COPING STRESS AND WORK PART-TIME: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

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ABSTRACT

Part-time job is familiar activity among the students. There are many reasons for students to work part time while on their studies. Many students take part-time jobs while studying to pursue a bachelor's degree. However, there are several consequences that they have to face. Some of them are include the need to complete more tasks, should checking the right times, and the ability to adapt to distinctive environment. A lot of insignificant demands between part-time work and the world of college often cause stress for the individuals who live in it. Therefore, the researcher interested in exploring the stress coping experiences of students who work part-time. This study uses interpretative phenomenological analysis (IPA) qualitative methods. The number of participants are three people and chosen with purposeful sampling method and homogeneous sampling based on the three criteria. The results of the study found ten themes, namely: (a) The purpose of working part-time; (b) The benefits of the subject's part-time work; (c) The impact felt by the subject; (d) The constraints felt by the subject; (d) The pressure felt by the subject; (e) The demands felt by the subject; (f) The source of the subject's stress; (g) Coping stress; (h) Problem solving; (i) The source of the subject's coping.

Keywords: Coping stress, students, part-time, interpretative phenomenological analysis

1. PREFACE

In Indonesia, economic difficulties faced by students in handling tuition fees often lead them to seek solutions by working part-time while studying to ease the financial burden on their parents. Part-time work is a common activity among students, as stated by Yahya and Widjaja (2018). The primary reason for this is related to finances, aiming to generate income for education and daily expenses while reducing the family's burden. However, students still have academic responsibilities at their educational institutions.

The benefits of engaging in part-time work while studying come with various challenges. These challenges may include the necessity to manage a heavier workload, juggle time effectively, allocate attention and energy between part-time work and academic tasks, and adapt to significantly different environments (Lubis et al., 2015).

Students must be accountable for their actions and planning. Even while working, students must continue their education. According to Hamadi (2018), many students eventually decide to drop out of school due to the difficulty of managing their time between coursework and work. Making such a decision requires careful consideration. Students are required to effectively allocate their time between academic and work activities, each of which demands a substantial time commitment. According to Suci, as cited in Hamadi (2018), if students cannot manage their time between coursework and work effectively, they will experience stress.

Therefore, it can be concluded that stress among students working part-time has both positive and negative aspects. On the one hand, it offers new challenges in the early stages of entering the workforce, but on the other hand, the demands arising from balancing the challenges of the working world and the academic world can lead to stress.

According to Silverman et al. (2010), stress is the body's response to changes that require a physical, psychological, and emotional response, adjustment, and/or adaptation. Stress can be caused by situations, circumstances, thoughts, and can result in frustration, anger, stress, and fear. Stress is a common issue in human life. According to Greenberg (2002), when someone is confronted with stressful situations, the individual is driven to engage in coping behaviors. Lazarus and Folkman (1984) define adaptation as an individual's cognitive and behavioral effort to address and solve problems they encounter. In other words, coping is the process that individuals go through when facing difficult situations, while survival is an individual's response to a situation that threatens them physically, not psychologically.

Students need strategies to cope with stress, which can emerge at any time. In psychological terms, the solutions and adaptation methods used in stressful situations are coping strategies (Greenberg, 2002), as explained in Lubis et al. (2015). Coping is an individual's response to problem-solving, responding according to their feelings and thoughts to manage, tolerate, and mitigate the negative impacts of the situation.

Based on the discussion above, students working part-time need to employ coping mechanisms to ensure their survival by neutralizing the pressures and demands that can result in stress. This is the reason the author is interested in conducting research on the topic of "Coping Stress Among Students Working Part-Time in Jakarta."

The research questions, are: (a) What are the coping strategies for stress among students working part-time?; (b) How does stress coping affect students working part-time?; and (c) What are the sources of stress coping for students working part-time?

2. RESEARCH METHOD

This research employs a qualitative methodology with an Interpretative Phenomenological Analysis (IPA) research design aimed at identifying the essence of human experiences regarding a specific phenomenon. The qualitative research type conducted involves interviews with research subjects, specifically, the stress experienced by students working part-time, examined from the perspective of how students perceive coping strategies in dealing with stress. Through this phenomenological research design, it is expected that the measured variables can be depicted through the collected data, primarily consisting of information related to the subjects' lives, which will then be reported by the researcher.

