and strain associated with role. Thus, the depletion perspective focuses on the negative emotional responses to people who engage in multiple roles. When applied to this study, the depletion model showed that work will reduce the resources available for learning, which will produce work-university conflict.

Furthermore, enrichment theory suggests that being involved in various roles will benefit individuals more than the negative effects caused by the demands of the roles (Marks, 1977). This enrichment model assumes that individual resources are abundant and can be developed; it allows these individuals not only to fulfil their obligations in various roles, but also to utilize resources from one field to increase involvement in other fields (Barnett & Hyde, 2001). The enrichment perspective also focuses on the quality of the role experience (Rothbard, 2001). Kingston and Nock (1992) suggest that engagement in one role may provide benefits to individuals, such as social contacts and self-esteem, that enhance their functioning in another role. Those arguments suggest that the benefits associated with a role can increase an individual's sense of worth, leading to a positive emotional response associated with that role.

Research Model

The research model on Figure 2 adopted in this study replicated the research model from Working while studying at university: The relationship between work benefits and demands and engagement and Well-being by Peter A. Creed, Jessica French, and Michelle Hood in 2015 Journal of Vocational Behaviour. This study tested whether Work-based benefits and demands are associated with work-university

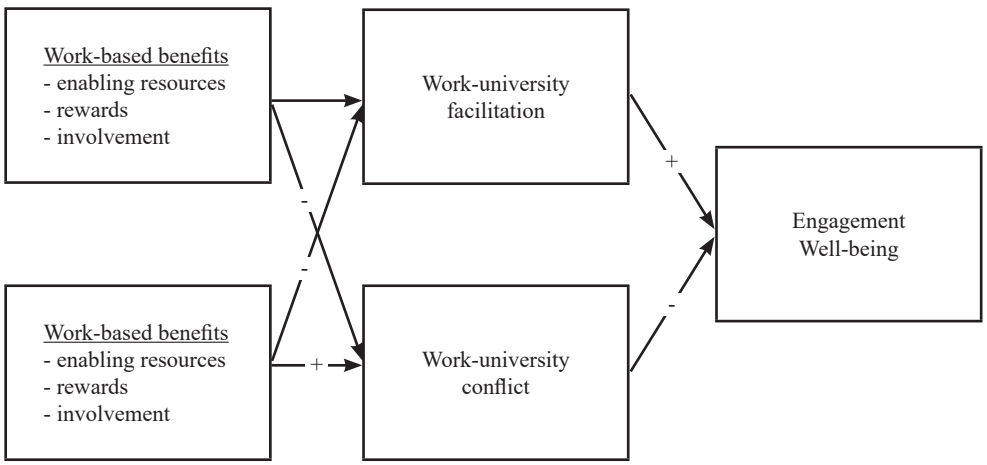

Figure 2
Reseach hypotheses

facilitation and work-university conflict, which are associated with student well-being and engagement. Based on the theoretical background and research model above, the hypotheses in this study are as follows:

H1: Work-based benefits have a positive influence on work-university facilitation for students who are working while studying

H2: Work-based benefits have a negative effect on work-university conflict on students who are working while studying.

H3: Work-based demands have a positive effect on work-university conflict on students who are working while studying.

H4: Work-based demands have a negative effect on work-university facilitation on students who are working while studying.

H5a: University facilitation have a positive influence on engagement for students who are working while studying.

H5b: University facilitation have a positive influence on well-being of students who are working while studying.

H6a: Work-university conflict have a negative influence on engagement on students who are working while studying.

H6b: Work-university conflict have a negative influence on well-being of students who are working while studying.

H7a: Work-based benefits have a positive effect on engagement on students who are working while studying

H7b: Work-based benefits have a positive influence on well-being of students who are working while studying.

H8a: Work-based demands have a negative influence on engagement on students who are working while studying.

H8b: Work-based demands have a negative influence on well-being of students who are working while studying.

