



The Effect of Part-Time Work on Learning Activities and Academic Achievement

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Abstract: This research was conducted to determine the Influence of Part-Time Work on Learning Activities and Academic Achievement of the 2019 cohort of students at STKIP PGRI Bangkalan. The independent variable in this research is part-time work, while the dependent variables are learning activity and academic achievement. The population for this study consists of all undergraduate education students from the 2019 cohort at STKIP PGRI Bangkalan, totaling 246 individuals, regardless of their part-time work status. The sample for this research includes the entire population, and the sampling technique employed is proportionate stratified random sampling, where all individuals in the population have an equal chance of being selected as sample members. Data collection techniques used include questionnaires and documentation. The analysis technique employed is MANOVA (Multivariate Analysis of Variance). The results of the research indicate that part-time work influences the variable of student learning activity, as the part-time work variable shows a positive effect, with a significance value of 0.009 ($p < 0.05$) and $t_{count} > t_{table}$ ($2.788 > 2.045$). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Furthermore, part-time work also affects the variable of student academic achievement, as the part-time work variable has a positive effect, with a significance value of 0.023 ($p < 0.05$) and $t_{count} > t_{table}$ ($2.397 > 2.045$). Hence, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

Abstrak: Penelitian ini dibuat untuk mengetahui Pengaruh Kerja Paruh Waktu Terhadap Aktivitas Belajar dan Prestasi Akademik Mahasiswa STKIP PGRI Bangkalan Angkatan 2019. Variabel bebas dalam penelitian ini adalah kerja paruh waktu sedangkan variabel terikat dalam penelitian ini ialah aktivitas belajar dan prestasi akademik. Populasi dalam penelitian ini adalah seluruh mahasiswa pendidikan jenjang S1 angkatan 2019 STKIP PGRI Bangkalan, yakni sejumlah 246 orang baik yang kerja paruh waktu atau tidak. Sampel dalam penelitian ini adalah seluruh jumlah populasi, teknik yang digunakan dalam pengambilan sampel adalah teknik proportionate stratified random sampling dimana semua individu dalam populasi memiliki peluang menjadi anggota sampel. Teknik pengumpulan data yang digunakan ialah kuesioner dan dokumentasi. Dan teknik analisis yang digunakan ialah MANOVA (Multivariate Analysis of Variance). Hasil dari penelitian menunjukkan bahwa kerja paruh waktu terdapat pengaruh terhadap variabel aktivitas belajar mahasiswa, karena variabel kerja paruh waktu berpengaruh positif karena variabel aktivitas belajar menunjukkan nilai sig $0,05 < 0,009$ dan $t_{hitung} > t_{tabel}$ atau $2,788 > 2,045$ maka dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima. Dan kerja paruh waktu berpengaruh terhadap variabel prestasi akademik mahasiswa, karena variabel kerja paruh waktu berpengaruh positif karena variabel prestasi akademik menunjukkan bahwa nilai sig $0,05 < 0,023$ dan $t_{hitung} > t_{tabel}$ atau $2,397 > 2,045$ maka dapat disimpulkan bahwa H_0 ditolak dan H_1 diterima.

A. Introduction

Over time, the various types of requirements become larger and more complex. One of the most fundamental human needs is education. Education is highly crucial as it prepares individuals to contribute to the development of their nation and state. Moreover, education is an integral part of our lives. Education is essential to keep up with technological advancements in today's rapidly evolving world (Zubaidi, 2023). Without education, individuals risk falling behind and lacking an understanding of modern technologies. Education is a conscious and planned effort to create an environment and learning process that allows students to develop their full potential in religious, spiritual, intellectual, and personal aspects (Hidayati et al., 2022). This definition encompasses three main ideas: (1) conscious and planned effort; (2) creating a conducive atmosphere and learning process for students to realize their potential; and (3) developing religious, spiritual, intellectual, and personal qualities that benefit individuals, society, nation, and state.

The purpose of education is an extremely important factor as it sets the direction to be achieved or pursued through the educational process. The goals of education have continuously evolved, adapting to the demands of development and the life of the Indonesian nation and state, from the Old Order to the New Order and beyond (Hidayat & Abdillah, 2019).

