



The Phenomena of Part-Time Work for Students of Unnes

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Article Info	Abstract
<p>Article History : Received December 2021 Accepted March 2022 Published June 2022</p> <p>Keywords: <i>students work, part-time work, work readiness</i></p>	<p>Part-time work done by students focuses more on personality growth and development, mental development, social interaction, maturity in thinking, and creativity. The objective of this study is to find out and analyze the factors that make Unnes students choose to work part-time while still studying. This study was a descriptive study with mix method approach of the Sequential Exploratory model. The subjects of this research were Unnes students who work part-time in the Unnes Sekaran campus environment or students who have businesses. Data collection was done by using questionnaires. Data analysis was performed by factor analysis and descriptive data analysis. The results showed that there were five factors that cause Unnes students to work part-time namely work readiness, entrepreneurial interest, individual characteristics, relationships and work experience, as well as routine and job characteristics.</p>

INTRODUCTION

Education is instructional or experiential to develop patterns of one's behaviour in the field of knowledge of skills or attitudes to achieve the expected standards (Sudirman, 2011). One of the educational efforts undertaken is through higher education institutions that produce superior and competitive students. College graduates are required to have academic knowledge, skills of thinking, management skills, and communication skills. Synergy will be reflected in the ability of graduates to quickly find solutions. The behaviour and thoughts shown will be realistic constructive, meaning that it is creative (unique and useful) and can be realized.

Essentially, as students, learning is the main thing. On the other hand, they must also prepare early to face challenges in the world of work. The choice to become an employee in a company is starting to get pressure from the application of technology that present in every line of human life. This big and fundamental change does not happen gradually but is more like a volcanic explosion that destroys the old ecosystem and replaces it with a new ecosystem that is very different from beforehand. The significant changes lead to a period when the industrial revolution 4.0 began.

Industrial revolution 4.0 is an integration of the use of the internet with production lines in the industrialized world thus changing the business and industrial climate to become increasingly competitive. The characteristics of the RI 4.0 era are based on big data, internet of Things, cloud computing, and cognitive computing. All of these characteristics lead to the creation of cyber-physical systems known as robotization. Industry is no longer using manual machines but is starting to touch the virtual world in the form of a connected human, machine, and data connectivity. Revolution 4.0 presents real challenges in various aspects of life, technology, economy, social, and labour sectors. The integration of artificial intelligence into increasingly smart industrial technology will compete with conventional functions until it slowly begins to shift the role of humans.

Along with the development of increasingly advanced technology, other sectors that rely on humans as experts for their existence are beginning to be threatened by automation and mechanization. Many types of works will be lost because they are no longer relevant to needs. The efficiency and effectiveness of using technology are the reasons companies prefer to use machines over humans.

The existence of universities is very much needed as an effort to overcome the effects of revolution 4.0, especially in the labour sector. Universities can explore the potential that exists in students. Potential that can be developed such as producing human resources who are educated, qualified, skilled, dynamic, and able to learn new things, and etc, so as to produce graduates who not only become job seekers but also job creators to meet work needs in the future. The education sector can form human mindsets systematically through curriculums designed by including entrepreneurial elements as an instrument of college student empowerment. Becoming a job creator or entrepreneur is an option to face the challenges of the current disruption era. The most important thing is that skills, competence, creativity, and innovation are necessary for a college student and must be consistently improved.

According to the findings from *Mitsubishi Research Institute in Lie (2017)* the factors that contribute to success in work are 10% financial, 20% field expertise, 30% networking, and 40% soft skills. Therefore, through the education sector, especially higher education, which directly produces graduates who have entered the productive age (working age), universities seek to facilitate their students by developing soft skills and hard skills so that they are able to compete after graduation. Work experience is highly needed by students who choose to become employees. The existence of work pressure and demands for responsibility in the world of work are very high. These high demands for responsibility can nurture the spirit of students to be responsible for all aspects of life. This includes how they are responsible for the educational process. Indirectly, they can implement what they get from lectures into the world of work. The process of interaction and

socialization will build their concepts so that they are ready to face work challenges when they graduate.

The purpose of work is indeed to earn income, but the work done by the students also helps in the growth and development of personalities and mindsets. Ideally, working for students is more about mental development, adaptability, thinking maturity, and creativity. Working part-time can provide experience to sharpen students' soft skills and hard skills before they truly enter the world of work. Positive work experiences can facilitate the progress of the educational and vocational process, not fail them. We must understand and appreciate how it feels to work so that we can make a concerted effort to turn job opportunities into opportunities for student success (Jensen, 2011).

