

## The Work Life Balance in the Conflict of Roles of Students and Workers

Della Puspita Sari<sup>1</sup>  
Wasti Reviandani<sup>1</sup>

<sup>1</sup>Management Study Program, Faculty of Economics and Business  
Universitas Muhammadiyah Gresik, East Java, Indonesia  
Email: [28dellapuspitasaki@gmail.com](mailto:28dellapuspitasaki@gmail.com), [reviandaniwasti@gmail.com](mailto:reviandaniwasti@gmail.com)

### ABSTRAK

*Penelitian ini bertujuan menganalisis bagaimana mahasiswa pekerja Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Gresik menciptakan work-life balance dalam menghadapi konflik peran. Mahasiswa pekerja menjalani peran ganda sebagai mahasiswa dan pekerja yang berpotensi menimbulkan konflik waktu, tekanan, dan perilaku. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui kuesioner terbuka dan wawancara. Hasil penelitian menunjukkan bahwa konflik peran muncul akibat benturan jadwal, kelelahan fisik dan mental, serta tuntutan peran yang berbeda. Untuk mengatasinya, mahasiswa menerapkan strategi pengelolaan waktu, penentuan prioritas, komunikasi dengan pihak kampus dan tempat kerja, serta memanfaatkan dukungan sosial. Meskipun belum optimal, strategi tersebut membantu menjaga keseimbangan antara peran akademik dan pekerjaan. Penelitian ini terbatas pada mahasiswa pekerja Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Gresik, sehingga belum dapat digeneralisasikan. Hasil penelitian diharapkan bermanfaat bagi mahasiswa dan universitas dalam mendukung pengelolaan peran ganda.*

**Kata kunci:** work-life balance, konflik peran, mahasiswa pekerja.

### ABSTRACT

*This study aims to analyze how working students of the Faculty of Economics and Business at Universitas Muhammadiyah Gresik create work-life balance in dealing with role conflict. Working students perform dual roles as students and employees, which may lead to time-based, strain-based, and behavior-based conflicts. This study employs a descriptive qualitative approach, with data collected through open-ended questionnaires and interviews. The results indicate that role conflict arises due to schedule clashes, physical and mental fatigue, and differing role demands. To address these challenges, students apply time management strategies, priority setting, communication with academic and workplace authorities, and utilize social support. Although not yet optimal, these strategies help maintain a balance between academic and work responsibilities. This study is limited to working students of the Faculty of Economics and Business at Universitas Muhammadiyah Gresik; therefore, the findings cannot be widely generalized. The results are expected to be useful for students and universities in supporting the management of dual roles.*

**Keywords:** work-life balance, role conflict, working students.

### INTRODUCTION

Based on Human Resource Management (HRM) studies, the focus is not only limited to employee productivity and performance in the formal work environment, but also begins to highlight the importance of balance between work life and personal life (work-life balance), as well as the emergence of role conflicts (role conflict) which can affect individual welfare

(Salsabila et al., 2024). This phenomenon occurs not only among professional workers, but also among working students who must divide their time between academic and work responsibilities. When this balance is not maintained, working students can potentially experience psychological stress, decreased motivation, and disruptions in academic and

work performance. Therefore, a study on work-life balance and role conflict in the perspective of human resource management is relevant to understanding how individuals, including working students, can manage dual roles effectively in order to achieve optimal well-being and performance (Salsabila et al., 2024).

Living the dual role of both student and worker is not a new phenomenon among today's young generation. With the increasing demands of life and the increasing cost of education, many students choose to work while pursuing higher education. According to Sucipto (2020), a student is someone who is in the process of gaining knowledge and is registered as a study at a university. Meanwhile, a worker or laborer in the Manpower Law is anyone who works for wages or other forms of compensation (Arminsyah, 2022). From this definition, it can be concluded that a student worker is an individual who fulfills two roles simultaneously: as a student pursuing higher education and as a worker performing work. Some students, when carrying out their roles, not only focus on academics but also take on broader roles in various fields outside of academia, such as choosing to work in addition to their studies (Astuti & Nurwidawati, 2022).

The decision to study while working is generally driven by various reasons, such as the desire to earn additional income to help finance college and daily needs, reduce the family's economic burden, and the urge to live independently without being completely dependent on parents (Mardelina & Muhson, 2017). Furthermore, some students also see work as an opportunity to fill free time outside of class schedules, as well as a means to develop personal skills and expand work experience as provisions for facing the professional world in the future. Based on Statistics Indonesia 2024, the population group aged 15 years and above with higher education who are working reaches around 17.8 million people, which indicates that there is a group of students who carry out dual roles, namely as

students and workers, either in the form of part-time or full-time jobs (Statistics, 2024).