Based on the statement above, education is the right of every individual, but its implementation requires sacrifices, including the costs associated with obtaining formal education. Students have diverse needs to ensure smooth progress in their studies. These needs include tuition fees, internet access, and other expenses to meet educational requirements, particularly in tertiary institutions. Additionally, students from out of town face additional living expenses. The increased demand for education necessitates students find ways to meet their educational and livelihood needs. Working while studying is a common phenomenon, especially among students at STKIP PGRI Bangkalan, where most students come from rural areas and strive for education in the city. Technological advancements have further facilitated students in creating job opportunities while actively pursuing their studies. These part-time jobs are not limited to traditional employment but extend to online platforms such as dropshipping, writing, and designing. Students opt for part-time work for various reasons, including financial constraints, filling free time, seeking independence, gaining experience, pursuing hobbies, and more. Part-time jobs enable young people to learn about independence and aspects such as entrepreneurship, which may only sometimes be covered in lectures (Meiji, 2019). According to the Central Bureau of Statistics, part-time work refers to fewer than 35 hours per week (Setiawan, 2017). Part-time workers are often hired to assist full-time employees with a heavy workload. Part-time employment allows workers to earn additional income during their free time (Andi, 2022). Part-time work refers to employment that does not require individuals to work full-time. Many companies and businesses offer part-time job opportunities alongside their full-time employees. Part-time employees are typically employed to assist overwhelmed permanent

employees. This work arrangement allows individuals to earn income during their spare time (Talenta, 2022).

The advantage of working students is that they are expected to apply their knowledge and skills in real-life situations. Moreover, given the increasing complexity of needs, students must work to fulfill those needs properly. Working students can enhance their skills and engage in useful activities, balancing their ideas, creativity, and work experience. By working, students also gain motivation for professional action. Most student jobs are part-time due to the flexible schedule that allows them to adjust their work hours with their class schedule. Full-time workers typically work around 40 hours per week, whereas part-time workers have fewer hours, usually ranging from 3 to 5 hours per day, depending on the job type. Some jobs even offer flexible time commitments, allowing students to work whenever possible. Several part-time job options, such as tutor assistants, library attendants, cafe or cashier positions, and more, attract students with relatively less busy schedules and are not heavily involved in on-campus activities.

Part-time students must possess good time management skills and discipline. They must balance their responsibilities as students and employees while paying attention to their physical health. Studying while working is challenging, as students must juggle their academic and work commitments. The decision to study part-time carries advantages and risks for students' educational continuity. On the one hand, working part-time can help students with their tuition fees, provide work experience, and foster economic independence. It also equips students with valuable skills that can be applied in various aspects of their lives.

On the other hand, students often have to sacrifice study time, socializing with friends, and rest, negatively impacting their learning activities and academic achievements. Learning activities encompass physical and mental aspects, with an interconnectedness that leads to optimal learning outcomes (Agustin, et al., 2017). Academic achievement refers to an individual's performance and success in their learning endeavors (Nurlaelah, 2023). Education plays a significant role in national development, and academic achievements reflect students' progress in various areas of knowledge, understanding, application, analysis, synthesis, and evaluation (Metriana, 2014; Retnowati et al., 2016). Study time is compromised for students engaged in part-time work, as they allocate time to other responsibilities, affecting their engagement in learning activities, teaching and learning processes, and more. Some students become so preoccupied with work that they neglect their studies, skip classes, or even drop out of school, possibly due to decreased motivation or considering their work sufficient to sustain themselves.

Considering the differences in motivation and reasons behind students engaging in part-time work, the researcher acknowledges that these variations can indicate the effects of work on learning activities (Basar, 2021). The phenomenon of students studying while working suggests that part-time work can broaden their perspectives and enable the application of knowledge acquired from college and related courses. Properly managing work and study commitments can help reduce time conflicts between work, lectures, and

breaks. However, dividing their focus between work and studies often leads to decreased concentration and limited time for studying and rest. Consequently, learning activities are negatively affected due to students' dual roles as students and employees. Students who study while working part-time may need help finding a balance, potentially leading to neglect of their studies, missed classes, or even dropping out due to diminished motivation or satisfaction with their current employment. The ability to balance work and study significantly influences dropout rates, indicating that students' work activities impact their academic achievements. Therefore, students engaged in part-time work may experience consequences in terms of their academic performance, as reflected in their GPA scores.

