

Description of Psychological Well-Being of Working Student in Universitas Muhammadiyah Kalimantan Timur

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ABSTRACT

Individuals who work then continue their education in college not only workers who go to college to get a high position in the company but among them, some student work to finance their education. For some students, adjusting to campus life can cause unpleasant feelings. This situation can have an impact on individual assessment of psychological well-being. This study aims to look at the description of psychological well-being in working students of Universitas Muhammadiyah Kalimantan Timur. The research method used in this study is a quantitative approach. The data collection uses an adapted Ryff's Scale of Psychological Well Being measurement tool. Participants involved in this research were 200 students of Universitas Muhammadiyah Kalimantan Timur who attended lectures while working. The results of this study indicate that the majority of respondents (51%) have low psychological well-being scores. Difficulties faced by students who work often make these students easily stressed, causing a decrease in academic achievement due to difficulty dividing time between lectures and work, lack of rest time, and having limited time to engage in campus activities.

Keywords: *psychological well-being, working student, college student*

1. INTRODUCTION

College for most students is a place full of doubt, anxiety, and even failure [1]. Unpleasant experiences felt by students in higher education can be a significant source of stress and can reduce the quality of life for students [2]. This is consistent with research which shows that the higher the stress level experienced by students, the higher the student's negative assessment of their school [3]. When students experience boredom, they will feel they do not have a good social relationship and their actualization on campus seems to be ignored. Conditions, where students feel that the learning climate on campus is not pleasantly caused by stress levels can have an impact on the poor interpersonal relationships of students. This can lead to more complex student problems.

One of the factors that influence the well-being of students is the status of students studying while working. College while working is no longer a new thing. Arnett states that in the development stage, students have entered the era of emerging adulthood or the transition from adolescence to adulthood with the age range of 18-25 years. At this time, individuals are still trying to find a career that suits them, trying to find their identity, and what kind of lifestyle they want to live [4].

Two criteria that indicate the end of adolescence and the beginning of early adulthood are economic independence and responsibility for their behavior [4]. Economic independence can be seen with the start of individuals who are in the early adult phase to explore the world of work. [5]

Students who work are individuals who study at the tertiary level and are active at the same time running a business or are trying to do a task that ends with a work that can be enjoyed by the person concerned. The phenomenon of studying while working is not a new thing in Indonesia, it can be seen by the number of public and private universities that open special classes for employees. In general, universities which open employee classes provide lecture time outside of work time, such as evening classes or Saturday-Sunday classes. There are even regular class students who study while working. This also happened at the University of Muhammadiyah East Kalimantan (UMKT) where there was a study program that opened evening classes aimed at accommodating the needs of students studying while working.

According to Motte and Schwartz [6] lecture while working has positive and negative impacts. Positive impacts of college while working include students being able to help parents in paying for college, gaining work experience, and economic independence [6]. One of the negative effects of lectures while working is shown in data obtained by the National Center for Education Statistics in 2002, the more hours students work in one week negatively affect their grades in lectures [4]. Besides, another negative impact is the lack of free time owned by students which causes a lack of self-actualization. This study aims to look at the description of psychological well-being in working students of the Muhammadiyah University of East Kalimantan.

2. RESEARCH METHOD

The study was conducted at the University of Muhammadiyah, East Kalimantan. The research subjects were UMKT students who worked both at night and in regular classes. This research is quantitative. In this study, researchers used a used tryout, where the subject used for the tryout was used also for research. The data obtained will then be processed using the help of the computer program SPSS 18.0 for windows.

3. RESULTS AND DISCUSSION

The result and discussions on the findings relative to the study are arranged in the following order: descriptive statistics, distribution of well-being scores, and analysis of sex and work period. Table 1 shows the descriptive statistics of psychological well-being scores.