Students who study while working certainly don't have it easy. Students who decide to study while working have to take on a more challenging role than students who don't work (Pandiangan et al., 2025). Life balance encompasses physical health, psychological well-being, academic achievement, work performance, and social relationships. If this balance is not achieved, working students are at risk of experiencing role conflict. This imbalance can lead to study-related stress and role conflict, which can negatively impact their mental health and academic performance (Sholeha & Alifia, 2025). The concept Work-Life Balance (WLB) has become crucial as a way to balance academic, work, and personal life. Research has shown that work-life balance indicators—time balance, engagement balance, and satisfaction balance—affect the quality of student work performance (Ghassani & Nugroho, 2024).

Role conflict (role conflict) is defined by experts as a situation where an individual is faced with different and conflicting role expectations. Robbins and Judge state that role conflict is a situation where an individual is faced with different role expectations, and Winardi defines role conflict as a conflict that arises because someone carries more than one conflicting role (Sholeha & Alifia, 2025). This role conflict can cause negative impacts such as stress, fatigue, decreased academic achievement, and a decreased quality of personal life. Students experiencing dual role conflict should be more serious in dealing with role conflict, they must be able to divide their time and responsibilities for commitments from these activities so that the situation does not get worse (Pratiwi & Andi, 2023).

The phenomenon of students working while studying is increasingly common, particularly within the Faculty of Economics and Business, Muhammadiyah University of Gresik. Muhammadiyah University of Gresik was chosen as the research location due to its

strong institutional reputation and relevance to the research focus. Muhammadiyah University of Gresik is known as one of the universities experiencing development in academic aspects, educational management, and institutional quality. This is evident in the achievement of Muhammadiyah University of Gresik, which was declared the first-ranked campus in Gresik Regency according to UniRank (UMG, 2024). Furthermore, UniRank's 4ICU ranking also places Muhammadiyah University of Gresik in the list of the 200 best universities in Indonesia (UMG, 2023). Muhammadiyah University of Gresik is also known as a campus that provides broad access for working students, one of which is through the existence of employee classes (UMG, 2024). Based on data from the Academic Administration Bureau of Muhammadiyah University of Gresik, the total active student body from 2022 to 2025 reached 7,268 students, with 182 students taking evening classes at the Faculty of Economics and Business.

Based on the research results of Roziana Ainul Hidayati and Alif Sulthon Basyari (2024) on a sample of 104 active working and entrepreneurial students, it was found that students faced a high mental workload with an average score of 77.64, with 50% of respondents in the very high category. This indicates that students who work while studying experience great pressure in dividing their time between academic and work responsibilities. This condition causes fatigue, lack of rest time, and decreased focus on learning. Thus, the balance between academic and work life (work-life balance) the ideal cannot be achieved. This phenomenon also shows the emergence of role conflict (role conflict), where students face a clash between two different demands, either in the form of a time conflict (time-based conflict), conflict pressure (strain-based conflict), as well as behavioral conflicts (behavior-based conflict). However, to date, there has been no in-depth research examining how students at the University of Muhammadiyah Gresik attempt to maintain life balance and

overcome role conflict. Previous research has focused more on the causes of conflict and its impact on stress or academic achievement, without delving deeper into students' actual strategies for balancing these two important roles.

This study offers a solution in the form of a descriptive qualitative approach aimed at understanding in-depth the experiences of working students in maintaining work-life balance and the strategies used to overcome role conflict. Through structured interviews and a qualitative open-ended questionnaire (open-ended qualitative questionnaire), this study will reveal the forms of role conflict experienced and the concrete efforts made to create a balance between work and study (Kristiyani & Fatchurrohman, 2022). Theoretically, this study is expected to enrich the literature on role conflict management and work-life balance among working students. Practically, the research findings can provide input for students to more effectively manage their dual roles, and for universities to design policies that support student work-study balance.

Based on the description of the background and gaps in the phenomenon, the main objective of this study is to analyze how student workers at the Faculty of Economics and Business, Muhammadiyah University of Gresik create work-life balance in resolving role conflict. This study does not use a statistical hypothesis because the approach used is descriptive qualitative. However, as a guideline for analysis, a working hypothesis (proposition) can be formulated as follows: working students who are able to apply time management strategies, prioritization, effective communication, and utilize social support tend to have a better work-life balance and lower levels of role conflict compared to working students who do not apply these strategies. This proposition will be tested through in-depth qualitative data exploration from research informants.

