The Effect of Part-time Work, Work Stress, Learning Environment, Learning Motivation and on Academic Achievement of Student Employees in Management Study Program (Empirical Study at Pembangunan Panca Budi University)

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Abstract. This research was conducted on Employee Students of the Management Study Program at Pembangunan Panca Budi University, Medan. The research objective is to identify and analyze the effect of part-time work, work stress, learning environment and learning motivation on academic achievement. The population in this study was 431 respondents who were Friday and Saturday Employee Class Students for the period 2020 to 2022. The number of samples taken in this study were 82 respondents. The sample size is determined by the Slovin formula with an error tolerance of 10%. This study uses quantitative data processed with the SPSS application with multiple linear regression analysis models. The data source used is primary data taken directly from the respondents. The results showed that part-time work, work stress and learning motivation had a positive and significant effect on academic achievement. While the Learning Environment has no effect and is not significant on Academic Achievement. Simultaneously Parttime Work, Work Stress, Learning Environment and Learning Motivation have a positive and significant effect on Academic Achievement. The magnitude of the influence contribution of all variables is 31.0% and the rest is influenced by other variables not examined in this study.

Keywords: Parttime, Work Stress, Learning Environment, Learning Motivation, Academic and Student Achievement.

1. Introduction

The quality of human resources can be greatly enhanced through educational opportunities. In many ways, a person's entire existence hinges on their level of education. The future of Indonesian society rests on the success of the country's educational reforms. Education has the responsibility of developing human resources for the growth of the nation and the state, so it is essential that it be constantly enhanced, both in terms of quality and quantity. Though everyone has a right to an education, pursuing one often necessitates making sacrifices, such as covering the high fees associated with obtaining a formal special education. Intricately, pupils have a wide variety of requirements that must be addressed to ensure the smooth operation of the educational process. A student's primary responsibility is to acquire knowledge and grow intellectually; he or she must also devote one's whole attention to the educational process at postsecondary institutions in order to succeed academically and graduate on schedule. Students are expected to pay attention during lectures, take notes, and use what they learn to further their understanding of the content.

It is expected of students that they would think critically, be responsible, mature, and independent, do well, and complete their work independently. This task has been assigned so that instructors can assess each student's level of knowledge and skill in the subject area. A grade point average (GPA) is a numerical

representation of a student's academic performance at a four-year college or university (Grade Point Average). Students, per Rice & E [1], should make it their mission to acquire the most advanced education possible. This will help you get ready for a career that has a significant financial impact. Working part-time is a great way for students to get experience relevant to their future careers. Many students, including a sizable portion of Indonesia's student population, supplement their income by taking on part-time jobs so that they may afford to continue their studies despite the rising cost of living. Indonesian students take the initiative to alleviate their financial burdens by taking on part-time jobs. This is due to the fact that students can offset the cost of higher education by working part-time while they acquire new abilities and strive for academic success. The rising cost of living means that students must discover creative solutions to pay for their tuition and other essential living costs. Working while going to school is a solution for some students.

Of course, there are many challenges that students must overcome during lectures in order to fulfill their academic goals at a university. Two terms make up the phrase "academic achievement," and those phrases have diverse meanings from each other. Successes are the fruits of a person's efforts, which they have successfully completed [2]. Academic achievement, defined by Suryabrata [3] as "the final learning result produced by students within a given amount of time," is typically represented numerically or symbolically in schools. According to the social cognitive perspective, academic success is the result of a dynamic interplay between a student's innate talent, their estimation of their own abilities and the difficulty of the task at hand, their confidence in their own ability to complete the task successfully, their use of specific cognitive strategies and their capacity to self-regulate, as well as their gender, parental approach, socioeconomic status, academic performance, and outlook on school in general. Academic success, according to some definitions put forth, is the result of accomplishment or abilities or skills that cause changes within a specified time frame, as measured or assessed by teacher evaluations, standardized tests, or a combination of both, and stated in the certain numbers or symbols.