Working is an economic activity carried out by a person with the intention of earning or helping to earn income at least 1 hour (uninterrupted) in a week (Permenakertrans, 2014). Meanwhile, working part-time is working where the number of working hours is not more than the number of full-time working hours, which is less than 35 hours in one week, without any holidays/ paid leave (Nardone, 1995).

Part-time jobs have many characteristics. Calleder (2008) stated the characteristics of part-time workers taken from students as the research sample including gender, age, ethnic origin, social class, dependent children, residence status, the qualifications for entry to college, diploma scores, and college majors. Lyonette (2010) stated general characteristics of part-time work based on who is working, the type of organization you work for, projections of future work, and reasons for working. Montero (2015) stated that part-time work characteristics include hourly wages, work contracts, severance pay, insurance, and years of service. According to Lass (2018), the characteristics of part-time work are based on average working hours, the number of jobs, type of contract, length of service, and skills possessed.

Students who work have reasons. According to Wang's study (2010) towards students who work part-time in Macau stated the reasons for the majority who work are to gain work experience,

maintain a lifestyle, and fill spare time. Ralph (2010) stated the reason students work part-time is to cover their living expenses during studies, gain work experience, add relationships, and look attractive on CV. Other reasons for work are to improve social status, meet needs during studies, reduce debt (reimbursement of study fees), gain work experience, and gain experience related to academic degrees (Jewel, 2014).

Working part-time has positive or negative consequences that must be borne by students. Morrison (2009) found the positive consequences of students working part-time such as gaining work experience, improving time and financial management, and improving interpersonal skills. Meanwhile, the negative impacts include a decrease in GPA, decreased learning concentration, lack of time to study, rest, and socialize, as well as the emergence of health problems.

Robotham (2012) stated the positive impacts of working part-time are increasing delegation skills, more effective time management, improving communication skills, increasing practical skills from what is learned in school, and increasing teamwork skills. The negative effects are being late to class, failing to do work, tiredness and decreased concentration, working seems more important than learning, and lack of socialization.

Pollard (2013) stated that working part-time is able to improve teamwork, improve skills, communication, and presentation when meeting with colleagues, improve organizational and time management skills, increase empathy, as well as increase leadership and delegation. Meanwhile, the negative impacts are difficulty in balancing study time and work, having an impact on the quality of studies, lack of time to read and participate in group work, missing lessons, decreasing concentration and memory, be tired, and jaded even sick. The same thing is also conveyed by Kwadzo (2014) that students who work part-time have more money and improved nutrition, make many friends, and make adaptation easier. Meanwhile, the negative impacts include physical and emotional stress. Meanwhile, Saar (2012) stated that there is a greater chance of becoming a professional work for students who work part-time.

Part-time work can be used by students to equip themselves before they graduate. They will have good work readiness so that they are better prepared to face work challenges. Work readiness is a condition of physical and mental maturity as well as the ability of the skills that students must have to carry out and complete the work they are going to face (Suswanto 2017). Sofyan (2006) in Emiyati (2017) described work readiness as a condition that shows harmony between physical, mental, and experiential conditions so that individuals have the ability to carry out an activity in relation to work. Feriady (2015) stated that work readiness is an initial condition that a person must have to do a job to produce goods or services. Meanwhile, Cabellero (2010) stated that work readiness is the possession of skills and attributes that ensure employability and the possibility of success in the workplace.