## **LITERATURE REVIEW**

### **Working Students**

A student is a term for someone who has received higher education at a university, institute, or academy, whether public or private, and who identifies as a religious being, a social being, and an independent individual. Students have intellectual, social, and moral responsibilities (Jenudinet al., 2020). Meanwhile, working students are defined as individuals who are pursuing higher education, are active, and simultaneously work. Studying while working is an activity carried out outside of the main coursework, where students continue other tasks, namely work, after completing learning activities (Supariono et al., 2023). The decision to study while working is generally driven by financial needs to pay for education and daily needs, but in some cases it can affect learning activities on campus, such as decreasing learning motivation and academic achievement (Supariono et al., 2023).

Juggling both roles as a student and a worker leaves some students feeling overwhelmed, exhausted, sleep-deprived, and struggling to manage their time. Many admit that their academic performance has declined due to divided focus and reduced study time. This demonstrates that working while studying demands a high level of maturity, mental health, and time management skills (Happsariet al., 2025). The main challenges faced by working students include time challenges (difficulty managing class schedules, work, and rest), psychological challenges (stress, emotional exhaustion), social challenges (reduced participation in campus activities), academic challenges (decreased motivation to learn), and economic and value challenges (conflict between financial needs and academic priorities) (Happsariet al., 2025; Laucu, 2023).

### **Work Life Balance**

Work-life balance refers to a state in which a person is able to create a balance between the demands of work and personal life. Simply put, work-life balance is a state in which a person is

able to manage the demands of work and personal life without sacrificing one or the other (Anggi & Erni, 2025:20-21). Some experts define work-life balance as a person's ability to balance the demands of work and personal life, while others define it as a person's feeling of satisfaction with the level of integration between work and personal life (Hendra & Artha, 2023). For employees, the benefits work-life balance is increasing control over the work environment, reducing work stress levels, increasing job security, improving physical and mental health, and increasing job satisfaction (Sarah & Sukmarani, 2023).

To understand work-life balance in a comprehensive manner, researchers identified three main dimensions. First, time balance which refers to a balanced allocation of time between work and personal life. Second, involvement balance which refers to a balanced level of emotional involvement in work and personal life. Third, satisfaction balance which occurs when a person feels satisfied with his/her achievements at work and in his/her personal life (Anggi & Erni, 2025:20-21). Factors that influence an individual's ability to achieve work-life balance grouped into job characteristics (workload, flexibility, organizational support), personal characteristics (lifestyle, life goals, personality), and environmental factors (family support, social networks, workplace policies) (Anggi & Erni, 2025:20-21).

### **Role Conflict**

Role conflict (role conflict) is defined as a psychological condition when a person faces incompatible social demands from two or more roles, for example as a student and a worker, making it difficult to fulfill both roles simultaneously (Nanang & Syamsu, 2022). According to Greenhaus and Beutell (1985), role conflict occurs when the pressure from one role does not match the pressure from another role, so that the individual experiences difficulty in carrying out both roles in a balanced manner. Role conflict is also

interpreted as two or more roles that must be carried out simultaneously, but the individual concerned cannot carry out both existing roles optimally, so that it is prone to negative impacts on personal life and the achievement of social functioning (Khalil & Santoso, 2022).

There are three types of role conflict according to Greenhaus and Beutell (1985). First, conflict based on time (time-based conflict), namely conflict caused by the time needed to fulfill one demand can reduce the time to fulfill another demand. Second, conflict based on pressure (strain-based conflict), namely conflict that occurs because pressure from one role affects the performance of another role, which is usually caused by tension, anxiety, fatigue, and the character of the work role. Third, conflict based on behavior (behavior-based conflict), namely conflict related to the incompatibility between the behavioral patterns desired by the two roles (work or family) (Sholeha & Alifia, 2025; Asfahani, 2021). In general, the dual role conflict experienced by working students does not appear suddenly, but is the result of the accumulation of various psychological and environmental pressures, such as high levels of stress, emotional exhaustion (burnout), as well as lack of social support from the surrounding environment (Rahmah & Khoirunnisa, 2022; Zahra et al., 2024; Rahman et al., 2024).

