

Role Conflict on Working Students Self-Regulated Learning as a Predictor

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ABSTRACT

According to the KBBI, students are people who study in universities. According to the definition, work is not a student's job. However, not a few students are studying and working simultaneously. Various reasons underlie it, especially economic factors. Of course, the situation of studying and working for students has implications for role conflict. On the one hand, they must act as students. On the other hand, they have to act as workers. If not accompanied by adequate psychological attributes, this condition can lead to role conflict problems for students, which has implications for disrupting lecture activities, which then impacts the length of the study period, even dropping out of college. Many factors are assumed to influence role conflict in working students, one of which is self-regulated learning. This study then tries to determine how much self-regulated learning predictive ability is for role conflict in working students. A quantitative method with a simple regression model is used as an analysis technique—the sample involved as many as 96 working students who live in the city of Makassar. The analysis results show that the role of conflict in working students is determined by self-regulated learning by 24.1%, while the remaining 75.9% is determined by other factors not examined in this study. This study implies the importance of self-regulated learning to be promoted to the working students for increasing their achievement.

Keywords: Role Conflict, Self-Regulated Learning, Working Students.

1. INTRODUCTION

According to the KBBI, students are people who study in universities. According to the definition, work is not a student's job. However, not a few students also have worked besides studying. Various reasons underlie it, especially economic factors. Santrock [25] found that as many as 81% of students work part-time in the United States. As for Indonesia, research involving 4,642 students, it is known that the number of students employed is increasing, which is as much as 77% of the year previously as much as 59% [4]. An increasing number of students work for various reasons. Motte & Schwartz [18] argued that in addition to economic conditions, this is also done with the excuse of working to fill spare time, work is a way of living, and working for adding experience. Research conducted by Yahya & Yulianto [30] with the number of respondents as many as 239 students who work stated that the reason students work, as much as 36.4% with the reason is that their parents cannot afford the

tuition fees, 27.2% because they had worked before college, and 15.1% because they want to gain experience in the world of work.

Of course, the decision to study while working will provide various impacts, both positive and negative. Stern & Nakata [29] argues that the positive impact obtained by individuals who study while working is that the individual will have future earning potential and a more positive attitude to work that is formed because of previous work experience. The negative impact on working students is that two roles with different responsibilities can lead to the emergence of role conflict caused by an individual's inability to balance the two roles performed. Octavia & Nugraha [20], in their research on working students, suggested that role conflict in working students can occur because of the length of time spent in a particular role. Markel & Frone [15] suggested that work activities can interfere with students fulfilling their demands and obligations related to on-campus learning. This causes

the occurrence of role conflict in students, known as work-study conflict.

Markel and Frone [15] suggest that students who have a greater contribution to their work will spend more energy on their work to affect their academic achievement. Pangesti [21], in his research, suggests that there is a significant relationship between role conflict and the occurrence of burnout. The results showed that the lower the role conflict experienced, the lower the chance of burnout. In addition to this research, Hamadi, Wiyono, & Rahayu [7] stated the differences in stress levels for students who work and do not work. Their research suggests that most of the students who work are in the category of severe stress. In working students, work stress is experienced because of role problems [26]. Interviews conducted by students working on research conducted by Alifandi [1] regarding emotional exhaustion in working students stated that students who work part-time are indicated to experience emotional exhaustion such as the need to sacrifice one of their college assignments.

Many factors determine the occurrence of role conflict in students, one of which is self-regulated learning. One of the internal components that can be used for individuals with more than one role is self-regulated learning. Zimmerman & Schunk [28] suggest that self-regulated learning is a systematic individual learning process that directs thoughts, feelings, and actions to achieve goals. [17] suggest that individuals who can effectively use self-regulation can overcome conflicts experienced in pursuing goals so that at least individuals can form a part of life and a more constructive future. Bloom & Tinker [12] suggest that self-regulated learning can improve individual multitasking abilities. The use of self-regulated learning in working students will make individuals have strategies in learning so that they can work on other demands. Baltes & Heydens-Gahir [3] suggest that individuals who carry out several roles need to have a strategy to carry them out and minimize role conflicts.