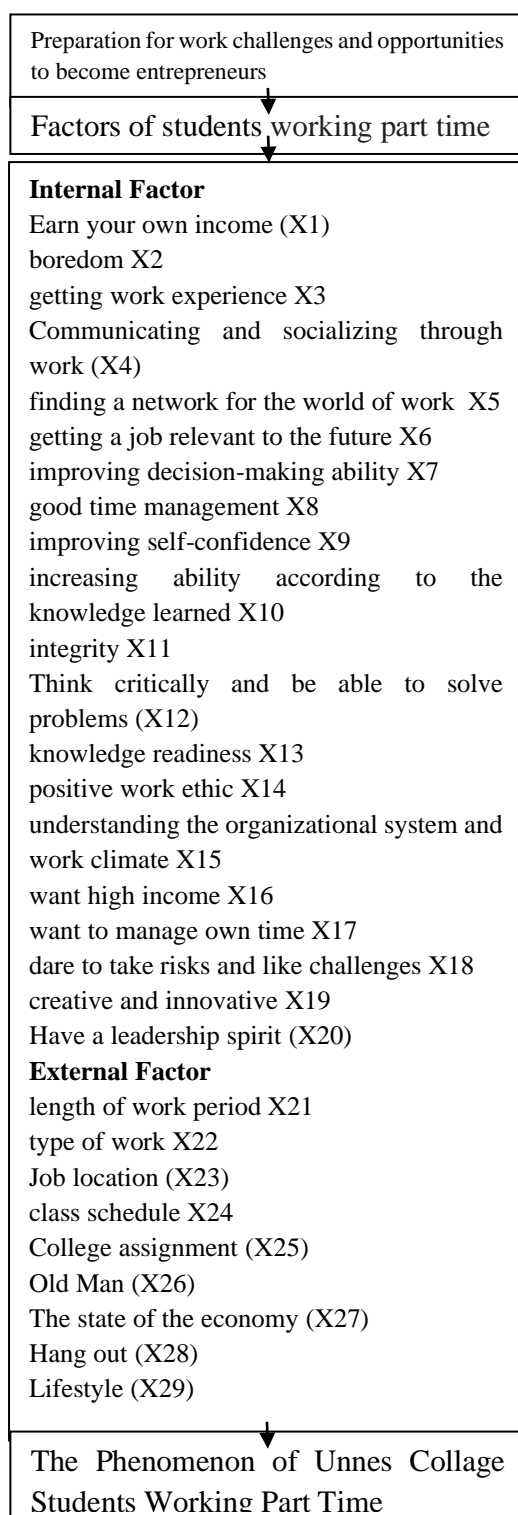
Working part-time is also an effort to deepen students' entrepreneurial knowledge. Working can provide inspiration for business opportunities that can be developed with the support of advances in science and technology. Entrepreneurial knowledge is needed by students before they truly start a business. Entrepreneurial knowledge is the science, art, behavior, nature, characteristics, and character of a person who creatively embodies innovative ideas into the real world. Thinking something new (creativity) and acting to do something new (innovativeness) in order to create added value in order to be able to compete with the aim of creating individual and community prosperity (Nurbaya 2012).

Studying while working is not an ideal choice for students. Calmness and the availability of free time are needed for them to study. Studying while working has direct implications for the success of student learning. According to Motte (2009), judging from the time-intensity of students who work part-time, a serious problem occurs if the intensity of work done by them is long enough. Tasema (2014) also stated that part-time work has a negative impact on satisfaction and cumulative performance index.

Improper time management and allocation by students, difficulty in dividing time, and determining priorities for students' activities will be serious problems for students who work part-time. The shift in work orientation which should to fill free time or gain experience, in the process, can change due to conditions in the field. Job pressure, a sense of responsibility, or the interactions that occur while working are some of the triggers. Unpredictable conditions before will make students prioritize work more than academics. This will certainly result in the smooth of students' learning. Considering the complexity of the problem, starting from the intense competition among job seekers and the implementation of advanced technology automation which make it harder for graduates to get a job. This study aims to analyze what factors cause Unnes students to work part time.

RESEARCH METHODS

This study was a descriptive study that used quantitative and qualitative approaches, the mixed-methods Sequential Exploratory model. The population in this study was 888 Unnes students who worked part-time in the Unnes Sekaran campus environment or who were entrepreneurs. The sample members in this study were 90 students based on the calculation using the Slovin formula with an error tolerance of 10%. The variables that would be revealed in the study were the factors that cause the phenomena of Unnes students working part-time in the Unnes Sekaran campus environment. These variables are broken down into sub-variables as in the following analysis model:



Data processing in this study was carried out by using SPSS 24.0 for windows. Data collection technique in this study used questionnaire. The analysis used in this study was the factor analysis model. Factor analysis is a general name to indicate

a class of procedures, mainly used to reduce data or summarize variables that have been changed to 4 or 5 new variables. Factor analysis was used to reveal the factors that cause of Unnes students working part-time in the Sekaran University environment which consisted of Keiser-Mayer-Olkin (KMO) analysis, Anti Image Matrix, Communalities, Total Variance Explained, Rotated Component Matrix, and Factor Extractio.