## **METHODS**

This study uses a qualitative approach. Qualitative research methods are based on the philosophy of postpositivism, used to examine natural object conditions, where the researcher acts as a key instrument, data collection techniques are triangulated, data analysis is inductive, and research results emphasize meaning rather than generalization (Sugiyono, 2023:9). The qualitative approach in this study is descriptive, aiming to understand the meaning of student workers in maintaining work-life balance and efforts to resolve role conflict. Researchers sought to understand the experiences, feelings, and

perceptions of working-class students regarding their work-life balance, using a subjective perspective to capture reality as it exists. This research also employed an interactive case study approach, which is an in-depth study of an individual, group, or organization over a period of time with the goal of obtaining a comprehensive and in-depth description (Abdussamad, 2021:90).

The research location was at Muhammadiyah University of Gresik, Faculty of Economics and Business, located at Jl. Sumatera No. 101, Gresik, East Java 61122. The research focused on students who work while studying. The unit of analysis in this study is students who work while studying at Muhammadiyah University of Gresik, Faculty of Economics and Business. The focus of this research is on the conflict between the roles of student workers in maintaining work-life balance, so that students who have dual roles as workers and students are selected to provide relevant and in-depth data. The selection of informants is carried out using the technique purposive sampling, namely the deliberate determination of informants based on certain considerations. Researchers use instruments in the form of open-ended qualitative questionnaire from three study programs, namely Accounting, Management, and Entrepreneurship, then selected 5 students with different characteristics such as type of work, status, and study program. The five informants were considered capable of representing the phenomenon being studied because they provided rich and in-depth information, and had reached the point of data saturation (data saturation). The research informants consisted of Siska Khoirunniswatin (Management, administrative staff), Aris Arifudin (Management, office employee and married), Alifia Rizkia (Accounting, barista), Berliana Ayu Meilinda (Accounting, teaching/tutoring staff), and Anaqah Zaskia Aliyyah Frandeva (Entrepreneurship, advertising).

The data source in this study is primary data, namely data sources that directly provide

data to data collectors who receive information directly (Sugiyono, 2023:224). Primary data were obtained through interviews with research informants. The data collection technique was carried out through structured interviews. Structured interviews are used as a data collection technique when researchers already know for certain what information will be obtained (Sugiyono, 2023:233). These interviews were conducted in depth to explore the experiences, perceptions, motivations, and strategies of student workers in maintaining work-life balance. During the structured interviews, the researcher acted as both moderator and data collector, asking prepared questions while remaining flexible in following the flow of the conversation with the informants. The entire research process, including interviews with the informants, took place in December 2025.

The data analysis in this study used the interactive model proposed by Miles & Huberman (Sugiyono, 2023:246). Data analysis activities were carried out interactively and continuously until completion, with the aim of understanding the conflicting efforts of student workers in maintaining their roles. work-life balance in-depth. The data analysis activity consists of three stages. First, data reduction, where data obtained from interviews are reduced by summarizing, selecting, and focusing on the most relevant information related to work-life balance in students' efforts to overcome role conflict. Second, data presentation, where after data reduction, the data are presented in the form of descriptive narratives, summary tables, or flowcharts that facilitate understanding of the experiences, perceptions, and strategies of working students in balancing academics and work. Third, conclusion drawing and verification, where initial conclusions are provisional and can change if additional evidence from subsequent interviews does not support it. Thus, valid conclusions are obtained if data from various informants is consistent and supports the research findings.

Data credibility checks were conducted to ensure that the data used in qualitative research was accurate and reliable. This study employed technical triangulation and member checking (Sugiyono, 2023:270). Technical triangulation was conducted by comparing information obtained from interviews regarding student workers' time management between work and study. If discrepancies were found, the researcher conducted further discussions with the informants to determine which data was most accurate, or whether both were valid due to differing perspectives. Member check This was done by reconfirming the data obtained with each informant to determine the extent to which the collected data aligns with the experiences, perceptions, and motivations of the working students. If the data obtained is agreed upon by the informants, it is considered valid and credible. However, if there are discrepancies, the researcher discusses the data further with the informants and adjusts the findings to align with the actual information provided by the data sources (Sugiyono, 2023:296).

## **RESULTS AND DISCUSSION**

### **Results**

Based on in-depth interviews with five informants who are working students from the Management, Accounting, and Entrepreneurship study programs, it was found that all informants have dual roles as students and workers with diverse work backgrounds, namely administrative staff, office workers, baristas, teaching staff, and entrepreneurs in the field of advertising. The results of the study show that role conflicts experienced by working students include time conflicts, pressure due to work. deadline assignments, physical and mental fatigue, and lack of focus in carrying out both roles. To overcome this conflict, student workers apply various strategies in creating work-life balance, including organizing daily activities, determining priorities, utilizing work flexibility, and having an awareness of the value of the role being played.