The primary motivation for enrolling at a postsecondary institution is the aspiration to improve one's academic standing and proficiency. Improving the quality of the student learning environment, which includes not only paying for college but also having to pay attention to all the good aspects of stressful working conditions, can increase the effectiveness of learning both inside and outside of the classroom during the lecture process. It's not simple to juggle multiple commitments like school and job. Students who hold part-time jobs have twice the responsibilities of their counterparts who do not. Work stress, among other negative effects, is likely to be experienced by these students as a result of their heavy workload. It's challenging to balance class time and a part-time job. This matches the findings from [4] and [5], which found that working students experience greater weariness than nonworking students due to the strain of balancing employment and school. Workplace stress is a common issue, especially in settings where workers have overburdening workloads, unpleasant working conditions, and poor levels of job satisfaction. Work stress, as defined by Mangkunegara [6], is the emotional strain an individual experiences as a result of their job responsibilities.

In order to succeed academically while juggling a part-time job and job stress, it's important to have a positive study environment and to be motivated to learn. Everything a student encounters while engaging in educational pursuits constitutes part of the learning environment. Both the natural and social worlds contribute to a student's ability to learn. Physical aspects of a student's academic setting such as study spaces, university locations, teaching methods, instructional materials, university infrastructure, classrooms, environmental cleanliness, and ancillary learning resources. However, the familial setting, the social setting of the students at home, and the social setting at the university are all examples of social influences. Everything in the natural environment that has significance or affects people, as defined by Hamalik [7]. Wahyuningsih and Djazari [8] argue that the physical and social surroundings have an impact on the learning process, and so define the learning environment as such. Having a pleasant setting in which to study is crucial to retaining information. Students' academic performance can improve with the help of a conducive learning environment, which includes factors like the availability of physical learning facilities, a pleasant area to study, a peaceful atmosphere, and harmonious relations with the social environment. However, the opposite is true: if the classroom environment is unfavorable, students will be less motivated to study, which can lead to a drop in performance.

Learning motivation is another component that helps students succeed in school. Djaali [9] defines motivation as an inner state that drives an individual to do action. According to Hasibuan [10], motivation is the providing of driving force that produces passion about one's work so that people want to work together, work successfully, and integrate all their efforts to achieve a common goal. Students' learning

motivation and achievement tend to be low if they are unsure of why they are attending college. As a rule, kids frequently display subpar levels of interest in learning. Researchers found that students in the Management Study Program at Pembangunan Panca Budi University exhibited low levels of motivation to learn, as evidenced by their tardiness to class, covert use of mobile devices during lectures, lack of engagement with course content, and habitual dozing off during lectures. This has long-term consequences for student performance in the classroom and calls for a thorough analysis of the factors thought to be at play in the reduction in academic achievement.

2. Method

The method in this study uses a quantitative method which in presenting data uses statistical analysis. Quantitative research is defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing a predetermined hypothesis [11]. The purpose of this quantitative research is to show the relationship between one variable and another. The total population is 431 students or all employee students for the Friday and Saturday classes of the Management Study Program at Pembangunan Panca Budi University in Medan, for the period 2020 to 2022. The sampling used the slovin formula and the results obtained were 82 samples with a margin of error of 10 % or 0.10. The data collection techniques used by researchers are observation, distributing questionnaires or questionnaires through Google forms and documentation in the form of student data regarding the average student GPA results. While the data analysis technique uses Multiple Linear Regression Test, Hypothesis Test and Classical Assumption Test.

3. Findings

Tabel 1. Results of Multiple Linear Regression Analysis

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.682	3.129		0.218	0.828		
	Parttime work	0.228	0.118	0.221	1.930	0.047	0.682	1.466
	Work stress	0.307	0.119	0.288	2.590	0.011	0.726	1.378
	Study Environment	0.188	0.126	0.148	1.493	0.140	0.913	1.095
	Study motivation	0.240	0.104	0.218	2.302	0.024	0.998	1.002
a. Dependent Variable: Prestasi Akademik								