Based on the background of the problems faced, the researcher has the following general and specific objectives: 1) General purpose, This research aims to contribute to increasing knowledge in the field of education regarding the phenomenon of part-time work among students and its impact on student learning activities and academic achievement and 2) Specific purpose, the specific objectives of this research are to determine whether there is an effect of part-time work on the learning activities of the class of 2019 students at STKIP PGRI Bangkalan and to examine the impact of part-time work on the academic achievement of the class of 2019 students at STKIP PGRI Bangkalan.

B. Method

Based on the data and analysis, this research falls under quantitative research, which examines the relationship between the dependent and independent variables. Quantitative research methods can be considered traditional as they have been widely used for a long time, becoming a research tradition (Sugiyono, 2017). All information or data is expressed in numerical form, and the analysis is based on statistical analysis, which demonstrates the impact of part-time work on the learning activities and academic achievement of STKIP PGRI Bangkalan students of Batch 2019. The research location encompasses all study programs at STKIP PGRI Bangkalan of Batch 2019.

The population in this study consists of all first-year undergraduate (S1) education students of Batch 2019 at STKIP PGRI Bangkalan or those in their seventh semester, as they are still considered active students attending lectures on campus and have entered their final semester, resulting in a less busy class schedule. The total population is 246 individuals, whether working part-time or not. The population refers to the area of generalization that includes objects/subjects with specific qualities and characteristics determined by the researcher for the study and conclusion. Therefore, the population includes people, objects, and other natural entities. The population also encompasses all the characteristics/traits possessed by the subjects or objects (Sugiyono, 2017).

In this study, the entire population of 246 students was considered the sample. The sampling technique used was proportionate stratified random sampling, where every individual in the population has an equal chance of being selected as a sample member. The sample represents a subset of the population to be studied, and it should be representative

of the population (Danuri & Maisaroh, 2019). The research process flow can be seen in the following flowchart:

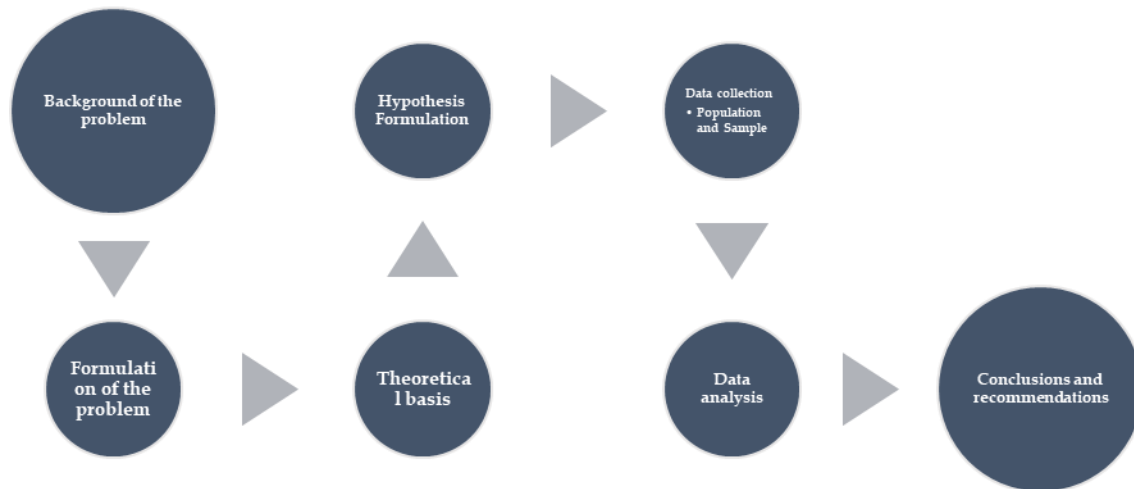


Figure 1. Research Flow

This study incorporates three variables: part-time work as the independent variable and learning activities and academic achievement as the dependent variables. Variables are attributes of scientific fields or specific activities. Height, weight, attitude, motivation, shape, size, and color are attributes of objects referred to as variables because they exhibit variations. Theoretically, variables can be defined as attributes of a person or object that exhibit "variations" from one individual or object to another (Garaika & Darmanah, 2019). The operational definitions and measurements of variables in this study are as follows:

a) Independent Variabel (X):