RESULTS AND DISCUSSION

The testing in this study through 6 stages of analysis which aims to reveal the factors of the students work part-time. The stages are carried out so that all the requirements are met so it can be continued to the factor testing stage. The requirements for factor analysis to be carried out if the KMO value is > 0.5 , Anti Image Matrix with MSA value > 0.5 in each variable, Communalities with an extraction value > 0.5 in each variable, Total Variance Explained with an eigenvalue > 1 , and Rotated Component Matrix > 0.5 for each variable. If one of the requirements has not been met, a retest is conducted by removing the items that do not meet the requirements. Based on the sixth stage of testing, the test results show that all the requirements are met so that the factor analysis testing can be conducted. The analysis results can be described as follows:

KMO is the index number used to examine the accuracy of the factor analysis indicating that the KMO value is 0.850.

Table 1. KMO results

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.850

This figure shows more than 0.5, it can be said that the results of factor analysis are feasible for this study.

Anti Image Matrix is used to determine which factor items are feasible for factor analysis. The results of data processing with $MSA > 0.5$ The processing results with MSA value > 0.5 can be seen in the following table:

Table 2. Result of Anti Image Matric

Indicator	MSA
Boredom	0,718
Getting work experience	0,860
Finding a network for the world of work	0,906
Getting a job relevant to the future	0,892
Improving decision-making ability	0,849
Good time management	0,859
Improving self-confidence	0,890
Increasing ability according to the knowledge learned	0,864
Integrity	0,880
Knowledge readiness	0,805
Positive work ethic	0,898
Understanding the organizational system and work climate	0,869
Want high income	0,804
Want to manage own time	0,811
Dare to take risks and like challenges	0,841
Creative and innovative	0,818
Length of work period	0,854
Type of work	0,553
Class schedule	0,561

Communalities, the results of the analysis of communalities obtained value

The results of the analysis of communalities values are as shown in the following table:

Table 3. Result of Communalities

Indicator	MSA
Boredom	0,582
Getting work experience	0,717
Finding a network for the world of work	0,676
Getting a job relevant to the future	0,702
Improving decision-making ability	0,774
Good time management	0,766
Improving self-confidence	0,709

Increasing ability according to the knowledge learned	0,714
Integrity	0,692
Knowledge readiness	0,702
Positive work ethic	0,711
Understanding the organizational system and work climate	0,749
Want high income	0,748
Want to manage own time	0,571
Dare to take risks and like challenges	0,778
Creative and innovative	0,653
Length of work period	0,583
Type of work	0,782
Class schedule	0,546

Total Variance Explained is used to determine the total factors formed. Total Variance Explained of the eigenvalue which is > 1 as many as 5 factors as in the following table.

Table 4. Result of Total Variance Explained

% of Variance	Comulative %
35,888	35,888
11,301	47,189
8,719	55,909
7,103	63,012
6,218	69,229

The table means that factor 1 is able to explain 35.888% variation, factor 2 is able to explain 11.301% variation, factor 3 is able to explain 8.719% variation, factor 4 is able to explain 7.103% variation, factor 5 is able to explain 6.218% variation, or the five overall factors are able to explain 62.229%. The eigenvalue which > 1 has 5 factors so that the factoring process should only stop at 5 factors.

Rotated Component Matrix shows the distribution of the variables that have been extracted into the factors that have been formed based on the loading factors. The results of the Rotated Component Matrix can be seen in the 5 factors that determine the phenomena of Unnes

students working part-time as in the following table.

Table 5. Results of Rotated Component Matrix

New Factor	Variable	Component
Faktor 1	X13	0,811
	X15	0,773
	X14	0,718
Faktor 2	X11	0,681
	X16	0,857
	X17	0,742
	X18	0,716
	X19	0,672
Faktor 3	X8	0,828
	X7	0,796
	X9	0,664
Faktor 4	X3	0,733
	X5	0,683
	X6	0,601
	X10	0,583
Faktor 5	X24	0,703
	X2	0,691
	X21	0,643
	X22	0,603

Based on the testing results of the data through 6 stages of factor analysis from 29 factors, the five factors are formed, namely:

The work readiness factor of the knowledge readiness, understanding the organizational system and work climate, positive work ethics, integrity has an eigenvalue of 6.189. It can be said that the work readiness that needed to have has a big effect on students to work part-time. Work readiness is one's condition who is ready to have maturity of knowledge and maturity in accepting job opportunities responsibly, ready to enter the world of work and ready to face the challenges of a competitive world of work, have the ability, communicate ideas, have ability of science and technology development, being able to solve problems, being able to work in teams, being able to think logically, and being able to communicate activities according to the demands of society (Eliyani, 2016). Student work readiness is a condition that allows students to work immediately (ready to work) after completing lectures without requiring a long adaptation to their

new place of work. Basically, part-time work is only a means of achieving goals, where the level of work readiness that is owned is determined by the student himself.