### **Types of Role Conflict Experienced by Working Students**

All informants experienced time clashes (time-based conflict) as the most dominant form of role conflict. Time conflicts occur when work and lecture schedules collide, so students must choose one role or find a solution so that both roles can continue to run. Siska Khoirunniswatin revealed that she works from morning until 4 pm then continues with lectures, so when there are work assignments that must be completed on the same day, she sometimes has to ask permission from the lecturer to miss lectures. Aris Arifudin, who works in the tax department, stated that his work has certain deadlines during the day while lectures are held in the afternoon until evening, so he has to focus on studying at night. Alifia Rizkia, who works as a barista with a shift system, experienced a conflict when her lecture presentation schedule coincided with her evening work hours, so she had to switch shifts with a coworker. Berliana Ayu Meilinda experienced a conflict when her college assignments clashed with her teaching schedule, requiring her to work late into the evening after class, even staying up all night. Anaqah Zaskia Aliyyah Frandeva also faced a conflict when a client requested a project be completed at the same time as her class schedule.

In addition to time constraints, working students also experience conflicts due to assignment deadlines that coincide with busy work schedules. All informants admitted to having experienced situations where academic and work demands had to be completed simultaneously. Siska Khoirunniswatin stated that she often worked on college assignments in the evenings after work or even during her break. Aris Arifudin admitted to completing college assignments in her spare time, such as before leaving for work or on weekends. Alifia Rizkia worked on assignments in the evenings after work or before her shift started, and asked to switch shifts if the assignment was

particularly urgent. Berliana Ayu Meilinda worked on assignments after finishing teaching or in her spare time. Anaqah Zaskia Aliyyah Frandeva divided her work with her team and completed her college assignments in installments to ensure both were completed on time.

Physical and mental fatigue (strain-based conflict) was also experienced by all informants due to the dense activities from morning to night. Siska Khoirunniswatin admitted to feeling tired, stressed, and lacking concentration after work and college, even stress from work often carried over to college. Aris Arifudin stated that physical and psychological fatigue is definitely felt because of having to work from morning to evening college, so it is necessary to exercise, get enough sleep, and be disciplined with time. Alifia Rizkia admitted to being tired and stressed when college assignments pile up and work is busy, so that focus is divided. Berliana Ayu Meilinda felt tired and stressed because of a busy schedule, especially when there are a lot of college assignments and children are taking exams. Anaqah Zaskia Aliyyah Frandeva felt stressed because she had to do many things at once and had to adjust to the different characters of friends and lecturers on campus.

Lack of focus in carrying out two roles also has a significant impact. All informants identified physical and mental fatigue as the main factors influencing reduced concentration. Siska Khoirunniswatin mentioned physical and mental fatigue from working all day, then studying and doing assignments at night. Aris Arifudin added that having many responsibilities to think about simultaneously also affects focus levels. Alifia Rizkia admitted that her body was tired and her mind was busy due to the many activities in one day. Berliana Ayu Meilinda stated that physical and mental fatigue from having to juggle studying and working simultaneously led to reduced concentration. Anaqah Zaskia Aliyyah Frandeva emphasized that having many responsibilities and thoughts divided between

studying and work were the main causes of reduced focus.

### **Efforts to Create Work Life Balance in Overcoming Role Conflict**

To overcome the role conflicts experienced, student workers make various efforts to create work-life balance. The first step is to organize daily activities by adjusting their study and work schedules. Siska Khoirunniswatin reorganizes her daily activities by reviewing her work and study schedules, then working on assignments in the evenings or during office breaks. Aris Arifudin organizes her activities more disciplined, focusing on work during work hours and utilizing evenings for study, and using free time such as the morning before work or weekends to complete unfinished assignments. Alifia Rizkia adjusts her schedule by swapping shifts with coworkers when her study and work schedules coincide. Berliana Ayu Meilinda works on her coursework before the start of her teaching schedule, or continues after finishing teaching in the evening. Anaqah Zaskia Aliyyah Frandeva makes a daily to-do list, doing work such as editing or promotion after class or during her free time, and adjusting her schedule with her team.