The independent variable in this study is part-time work (X), based on the employment status of STKIP PGRI Bangkalan students from the 2019 batch. This includes students who study while working and students who solely focus on their studies.

b) Dependent Variables (Y):

The dependent variables in this study are learning activities (Y1) and academic achievement (Y2). Learning activities encompass students' perceptions of various aspects of their classroom engagement, both physical and spiritual. These perceptions include student participation in completing assignments, involvement in problem-solving, seeking assistance from colleagues or lecturers when facing difficulties, efforts in gathering information relevant to problem-solving, participation in group discussions as instructed by lecturers, self-assessment abilities, and the ability to apply acquired knowledge to solve tasks or problems. Academic achievement refers to the learning outcomes obtained by STKIP PGRI Bangkalan students from the 2019 batch across all courses, assessed through the Cumulative Achievement Index (GPA).

The instrument used in this study was a questionnaire, serving as a tool to collect data for easy processing and analysis. The process of developing the instrument involved creating research instrument indicators. The assessment of scores utilized a Likert scale

comprising five alternative answer choices: Strongly Agree (SA), Agree (A), Doubtful (D), Disagree (D), and Strongly Disagree (SD).

The data utilized in this research is primary data obtained directly through surveys conducted by the researchers. Data collection techniques employed in this study included questionnaires and documentation. Questionnaires are efficient data collection tools when the researcher precisely identifies the variables to measure and understands what can be achieved (Sugiyono, 2014).

The analysis employed in this research is MANOVA (Multivariate Analysis of Variance). Analysis of variance is a statistical technique commonly used for comparing means among several populations based on comparing variance estimates for specific factors. In a multivariate context, this analysis, an extension or generalization of variance analysis, is known as Multivariate Analysis of Variance and serves as a technique for analyzing the distinct effects of multiple variables on a group of variables based on Suryanto's criteria (Mardelina, 2017). The steps involved in data analysis include descriptive analysis, which utilizes descriptive statistical analysis to provide an overview of the studied object using sample or population data without concluding (Ibrahim et al., 2018). Furthermore, validity testing is conducted to measure the questionnaire's validity (Sugiyono, 2017), while reliability testing assesses whether the test items meet the requirements for analysis (Sudaryono, 2017). The analysis also includes testing the normality assumption. Lastly, hypothesis testing encompasses the coefficient of determination (R²) test and the t-test. The coefficient of determination (R²) measures the model's ability to explain variations in the dependent variable, while the t-test determines whether the independent variables significantly impact the dependent variable individually, using the t-test (Ghozali, 2013).

C. Result and Discussion

Result

Based on the validity test results conducted on the questionnaire for the Part-time Work variable, Learning Activities, and Student Academic Achievement at STKIP PGRI Bangkalan Class of 2019, each variable consisted of 7 questions. Therefore, the questionnaire instrument comprised a total of 21 statements, with 7 statements for part-time work (X), 7 statements for learning activities (Y1), and 7 statements for academic achievement (Y2). The validity test was conducted on a sample size of N = 31 respondents. The results indicated that all 21 statements in the questionnaire instrument, encompassing part-time work, learning activities, and academic achievement, were deemed valid. This conclusion was drawn based on the fact that the r-count's value exceeded the r-table's, indicating that the questionnaire can be considered reliable for dissemination.

The reliability test is utilized to assess the consistency or reliability of the variables within the questionnaire. To determine the reliability of a variable, it is compared against the r-table value at N = 31, resulting in a value of 0.355.