Based on Table 1, the results of testing multiple linear regression analysis are in the regression coefficient column. The standard multiple linear regression equation results can be obtained, as follows:

$$0.682 \text{ Academic Achievement} = 0.228 \text{ Parttime Work} + 0.307 \text{ Work Stress} + 0.188 \text{ Environment Learning} + 0.240 \text{ Learning Motivation} + e$$

a. It is known that the constant value is 0.682. This value can be interpreted if the independent variables, namely Parttime Work, Work Stress, Learning Environment and Learning Motivation affect the dependent variable, namely Academic Achievement, then the academic achievement value is 0.682.

b. It is known that the regression coefficient value of the Parttime Work variable is 0.228, which is positive. This means that when Parttime Work increases by 1 unit, Academic Achievement tends to increase by 0.228.

c. It is known that the regression coefficient value of the Job Stress variable is 0.307, which is positive. This means that when work stress increases by 1 unit, academic achievement tends to increase by 0.307.

d. It is known that the regression coefficient value of the Learning Environment

variable is 0.188, which is positive. This means that when the Learning Environment increases by 1 unit, Learning Achievement tends to increase by 0.188.

e. It is known that the value of the regression coefficient of the Learning Motivation variable is 0.240, which is positive. This means that when learning motivation increases by 1 unit, learning achievement tends to increase by 0.240.

Tabel 2. Hasil Analisis Uji t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.682	3.129		0.218	0.828
	Work Part-time	0.228	0.118	0.221	1.930	0.047
	Work Strees	0.307	0.119	0.288	2.590	0.011
	Study environment	0.188	0.126	0.148	1.493	0.140
	Study motivation	0.240	0.104	0.218	2.302	0.024
a. Dependent Variable: Academic Achievement						

Based on Table 2, it can be seen that the tcount value of the Parttime Work variable > from ttable is 1,930 > 1,663 and sig <alpha is 0.047 <0.05, meaning that the Parttime Work variable has a positive and significant effect on the Academic Achievement variable of Student Employees Management Study Program at Pembangunan Panca Budi University Medan .

It is known that the tcount value of the Job Stress variable > from ttable is 2.590 > 1.663 and sig <alpha is 0.011 <0.05, meaning that the Job Stress variable has a positive and significant effect on the Academic Achievement variable of Student Employees at the Management Study Program at Pembangunan Panca Budi University Medan.

It is known that the tcount value of the Learning Environment variable < ttable is 1.493 < 1.663 and sig > alpha is 0.140 > 0.05, meaning that the Learning Environment variable has no positive and insignificant effect on the Academic Achievement variable of Student Employees at the Management Study Program at Pembangunan Panca Budi University Medan.

It is known that the tcount value of the Learning Motivation variable > from ttable is 2.302 > 1.663 and sig <alpha is 0.024 <0.05, meaning that the Learning Motivation variable has a positive and significant effect on the Academic Achievement variable of Student Employees Management Study Program at Pembangunan Panca Budi University Medan.

Tabel 3. Hasil Analisis Uji F

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	337.976	4	84.494	8.632	0.000[b]
	Residual	753.743	77	9.789		
	Total	1091.720	81			
a. Dependent Variable: Academic Achievement						
b. Predictors: (Constant), Learning Motivation, Parttime Work, Learning Environment, Work Stress						

Based on Table 3, it can be seen that the results show Fcount > from Ftable, namely 8,632 > 2.33, while sig. < of alpha, namely 0.000 < 0.05, indicating that simultaneously the variables Parttime Work, Work Stress, Learning Environment and Learning Motivation have a positive and significant effect on the Academic Achievement variable of Employee Students at the Management Study Program at Pembangunan Panca Budi University, Medan.

Tabel 4. Uji F Analysis Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.556[a]	0.310	0.274	3.12872

a. Predictors: (Constant), Learning Motivation, Parttime Work, Learning Environment, Work Stress

b. Dependent Variable: Academic Achievement

Based on Table 4., the R2 (R Square) figure is 0.310 or 31.0%. This shows that part-time work, work stress, learning environment and learning motivation affect the academic achievement of employee students

in the Management Study Program at Pembangunan Panca Budi University Medan by 31.0% while the remaining 69.0% is explained or influenced by other variables not examined in this study.

