

Analysis of the Influence of Part-Time Work on Student Learning Activities

Muhammad Arif¹, Rosni^{1*}, Ali Nurman Hutabarat¹, Soedirman Z², Ade Cimita³

¹Department of Geography Education, Faculty of Social Science, Universitas Negeri Medan, Indonesia

²Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Indonesia

³Master of Environmental Science and Management, University of Rhode Island, Rhode Island, United States

ARTICLE INFO

Article History:

Received: July 20, 2022

Revision: November 28, 2022

Accepted: November 29, 2022

Keywords:

Part-Time

Student

Geography Education

Learning Activities

Corresponding Author

E-mail: rosni@unimed.ac.id

ABSTRACT

Education is one of the necessities of life that every individual must have. One level of education is a college education. In tertiary institutions' learning process, students are inseparable from financial needs for learning needs and living standards. This need forces students to do part-time jobs. Part-time jobs are growing from time to time. Part-time work has both positive and negative effects on student development in the world of work. This study aims to analyze part-time jobs for students of the 2017 Geography Education Department, their relation to learning activities, and the factors that motivate students to work part-time. This study uses a quantitative approach with simple analytical techniques. The population in this study were all students of the 2017 class of the Geography Education Department, with a sample of 20 students. Data collection techniques using a questionnaire. The study results show a significant effect of part-time work and learning activities with a substantial value of $0.037 < 0.05$. The main factor for students is working part-time because of the financial need for college needs and the standard of living. Part-time jobs done by students are online motorcycle taxi drivers, shopkeepers, salespeople, private tutors, and web programmers.

INTRODUCTION

Education is one of the necessities of life that humans must own. Education starts from an early age to a college education. Education will continue to develop according to the needs expected by society and the world of work. Education is essential for human life to lead a better life to build the nation and state (Alvionita et al., 2022). Education in tertiary institutions plays a vital role in providing quality human resources to produce students with quality and professional graduates. According to (Meixner et al., 2010), universities exist to make and create students through research and dissemination of knowledge through teaching. To achieve learning success in tertiary institutions, motivation is needed to encourage students to carry out teaching activities (Rohmawati et al., 2021). With the basis possessed by students, tertiary

institutions can develop the skills and mindset of students to prepare students to enter the era of the world of work. According to (June & Jayanti, 2021), Universities are required to produce competitive graduates nationally and globally.

In tertiary institutions' learning process, students are inseparable from financial needs to meet learning demands and living needs. The many demands faced by students make students look for part-time jobs. According to (Hordósy et al., 2018), many students cannot fulfill their life needs in the learning process at tertiary institutions, thus forcing students to work part-time. Students who work part-time are motivated to overcome financial problems, both for the learning process in college and maintaining living standards (Richardson et al., 2009; Richardson et al., 2014). The same

thing was also stated by (Curtis & Shani, 2002); the most apparent reason for students taking part-time jobs is primarily because of finances.

Currently, students working part-time are commonplace around the world. Working part-time and studying full-time is not new (Evans et al., 2014). According to (Tessema et al., 2014), the growing number of students working while studying continues to increase substantially. (Hall, 2010) stated that the growth in part-time work was due to the financial burden imposed on students, which continued to grow every year, and the lack of support in the form of scholarships. (Barron & Anastasiadou, 2009) argues that part-time work has long been a part of human life to gain experience and help financially. According to previous research summarized by (Barron & Anastasiadou, 2009), the number of students working part-time is uncertain, but almost 50 - 60 percent of students are engaged in part-time jobs worldwide. (Evans, 2021) argued that the increase in the number of students working part-time was in the spotlight because of the negative impact on academic achievement.

Part-time jobs have mixed effects on students. According to (Harvey, 1999), students engaged in part-time work will be in a relatively stronger position in the graduate labor market than those not part-time. This is because part-time students can increase their potential, knowledge, insight, work skills, managerial abilities, attitudes, and personality (Capah et al., 2021). In carrying out part-time jobs, students must be able to balance study needs and work needs (Richardson et al., 2014). Students who work part-time must carry out their duties and responsibilities properly, starting with time management, discipline, and paying attention to physical and mental health (Pertiwi, 2018). (Oi I & Morrison, 2005) argues that part-time work negatively affects several aspects of learning and student achievement, so students find it challenging to develop critical skills in education. Part-time work also has a positive effect; it can

contribute to testing, developing, and reflecting on specific career paths and providing pathways to the desired job (Billett & Ovens, 2007).