Table 1. Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,909	0,916	21

Based on the reliability test results presented in the table above, it can be observed that Cronbach's Alpha is 0.916. This value indicates that Cronbach's Alpha is $0.916 > 0.60$, confirming its reliability. Therefore, based on the reliability test results, it can be concluded that all variables' statements are consistent, allowing for repeated testing.

The normality test determines whether the data follows a normal distribution, using a significance level 0.05. The data is considered not normally distributed if the obtained significance value is less than 0.05. Conversely, if the obtained significance value is greater than 0.05, the data is deemed to be normally distributed.

Table 2. Results of the One-Sample Kolmogorov-Smirnov Test for Normality

Unstandardized Residual		
N		31
Normal Parameters ^b	Mean	0,0000000
	Std. Deviation	4,32073355
Most Extreme Differences	Absolute	0,120
	Positive	0,070
	Negative	-0,120
Test Statistic		0,120
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the test results above, the One-Sample Kolmogorov-Smirnov Test indicates that the residual values of the independent and dependent variables, with a sample size (N) of 31, have an Asymp. Sig. (2-tailed) value of 0.200. This result indicates that the data is normally distributed, as the significance value exceeds the predetermined significance level of 0.05. Therefore, the sig $0.200 > 0.05$ confirms the normal distribution of the data. Consequently, the regression satisfies the normality assumption, allowing the regression model to be used for hypothesis testing. The data distribution of these variables is normal.

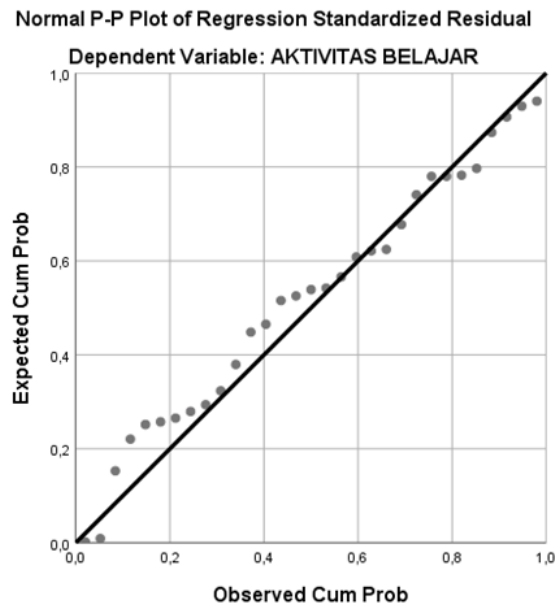


Figure 2. Y1 Normality Histogram P-Plot

Based on the histogram of the normality graph for Y1 shown above, it can be concluded that the data distribution does not follow a normal pattern. The data points deviate significantly from the diagonal line, indicating a departure from normality assumptions in the regression model.

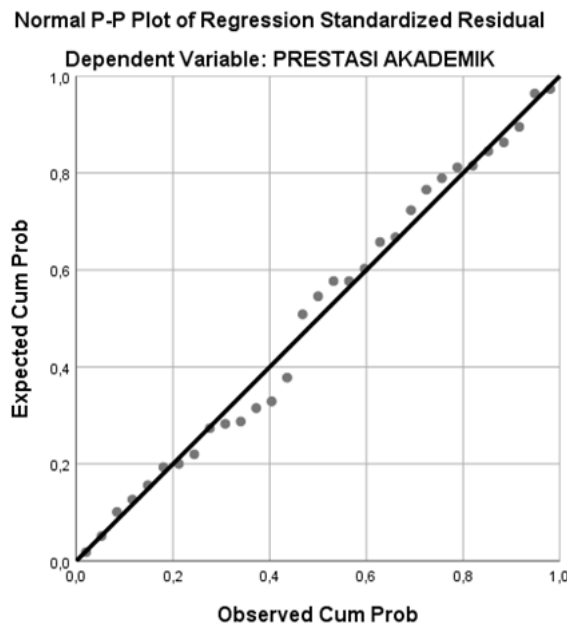


Figure 3. P-Plot Y2 Normality Histogram

Based on the histogram of the normality graph for Y2 shown above, it can be concluded that the data distribution does not conform to a normal pattern. The data points deviate significantly from the diagonal line, indicating a departure from normality assumptions in the regression model.