RESEARCH METHOD

Pre-test

Pre-testing was conducted to test the feasibility of the research questionnaire. In pre-testing, all questionnaire items were tested for validity and reliability. Validity and reliability tests were carried out by processing the results of pre-testing with the IBM SPSS 20 program. This validity test was carried out to see whether the research instrument had measured what it was supposed to measure (Wijanto, 2008). In pre-testing, the questionnaire was distributed through google form. Before the questionnaires were distributed, the researcher first translated the questionnaire indicators from English to Indonesian, then a wording test was carried out to four respondents, the purpose of the wording test is to make sure the indicators in the statement can be understood easily. The results of the wording test were then applied to the questionnaire by making some changes and then the researchers pre-

tested to 33 respondents. Pre-test was conducted to test the validity and reliability of the research variables. Data was obtained by distributing online questionnaires to students who were working while studying. After the data was collected, the researcher processed the data using SPSS 22.0. A variable can be declared to have good validity if the KMO and Component Matrix values are greater than 0.5. While a variable can be declared reliable if the value of Cronbach's Alpha is greater than 0.6 (Wijanto, 2008). The validity and reliability of the pre-test are shown in table 1 until table 6.

In table 1 the results of the validity and reliability test of the work-based benefits variable, it can be seen that BB4, BB6, BB8, BB12, and BB13 have Component Matrix lower than 0.5, but the KMO is greater than 0,5 and Cronbach's Alpha is greater than 0.6. With these results, the researcher does not dismiss indicators that are lower than 0.5 because there is a possibility that the number of respondents affects the validity of these indicators.

In table 2 work-based demands variable, the BD6 indicator has a Component Matrix value less than 0.5. However, the researcher also does not dismiss the indicator, it is possible that the number of respondents affects the validity of the indicator.

From table 3 to table 6, all constructs have Cronbach's Alpha greater than 0.6, so the indicators used in the questionnaire are reliable. Then, the KMO value of each construct has a value greater than 0.5, and the component matrix value of each indicator is greater than 0.5. Thus, it can be concluded that each construct in the tables qualify the validity requirements, so that it is feasible to carry out a main test.

Indicator	*Component Matrix*	Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
BB1	0.508	BB11	0.411	0.563	0.834
BB2	0.578	BB12	**0.135**		
BB3	0.575	BB13	**0.472**		
BB4	**0.360**	BB14	0.663		
Indicator	*Component Matrix*	Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
BB5	0.585	BB15	0.515	0.563	0.834
BB6	**0.334**	BB16	0.595		
BB7	0.593	BB17	0.719		
BB8	**0.449**	BB18	0.538		
BB9	0.619	BB19	0.545		
BB10	0.781				

Table 1
Pre test work-based benefits

Indicator	*Component Matrix*	Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
BD1	0.631	BD8	0.814	0.743	0.910
BD2	0.754	BD9	0.717		
BD3	0.715	BD10	0.820		
BD4	0.793	BD11	0.482		
BD5	0.696	BD12	0.687		
BD6	**0.460**	BD13	0.663	0.73	0.910
BD7	0.805				

Table 2
Pre test work-based benefits

Sample

The minimum number of respondents required to conduct this research is 280. This number refers to the rule of thumb in SEM, to perform data processing, it takes the number of samples as much as the number of items contained in the research questionnaire multiplied by five (Wijanto, 2008). In this study, the calculation is 56 questionnaire items x 5 = 280.

There were 290 respondents in this study. Data were collected from March 21, 2019 until April 12, 2019 through Google Forms' online questionnaire tool. From the data collected, the university-based respondents were spread across 17 provinces in Indonesia with most universities located in Java (92%). The level of education among respondents varied from having a Diploma (4.5%), Bachelor (80%), to Post-graduate degree (15.5%). Most of the research respondents were full-time workers (66%) from a variety of employment sectors, such as Education Services, Finance and Insurance, Information and Communication, Health, Promotion Officers, and others (see Table 7 Demographic information of the respondent).

Procedures

Employed students were invited to complete questionnaires through an online form. Each of the questionnaire were completed in one session, which took approximately 10 - 15 minutes.

Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
UF1	0.726	0.663	0.758
UF2	0.719		
UF3	0.841		
UF4	0.515		
UF5	0.753		

Table 3
Pre test work-university facilitation

Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
UC1	0.708	0.709	0.837
UC2	0.843		
UC3	0.879		
UC4	0.850		

Table 4
Pre test work-university conflict

Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
WB1	0.863	0.742	0.865
WB2	0.767		
WB3	0.906		
WB4	0.838		
WB5	0.705	0.742	0.865

Table 5
Pre test university well-being

Indicator	*Component Matrix*	Indicator	*Component Matrix*	KMO	*Cronbach's Alpha*
UE1	0.534	UE6	0.848	0.760	0.900
UE2	0.750	UE7	0.830		
UE3	0.702	UE8	0.861		
UE4	0.784	UE9	0.531		
UE5	0.794	UE10	0.734		

Table 6
Pre test university engagement

Measures

This study used a 5-point Likert scale as follows: 1 = Strongly Disagree to 5 = Strongly Agree and 1 = Rarely to 5 = Always. The statements in the research questionnaire were adapted from questionnaires found in supporting journals by changing the terms used such as 'school' to 'university/campus'. Before the questionnaire was distributed, the researchers first tested the readability or wording test to make sure that the indicators in the statement were easily understood. Then, the researchers conducted a pre-test using SPSS 22.0 software to test the validity and reliability of the research variables before administering the questionnaire formally through Google Forms. Data analysis in this study used one of the methods in Structural Equation Modeling (SEM) with Lisrel 8.51. Table 8 provides an overview of all the measures used.

Work-based Benefits

Researchers in this study measured the work-based benefits variable through its three dimensions, namely enabling resources (skills acquired in the first role benefit the second role), rewards (increased status and privileges obtained in the first role that help the performance in the second role), and involvement (commitment on the job). Enabling resources are measured using a four-item Personality Enrichment Subscale. Rewards are measured by a three-item Privileges Gained Subscale and a four-item Status Enhancement Subscale. The three subscales are adapted from the Positive Spillover Scale (Kirchmeyer, 1992) designed to assess the positive impact of the work domain on the non-work domain. Involvement was measured by using an eight-item Psychological Involvement Scale (Lodahl & Kejnar, 1965).

Work-based Demands

The researchers measured time-based demands, strain-based demands, and behaviour-based demands that influence the performance of the first role in the second role. Time-based demands were measured by a six-item scale with one item adapted

Table 7
Demographic information of the respondents

		Frequency	Percentage
Gender	Male	106	35.6%
	Female	184	63.4%
	Total	**290**	**100.0%**
Age	18-22 years	126	43.4%
	23-27 years	136	46.9%
	28-32 years	24	8.3%
	33-37 years	4	1.4%
	Total	**290**	**100.0%**
Educational Level	Associate	13	4.5%
	Bachelor	232	80.0%
	Graduate	45	15.5%
	Total	**290**	**100.0%**
Average hours worked/ week	≤ 15 hours	9	3.1%
	15-25 hours	44	15.2%
	25-30 hours	22	7.6%
	30-35 hours	23	7.9%
	35-40 hours	97	33.4%
	≥ 40 hours	95	32.8%
	Total	**290**	**100.0%**