The second effort is to prioritize academic and work demands based on urgency. Siska Khoirunniswatin looks at the urgency level first; if a college assignment is approaching a deadline, she works on it at night or during her office break, but if the work must be completed that day, she focuses on work first. Aris Arifudin prioritizes based on urgency and deadline. If office work has a deadline that cannot be postponed, it is completed first. However, if college assignments are also approaching the deadline, he divides his time by working on them at night or during his free time. Alifia Rizkia looks at which is most urgent; if a college assignment is nearing a deadline, she works on it at night or before her shift starts, but if the coffee shop is busy, she finishes work first. Berliana Ayu Meilinda looks at which has the closest deadline; if a

college assignment is due soon, she works on it before teaching, but if her teaching schedule cannot be left because of her responsibilities to her students, she still teaches first. Anaqah Zaskia Aliyyah Frandeva looks at which deadline is closest; if a college assignment needs to be submitted immediately, he completes it first, but if a client project also needs to be processed immediately, he divides the work with the team.

The third effort is to utilize work flexibility to reduce fatigue when juggling two roles. Siska Khoirunniswatin uses her work breaks to read lecture materials or work on assignments. Aris Arifudin uses his free time before work, during breaks, or on weekends to work on his coursework. Alifia Rizkia utilizes the shift system to swap schedules with coworkers when there are important coursework, and to work on assignments in her free time before or after her shift. Berliana Ayu Meilinda uses her free time after class or before teaching to work on her coursework, as well as adjusting her teaching schedule or helping out as an admin if another tutor is unable to attend. Anaqah Zaskia Aliyyah Frandeva utilizes the flexibility of digital-based work by doing tasks such as editing or promotion after class or in her free time, and collaborating with a team to divide tasks when urgent work is underway during class.

The fourth effort is to be aware of the value of the role being undertaken to maintain commitment when feeling unfocused. Siska Khoirunniswatin recalled the purpose of carrying out two roles: working to gain experience and meet needs, and having the responsibility as a student to complete her studies well. Aris Arifudin noted that college is a long-term investment for self-development and career, while work is a responsibility to support her family. Alifia Rizkia noted that work is for gaining experience and daily needs, but college is also important for the future. Berliana Ayu Meilinda realized that college is her primary responsibility as a student, while teaching is also a form of responsibility to

students and to meet personal needs. Anaqah Zaskia Aliyyah Frandeva realized that as a student, she has an obligation to continue studying and complete her studies well, but on the other hand, she also has a responsibility to her work and the clients who have entrusted her with her products.

Based on the research results, it can be concluded that working students at the Faculty of Economics and Business, Muhammadiyah University of Gresik experience various forms of role conflict dominated by time constraints, deadline pressure, physical and mental fatigue, and lack of focus. To create work-life balance in overcoming role conflict, working students

implement strategies for organizing daily activities, determining priorities based on urgency, utilizing work flexibility, and strengthening awareness of the values and responsibilities of each role they undertake. Despite various strategies being implemented, most students still feel an imbalance between work life and academic life, especially when the workload and coursework load increase simultaneously.

**Conclusion Drawing and Verification**

A summary of the findings from the interview analysis is presented in Table 1

Table 1. Summary of findings from interview analysis

No	Types of Role Conflict	Findings of Role Conflict in Informants	Upaya Work Life Balance	Conclusion
1	Time Clash	Informants experienced time clashes between their work schedules and their study schedules, such as work hours that coincided with lectures, assignments, or project requests from work.	Organize daily activities: divide work and study time, and create a schedule of activities so that both roles can continue.	Working students experience time conflicts due to the demands of two roles running simultaneously, so time management becomes the main strategy to maintain balance.
2	Assignment Deadline	Informants face pressure because work deadlines and college assignments often appear simultaneously, causing both academic and work pressure.	Determining priorities: tasks based on urgency and deadline so that tasks can be completed effectively.	Setting priorities is an important way for working students to reduce stress due to the demands of tasks from two different roles.
3	Physical and Mental Fatigue	Informants experienced fatigue, stress, and decreased concentration because they had to work all day and still attend lectures.	Maintain physical condition: manage rest time and adjust activities so as not to overburden yourself.	Role conflict also impacts the physical and psychological condition of working students, so energy management and rest time are required.
4	Lack of Focus	The informant experienced a decrease in focus both at work and at college because his mind was divided between two responsibilities.	Maintaining commitment: to both roles, communicating with the work environment, and adjusting study and work activities.	Awareness of the importance of both roles helps student workers maintain commitment and focus so they can continue to carry out their roles in a balanced manner.