Hypothesis Testing

The coefficient of determination is utilized to test the extent to which the regression model explains the variance in the dependent variable. It aims to determine the percentage of variability in the dependent variable that the independent variable can explain. A higher coefficient of determination indicates a stronger ability of the independent variable to explain the dependent variable. The following results represent the coefficient of determination:

Table 3. Test the Coefficient of Determination Y1

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,460 ^a	0,211	0,184	4,395

a. Predictors: (Constant), Kerja Paruh Waktu

b. Dependent Variable: Aktivitas Belajar

Based on the table above, the coefficient of determination (R) value for the Learning Activity variable (Y1) is 0.184 or 18.4%. This indicates that the independent variable accounts for 18.4% of the variance in the dependent variable. Other variables influence the remaining 81.6% of the variance.

Table 4. Test Coefficient of Determination Y2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,407 ^a	0,165	0,137	3,281

a. Predictors: (Constant), Kerja Paruh Waktu

b. Dependent Variable: Prestasi Akademik

Based on the table above, the Adjusted R Square (R) value for the coefficient of determination in Academic Achievement (Y2) is 0.137 or 13.7%. This indicates that the independent variable accounts for 13.7% of the variance in the dependent variable. Other variables influence the remaining 86.3% of the variance.

T-test

The t-test was conducted to partially determine the significance of the independent variables on the dependent variable, assuming that the other independent variables are considered constant. The following are the results of the t-test study:

Table 5. Y1 T-test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17,835	3,089		5,774	0,000
1 Kerja Paruh Waktu	0,407	0,146	0,460	2,788	0,009

a. Dependent Variable: Aktivitas Belajar

Based on the table, the values of the t-table can be determined with the conditions $\alpha = 0.05$ and $df = (n-k-1)$ using the following formula:

$$\begin{aligned}
 t_{\text{tabel}} &= \alpha/2 : n-k-1 \\
 &= 0,05/2 : 31 - 1 - 1 \\
 &= 0,025 : 29 \text{ earned value } 2,045
 \end{aligned}$$

So, based on the table, it can be concluded that the effect of the part-time work variable (X) on the learning activity variable (Y1) is as follows:

1. Part-Time Work on Study Activities

From the table above, it can be observed that the significance value (sig) is $0.05 < 0.009$, and the t-value (t-count) is $2.788 > 2.045$. Therefore, the null hypothesis (HO) is rejected, and the alternative hypothesis (HI) is accepted. This implies that the part-time work variable significantly affects the learning activities of STKIP PGRI Bangkalan students in the class of 2019.

Table 6. Y2 T-test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22,399	2,306		9,713	0,000
1 Kerja Paruh Waktu	0,261	0,109	0,407	2,397	0,023

a. Dependent Variable: Prestasi Akademik

Based on the table, the values for the t-table can be determined using the following formula, with the conditions $\alpha = 0.05$ and $df = (n-k-1)$:

$$t_{\text{tabel}} = \alpha/2 : n-k-1$$

$$= 0,05/2: 31 - 1 - 1$$

$$= 0,025: 29 \text{ earned value } 2,045$$

So that it can be seen The conclusion of the influence of part-time work variables (X) on academic achievement variables (Y2) as follows:

2. Part-Time Work on Academic Achievement

The table above shows that the significance value is $0.05 < 0.023$, and the t count is greater than the t table ($2.397 > 2.045$). Therefore, we can conclude that the null hypothesis (HO) is rejected, and the alternative hypothesis (HI) is accepted. This implies that the part-time work variable significantly influences the academic achievement of STKIP PGRI Bangkalan students in the Class of 2019.

