WORKING WHILE STUDYING AT UNIVERSITY IN THE SELF-MANAGEMENT PERSPECTIVE: AN ETHNOGRAPHIC STUDY ON JAVA ETHNIC EMPLOYEES

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ABSTRACT--- Working while in college or college while working is not new among employee students. Various reasons have become the reasons behind it. The challenge for student employees is to divide time between college and work. One of the main competencies for successfully performing the role of an employee as well as a student is the ability of self-management. This study aims to examine the perspective of self-management among employees of ethnic Javanese students who work in Kota Seribu Industri Tangerang. This study uses a qualitative approach in scientific situations Kota Seribu Industri Tangerang, Indonesia. The type of research used is ethnography. This research involved 5 respondents. Research data were collected through participant observation, document analysis, in-depth interviews, and focus group discussions (FGD). Ethnographic research is carried out by following the stages and processes of qualitative research that are inductive in nature, consisting of the stages of the developmental research sequence in stages. The results of this study indicate that employees working while studying from ethnic Javanese are able to overcome academic and non-academic problems. Javanese ethnic employees are able to use the methods they deem most effective to regulate themselves (self-management), including the management of feelings (affective), behavior (behavior) and mind (cognitive). The study also concluded that the greatest impetus for Javanese employees to continue their studies was the desire to improve the lives of themselves and their families, in Javanese philosophy is "dadi wong". The route to achieve this is through the sequence of stages 5E, namely: enjoy, easy, excellence, expert and earn.

Key words--- Self-management, ethnographic study, working student, working while studying

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I. INTRODUCTION

Nowadays students are no longer ordinary students who only study. Students have been rated as humans who have begun to enter the adult world, where responsibility, independence, creativity have been assessed as being able to be borne so that many students begin to realize the free time to work. Students decide to work because sometimes they have demands to meet the needs that are greater than the income earned. Some cases that occur are like economically disadvantaged students, overseas students who do not get an allowance from their parents, and there are also students who do not have parents and family. On the other hand, a student has needs that must be met such as buying books, eating daily, paying boarding / rent money, paying water & electricity bills, buying credit for communication costs, the cost of doing assignments and so forth. When these many needs are not matched by sufficient income, inevitably students are forced to find sources of funding independently, namely by working. Apart from being forced, there are also students who work with the aim of gaining experience.

- *Then how do students adjust to the* work *environment for the first time they know?*
- *What things are done* to *adjust to the work environment?*
- *How does work* affect *college?*
- *How do they* maintain *the balance between doing college work and work assignments?*
- *What are the* problems *that arise when they enter the workforce?*
- *Is there a solution formula for problems that arise due to dual roles as employees and students?*

Based on the questions above, this study was conducted to explore the application of self-management in the activities of working while studying by ethnic Javanese employees living in the Kota Seribu Industri Tangerang.

II. Literature Review

Pertiwi Research (2018) proves that the higher self-management possessed by students will be followed by a reduction in work stress. Vice versa, the lower self-management owned by students, the higher work stress of students. The results of this study found evidence that students who had good self-management had less stress. Low self-management means that students are less able to regulate themselves shown by their low self-motivation abilities, students are less able to organize themselves and students are less able to control themselves and less able to develop their potential. Poor self-management results in students working part time, more easily experiencing stress. In addition, students lack good self-motivation or low self-motivation and students are less interested in doing work.

Utami (2017) concluded that Self-management Ability can help DM sufferers think positively, believe in their abilities, have initiative and be able to manage various resources owned by participants. Getting to know yourself and managing various resources available to yourself can help participants more in overcoming problems, especially in the treatment of DM.

Hidayat (2017) explains that the ability to manage themselves (self-management) has a significant influence on student learning discipline. Based on this research the inferential analysis shows that the ability to self-manage has a significant influence on the students thinking creativity of Tarbiyah Faculty and UIN Faculty of Physics Education Majoring in Alauddin Makassar. As for the implications of this study, the authors suggest to parties

related to the field of education, among others, lecturers are required to pay attention and understand the psychological condition of their students and always guide and assist them in learning physics so that students can be trained in fostering their learning discipline and fostering creative thinking for the sake of realization of national education goals

Based on the previous three studies in the previous points, it shows that there have been several studies on self-management with several different methods, subjects, and themes. Likewise with this research, different from previous studies in terms of methods and research subjects.