Table 1 Descriptive Statistics

	N	Min	Max	Mean	Std. Dev
Score	100	231	470	359.50	39.995
Total Valid N (listwise)	100				

As shown in the table, the highest psychological well-being score was 470 and the lowest score was 231. The standard deviation of this study was 39,995. Table 2 presents the distribution of psychological well-being scores between high and low categories.

Table 2 Distribution of Psychological Well-Being Scores

Categories	Range of Score	Frequency	Percentage
Low	< 355	51	51%
High	>355	49	49%
Total		100	100%

As shown in table 2, 51% of study subjects had low well-being psychology scores. 49% of subjects are in the high category. Table 3 explains the analysis based on gender and work period.

Table 3 The Other Distribution of Psychological Well-Being Scores

Participant	N	Mean	Sig.	Inf.
Gender				
Man	47	359.57	0.989	Not significant
Women	53	359.43		
Work period				
<1 – 3 years	69	355.45	0.131	Not significant
3 - >5 years	31	368.52		

As shown in table 3, by gender it shows that the value of p = 0.989 (not significant). So that it can be said there is no significant difference in psychological well-being between men and women.

Furthermore, the data on the length of work period p = 0.131, which shows that there is no significant difference

between groups with tenure under 3 years and above three years.

Students have a range of stages of development between adolescence and early adults. Criteria that indicate the end of adolescence and the beginning of early adulthood are economic independence and are responsible for their behavior [4]. Economic independence can be seen with the start of individuals who are in the early adult phase to explore the world of work. Students who work are individuals who study at the tertiary level and are active at the same time running a business or are trying to do a task that ends with a work that can be enjoyed by the person concerned [5]. The phenomenon of studying while working is not a new thing in Indonesia, it can be seen by the number of public and private universities that open special classes for employees. This research shows that in general (51%) psychological well-being UMKT students who work are in a low category.

Regarding working students, there is research that states that the time spent studying and working does not have a direct influence on academic achievement. However, research conducted by Nonis and Hudson [7] states that motivation and learning time have a significant influence on the ability to show academic achievement. UMKT students who study while working have shorter learning time so that it is difficult to show their academic achievement.

This is similar to what was stated by Lenaghan and Sengupta [8], where the results of the study show that students who have multiple roles (lecturing and working) are prone to experiencing negative effects and have low well-being. The higher the burden and working hours of students, the lower the well-being. The working hours of UMKT students who work an average of 8 hours/day (8:00 to 16:00), then they start studying at 17:00 - 22:00. The energy expended every day is to work and study so that the student easily experiences fatigue which can trigger the emergence of other problems.

Tests whether there is a relationship between the quality and quantity of sleep with well-being [9]. Individuals who have quality sleep at night have health conditions, satisfaction with life, management of feelings and depression, and anger management. which is better compared to those who have an average quantity of sleep, UMKT students who work easily experience fatigue because they have multiple roles (work and study) and have low sleep quality so they are vulnerable to their ability to manage their feelings and emotions.

Working while studying makes someone more independent. Ryff [10] revealed that individuals who have high autonomy values if they have self-determination and are independent. Independence is a dimension of psychological well-being which is quite influential.

Ryff states that women have a higher value on positive relationships with others, but the results of this study indicate there are no significant differences between psychological well-being women and men. UMKT students who work feel that they have the same background with one another so that in interacting more emphasis on the warmth and importance of positive relationships with others, causing both male and female students to see a good and close relationship with others becomes important. Therefore, there is no significant difference in

psychological well-being scores in male and female sex subjects.

Based on the length of work there is no significant difference between those who work for less than 3 years and those who work for more than three years. UMKT students who work when on campus have the same effort in making adjustments to the campus environment so that there is no influence related to the length of their working period at their respective places.

4. CONCLUSION

The results of this study indicate that the majority of respondents (51%) have low psychological well-being scores. Difficulties faced by students who work often make these students easily stressed, causing a decrease in academic achievement due to difficulty dividing time between lectures and work, lack of rest time, hard to manage feelings and emotions, and having limited time to engage in campus activities.

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