Construct and items	Mean	SD	SLF	CR	VE
Work-based Benefits				0.81	0.52
Enabling Resources					
BB1. Work develops skill in me that are useful at university	4.12	0.82	0.75		
BB2. Work helps me understand the people at university better	3.99	0.74	0.65		
BB3. Work shows me ways of seeing things that are helpful at university	4.13	0.75	0.72		
BB4. Work gives me ideas that can be applied at university	4.03	0.79	0.78		
Rewards				0.77	0.41
BB7. Work offers many unique benefits that make any drawback seem insignificant	3.57	0.73	0.52		
BB8. Work gives me access to certain facts and information which can be used at university	4.03	0.75	0.64		
BB9. Work improves my image at university	4.09	0.72	0.68		
BB10. Work provides me with contacts who are helpful for my university	3.95	0.77	0.73		
BB11. Work helps me be seen as a valuable student at university	3.77	0.74	0.62		
Involvement				0.82	0.37
BB12. I'll stay overtime to finish a job, even if I'm not paid for it	3.62	0.84	0.51		
BB13. You can measure a person pretty well by how good a job he does	4.08	0.67	0.53		
BB14. The major satisfaction in my life comes from my job	3.51	0.71	0.68		
BB15. I feel depressed when I fail at something connected with my job	3.86	0.77	0.60		
BB16. I usually show up for work a little early, to get things ready	3.76	0.81	0.50		
BB17. The most important things that happen to me involve my work	3.46	0.71	0.71		
BB18. Sometimes I lie awake at night thinking ahead to the next day's work	3.73	0.77	0.62		
BB19. I'm really a perfectionist about my work	3.72	0.80	0.69		
Work-based Demands				0.92	0.66
Time					
BD1. My job demands a lot of time from me	3.35	1.09	0.81		
BD2. I spend a lot of time thinking about work	3.07	1.00	0.79		
BD3. I often run out of time to get everything done because of my work	3.03	1.13	0.88		
BD4. My job often cuts into my social activities	2.95	1.15	0.91		
BD5. Preparing for work takes up a lot of my time	2.91	1.05	0.84		
BD6. Commuting to and from work is time consuming	2.92	1.18	0.63		
Strain				0.90	0.71
BD7. My job produces tension and anxieties that decrease my performance at university.	2.82	1.21	0.87		
BD8. My job creates worries and problems that make concentration at university difficult.	2.80	1.22	0.89		
BD9. My job makes me so irritable that I take it out on the people at university	2.29	1.10	0.82		
BD10. My job tires me out, so I feel drained for university	3.06	1.13	0.80		
Behavior				0.92	0.81
BD11. Work makes me behave in ways which are unacceptable at university	1.97	0.96	0.91		
BD12. Work makes it hard to adjust back to the way I must act at university	2.08	1.05	0.95		
BD13. Work creates difficulties for me since I must behave so differently at university	2.23	1.08	0.85		
Work-university Facilitation				0.85	0.54
UF1. The things I do at work help me deal with personal and practical issues at university	3.86	0.83	0.80		
UF2. The things I do at work make me a more interesting person at university	3.55	0.80	0.69		
UF3. The skills I use on my job are useful for things I have to do at university	3.87	0.85	0.85		
UF4. Having a good day at work makes me a better student	3.89	0.82	0.69		
UF5. Talking to someone at work helps me deal with problem at university	3.73	0.80	0.65		
Work-university Conflict				0.95	0.79
UC1. Because of my job, I go to university tired	3.14	1.17	0.83		
UC2. My job demands and responsibility interfere with my schoolwork	2.94	1.21	0.93		
UC3. I spend less time studying and doing homework because of my job	3.12	1.22	0.92		
UC4. My job takes up time that I'd rather spend at school or on schoolwork	3.06	1.18	0.89		
Student well-being				0.88	0.60
Over the last two weeks					
WB1. I have felt cheerful and in good spirits	3.64	0.84	0.86		
WB2. I have felt calm and relaxed	3.57	0.92	0.79		
WB3. I have felt active and vigorous	3.63	0.84	0.86		
WB4. I woke up feeling fresh and rested	3.28	0.91	0.69		
WB5. My daily life has been filled with things that interest me	3.60	0.86	0.66		
University engagement				0.81	0.60
Absorption					
UE1. Time flies when I'm studying.	3.72	0.95	0.76		
UE2. When I am studying, I forget everything else around me	3.46	0.88	0.79		
UE3. I feel happy when I am studying intensively.	3.68	0.90	0.77		
Dedication				0.93	0.77
UE4. I find my studies to be full of meaning and purpose	3.84	0.87	0.87		
UE5. My studies inspire me	3.91	0.91	0.91		
UE6. I am enthusiastic about my studies	3.83	0.92	0.91		
UE7. I am proud of my studies	4.02	0.89	0.83		
Vigor				0.81	0.60
UE8. When I'm studying, I feel mentally strong	3.78	0.86	0.90		
UE9. I can continue for a very long time when I am studying	3.32	0.89	0.85		
UE10. When I study, I feel like I am bursting with energy	3.38	0.87	0.76		

Note: SD = Standard deviation; CR = Construct reliability; VE = Variance extracted

Table 8
Constructs, items, and measurement model results

from (Kirchmeyer, 1992), and five-items adapted from Creed et al., (2015). Strain-based demands are measured by a four-item Time-based Demands Subscale and Behaviour-based demands are measured by using a four-item Subscale Behaviour-based Demands. The two subscales are adapted from the Negative Spillover Scale (Kirchmeyer, 1992).

University Facilitation and Conflict

The university facilitation variable was measured by using the five-item Work-school Facilitation Scale (Butler, 2007) and conflict was measured by using a four-item Work-school Conflict Scale (Butler, 2007).