I.I.   Self-management

Self-management means placing things regularly in life, in the use of time, choices, interests, activities, as well as in physical and mental balance. It also means pushing oneself forward, managing all personal elements, controlling the potential willingness to achieve good things, and developing various aspects of personal life to make it more perfect (Jazimah, 2014; Herawati, 2017). Manz (1986) suggests that to be able to control yourself directly, the individual can create or change the cues of how many objects, things, that are around the individual to influence their behavior. The basis made for ourselves is information we have about ourselves by observing our own behavior and reasons behind it. Individuals will get information they need to organize themselves effectively. While Suhartini (1992) defines self-management is a procedure that requires a person to direct or regulate his own behavior. Self-management will be easier to do if the individual has emotional maturity, high reasoning and is able to manage the stress that occurs in him. Self-management means handling feelings so that feelings can be expressed at a controlled level (Goleman, 1995). This skill is very dependent on one's self-awareness. People who have poor ability in these skills will continue to fight against feelings of deprivation while people who can handle feelings well will be able to rise again much faster from the decline and fall in life. The essence of this ability is not to stay away from unpleasant feelings, but not to let the feelings of suffering go on uncontrollably, thereby removing all happy moods.

Ulfa & Suarningsih (2018) stated that self-management means pushing oneself forward, managing all elements of personal ability, controlling the ability to achieve good things, and developing various aspects of personal life to be more perfect. Self-management is an ability to manage various elements within individuals such as thoughts, feelings, and behavior, besides self-management is also useful for tidying up individual self, such as thoughts, feelings, individual behavior and also the surrounding environment better understanding what are the priorities, not differentiating himself with others. Setting goals to be achieved by arranging various ways or steps to achieve what is expected and learning to control themselves to change thoughts and behavior for the better and more effective (Arguedas, Daradoumis & Xhafa, 2016; Lent et al, 2017; Arewasikporn et al, 2018; Chong et al., 2018; Ireland & Lent, 2018; Welsh, Baer & Sessions, 2020; Schinckus et al., 2018).

Self-management is needed for a person to be able to make himself as a qualified and useful human being in carrying out his life's mission (Asbari et al, 2020). Self-management makes people able to direct their every action to positive things. In simple terms, self-management can be interpreted as an effort to manage themselves towards a better direction so that they can carry out the mission carried out in order to achieve goals. Self-management refers to the concepts of self-regulation and processing. There are several approaches that seek to define self-management,

including the effect, behavior and cognition (ABC) approach that seeks to understand this concept by considering interaction between feelings, behavior, and thoughts in an effort to understand (DiIorio et al, 2006). Shannon et al (2019) state that self-management involves positive mental attitudes and positive actions that help a person live his life according to his wishes, including being aware of self-limitations and adjusting ways of life in order to accommodate these limitations.

Based on the concept of self-management proposed by O'Keefe & Berger (1999) which uses an affection, behavior, and cognition (ABC) approach in the effort of understanding, the elements of self-management consist of: First, feelings / affect (affect), namely all feelings that include all forms of emotions and sensations, which have a great influence on individual motivation to do something. Second, behavior (behavior), namely all actions that can be seen both by themselves and by others, and responses that can be observed. Behavior helps to identify an individual as a human being, because his confidence, trust, and values are reflected in his behavior. Corsini (2002) defines behavior as actions, reactions, and interactions contained in responses to internal or external stimuli. It also includes activities that can be seen objectively as they are, and activities that can only be seen by the individual concerned through introspection and unconscious processes. Third, the mind (cognition), namely thoughts that include ideas, perceptions, beliefs, values, expectations, decision making processes, the ability to solve problems, the logic of thinking possessed by individuals. Ashcraft, Kirk & Hopko (1998) defines the mind as a collection of mental processes and activities used in perceiving, learning, remembering, thinking and understanding.

I.II.   Concepts of Work According to Javanese Ethnicity

Fardhani (2015) states that Javanese believe, someone will be calculated and assessed based on what they have. According to Koentjaraningrat (1983), work is a life goal. The work will manifest happiness in this life. According to the priayi conception, happiness, for example, is the position, power and outward symbols of prosperity. The size view of success in an individual in Javanese culture is certainly different from the size of western culture which emphasizes material values (material) and other things that are physical in nature. These measures in the Javanese ethnic culture are summarized in the philosophy of ""dadi wong"".