Pintrich [22] suggests that with the use of self-regulated learning, individuals in higher education will be able to control themselves more so that they can balance the demands of higher education with other social demands. Several studies have shown a relationship between self-regulated learning and role conflict. A qualitative study on the role of self-regulated learning in students who have multiple roles, in this case, students as well as housewives, suggests that using self-regulated learning can create a calmer feeling and be able to grow confidence in themselves

that they can carry out the demands of their roles and achieve their goals and targets that have been set [23]. The research on the relationship between self-regulated and role conflict in students conducted by Naibaho & Sawitri [19] suggests a significant negative relationship between self-regulated and role conflict, where the higher the self-regulation, the lower the role conflict. This research is also in line with research conducted by Hidayanto [8]. His research also suggests a significant negative relationship between self-regulated and role conflict, where the higher the self-regulation, the lower the role conflict. Huda [9] also suggests that there is an influence between self-regulation on role conflict in women who have multiple roles. Based on these studies, it can be concluded that high self-regulated learning can minimize the occurrence of role conflict and provide a more positive impact for individuals who have more than one role.

This study then tries to find out how much self-regulated learning contributes to role conflict in working students.

2. METHOD

2.1. Research Approach

This research is quantitative. Quantitative research is a method used to test certain theories by examining variables' relationships. The variables used in the study will be measured through research instruments. The data is obtained in the form of numbers that can be analyzed using statistical procedures [16]. More specifically, this research is a simple regression quantitative research. Simple regression analysis is one type of regression analysis that is used to measure the level of dependence of the independent variable, in this case, the role conflict with the dependent variable, self-regulated learning

2.2. Participants

A total of 96 working students who live in the city of Makassar participated as participants in this study.

2.3. Research Instrument

This study uses two research scale instruments, namely (1) the self-regulated learning scale instrument and (2) the role conflict scale instrument. The self-regulated learning scale instrument used is based on the aspects of self-regulated learning proposed by Magno [14], which was obtained based on Zimmerman & Martinez-Pon's theory regarding self-regulated learning. The role conflict scale instrument

is a scaling instrument compiled based on aspects of role conflict [6], which has been modified and adapted to the research subject, namely working students.

The self-regulated learning scale has been adapted into Indonesian and tested in Indonesia by Andiani [2]. Self-regulated learning consists of seven aspects, namely memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility, and organizing. This scale consists of 43 favorable items with four answer choices, namely "Strongly Agree (SS)", "Agree (S)", "Disagree (TS)", and "Strongly Disagree (STS)". The instrument was then tested again in this study to determine the validity due to changes in the research location and the participant's condition. The value of the validity of the RMR (SRMR) obtained was 0.048, indicating that the model is acceptable (good fit). The reliability test was again carried out with the acquisition of Cronbach's alpha value of 0.948. These results indicate that the self-regulated learning scale used in this study is very reliable.

The role conflict scale is based on aspects of the role conflict of Greenhaus & Beutell [6] which has been tested in Indonesia on working students. The aspects of Greenhaus & Beutell's [6] role conflict are time-based conflict, strained beside conflict, and behavior-based conflict. This scale consists of favorable and unfavorable items with a total of 30 items. This scale consists of four answer choices, namely "Strongly Agree (SS)", "Agree (S)", "Disagree (TS)", and "Strongly Disagree (STS)". The researcher then retested the scale because the research was in a different location and the RMR (SRMR) value was 0.047 which indicated that the model was acceptable (good fit). Based on the reliability test results for the role conflict scale, Cronbach's alpha value is 0.873. These results indicate that the role conflict scale used in this study is reliable.

2.4. Data Analysis

Simple regression analysis technique using SPSS Version 24 for windows is a technique used to determine the effect of self-regulated learning on role conflict.

3. RESULT

Table 1. ANOVA Regression

	F	p-value
Regression	29.729	.000

Dependent Variable: Role Conflict

Table 1 shows that the value of sig. 0.000 < 0.05 means that the self-regulated learning variable affects the occurrence of role conflict in working students.

Table 2. Model Summary

R	R Square	Std. Error
.491	.241	8.216

Dependent Variable: Role Conflict

Table 2. informs the R Square value of 0.241. This means that the self-regulated learning variable has an influence of 24.1% on the occurrence of role conflict, while 75.9% is determined by other variables not examined in this study.