The criteria for research participants who can provide relevant data are as follows: (a) age between 18-23 years; (b) both males and females; (c) engaged in part-time work; (d) active students. This research project spans approximately three to four months. The research process commences with the determination of research constructs, domains, and indicators, followed by the creation of interview questions. The steps include contacting potential participants within the researcher's network who meet the criteria, drafting an informed consent document, having participants complete the informed consent to signify their willingness to participate, conducting

interviews with participants, processing and analyzing the interview data collaboratively with the participants, and compiling the research report.

In the research preparation phase, the first step before the interviews is to identify research subjects through the researcher's social connections. After identifying potential participants, the second step involves making a preliminary approach to encourage individuals who meet the criteria to agree to be involved in the research from start to finish. Once research subjects are selected, the researcher will arrange a suitable interview time with the subjects. In this regard, the researcher will first establish contact with the subjects to establish a good rapport. The third step involves obtaining the research subjects' consent for direct data collection and explaining the purpose and objectives of the interviews. Additionally, before conducting the interviews, the researcher will inquire about the subject's willingness to be recorded during the interview.

After data collection is complete, the data processing and analysis procedures follow a structured approach, encompassing several steps. The researcher will create verbatim interview transcripts, presented in tabular form, to facilitate a clear understanding of the subjects' statements. Subsequently, the researcher will construct summary tables and question-answer pairs to discern the core of the subjects' conversations. The researcher will then seek patterns and connections in the data that are valuable for individual case analysis with dependent variables. Next, the researcher will engage in coding to identify crucial data points provided by the subjects.

3.   RESULT AND DISCUSSION

This study involved three participants aged 22-23 years. The three participants are currently studying in the fifth semester of a private university in Jakarta In addition, all of them work part time. The research outcomes represent the culmination of the research process, encapsulating a comprehensive portrayal of the experiences encountered by the respondents concerning the primary research findings.

Two reasons have been identified, namely economic factors and the pursuit of work experience. Students engage in part-time work for several reasons, such as economic difficulties and the desire to gain work experience. Furthermore, part-time work can also assist students in acquiring skills not taught in the classroom, expanding their professional network, and providing relevant practical experience in their field of study. This was experienced by the three participants.

> "The supportive factor was because I saw my little brother who was 5 years old at the time, and I thought that if I didn't start working, who would provide for him. I thought that my parents would not be able to support my schooling and other needs for long, so I decided to work, even though it was very tiring for me. - MSA. Of course there are, the factors that support me to work are that besides I want to earn my own money, I feel bad to my mom if I want something but ask my mom for money. I also had to start knowing the world of work before I graduated from college so that I wouldn't be surprised when I started working fully or you could say as a private employee. - CD. if it's a factor, my workplace gives me a lot of experience before graduating from college to complete my portfolio. besides that, I'm also the first child in my family so I have a responsibility to ease the burden on my parents economically." (YLK)

As stated by Jajang (as cited in Lubis,2017), the decision of students to work part-time is influenced by various factors, with economic factors and work experience being the primary

considerations. Students facing economic challenges often opt for part-time employment as a solution. However, economic factors are not the sole reasons for students engaging in part-time work. Another factor is that students believe that part-time work will open doors to the professional world, as it enhances their personal mindset in preparation for the workforce. It can serve as motivation and establish a connection between the theories they learn on campus and the realities of the working world

There are positive impacts experienced by students who work part-time while attending university. While it may initially feel demanding due to the busy schedules between their academic commitments and part-time work, with time, they adapt and become skilled at managing their time effectively between their academic coursework and part-time employment. This shared experience is observed among the three respondents and is closely related to time management.

> "The impact of working part-time makes me quite tired because I have to divide my time between work and college. What's more if I have a lot of assignments in college and a lot of work to do. But with that, I can manage my time and energy better." - MSA. "The impact of part-time work makes me quite tired because I have to divide my time between work and college. What's more if I have a lot of assignments in college and I have a lot of work to do. But with it all I can better manage my time and energy". - CD. "In terms of impact, I can be better in terms of time management and I know what the reality of the world of work is like because on campus we learn more theory." (YLK)

As indicated by Yahya and Widjaja (2018), at times, students who cannot effectively balance their time between work, study, prayer, attending classes, and rest may feel overwhelmed. On the other hand, the conflicting demands between studying and working can lead to stress, absenteeism, and reduced productivity. Students who study and work must effectively manage their tasks and responsibilities, beginning with time management between their academic commitments and employment
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There are several sources of pressure experienced by students working part-time while studying, including tight assignment deadlines that can lead to stress and headaches. When attempting to balance both responsibilities, students often experience fatigue and exhaustion. "The most source of pressure is the tight deadline for assignments, which makes me dizzy and stressed. – (MSA). Yes, I feel tired and exhausted when I do those two things (CD). The source of pressure that I usually feel nowadays is because of deadlines at the same time. (YLK)"

Part-time work should be based on one's desire and self-readiness, and time management must well-organized. Without a proper balance between work and study, it can lead to stress for the individual (HardaningTyas, 2022).