The origin of term "dadi wong" comes from the word dadi which means "to be" and wong (human), that is "human beings who do not or do not know manners" (Endaswara, 2003). The term "dadi wong" then has broad meanings such as the success or success of a person in life. Javanese thinking about "dadi wong" or being successful is a totality concept. The concept is not worth dying for, but it is flexible and adaptive. That understanding includes the totality of norms and the basic values of Javanese culture which are still held fast by supporters of Javanese culture.

"dadi wong" has a broader meaning than just being successful in life or prospering. The concept of "dadi wong" value contains a comprehensive understanding because it involves economic / material / physical, moral / religious / ethical, psychological and socio-cultural aspects which are intertwined into one, forming the understanding / concept of "dadi wong". Conditions that cannot be fulfilled completely will reduce the meaning of "dadi wong". In other words, the concept of "dadi wong" in general is not merely physical / physical / economic in nature, but rather a combination of other aspects that emphasizes more on cultural aspects. Thus, the notion of "dadi wong" emphasizes cultural attributes rather than mere economic attributes. "dadi wong" always refers to understanding provided by surrounding community, that is, the area where individuals live in their immediate surroundings. Therefore, the concept of "dadi wong" is then adaptive in nature because parameters used are not

rigid, but flexible according to the social environment of speaker community. The definition of "dadi wong" is generally inherent in a married couple or family because the size of conditions already married will be one of the conditions and references of understanding that are totality.

The value of "dadi wong" does not have to refer to people who are rich in property, but adjusted to the level of knowledge / education and socio-economic conditions of the community. In a Javanese family whose head of family (father) has an elementary school education equivalent, the work ethic value appears to him whose income is mediocre, despite economic condition, but he still tries to be able to be independent, can be independent and not become a burden to others or environment. That a person who is low in education also has the concept of "dadi wong" by using more flexible requirements, without forgetting the basic things such as independence, adequate clothing, food and shelter.

III.   RESEARCH METHOD AND DATA ANALYSIS

I.III. Research Method

The method used in this research is qualitative ethnography. This study uses a qualitative approach in scientific situations in Kota Seribu Industri Tangerang, Indonesia. The type of research used is ethnography. This research involved 5 speakers, namely AG, BT, CH, DK, and ER. Research data were collected through participant observation, document analysis, in-depth interviews, and focus group discussions (FGD). Ethnographic research is carried out by following the stages and processes of qualitative research that are inductive in nature, which consists the stages of developmental research sequence in stages. The sampling technique that we use is purposive sampling, which is sampling that is needed in accordance with the characteristics / requirements that have been determined.

The sample in this study were active students of private universities who were studying while working. Characteristics of the sample in this study are active students, aged 18-23 years, have worked in the manufacturing industry for more than two years, are not actively following intra or extra-campus organizations. The data collection method we use is interviews. The interview that we use is a semi-structured interview, this we do so that the subject can provide answers that are free but we can still direct in accordance with the purpose of the interview.

I.IV.   Data Analysis

The data analysis model that we will use in this study is the Miles and Huberman model. Miles & Huberman (1984) suggested that the activities in qualitative data analysis were carried out interactively and continued continuously until they were completed, so that the data was saturated. Activities in data analysis, namely: data reduction, data display, and verification·

I.IV.I. Data reduction

The data obtained in the field are quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means: summarizing, choosing the main points, focusing on the things that are important, looking for themes and patterns and removing unnecessary. Reduced data will provide a clear picture and make it easier for researchers to do further data collection, and look for it if necessary. Data reduction can be assisted with electronic devices such

as: computers, by providing codes on certain aspects. With reduction, the researchers summarize, retrieve important data, make categorization, based on uppercase, lowercase letters and numbers. Unimportant data is discarded.

I.IV.II. Data display

After the data has been reduced, the next step is to display the data. Display data in qualitative research can be done in the form of: a brief description, charts, relationship between categories, flowcharts and so on. Miles & Huberman (1984) states: "the most frequent form of display data for qualitative research data in the pas has been narrative text". Meaning: most often used to present data in qualitative research with narrative texts. Apart from being narrative, data display can also be in the form of graphics, matrices, networks (work networks). Social phenomena are complex and dynamic so that what is found when entering the field and after going on for a while in the field will experience data development. If the patterns found have been supported by the data during the study, then the pattern becomes a standard pattern that no longer changes. The pattern is then displayed in the final research report.