Based on the table above, it can be seen that the role conflict experienced by working students is generally related to time constraints, pressure from assignment deadlines, physical and mental fatigue, and decreased focus. These conditions arise because working students must

simultaneously fulfill two roles, each with its own demands and responsibilities.

To address this conflict, informants made various efforts to create work-life balance, such as organizing daily activities, prioritizing tasks, maintaining physical fitness, and maintaining

commitment to both roles. These efforts demonstrate that the ability to manage time, energy, and responsibilities is a crucial factor for working students in maintaining a balance between academic and work life.

Thus, it can be concluded that role conflict experienced by working students cannot be completely avoided, but can be managed through appropriate work-life balance strategies so that both roles can still be carried out in a balanced manner.

### **Discussion**

This study aims to analyze work-life balance in the role conflict experienced by working students at the Faculty of Economics and Business, Muhammadiyah University of Gresik. The results of the study indicate that living a dual role as a student and worker gives rise to various forms of role conflict that impact the balance of academic, work, and personal life. Working students are faced with academic demands such as lecture attendance, completing assignments, and preparing for exams, while also having work responsibilities that require time discipline, work targets, and professional commitment. This condition causes time and energy constraints, which trigger role conflict, especially when work schedules clash with lecture schedules or when the workload increases along with the accumulation of academic assignments.

This condition is in line with the concept of role conflict, which states that conflict arises when an individual faces two or more conflicting role demands that are difficult to fulfill simultaneously (Riyus et al., 2025). In the context of working students, role conflict occurs due to limited individual resources, especially time and energy, which must be divided between the work world and the academic world. When one role is more dominant, the other role tends to be neglected, resulting in psychological stress and fatigue. References from Riyus et al. (2025) are used to strengthen the argument that role conflict is a

natural consequence of an individual's inability to fulfill multiple demands simultaneously.

In addition to role conflict, research findings also indicate that time management and utilization are important factors in determining the work-life balance of working students. Informants stated that they must have good time management to maintain both roles, such as working on assignments at night, during work breaks, or on holidays. However, busy activities often reduce rest time. Suboptimal time management causes working students to experience physical and mental fatigue, which results in decreased concentration in learning, decreased work performance, and reduced time for social and family life. This condition indicates that limited time remains a major challenge in achieving work-life balance (Ghassani & Adi, 2024). References from Ghassani & Adi (2024) support that poor time management negatively impacts work-life balance.

The findings of this study support the view that work-life balance is a condition when an individual is able to balance the demands of work, education, and personal life proportionally (Saputra & Erni, 2025:22). An imbalance in time allocation will impact an individual's satisfaction in carrying out their role. Working students who are unable to maintain this balance tend to experience stress, fatigue, and a decreased quality of life. Saputra & Erni's (2025) reference is used to emphasize that work-life balance is not simply an equal distribution of time, but rather the ability to adjust roles according to the needs and conditions faced. This is also supported by research by Soelistya, D., & Wijayanti, T. C. (2022); Purwanti, et al (2024).

To resolve role conflicts and maintain work-life balance, working students implement various adaptive strategies. The most frequently used strategy is prioritization, where informants recognize that not all activities can be done simultaneously, so they must determine which activities are more urgent and important. In certain circumstances,

informants choose to prioritize work because it is related to professional responsibilities and economic needs, while at other times they prioritize academic obligations. In addition, communication strategies are also a way for working students to reduce role conflict, such as communicating with superiors at work regarding class schedules or academic assignments, and communicating with lecturers if there are academic obstacles due to work.

The results of this study show that work-life balance. The role of working students is not static, but rather dynamic and depends on individual conditions, the environment, and their ability to manage their roles. Working students who have social support, work flexibility, and good time management skills tend to be better able to maintain a balance between work and study than working students who do not have such support. Therefore, it can be concluded that role conflict is an unavoidable consequence for working students. However, through effective time management, appropriate prioritization strategies, and support from their environment, working students can still achieve their goals. work-life balance despite being under pressure from dual roles. This finding confirms that work-life balance does not mean dividing time equally, but rather adjusting roles according to the needs and conditions faced.