Part-time work not only familiarizes students with the world of work but also aims to develop the skills, attitudes, and behaviors required by the workplace or employer (Billett & Ovens, 2007; Evans et al., 2015). Work experience is considered necessary by employers, not only as a differentiator but also as a measure of how graduates perform after work (Evans et al., 2015). In some fields, students working part-time are an invaluable source of employment for companies (Sekiguchi, 2012). Companies spend less money than recruiting professionals or graduates (Linggasari & Kurniawan, 2020).

The problem of students working part-time also occurs among Unimed Geography Education Department students. This study aims to analyze students who do part-time work and its relation to student learning activities, as well as the factors that motivate students to work part-time. This research is essential considering that students who do part-time work have different responsibilities from those who do not work part-time, namely study and work commitments.

RESEARCH METHODS

This research was conducted on students of the Department of Geography Education, Faculty of Social Sciences, Unimed. Astronomically, the Geography Education Department is located at 3°36'35.13" North Latitude and 98°42'55.84" East Longitude. This study used a quantitative approach and data analysis techniques using simple regression analysis. The population in this study were all students of the 2017 UNIMED Geography Education Department, with a total sample of 20 students. This study uses two variables: part-time work as the independent variable (x) and learning activities as the dependent variable (y).

The data collection technique used in this study is using a questionnaire through a questionnaire and analysis using a Likert scale. This study uses the analysis technique Normality Test, which aims to determine whether the population in the study has a normal distribution. Then the normality test (T-test) results were carried out by a simple regression analysis to determine whether there was an influence between the independent and dependent variables.

RESULTS AND DISCUSSION

Effects of Part-Time Work and Study Activities

The effect of part-time work will indirectly affect student learning activities. The influence that each student gets varies depending on the part-time job being carried out. The impact of part-time work and study activities is calculated using a quantitative procedure based on the T-test results and the Kolmogorov-Smirnov method. The results of the normality test (T-test) can be seen in Table 1 below.

Table 1. Normality Test

		Var X	Var Y
N		12	17
Normal	Means	2 3,21	3 7,58
Parameters ^{a,b}	St. Deviation	10.216	6.680
The Most	Absolute	,111	,113
Extreme	Positive	,072	,113
Difference	Negative	-,111	-,073
Kolmogorov-Smirnov Z		,639	,647
Asimp. Sig. (2-ekor)		,809	,797

Source: Data Processing, 2022.

Based on the table above, the significant values of variable X = 0.809 and variable Y = 0.797 are more significant than 0.05, so it can be interpreted that the two research variables are normally distributed. T. The study results show that part-time work significantly affected the learning activities of NIM Geography Education Department students in 2017. This is demonstrated by comparing the t count value with the t table; the t count > t table value is obtained, namely t count = 4.81 > t table = 2.10 with a significance value of 0.037

<0.05, so it can be concluded that Ha is accepted, namely part-time work has a significant effect on learning activities.

The results of this study are in line with research conducted by (Linggasari & Kurniawan, 2020), where there is a significant effect between part-time work and academic achievement, namely 0.013 <0.05, While research conducted by (Rohmawati et al., 2021) stated a substantial impact between part-time work and learning activities by 5%.

Student Factors Working Part Time

The factors that motivate students to work part-time vary from person to person. (Wang et al., 2010) stated that students take part-time jobs mainly due to financial needs and fulfilling their essential needs. According to (Meiji, 2019), students choose part-time jobs to gain additional financial and work experience. (Aprilia et al., 2019) They stated that the factors of students working part-time are seeking expertise, honing skills, filling free time, saving money, and easing the burden on parents. In this study, the main reason for working part-time is to meet financial needs, and this is motivated by ever-increasing requirements and living standards. For more details, the factors behind part-time student work can be seen in Table 2 below.

Table 2. Factors Behind Students Working Part Time

No	Reasons to Work Part Time	Amount	Percentage (%)
1	Helping the Family Economy	4	20,00
2	Fill the free time	-	-
3	Increase Experience	2	10,00
4	Adding Snack Money	14	70,00
Amount		20	100,00

Source: Data Processing, 2022.