Student Engagement and Well-being

Student engagement was measured by using the 10-item Utrecht Work Engagement Scale for Students (Schaufeli et al., 2002) through three dimensions: absorption, dedication, and vigour, whereas student well-being was measured by using the five-item WHO Well-Being Index Scale (Bech et al., 2003) that measured the effects recently experienced by a student in the past two weeks.

Methods

Hypothesis testing was done using the Structural Equation Modelling method with Lisrel 8.51. In processing the SEM data, the latent variables were observed using manifest variables or indicators. In this study, each latent variable that has dimensions was measured by observing variables manifested in the questionnaire indicator. As such, variable measurement used Confirmatory Factor Analysis (CFA) and structural analysis (Wijanto, 2008).

RESULTS AND DISCUSSIONS

Confirmatory Analysis

Validity testing was done using Confirmatory Factor Analysis (CFA) where validity was determined based on SLF with a value of 0.50 or t-value ≥ 1.96 (Wijanto, 2008). Reliability testing was done using the construct reliability formula with a value of ≥ 0.7 and the variance extract with a value of ≥ 0.5. In this study, all indicators had good validity, but there were several dimensions that have a poor level of reliability at VE ≤ 0.50 but had a CR value of ≥ 0.70. Hatcher (1994) stated that in several studies, VE value was found when < 0.50 and is not a problem if the CR value is ≥ 0.60. Based on these benchmarks, the reliability of the variables in this study is considered good. Details are presented in Table 8.

Table 3 shows CFA model fit statistics. On CFA, we used the following values to determine model fit. For Comparative Fit Index (CFI), a value ≥ 0.90 was considered a good fit, whereas a value ≤ 0.08 was considered good for Root Mean Square Error of Approximation (RMSEA) and a value ≤ 0.08 was considered good for Standardized Root Mean Square Residual (SRMR), Critical "N" ≥ 200 indicates the sample size in the study was adequate to be used to estimate the model (Wijanto, 2008). The details are presented in Table 9.

Structural Model and Discussion

The structural model was then tested using eight hypotheses. The t-value used to carry out the one-tailed hypothesis test at the 5% significance level was the t-value ≥ 1.645 or ≤ -1.645, which is considered to answer the hypotheses and be significant. The following is a model that presents the hypotheses that describe the direction of direct influence relationships using path diagrams, SLF, and t-values. (see Fig. 3)

As in table 10, the results indicate that work-based benefits were positive and significantly influence work-university facilitation (t = 9.79) supporting H1, respectively. These results are consistent with previous studies that tested the dimensions of work-based benefits (enabling resources, rewards, and involvement) which positively influenced work-university facilitation. Furthermore, Butler (2007) found that two positive job characteristics, namely job control and job-university congruence, positively influence student facilitation. Furthermore, Creed et al., (2015) found that the relationship between work-based benefits and university facilitation shows that when working students are involved in jobs that develop useful skills, teaches responsibility, brings specialties that may not be found elsewhere, improving self-image and status (psychological rewards), and engaging in meaningful and satisfying activity (involvement), these benefits will make them better students, because these benefits will help them to manage personal and academic problems at the university. However, contrary to predictions, work-based benefits did not have a negative effect on work-university conflict (t = -0,67). Therefore, H2 was not supported. From the result (t = -0,67), the t-value is negative with -0,027 structural coefficient. However, the value does not meet the requirement because it is ≥ -1,645, so it can be concluded that the second hypothesis is rejected where Work-based