Tabel 5. Hasil Analisis Pengujian Normalitas
One-Sample Kolmogorov-Smirnov Test

		Academic Achievement
N		82
Normal Parameters[a,b]	Mean	17.5976
	Std. Deviation	3.67124
Most Extreme Differences	Absolute	0.134
	Positive	0.077
	Negative	-0.134
Test Statistic		0.134
Asymp. Sig. (2-tailed)		0.001[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on Table 5, it can be seen that the statistical results of the Kolmogorov-Smirnov test of 0.134 are greater than 0.05, so it can be stated that all data is normally distributed. The next normality test is the normal probability plot and histogram which is a comparison of the actual cumulative distribution of the data with the normal cumulative distribution. The results of this test can be seen in Figure, as follows:
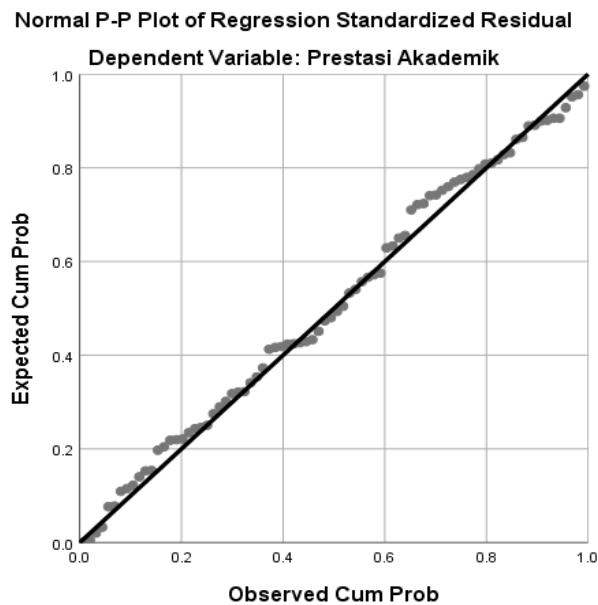

Fig 1. Normal P-P Plot

Based on Figure 1, it shows that the distribution of data is around the diagonal line and is not scattered far from the diagonal line, so that the assumption of normality can be fulfilled and the test can proceed to the next stage, namely the Histogram, as follows:
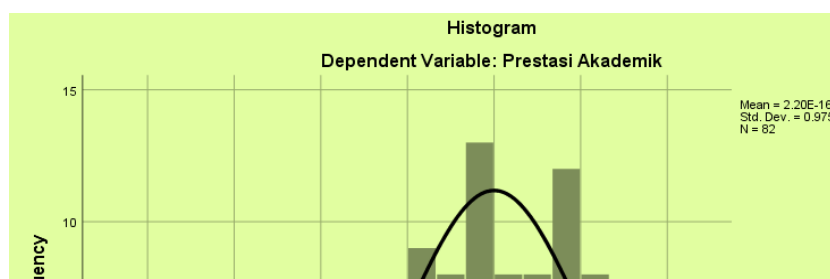
Fig 2. Histogram

Based on Figure 2, it shows that the shape of the histogram depicts data that is normally distributed or nearly normal because it forms a bell shape, so that the assumption of normality in this study can be fulfilled.

Tabel 6. Multicollinearity Test Analysis Results

Coefficients^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.682	3.129		0.218	0.828		
Part-time working	0.228	0.118	0.221	1.930	0.047	0.682	1.466
Work stress	0.307	0.119	0.288	2.590	0.011	0.726	1.378
Study environment	0.188	0.126	0.148	1.493	0.140	0.913	1.095
Study Motivation	0.240	0.104	0.218	2.302	0.024	0.998	1.002
a. Dependent Variable: Academic Environment							