4. DISCUSSION

This study found that self-regulated learning affected role conflict in working students by 24.1%. This means that role conflict in working students is also determined by how effectively they regulate their learning activities. These results are relevant to several studies. Mischel, DeSmet, & Kross [17] suggest that ineffective self-regulation can have a detrimental impact on individuals and poor academic and social competence. On the other hand, individuals who can effectively use self-regulation can overcome conflicts experienced in pursuing goals so that at least the individual can form a part of life and a more constructive future. Pintrich [22] suggests that with the use of self-regulated learning, individuals in higher education will be able to control themselves more to balance the demands of higher education with other social demands. Meanwhile, Bloom & Tinker [12] suggest that self-regulated learning can improve individual multitasking abilities. The use of self-regulated learning in working students will make individuals have strategies in learning so that they can work on other demands. Baltes & Heydens-Gahir [3] suggest that individuals who carry out several roles need to have a strategy to carry them out and minimize role conflicts. For working students, self-regulated learning will help plan and use learning strategies according to the situations and conditions they experience.

Zimmerman [31] suggests that self-regulation will enable individuals to make plans that are adjusted in cycles to achieve goals according to the situation they are experiencing. As cited in Schraw, Kauffman, & Lehman [27], Zimmerman suggests that individuals with high self-regulated learning will have strategies in achieving their goals, wherein achieving their goals will go through several phases. The phases in self-regulated learning, namely the first forethought phase,

refer to how individuals plan and set goals. Second, namely performance control refers to self-control or focuses on using various strategies and concentrates on optimizing efforts to achieve goals. In their research, Clinton, Conway, & Sturges, & Hewett [5] suggest that work activities using self-control are very important and have a very strong effect on work and non-work conflicts. The third is self-reflection which refers to how individuals do learning related to the business and learning strategies used. At this stage, individuals can change strategies or learning plans that are more appropriate to the situation at hand. Mischel, DeSmet, & Kross [17] suggest that reflection is one way to facilitate more constructive conflict resolution, whereby reflecting individuals will realize and see themselves accurately to act consistently towards achieving goals.

Rachma [23] argues that self-regulated learning can create a calmer feeling and be able to foster confidence in themselves that they can carry out the demands of the role and achieve the targets that have been set to minimize the occurrence of role conflict which can have a negative impact on both roles. This aligns with what Zimmerman & Schunk [31] stated that individuals with self-regulated learning will have motivation. Motivation in self-regulated learning is a driving force within the individual, including perceptions of self-efficacy, competence, and autonomy in carrying out learning activities. Motivation is a function of the basic need to control and direct thoughts, feelings, and actions in achieving goals.

Regarding the contribution of 24.1% which indicates that other variables determine role conflict, several research results can be proposed. Markel & Frone [15] suggest that working hours and workload are factors that can influence work-study conflict. Markel & Frone [15] suggest that high working hours in a particular role can affect or reduce the time required to perform tasks in other roles. The high workload that needs to be completed within a certain period can affect the occurrence of work-study conflicts and can cause emotional exhaustion and other psychological impacts. Kropf [13] stated that high working hours for students who work are predicted to experience more work-study conflicts. Jardim [10] also stated that working students who have low working hours will experience fewer role conflicts when compared to working students who have high working hours.

In addition to these factors, other studies also suggest that adversity quotient and conflict self-efficacy have a significant negative relationship with

role conflict in working students. Oktavia & Nugraha [20] suggest that there is a significant negative relationship of -0.639 between the adversity quotient variable and the work-study conflict, where individuals with high scores on the adversity quotient will experience low work-study conflict. Kalesaran, Moningka, & Angkawijaya [11], in their research, also suggest that conflict self-efficacy, which is self-confidence in an individual's ability to overcome conflict, has a relationship with work-study conflict.

5. CONCLUSION

Figures and tables should be placed either at the top or bottom of the page and close to the text referring to them if possible.

From this research, three things can be concluded, namely: (1) Self-regulated learning has an effect on the occurrence of role conflict in students working in the city of Makassar. (2) The magnitude of the effect of self-regulated learning on role conflict in working students in Makassar is 24.1%. This means that there are other factors of 75.9% that were not examined in this study, which also determine the occurrence of role conflict in students working in the city of Makassar. (3) Based on the second conclusion, further research needs to be done in the future related to any factors other than self-regulated learning that determine the occurrence of role conflict in students working in the city of Makassar.

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