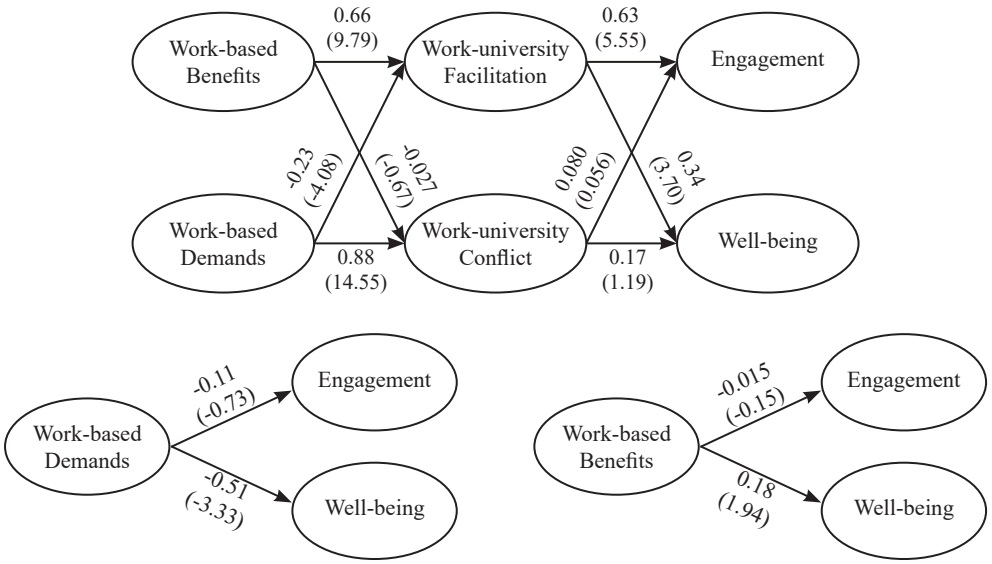

Figure 3
Track diagram, SLF value, and t-value

	χ2	*df*	GFI	RMSEA	SRMR	CFI	AIC	Critical "N"
CFA	1977.67	1305	0.80	0.040	0.047	0.94	2256.99	209.50
			Marginal	Close	Good	Good	Good	Good

Note: χ2 = Chi-square; df = Degree of freedom; GFI = Goodness of fit; RMSEA = Root mean square error of approximation; SRMR = Standardized root mean square residual; CFI = Comparative fit index; AIC = Akaike information criterion.

Table 9
Model fit statistics of CFA (N=290)

Benefits variable does not have a significant effect on the Work-university Conflict variable. In other words, Work-based Benefits does not have a negative effect on work-university conflict for working students.

As proposed in H3, work-based demands had a positive effect on work-university conflict on students who are working while studying (t = 14,55). This is consistent with the results of a previous study by Markel and Frone (1998) who found that workplace demands were associated with high school-work conflict. Consistent results are also found in the work-family literature, where researchers found a positive relationship between time demands and work-family conflict (Aryee et al., 2005). The result (H4) also shows that work-based demands had a negative effect on work-university facilitation (t = -4,08). This is consistent with previous research which predicts that none of the dimensions of work-based demands (time, strain, and behavior) are associated with work-university facilitation (Creed et al., 2015). This suggests that working less or engaging in less stressful work is not associated with higher levels of facilitation.

The results also show that university facilitation has a positive influence on engage-

	Hypotheses	T-value	Conclusions
H1	Work-based benefits have a positive influence on work-university facilitation for students who are working while studying	9.79	Accepted Supported hypothesis (Creed, French, & Hood, 2015; Butler, 2007)
H2	Work-based benefits have a negative effect on work-university conflict on students who are working while studying.	-0.67	Rejected
H3	Work-based demands have a positive effect on work-university conflict on students who are working while studying.	14.55	Accepted Supported hypothesis (Creed, French, & Hood, 2015; Aryee et al., 2005; Markel & Frone, 1998)
H4	Work-based demands have a negative effect on work-university facilitation on students who are working while studying.	-4.08	Accepted Supported hypothesis (Creed, French, & Hood, 2015)
H5a	University facilitations have a positive influence on engagement for students who are working while studying.	5.55	Accepted Supported hypothesis (Creed, French, & Hood, 2015; Butler, 2007)
H5b	University facilitations have a positive influence on well-being of students who are working while studying.	3.70	Accepted Supported hypothesis (Creed, French, & Hood, 2015)
H6a	Work-university conflicts have a negative influence on engagement on students who are working while studying.	0.056	Rejected Supported hypothesis (Creed, French, & Hood, 2015; Butler, 2007)
H6b	Work-university conflicts have a negative influence on the well-being of students who are working while studying.	1.19	Rejected
H7a	Work-based benefits have a positive effect on engagement on students who are working while studying	-0.15	Rejected
H7b	Work-based benefits have a positive influence on well-being of students who are working while studying.	1.94	Accepted Supported hypothesis (Thomas & Ganster, 1995)
H8a	Work-based demands have a negative influence on engagement on students who are working while studying.	-0.73	Rejected
H8b	Work-based demands have a negative influence on well-being of students who are working while studying.	-3.33	Accepted Supported hypothesis (Lenaghan & Sengupta, 2007)

