
Study vs. Work: Examining Conflict and Burnout Among Students at UIN Sayyid Ali Rahmatullah Tulungagung

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Abstract:

Working students often face challenges in balancing their roles as learners and employees, known as work-study conflict. This imbalance can lead to burnout, a condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. This study aims to analyze the effect of work-study conflict on burnout among working students at UIN Sayyid Ali Rahmatullah Tulungagung. A quantitative approach with a causal-comparative design was employed. The sample consisted of 100 working students selected through purposive sampling, with criteria including working at least 15 hours per week and aged 20–25 years. Data were collected using questionnaires comprising a work-study conflict scale based on Markel & Frone's (1998) theory and a burnout scale derived from Maslach & Leiter's (2016) model. Simple linear regression analysis revealed that work-study conflict significantly affects burnout, contributing 14.2% ($R^2 = 0.142$). Each unit increase in work-study conflict raised burnout by 0.779 units. These findings indicate that working students experiencing higher levels of conflict are at greater risk of burnout. However, most of the variation in burnout (85.8%) is influenced by other unexamined factors. This study concludes that managing role conflicts is crucial to mitigating burnout risks. Universities are encouraged to provide support programs such as time management training, counseling services, and flexible class schedules. Future research should explore additional variables, such as social support or coping strategies, using a mixed-method approach for a more comprehensive understanding.

Keywords: *work-study conflict, burnout, working students, role conflict, psychological well-being*

1. Introduction

Students in early adulthood face various developmental challenges, one of which is balancing their roles as both learners and workers. The phenomenon of studying while working has become an increasing trend in various countries, including Indonesia, as students seek financial independence (Tessema et al., 2019). However, juggling both roles often leads to what is known as work-study conflict, where students struggle to meet the demands of both roles optimally (Markel & Frone, 1998).

Work-study conflict affects various aspects of students' lives, including psychological well-being, academic performance, and job productivity. If not managed properly, students become vulnerable to burnout—a state of prolonged physical, emotional, and mental exhaustion due to imbalanced role demands (Maslach & Leiter, 2016). In the context of working students, burnout not only reduces learning motivation but may also impact their ability to complete their studies (Kastaman & Coralia, 2020).

Previous studies have demonstrated a significant relationship between work-study conflict and burnout. For example, a study by Octavia and Nugraha (2019) found that students working more than 25 hours per week had a higher risk of experiencing burnout compared to those who did not work. However, most prior research has focused on students in metropolitan areas or developed countries, making the findings less representative of students in developing regions like Tulungagung.

This study aims to examine the effect of work-study conflict on burnout among working students at UIN Sayyid Ali Rahmatullah Tulungagung, a context that has been less explored. The novelty of this study lies in its exploration of work-study conflict as a primary stressor among working students in this region. Furthermore, the study integrates the theoretical framework of work-study conflict from Markel & Frone (1998) with the burnout model of Maslach & Leiter (2016).

This research is expected to provide theoretical contributions to understanding work-study conflict and its implications for burnout while offering practical recommendations for educational institutions to support the well-being of working students. The findings may serve as a foundation for policies and interventions aimed at better managing role conflicts in higher education settings.

2. Methodology

This study employs a quantitative approach with a causal-comparative design to identify the cause-and-effect relationship between the independent variable (work-study conflict) and the dependent variable (burnout). The study population consists of actively enrolled working students at UIN Sayyid Ali Rahmatullah Tulungagung, with a sample of 100 respondents selected using purposive sampling based on specific criteria: working at least 15 hours per week and aged 20–25 years.

The research procedure consists of three main stages: preparation, data collection, and data analysis. In the preparation stage, research instruments were developed based on Markel & Frone's (1998) work-study conflict theory and Maslach & Leiter's (2016) burnout model, then validated by three experts in psychology. Data were collected using a

questionnaire comprising two main scales: the work-study conflict scale and the burnout scale. The work-study conflict scale consists of 12 items with three main dimensions: time-based conflict, strain-based conflict, and behavior-based conflict, with a Cronbach's Alpha reliability coefficient of 0.886. Meanwhile, the burnout scale includes 40 items measuring three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment, with a reliability coefficient of 0.927.