Students feel that independence is crucial, particularly because they are often the firstborn in their families. Furthermore, students have a desire to attain certain things, such as purchasing desired items. Consequently, students believe that through hard work, they can achieve their aspirations. This sense of motivation reduces their stress as they see themselves as the backbone of their families, especially for their younger siblings. This, in turn, further fuels their enthusiasm for work.

> "What makes me excited is the demand to be the backbone of the family where I want to provide for myself and my family members, for example my younger brother, in this case I have to go through these two things with enthusiasm so that I don't get more stressed -MSA. The first is that I have to be independent. Because I am the first child and I have to be independent in supporting myself. The second is that I have a desire to buy things so I have to work with my own hard work." (CD)

> "The thing that makes me excited to do part-time study is because I want to graduate quickly but at the same time I also want to have a lot of experience, relationships and pocket money." (YLK)

In Indonesia, the challenging economic conditions faced by a significant portion of the population drive students to seek solutions for their financial challenges while working. Some students struggle to finance their education and, in an effort to ease the burden on their parents, choose to work. However, other students work for reasons unrelated to financial matters. According to Dananjaya (Jajang, 2008), studying while working is one way to open the door to the professional world, as it nurtures individuals' thinking about the working world, fosters a spirit of independence, and connects the theoretical knowledge gained on campus with the realities of the work environment.

In the students' workplace, their supervisors or Store Managers prioritize the academic commitments of employees who are simultaneously pursuing their education. They offer flexibility in work schedules to accommodate campus activities and provide students with the necessary time to effectively manage and balance their responsibilities.

> "Usually, I ask for time relief from the office so that it doesn't clash with college. For example, I get a 2-day work deadline from Monday-Tuesday while on Tuesday I have a lecture, automatically the work is hampered, so from there I ask for time relief from the office because I still have a lecture on Tuesday, usually the office can still compare time.-MSA. Fortunately in my work, my boss or Store Manager is more concerned with my studies, so I am given a waiver if I request a schedule to do activities on campus." (CD)

> "I usually make a schedule first, then if there is a clash, I consult with my part-time supervisor, because the college schedule cannot be changed." (YLK)

The primary objective of this study is to examine stress coping strategies among students working part-time. Based on the research objectives, the research team observed indications that participants experience stress due to the concurrent demands of their academic studies and part-time jobs. All three participants share a common source of stress, which is the challenge of managing their time, especially due to tight assignment deadlines and the necessity of working, resulting in frequent feelings of fatigue. The coping strategies they employ to alleviate this stress include sharing their concerns and spending time with friends.

A previous study was conducted. However, to establish a possible relationship between the two variables, researchers must first understand the association between them. Consequently, this research employed a correlational study design to explore the relationship between the research variables.

Throughout this study, the researchers encountered several limitations and shortcomings, including issues related to the research's geographic scope, research topics, and time constraints. Challenges arose when recruiting subjects and coordinating interview schedules. This research, focused on stress coping among part-time working students in Jakarta, is novel, as evidenced by the difficulty in finding related research in magazines, books, and newspapers. Therefore, further research is advisable to delve deeper into these two variables**.**

4. CONCLUSIONS AND RECOMMENDATIONS

This research centers on stress coping among students working part-time in Jakarta. Based on the study's findings, students engaged in part-time work do so with the goals of gaining work experience and addressing economic factors. The demands of their employment can interfere with their academic pursuits, impacting their ability to excel in coursework. Students encounter several sources of stress, such as tight assignment deadlines leading to stress and headaches, as well as the frequent experience of fatigue. Sharing their concerns and socializing with friends are strategies students employ to find relief and reduce the burden of stress on their minds.

For future researchers, it is recommended to expand the sample size in a study similar to the one conducted. Additionally, if feasible, consider introducing additional variables that are deemed likely to influence one another, thereby serving as supplementary references for other researchers to further develop their work in the future.

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