Table 10
Summary of Hypotheses, T-value, and Conclusions

ment and well-being for students who are working while studying, supporting H5a and H5b (t= 5.55; t=3.70). This is similar with previous research which predicts that high levels of facilitation affect performance and satisfaction with school (Butler, 2007). Other research also states that facilitation is positively associated with aspects of engagement, dedication, and better well-being, which implies that work contributes to becoming a better student (for example, being able to discuss work problems at university) may result for more dedication and commitment to school, and more optimism and good spirits generally (Creed et al., 2015).

However, we also find that work-university conflict did not have a negative influence on engagement (t = 0.056) and well-being (t = 1.19) on students. Thus, H6a and H6b were not supported. The H6a hypothesis is similar with previous research which states that work-university conflict does not affect engagement (Creed et al., 2015). In addition, Butler (2007) also found that there is a possibility that involvement in school is not the result of work-school conflict, while Markel and Frone (1998) examined students at school found that there was a negative relationship between work-school conflict and student engagement. This means that there is a possibility that the university students in this study have a greater involvement (engagement) than the adolescents in Markel and Frone's study.

Hypothesis 6b is also rejected because the t-value is 1.19. This t-value is positive with 0,17 structural coefficient but does not meet the minimum requirement of ≥ 1.645. It can be concluded that this hypothesis is rejected where Work-university Conflict variable does not have a significant effect on Well-being variable. Work-university Conflict does not have a negative effect on the working students' well being.

The results also show that work-based benefits did not have a positive effect on engagement (t = -0,75) but had a positive influence on students' well-being (1,94) supporting H7b yet H7a was not supported. Work-based benefits such as enabling resources, rewards, and involvement are known to reduce stress when balancing multiple roles (Thomas & Ganster, 1995). The large number of work-based benefits received by these students on their role as workers will affect their psychological well-being in the university.

Finally, consistent with H7, we find that work-based demands did not have a negative influence on engagement (t = -0,73) and had a negative influence on students' well-being (t = -3.33) who are working while studying. This is in similar with the previous research that found when students experience demands in work (tension), the conflict they may have in the workplace may interfere with studying, which in turn will increase the negative effect on students and reduce well-being. these students (Sengupta, K., & Lenaghan, 2007).

Mediation

For mediation, the predictor should be associated with both mediator and outcome, and the mediator should be associated with the outcome (Creed et al., 2015). Based

on the results in Table 11 of testing hypothesis 9a, there is no significant direct effect between work-based benefits on engagement (value-t = -0.15; SLF = -0.015), so the role of mediation of facilitation can be proven through indirect influence. Through the calculation of total effects, it is known that the effect of work-based benefits on engagement through facilitation was 0.4008. The value came from the indirect influence of work-based benefits on student engagement through facilitation variables as mediators, so the mediating role is proven. The mediation proven in this case is full mediation, where facilitation mediates in full the effect of work-based benefits on student engagement. From hypothesis 9b, it is known that there is a direct influence between work-based benefits on well-being (t-value = 0.18; SLF = 1.94). Based on the calculation of total effects, it is known that the effect of work-based benefits on well-being through facilitation was 0.4004, and the direct effect has a high value compared to the indirect effect. The mediation proven in this case is partial mediation, where facilitation partially mediates the effect of work-based benefits on student well-being.

In hypothesis 10a, it is known that there is no direct influence between work-based demands on engagement (t-value = -0.73; SLF = -0.11) so that the role of conflict mediation can be proven through indirect influence. Through the calculation of total effects, it is known that the work-based demands on engagement through conflict was - 0.039, and the value came from work-based indirect effects on student engagement through conflict as a mediator such that the full mediation role is proven. Hypothesis 10b proves partial mediation because there was a negative direct effect of work-based variable demands on well-being being (value- t = -3.33; SLF = -0.51), where the direct effect value was higher than the indirect effect value.