## **CONCLUSION**

The findings of this study conclude that working students at the Faculty of Economics and Business, Muhammadiyah University of Gresik experience significant role conflict due to their dual responsibilities as students and employees. The dominant forms of conflict include time-based conflicts, overlapping deadlines between academic and work tasks, physical and mental fatigue, and reduced concentration. These conflicts arise because both roles demand high levels of commitment, often occurring simultaneously and creating pressure that affects students' academic performance and well-being. To address these

challenges, working students actively implement various work-life balance strategies. The primary strategies include organizing daily schedules, prioritizing tasks based on urgency and deadlines, utilizing flexibility in work arrangements, and maintaining awareness of the value and responsibility associated with each role. Effective time management emerges as a crucial factor in minimizing conflicts, while prioritization helps reduce stress caused by competing demands. In addition, maintaining physical condition and managing energy are essential to cope with fatigue and sustain productivity. Despite these efforts, the study reveals that achieving a perfect balance between academic and work responsibilities remains difficult, particularly when both workloads intensify simultaneously. This indicates that role conflict is an inherent condition for working students that cannot be entirely eliminated but can be managed effectively. In conclusion, the ability to balance academic and work responsibilities depends largely on students' capacity to manage time, energy, and priorities. Strengthening these skills, along with institutional support, is essential to help working students maintain both academic success and professional performance.

## **REFERENCES**

- Anggi, F., & Erni, M. (2025). *Work-Life Balance in the World of Work (1st ed.)*. PACE (Partnership for Action on Community Education).
- Happsari, A. A., Zikrinawati, K., Islam, U., & Walisongo, N. (2025). The Experience of Part-Time Students in Facing Academic Stress During College. *Tambusai Education Journal*, 9(2).
- Hendra, D., & Artha, B. (2023). Work-Life Balance: A Literature Study. *Bhenu Artha INNOVATIVE: Journal Of Social Science Research*, 3(3), 11320–11330. <https://j-innovative.org/index.php/Innovative>
- Jenudin, R., Chotimah, U., R. Wargadalem, F., Ahmed Kanotul, A. M., & Musa, A.

- (2020). *Student Attitudes* (1st ed.). Bening Media Publishing. [www.bening-mediapublishing.com](http://www.bening-mediapublishing.com)
- Khalil, R. A., & Santoso, M. B. (2022). The Sandwich Generation: Role Conflict in Achieving Social Functioning. *Share: Social Work Journal*, 12(1), 77. <https://doi.org/10.24198/share.v12i1.39637>
- Nanang Afandi, I., & Syamsu Ismail, N. (2022). Role Conflict on Working Students Self-Regulated Learning as a Predictor. Atlantis Press SARL, 639. <http://creativecommons.org/licenses/by-nc/4.0/>
- Pratiwi, & Andi, S. (2023). The Influence of Dual Role Conflict on Student Achievement in the Sharia Business Management Study Program at IAIN Palopo. Palopo State Islamic Institute.
- Purwanti, E., Aripabowo, T., & Sukaris, S. (2024). The influence of organizational culture, work environment, workload, and discipline on teacher performance. *Innovation Research Journal*, 5(1), 34-40.
- Rahmah, H. A., & Khoirunnisa, R. N. (2022). Coping Stress in Students Studying While Working. *Journal of Psychological Research*, 10(01), 18–28.
- Rahman, A., Anjelina, A., Astuti, W., Syarif, F., Eriza, S., Anggraini, T., Psychology and Health, F., Negeri Padang, U., Hamka, J., Tawar, A., & Barat, S. (2024). The Contribution of Social Support to Academic Stress Levels in Psychology Students in Bukittinggi. *Empathy Journal*, 13(3), 248–256.
- Sarah, W., & Sukmarani. (2023). The Relationship Between Work-Life Balance and Job Satisfaction in Sales Employees. *Manasa Scientific Journal of Psychology*, 12(1).
- Soelistya, D., & Wijayanti, T. C. (2022). The Mediating Role of the Work Environment Between Work Life Balance and Work Supervision in Improving Employee Performance. *Journal of Positive School Psychology*, 6(5).
- Sugiyono. (2023). *Quantitative, Qualitative, and R&D Research Methods* (5th ed.). [www.cvalfabeta.com](http://www.cvalfabeta.com)
- Supartono, Sukardi, Lilik, H. S., & Agus, E. (2023). The Impact of Studying While Working on Student Learning Activities at Tri Mitra Karya Mandiri Polytechnic. *Ikraith-Humaniora Journal*, 7(1). <https://journals.upi-yai.ac.id/index.php/ikraith-humaniora/issue/archive>
- Zahra, M., Aini, Z., Ningsih, A. C., Nuwansa, R., & Amna, Z. (2024). The Description Of Burnout Among Part-Time Student Employees In Banda Aceh. *Syiah Kuala Psychology Journal*, 2(1), 2024.