Based on Table 6, it can be seen that the results of the multicollinearity test above show that all independent variables do not have a tolerance value of more than 0.10, which means that there is no correlation between the independent variables whose value is more than 95%, while the Variance Inflation Factor (VIF) value also shows this. the same, that is, there are no independent variables that have a Variance Inflation Factor (VIF) value of less than 10. So it can be concluded that the regression model used in this study does not have multicollinearity.
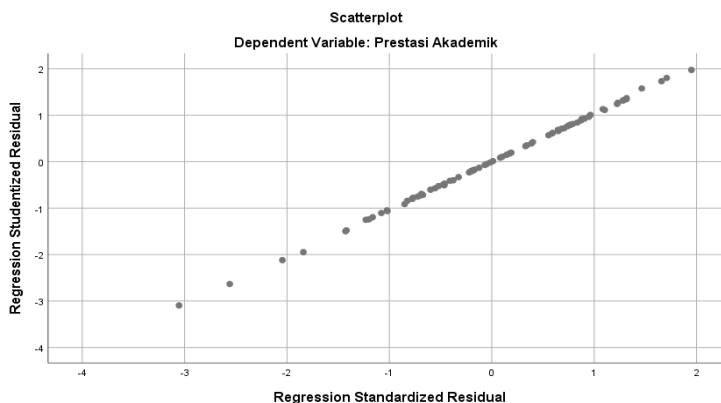

Fig 3. Scatterplot

Based on Figure 3, the results of the scatterplot graph, the points formed are spread randomly, spread both above and below the number 0 on the Academic Achievement axis. If these conditions are met, there is no heteroscedasticity and the regression model is feasible to use.

4. Discussion

The effect of part-time work on academic achievement shows positive and significant results. Students must be able to divide their time between study and work. These conditions make it difficult for students to organize or divide their time between work and study, so that concentration becomes divided which affects their academic achievement compared to students who only study without working. This fact shows that students have not fully carried out learning activities to the fullest because students do not only carry out activities on campus but also work places.

The Effect of Job Stress on Academic Achievement shows positive and significant results. Factors that affect stress in students who study while working in this study include intrinsic factors in work such as physical demands and task demands, roles in campus organizations, graduate or career achievements, and personal factors, namely personality type. Extrinsic factors such as the study environment, namely physical conditions, management or relations with the social environment. Working students have many activities outside of college which can make them more stressful, such as students who are preoccupied with coursework and have other activities outside of college such as part time work, where they experience pressure to manage time and be able to complete coursework on time although they have to work.

The influence of the learning environment on academic achievement shows negative results, that is, it has no positive and insignificant effect. These results show that even though students work part time, they are still supported by a conducive learning environment. So that the learning environment does not affect the academic achievement of students. Nevertheless, the learning environment must still be considered to improve the quality of learning in the classroom and outside the classroom during the lecture process by improving the quality of the student learning environment, namely by paying attention to all aspects, both from the campus environment, family environment and community environment that support each other in the learning process. student. In addition to the environment in the classroom, the surrounding environment must also support the course of learning in order to achieve learning objectives.

The effect of Learning Motivation on Academic Achievement shows positive and significant results. Motivation can come from within oneself without coercion from others and motivation can come from encouragement or stimulation from others. The way of learning for each student that occurs on campus cannot be generalized because it has different characteristics. Students who have strong learning motivation tend to act according to the desired achievement so as to obtain good learning achievement while students who have weak learning motivation will tend to experience a decrease in their learning achievement. Having strong learning motivation and stability in maintaining this motivation can influence the learning process and academic achievement. Strong learning motivation is needed by students so that they are good at managing time even though they have a part-time job that inevitably has to be able to divide their time between study and work.

Partially this study also found that part-time work, work stress, learning environment and learning motivation have a positive and significant effect on academic achievement. The learning activities of students who are not working are higher than the learning activities of students who are working. Support for working students must continue to be improved, both academic information, course assignments and other things that are considered important for students to know so that their academic performance remains good

5. Conclusion

This research shows that as a student who wants to work while studying he should consider carefully whether he is able to share his time and energy optimally so that he does not neglect his main obligations as a student. In addition, it must consider the negative influences arising from the workplace environment which can hinder the smooth process of lectures. There is a need for more active communication between students and the entire Academic Community who can assist in the lecture process,

especially the latest information for students. The results of this study are expected to provide an overview to employee students or matters that affect academic achievement as employee students.

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