This result is similarly with the findings of Creed, French, and Hood (2015) where facilitation potentially mediated between work-based benefits and engagement and well-being, and the conflict potentially mediated between work-based demands and negative feeling toward university.

MANAGERIAL IMPLICATIONS IN THE SOUTH EAST ASIAN CONTEXT

From the samples, it can be seen that about 66.2 percent of all working students are simultaneously employed full-time or more than 35-40 hours per week and also enrolled in university. It shows that more people are working full-time while in university. Therefore, working students are likely to need additional policy assistance from the university, although the type of assistance might vary based on the characteristics of the working learner. University should examine what they can provide beyond the traditional schedule for the working students, such as offer more courses in the evenings, on weekends, or during long semester break. Another policy that the university can give is to provide the working students with distance

Table 11
Direct and indirect effect

	The Interfere Flow	Direct + Indirect Effect	Total Effect
H9a	*Work-based Benefits -> Facilitation -> Engagement*	-0.015 + 0.4158	0.4008
H9b	*Work-based Benefits -> Facilitation -> Well-being*	0.18 + 0.2244	0.4044
H10a	*Work-based Demands -> Conflict -> Engagement*	-0.11 + 0.0704	-0.0390
H10b	*Work-based Demands -> Conflict -> Well-being*	-0.51+ 0.1496	-0.3600

learning, where the classes are conducted over the internet, without the student's needing to attend the university, one of the universities that has been implementing full distance learning is Universitas Terbuka. The managerial implications of this study can be extended to any other organization that is currently facing working students. Additionally, this study can be extended and applied to other organization in Southeast Asia region, as most countries in this region have similarities in their cultural values.

THEORETICAL IMPLICATIONS

From the results of the above hypotheses and as expected from enrichment model, it can be seen that work-based benefits were associated positively with facilitation. The result of this study are in accordance with enrichment theory that suggest being involved in various roles will benefit individuals more. The skills and the experiences they learn at work, allow these individuals not only to fulfil their obligations in various roles, but also to utilize resources from one field to increase involvement in other fields (Barnett & Hyde, 2001).

These relationships also can be found in previous research with Australian students (Creed et al., 2015). The model we assessed included benefits as antecedents to conflict. Here we found that benefits did not associate with conflict on students who are working while studying.

As expected from the depletion model, work-based demands have a positive influence on work-university conflict, but do not have a negative impact on the student's engagement and well-being. It can be concluded that when students work, they experience role-overload or tension. The conflict that might be experienced can be especially found in jobs that intervene their study, but this conflict does not have a significant effect on student well-being and engagement because the role of facilitation is greater than the conflict experienced. We also assessed demands as antecedents to facilitation, here we found that demands did not have negative effect on facilitation.

In this study, work-university facilitation was associated positively with student engagement and well-being, suggesting that skills from the workplace that are also useful for their study, such as interpersonal skills learned in the workplace, obtained rewards, built social networks, and improved self-image. Previous research has found that increased level of facilitation can lead to positive affect, life satisfaction, and well-being in university students (Butler, 2007).

This study has some limitations in its implementation, but its results suggest directions for future research. Due to time constraints, the researchers examined the relationship of one variable with other variables, while previous research tested the dimensions contained in the variables. The respondents primarily came from the university-dense and central island of Java, and less is known about the experiences of working students at universities on peripheral islands in the Indonesian archipelago. However, potential differences in experience based on centre-periphery demo-

graphics do not reduce the insight resulting from the hypotheses testing. Other than that, the research questionnaire was disseminated and collected through online media so that the researchers could not interact directly with the target respondents in order to explore respondent choices in depth through follow on interviews. Further research is recommended to use average moderation for working hours. This can be useful to find the effect of working hours factors where it tends to have an influence on the work-university conflict toward students who are working while studying.

CONCLUSION

Working while studying has become a solution to help students financially and to foster independence. In this study, it is known that students who work have demands from work such as time, tension, and behaviour that leads to conflict in balancing roles between work and study. However, the conflict does not result in reduced well-being or student engagement at university because the positive effects or benefits obtained from the work are still more useful in their role as a student. The results above showed that the result of this study supports the enrichment model by showing through the model that the first role (work) will energize and facilitate students in the academic field (second role), which influences engagement and students' well-being.

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