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Self-Empowerment: Between Work Motivation, Time Management, and Responsibilities as a Student

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Abstract

This research aims to examine Self-Empowerment: Between Work Motivation, Time Management, and Responsibilities as a Student. The respondents in this study consisted of 11 university students who work part-time in Yogyakarta. The sampling technique used was purposive sampling, with criteria requiring respondents to be part-time students who have been working for at least three months. Data collection was conducted through interviews with respondents selected based on their relevance to the research objectives. The challenges faced by part-time student workers include time management, as they must balance dual roles as both students and employees. In addition, part-time student workers often experience stress due to workload or the dual roles they must perform. The findings of this study reveal that the participants generally have a positive self-evaluation regarding their performance, demonstrate a strong commitment to continuous growth, and successfully apply adaptive time management strategies and stress management techniques to cope with their dual responsibilities. It is recommended that companies provide adequate rest time and fair, transparent incentives for part-time workers. Future research is suggested to employ quantitative methods to measure the extent of the influence of work motivation, time management, and work stress variables on employee performance.

Keywords: Work Motivation, Time Management, Work Stress, Part-Time Student Workers

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INTRODUCTION

Education constitutes a fundamental human necessity, serving a pivotal role in preparing high-quality human resources essential for national development (Leuwol et al., 2020). Nevertheless, the escalating cost of living and the increasing financial demands of higher education frequently compel university students to seek supplementary sources of income. The phenomenon of part-time student employment has become increasingly prevalent, particularly in educational hubs such as Yogyakarta, which hosts more than 600,000 students (BAPPEDA DIY, 2024). Part-time work is often perceived not only as a financial necessity but also as an avenue for students to cultivate practical skills prior to entering the professional workforce.

This trend reflects a transformation in students' lifestyles, as they are now required to balance dual roles in both academic and occupational domains. As noted by Andari et al. (2016), part-time employment has emerged as a global phenomenon influencing the equilibrium between study and work. On one hand, part-time work provides opportunities for students to develop independence and gain professional experience; on the other hand, the associated demands on time and energy may induce stress and diminish academic performance (Mashadi, 2015). These circumstances prompt a critical inquiry: how do part-time student workers maintain motivation, manage their time effectively, and cope with stress while striving to remain productive and academically successful?

In response to this question, the present study focuses on the self-empowerment of part-time student workers, emphasizing three key dimensions: work motivation, time management, and work-related stress. The study aims to examine the formation of work motivation, the strategies students employ to balance academic and occupational responsibilities, and the mechanisms they use to manage stress arising from their dual roles. A phenomenological approach is adopted to explore the subjective experiences of students navigating the intersection of work and study.

This research is significant in that it contributes to a deeper understanding of the psychosocial dynamics of part-time student workers in Yogyakarta—a topic that remains underexplored within the Indonesian context. The findings are expected to enrich scholarly discourse on student self-empowerment, particularly in relation to the development of soft skills such as discipline, responsibility, and self-regulation. Furthermore, the insights derived from this study may inform educational institutions and employers in formulating policies that foster a more balanced integration between academic pursuits and employment among university students.

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RESEARCH METHOD

This study employed a qualitative approach with a phenomenological method, aiming to explore in depth the subjective experiences of university students in Yogyakarta who work while pursuing their studies. This approach was chosen to gain an understanding of how these students construct meaning around their work motivation, manage their time, and cope with stress in their daily lives as part-time workers and students. The research particularly focused on the processes of self-empowerment that emerge from these lived experiences.

The research participants consisted of 11 part-time student workers from various universities in Yogyakarta, selected through purposive sampling. The main inclusion criteria were active university students who had been working part-time for a minimum of three months, either in formal or informal sectors. The selection of participants also considered diversity in terms of job types, working hours, and university backgrounds to ensure that the findings represent the broader phenomenon under investigation.

Data were collected through in-depth online interviews, guided by a semi-structured interview protocol to maintain flexibility in exploring participants' experiences. All interviews were recorded and transcribed verbatim for analysis. The data analysis process involved several stages—data reduction, categorization, and thematic interpretation—to identify key patterns related to work motivation, time management, and work-related stress. This systematic process enabled the researcher to obtain a holistic understanding of the dynamics of self-empowerment among part-time student workers in Yogyakarta.