I.IV.III. Verification/ Conclusion

The third step is verification and conclusion. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions are indeed supported by valid and consistent evidence when researchers return to the field to collect data, the conclusions put forward are conclusions that are credible.

To test the validity and reliability of the data in this study used data triangulation techniques. Data triangulation technique is checking with interviews in different times or situations. If the test results produce different data, then the interviews are repeated so that data is found saturated / certainty of the data.

IV.   RESEARCH RESULTS AND DISCUSSION

Management of self-management can be viewed from the management of feelings, thoughts, and behavior from humans. Management of feelings (affection) in the form of emotions that can bring up motivation, in subjects AG, BT, CH, DK, and ER management of emotions in the form of processing the hassles of managing time and energy for college and work, also processing how to deal with the negative influence of working on academic values, and process emotions of the subject not to think of the opposite sex who can interfere with their routine. The subsequent management of feelings in the form of sensations that can bring up motivation, in AG subjects sensation is that by working he can be financially independent, and can enjoy the work that is being carried out. The motivation that arises on the subject of AG is to be able to work in order to be able to pay for college and his life in Tangerang and be able to complete his S1 education well.

Next to the management of behavior (behavior) in the form of actions, reactions, and interactions contained in the response to internal or external stimulus. BT subjects' actions in the face of stimulus in the form of the death of their parents so that their source of income disappears is not to depend on their siblings to pay for college and decide to work so that their financial problems can be resolved. The reaction of subjects to work while their status is still a student who must continue lecturing is to set the time to avoid clashes between lecture and work, so that the

morning time is used for lectures and the afternoon to evening is used for work, in reacting to its busy activities AG subjects trying to maintain stamina to be able to go to college and work regularly by meeting nutritional needs and maintaining a healthy diet. In terms of interactions, AG subjects do not explain what they do in adapting to the work environment, but rather explain their aversive personality characteristics, which tend to be quiet and relent when interacting with new people, not demanding as long as their basic rights are fulfilled.

Mind management (cognition) in the form of ideas, perceptions, beliefs, values, decisions and expectations possessed by individuals. On BT subjects, the idea to work and study arose from the event of the death of his parents who were a source of income. While the motivations of the subjects AG, CH, DK, and ER are from the teachings of their parents which requires their children to work hard in order to achieve success, namely so that "dadi wong". From this njawani motivation comes willingness to work while in college. AG's perception of the subject of working while studying is a subject of fear that his lectures are neglected, and this begins to be felt when his IP scores decrease which causes dissatisfaction, but AG manages his mind to be able to balance between college and work so he can finish his S1 education. The subject of AG has belief and hope that by working his financial problems will be resolved. The values obtained by AG subjects after becoming students who go to college while working are better able to appreciate the struggle of their parents when they used to make a living, AG subjects can be more patient and grateful for everything they face, and AG subjects are wiser in using their hard-earned money. .

In addition, AG subjects considered that the base solution of the problems that emerged from its dual role as employees and students was to make what they lived as something fun (enjoy). Learning from what is explained by Royani (2016) and Asbari (2015), that if something that is done is enjoyed, then in his opinion, everything will be easy, it starts, is easy to do and is easy to complete. If a job already feels easy in the mind and feelings, then God willing, the results will be better, even excellent (excellence). The AG subject holds view that if the results of his work have been assessed for excellence by others, by his service users, then that is the door for him to become what is called an expert. As a result, income (earn) will automatically be obtained. Thus the simple formula formulation handles the problems faced so far. In a short formula called 5E (enjoy, easy, excellence, expert, earn).

V.   CONCLUSION

Based on the results and discussion, it was concluded that the employees of ethnic Javanese students working while in college were able to do self-management in terms of managing feelings, behavior, and thoughts in their own way. Research subjects become students who study while working because they have financial problems. Subjects are people who love their work but do not leave college, because the main purpose of work is other than to be able to finance their studies until graduation. The point of everything is that it is "dadi wong". Javanese ethnic employees try to strike a balance between college and work. Evidently they try to manage their time, energy, and finances for useful things. Research subjects try to think positively when they have problems at work, when they get into problems such as feeling bored they don't let that boredom make them lazy, but instead direct themselves to keep working and complete their responsibilities. By working, the research subjects felt they had to manage their expenses wisely and this had already been done. Research subjects feel proud to be financially independent students who are different from most of their friends who depend on the help of their parents. The simple formula for handling various problems over its dual role is 5E (enjoy, easy, excellence, expert, earn).

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