Based on Table 2, the reason students work part-time is because of financial needs,

namely increasing pocket money by 14 respondents (70%), helping the family economy by four respondents (20%), and adding experience by two respondents (10%).

Types of Part-Time Jobs

The types of part-time jobs run by students vary. (Meiji, 2019) presented the types of part-time positions available, including cafe waitresses, internet cafe keepers, graphic designers, clothing shop keepers, and others. According to (Teruna & Ardiansyah, 2021), the types of part-time jobs that are widely available are electric credit businesses, online businesses, property agents, cafe servers, bloggers, and YouTubers.

In this study, the part-time jobs carried out by the Department of Geography Education students were divided into five positions: online motorcycle taxi drivers, shopkeepers, food sellers, private tutors, and web programmers. For more details, the types of part-time jobs can be seen in Table 3 below.

Table 3. Types of Part-Time Jobs for Unimed Geography Education Students

Types of Student Part-Time Work	Amount	Percentage (%)
Driver	3	15,00
Shopkeeper	8	40,00
Sales Making	4	20,00
Private tutor	4	20,00
Web Programmer Programmer	1	5,00
Amount	20	100,00

Source: Data Processing, 2020.

Based on Table 3, the type of part-time work for Geography Education students is dominated by eight (8) shopkeepers (40%) and at least one (1) person (5%) as a web programmer.

CONCLUSION

Based on the study results, there is a significant influence between part-time work and learning activities, with a

significant level of $0.037 < 0.05$. This study's results align with previous studies where there is a solid relationship between part-time work and study activities. Part-time work is still considered something that is not very important for some educators, even though the part-time job has a very positive effect on students in terms of time management and work experience. Financial need is the main reason students work part-time due to the need to learn at tertiary institutions and make ends meet.

REFERENCE LIST

- Alvionita, W. A., Windrayadi, Y. D. P., & Purwanto, H. (2022). Pengaruh Kerja Part-Time dan Aktivitas Belajar Terhadap Prestasi Akademik Mahasiswa Pendidikan Ekonomi Universitas PGRI Ronggolawe Tuban. *Jurnal Oportunitas Unirow Tuban*, 03(02), 62-67.
- Aprilia, L., Musfiana, & Suraiya, N. (2019). Faktor-Faktor Yang Mendorong Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Syiah Kuala Bekerja Part-Time. *Jurnal Sains Ekonomi Dan Edukasi*, VII(2), 19-26.
- Barron, P., & Anastasiadou, C. (2009). Student part-time employment: Implications, challenges and opportunities for higher education. *International Journal of Contemporary Hospitality Management*, 21(2), 140-153. <https://doi.org/10.1108/09596110910935642>
- Billett, S., & Ovens, C. (2007). Learning about work, working life and post-school options: Guiding students' reflections on paid part-time work. *Journal of Education and Work*, 20(2), 75-90. <https://doi.org/10.1080/13639080701314613>
- Capah, K. P., Apriyanti, I., Rangkuti, K., & Habib, A. (2021). Penerapan Quality of Work Life (QWL) Terhadap Produktivitas Karyawan Arubaito (Paruh Waktu) Perusahaan Agribisnis Yukiguni Maitake Co., Ltd Unit Honsa. *Jurnal Manajemen Riset Dan Teknologi*