RESULTS AND DISCUSSION

Work Motivation among Part-Time Student Workers

The findings reveal that the primary motivations for students to work while studying are driven by two main factors: extrinsic motivation (financial needs, economic independence, and work experience) and intrinsic motivation (self-development, productive use of free time, and the desire to broaden knowledge and social networks). Most participants emphasized the importance of earning additional income to meet academic and daily living expenses. However, others viewed part-time work as an opportunity for personal growth and experiential learning beyond the academic setting.

These findings align with Daulay (2009) and Dudija (2011), who state that students' reasons for working extend beyond economic necessity to include social fulfillment and self-actualization. Students with intrinsic motivation tended to demonstrate greater enthusiasm and more consistent commitment than those who worked solely due to

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financial pressure. This suggests that work motivation plays a critical role in shaping students' sense of agency and self-empowerment. Academically, this finding reinforces work motivation theory (Robbins & Judge, 2015), which emphasizes that internal drives significantly influence individual performance quality and well-being.

Time Management as an Adaptive Strategy

Part-time student workers face significant challenges in balancing their academic and professional responsibilities. The interviews indicate that most participants employed adaptive strategies such as daily planning, task prioritization, and procrastination avoidance as forms of time management. They structured their schedules based on the urgency of academic assignments and work obligations, making use of free time to complete coursework.

Time management skills emerged as an essential form of psychological adaptation to dual-role demands. This finding supports Hofer et al. (2007), who assert that self-regulation and priority setting are key determinants of goal achievement. In the context of self-empowerment, effective time management represents a tangible manifestation of self-management skills—the ability to regulate oneself to achieve a balance between academic performance and work productivity.

Work Stress and Coping Mechanisms

Most participants reported experiencing stress due to time constraints and dual workloads. Manifestations of stress included physical fatigue, reduced concentration in study, and emotional tension when dealing with customers or meeting work deadlines. Nonetheless, the participants demonstrated a variety of coping strategies, such as engaging in exercise, taking short breaks, pursuing hobbies, or going on short vacations. Additionally, social support from peers and supervisors was found to significantly alleviate stress levels.

These findings are consistent with Robbins et al. (2015), who explain that task demands and dual-role pressures can trigger stress when not managed through effective self-regulation mechanisms. However, unlike Mashadi (2015), who highlighted the negative impact of part-time work on academic achievement, this study found that students exhibited a high level of resilience. They were able to adapt and maintain performance by regulating their study–work rhythm. Academically, these results enrich the discourse in educational and organizational psychology, demonstrating that work stress does not

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necessarily have a destructive impact but can instead serve as a stimulus for self-empowerment when managed adaptively.

Academic Implications: Self-Empowerment in the Student Context

Overall, the findings suggest that working while studying should not be viewed merely as an additional burden, but rather as a contextual learning space that enables students to build personal capacity. The combination of work motivation, effective time management, and stress management forms a concrete process of self-empowerment. Through this experience, students learn to become independent, resilient, and responsible individuals capable of managing their own life choices.

From an academic standpoint, this study contributes to the growing body of literature on student self-empowerment, particularly within the Indonesian sociocultural context. The results indicate that student success in managing dual roles is determined not only by cognitive ability but also by emotional competence and self-regulation skills. Thus, this study affirms that self-empowerment is a holistic process encompassing motivational, managerial, and emotional dimensions that interact dynamically to shape personal and academic development.

CONCLUSION

This study demonstrates that part-time student workers in Yogyakarta possess diverse forms of work motivation—both intrinsic and extrinsic—which play a crucial role in shaping their commitment and performance quality. Students with intrinsic motivation tend to exhibit more stable performance and better balance between their academic and work responsibilities. Time management skills emerged as the primary adaptive strategy for reconciling academic and occupational demands, while work-related stress appeared as a natural consequence of their dual roles. Nevertheless, most participants were able to manage stress effectively through positive activities and social support, thereby reinforcing their process of self-empowerment. These findings address the study's objectives by identifying work motivation, time management, and stress management as key factors in sustaining both performance and well-being among part-time student workers.

Theoretically, this research enriches the discourse on self-empowerment and educational psychology, affirming that balancing study and work represents a tangible form of self-regulation and adaptive learning. Practically, the study offers valuable insights for educational institutions and employers to develop more flexible and supportive environments for students who work while studying.

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The main limitation of this study lies in its relatively small sample size and geographically focused scope within Yogyakarta. Future research could expand the context to other regions or adopt quantitative approaches to measure the relationships among variables more precisely and comprehensively.

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