Entrepreneurial interest consists of want a high income, want to manage your own time, taking risks and like challenges, as well as being creative and innovative. Entrepreneurial interest is the desire, interest, and willingness to work hard or have a strong will to be independent or try to meet the needs of life without feeling afraid of the risks that will occur, and willing to learn from failure (Ramadhani, 2017). Entrepreneurial interest with an eigenvalue of 2.147 has a big effect on Unnes students to work part-time. The magnitude of the entrepreneurial interest's effect is also supported by the results of the descriptive analysis with the percentage value of 76.97% and is in the high criteria. Interest in becoming an entrepreneur arises because it is preceded by knowledge and information about entrepreneurship which is then continued in participating activities to gain experience which eventually arises the desire to carry out these activities.

Individual characteristic factors which consist of good time management, improving decision-making abilities, and improving self-confidence have an eigenvalue value of 1.657. It can be said that individual characteristics have a big effect on Unnes students to work part-time while they are still studying. The characteristics that exist in someone are an asset that can determine one's success in the world of work. Positive characteristics can be used as "personal branding" to win the competition. Characteristics such as time management skills and accuracy in making good decisions are some of the characteristics of leaders' characters. These characters are intended to be built and strengthened by the students through working part-time while they are still studying.

Relations and work experience factors which consist of gaining work experience, finding networks for the world of work, getting jobs relevant to the future, and increasing abilities according to the knowledge learned have an eigenvalue of 1.350. Social relationships are dynamic and systematic social interactions that

occur between individuals, between groups, or between individuals and groups that influence each other. This is since human as social creatures cannot fulfil their own needs so they need help from others to fulfil them. Relations have a strategic role as informants who can provide an overview of the job that suits the passion or provide information on the recruitment of new employees. Besides relations, work experience is also an important point that students want to have. Work experience can provide a greater chance of winning the competition for work. This is because experience is the best teacher so that someone who has work experience will be better at placing himself appropriately in various conditions, have the courage to take risks, be able to face challenges, and be able to communicate well.

Routine and job characteristics factors consisting of class schedules, boredom, length of work period, and type of work have an eigenvalue of 1.181. It can be said that routine and job characteristics have a big contribution for Unnes students to work part-time. Reduced class schedules lead to reduced student activity so that their daily routine tends to be monotonous. The reduced activity eventually causes boredom for students. Some of them try to overcome their boredom by working part-time to fill their spare time. The existence of activities and getting a new atmosphere at work are the reasons for students to work part-time. The work they do is not hard work. They work in MSME sectors such as cashiers, waiters, private tutors, couriers, and so on which time is flexible and not having a big risk.

An important implication of the current study is that if college students choose to work part-time, they have a reference what sector they should choose, how long they will work, and consider the consequences from part-time work. As for educational institutions, if there is a surge in students working part-time, the institution should support this process by providing a career counseling service and building business partnerships in the neighborhood. Career services should play an important role in helping students in general and those who work part time in particular through training in resume writing, interviewing skills, and providing access to job

vacancies and etc. It should be noted that satisfaction and success students (before and after graduation) is also a measure of the institution's effectiveness.

CONCLUSION

The results of the data analysis result in 5 new factors formed as follows: 1) work readiness factor of 35.888% with an eigenvalue of 6.819%; 2) interest in entrepreneurship of 11.301% with an eigenvalue of 2.147%; 3) individual characteristics of 8.719% with an eigenvalue 1.657%, 4) relations and work experience of 7.103% with an eigenvalue of 1.350%, and 5) routine and job characteristics of 6.218% with an eigenvalue of 1.181%. The dominant factor of Unnes students working part-time in the Unnes Sekaran campus is work readiness (35.89%). This means that the factor that influences Unnes students working part-time is work readiness that students want to have with a value of 35.89% of the total value of 60.266% which is identified in this study. The remaining 30.774 is explained by other factors not examined in this study.

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