- Universitas Karimun*, 3(1), 29–46.
- Curtis, S., & Shani, N. (2002). The effect of taking paid employment during term-time on students' academic studies. *Journal of Further and Higher Education*, 26(2), 129–138. <https://doi.org/10.1080/03098770220129406>
- Evans, C. (2021). Exploiting students' part-time work to enhance learning, teaching and assessment. *Industry and Higher Education*, 35(1), 10–13. <https://doi.org/10.1177/0950422220930182>
- Evans, C., Gbadamosi, G., & Richardson, M. (2014). Flexibility, compromise and opportunity: Students' perceptions of balancing part-time work with a full-time business degree. *International Journal of Management Education*, 12(2), 80–90. <https://doi.org/10.1016/j.ijme.2014.02.001>
- Evans, C., Maxfield, T., & Gbadamosi, G. (2015). Using Part-Time Working to Support Graduate Employment: Needs and Perceptions of Employers. *Industry and Higher Education*, 29(4), 305–314. <https://doi.org/10.5367/ihe.2015.0260>
- Hall, R. (2010). The work-study relationship: Experiences of full-time university students undertaking part-time employment. *Journal of Education and Work*, 23(5), 439–449. <https://doi.org/10.1080/13639080.2010.515969>
- Harvey, L. (1999). New Realities: The Relationship Between Higher Education and Employment. *Centre for Research into Quality*, 6(1), 3–17. <https://doi.org/10.1080/13583883.2000.9967007>
- Hordósy, R., Clark, T., & Vickers, D. (2018). Lower income students and the 'double deficit' of part-time work: undergraduate experiences of finance, studying and employability. *Journal of Education and Work*, 31(4), 353–365. <https://doi.org/10.1080/13639080.2018.1498068>
- June, P., & Jayanti, M. (2021). Pengaruh Dunia Kerja Terhadap Kurikulum Perguruan Tinggi. *Jurnal Inspirasi Manajemen Pendidikan*, 6(1), 98–109.
- Linggasari, L. Y., & Kurniawan, R. Y. (2020). Hubungan Kerja Paruh Waktu Dengan Prestasi Akademik Mahasiswa Jurusan Pendidikan Ekonomi Universitas Negeri Surabaya Angkatan 2015. *Jurnal Pendidikan Ekonomi (JUPE)*, 7(3), 92–98. <https://doi.org/10.26740/jupe.v7n3.p92-98>
- Meiji, N. H. P. (2019). Pemuda (Pe)kerja Paruh Waktu: Dependensi dan Negosiasi. *Jurnal Studi Pemuda*, 8(1), 15. <https://doi.org/10.22146/studipemudaugm.46133>
- Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of Part-Time Faculty for the Benefit of Faculty and Students. *College Teaching*, 58(4), 141–147. <https://doi.org/10.1080/87567555.2010.484032>
- Oi I, B. T., & Morrison, K. (2005). Undergraduate students in part-time employment in China. *Educational Studies*, 31(2), 169–180. <https://doi.org/10.1080/03055690500095555>
- Pertiwi, R. H. C. (2018). Self Management Dengan Stres Kerja Pada Mahasiswa Pekerja Sistem Part-Time Jurusan Administrasi Bisnis Politeknik Negeri Semarang. *Jurnal Empati*, 7(Nomor 4), 191–197.
- Richardson, M., Evans, C., & Gbadamosi, G. (2009). Funding Full-Time Study Through Part-Time Work. *Journal of Education and Work*, 22(4), 319–334. <https://doi.org/10.1080/13639080903277394>
- Richardson, M., Evans, C., & Gbadamosi, G. (2014). The work-study nexus: The challenges of balancing full-time business degree study with a part-time job. *Research in Post-Compulsory Education*, 19(3), 302–309. <https://doi.org/10.1080/13596748.2014.920582>
- Rohmawati, I. I., Indrawati, C. D. S., & Ninghardjanti, P. (2021). Pengaruh Kerja Paruh Waktu dan Motivasi

- Belajar Terhadap Prestasi Belajar Mahasiswa FKIP UNS Angkatan 2017. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 5(2), 1–13.
- Sekiguchi, T. (2012). Part-time work experience of University students and their career development. *Japan Labor Review*, 9(3), 5–29.
- Teruna, D., & Ardiansyah, T. (2021). Tren Bentuk Part-Time Entrepreneurship Untuk Mencapai Kesuksesan. *Jurnal USAHA*, 2(1), 9–17. <https://doi.org/10.30998/juuk.v2i1.660>
- Tessema, M. T., Ready, K. J., & Astani, M. (2014). Does Part-Time Job Affect College Students' Satisfaction and Academic Performance (GPA)? The Case of a Mid-Sized Public University. *International Journal of Business Administration*, 5(2). <https://doi.org/10.5430/ijba.v5n2p50>
- Wang, H., Kong, M., Shan, W., & Vong, S. K. (2010). The effects of doing part-time jobs on college student academic performance and social life in a Chinese society. *Journal of Education and Work*, 23(1), 79–94. <https://doi.org/10.1080/13639080903418402>