Discussion

The Effect of Part-Time Work on Learning Activities of STKIP PGRI Bangkalan Students in 2019: Based on the research results obtained using IBM SPSS Statistics 25, it is evident that part-time work has a significant effect on student learning activities. The positive effect is indicated by the learning activity variable with a significance value of $0.05 < 0.009$ and a t count $>$ t table ($2.788 > 2.045$). Hence, we can conclude that the null hypothesis (HO) is rejected and the alternative hypothesis (HI) is accepted, indicating that the part-time work variable significantly influences the learning activities of STKIP PGRI Bangkalan students in the Class of 2019.

In line with the research findings, part-time work impacted the learning activities of STKIP PGRI Bangkalan students in 2019. This is because students must allocate their time between studying and working, as supported by theory (Rukmoroto G 2012). Working students must balance their time, concentration, and responsibilities for both activities. As a result, students may allocate their time, energy, or mental focus toward work, making it challenging to manage their time effectively between work and academic obligations. Consequently, their academic activities may increase while neglecting their duties as students to study and complete assignments assigned by lecturers.

The Influence of Part-Time Work on Academic Achievement of STKIP PGRI Bangkalan Students in the Class of 2019: Based on the research data analysis using GPA scores, it was found that the highest percentage of student academic achievement fell under the cum laude category, comprising 80% of the total number of students. The research results obtained through IBM SPSS Statistics 25 show a significant effect of part-time work on student academic achievement. This is evident from the positive effect observed in the academic achievement variable, with a significance value of $0.05 < 0.023$ and a t count $>$ t table ($2.397 > 2.045$). Therefore, we can conclude that the null hypothesis (HO) is rejected, and the alternative hypothesis (HI) is accepted, indicating that the part-time work variable significantly influences the academic achievement of STKIP PGRI Bangkalan students in the Class of 2019.

Academic achievement is a measure of a person's knowledge comprehension. Thus, the findings of this study indicate that student work status can impact academic

achievement. These findings align with existing theories, such as the research conducted by Pujiyanto (Mardelina 2017) titled "The Influence of Work on Student Achievement in the Visual Communication Design Study Program, Department of Art and Design, Faculty of Letters UM." The study revealed that students who work while attending lectures tend to prioritize work over studying, leading to a decline in their learning achievement. Therefore, there is a significant influence of part-time work on academic achievement when students engage in studying while working part-time.

D. Conclusion

This research was conducted at the STKIP PGRI Bangkalan campus, involving students from the Class of 2019 across all study programs. The research sample consisted of 31 working part-time students, and data was collected through a questionnaire distributed to the respondents. Based on the analysis of the effect of part-time work on learning activities and academic achievement of STKIP PGRI Bangkalan students in the Class of 2019, the following conclusions can be drawn: 1) There is a significant effect of part-time work on student learning activities. This is supported by the t-value results, where the significance value (sig) is $0.05 < 0.009$ and the t count $> t$ table ($2.788 > 2.045$). Consequently, the null hypothesis (HO) is rejected, and the alternative hypothesis (HI) is accepted. The part-time work variable impacts the learning activities of STKIP PGRI Bangkalan students in the Class of 2019 and 2) There is a significant influence of part-time work on student academic achievement. The t-value results indicate that the significance value (sig) is $0.05 < 0.023$ and the t count $> t$ table ($2.397 > 2.045$). Therefore, the null hypothesis (HO) is rejected, and the alternative hypothesis (HI) is accepted. It can be concluded that the part-time work variable affects the academic achievement of STKIP PGRI Bangkalan students in the Batch 2019.

Based on the research findings and conclusions presented, it is evident that students have the autonomy to choose their paths in life. Through this research, students can optimize their learning activities inside and outside the classroom. The authors of this study advise students who have academic obligations and a desire to work part-time, emphasizing the importance of carefully considering their ability to allocate time and energy effectively, ensuring they pay attention to their primary responsibilities as students. Whether the impact of part-time work is positive or negative, students should be able to address any challenges without disrupting the smooth progress of their studies. It is recommended that students pay close attention to their time management and strike a balance between work and study to achieve favorable outcomes.

Furthermore, the researchers hope that the results of this study can serve as a means of disseminating information to enhance research knowledge in relevant fields and contribute to the development of theories derived from academic studies.

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