The collected data were analyzed using SPSS version 23. Analysis stages included classical assumption tests (normality, linearity, and heteroscedasticity) to ensure data suitability, followed by simple linear regression analysis to examine the influence of the independent variable on the dependent variable and determine the coefficient of determination (R^2) to measure the contribution of work-study conflict to burnout.

3. Results

Data were obtained from 100 working students at UIN Sayyid Ali Rahmatullah Tulungagung who met the inclusion criteria. Below are the characteristics of respondents based on gender and faculty distribution.

Table 1.

Descriptive Data of Respondents' Characteristics

Characteristic	Frequency (F)	Percentage (%)
Gender		
Male	37	37%
Female	63	63%
Faculty		
FEBI	26	26%
FASIH	10	10%
FTIK	23	23%
FUAD	41	41%
Total	100	100%

From the table, the majority of respondents are female (63%) compared to male (37%). The respondents are distributed across four faculties, with the largest proportion from the Faculty of Ushuluddin, Adab, and Da'wah (41%) and the smallest from the Faculty of Sharia and Law (10%).

Hypothesis testing was conducted using simple linear regression to determine the effect of work-study conflict on burnout. The analysis results are presented in the following table:

Table 2.

Simple Linear Regression Test

Model	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	Sig.
(Constant)	66,405		9,249	0,000
Work-Study Conflict	0,779	0,376	4,020	0,000

The regression coefficient for the work-study conflict variable is 0.779, meaning that each one-unit increase in work-study conflict will increase the burnout score by 0.779. The significance value (Sig.) of 0.000 (< 0.05) indicates that the effect of work-study conflict on burnout is significant.

Another finding is that the coefficient of determination (R^2) of 0.142 shows that 14.2% of the variation in burnout among working students can be explained by work-study conflict, while the remaining 85.8% is explained by other factors not examined in this study. These results confirm that work-study conflict plays an important role in influencing burnout among working students. However, the relatively small contribution level suggests the need for further research to explore other variables, such as social support or time management skills, that may influence burnout.

4. Discussion

This study shows that work-study conflict significantly impacts burnout among working students at UIN Sayyid Ali Rahmatullah Tulungagung, contributing 14.2%. These findings indicate that conflicts between work and academic demands, such as time constraints, emotional pressure, and behavioral conflicts, serve as primary stressors that trigger emotional exhaustion, depersonalization, and decreased academic performance. This aligns with role conflict theory, which explains that the misalignment between two roles can cause psychological stress affecting individual productivity.

The novelty of this study lies in its focus on students in developing regions, an area that has been previously underexplored, and its theoretical approach integrating the dimensions of work-study conflict from Markel & Frone (1998) with the burnout theory from Maslach & Leiter (2016). These findings reinforce those of Octavia and Nugraha (2019), who stated that long working hours increase burnout risk, and Yahya & Yulianto (2018), who found a positive correlation between work-study conflict and burnout among working students. This study also opens opportunities for further exploration of other variables influencing burnout, such as social support and coping strategies.

Practically, these findings can serve as a foundation for universities to provide support programs for working students, such as time management training, flexible class schedules, and counseling services. However, this study has limitations, including the use of purposive sampling, which restricts the generalizability of the results, and a low coefficient of determination, indicating the presence of other contributing factors to burnout that were not measured. Additionally, the quantitative approach used in this study does not capture students' subjective experiences in depth.

Future research is recommended to employ a mixed-method approach to enhance understanding of work-study conflict and burnout. Moreover, exploring additional variables such as social support or academic pressure could provide a more holistic perspective. Expanding the population scope and research approach in future studies may offer more effective solutions to support the well-being of working students.

5. Conclusion

This study analyzes the effect of work-study conflict on burnout among working students at UIN Sayyid Ali Rahmatullah Tulungagung. The findings indicate that work-study conflict significantly contributes to burnout, with a 14.2% influence. Higher conflicts arising from imbalanced work and study roles increase the risk of emotional exhaustion, depersonalization, and reduced personal accomplishment. Although work-study conflict has a significant effect, the study suggests that other factors, such as social support and coping strategies, also play a role in influencing burnout. The findings highlight the importance of managing role conflicts to support the well-being of working students. These insights can serve as a foundation for universities to develop support programs, such as time management training, flexible class schedules, and counseling services, to help students navigate the challenges of balancing work and study.

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