

ISSN 2827-8151 (Online)

**SRAWUNG: Journal of Social Sciences and Humanities**

<https://journal.ifpublisher.com/index.php/jssh>

Vol. 3, Issue. 2, (2024)

[doi.org/10.56943/jssh.v3i2.543](https://doi.org/10.56943/jssh.v3i2.543)

## **Understanding the Relationship between Resilience and Work-Life Balance in College Students Working in the Fashion Sector**

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### **ABSTRACT**

*A good work-life balance in one's work can result in high morale, a sense of satisfaction in one's work, and a sense of responsibility for one's work and personal life. Individuals without work-life balance will experience an imbalance between work and personal life. Thus, achieving a work-life balance is essential. This research aims to determine the relationship between resilience and work-life balance in college students who work in the fashion sector. This research uses a correlational quantitative method with purposive sampling technique. The measurement tools used in this research used a resilience scale developed by Connor and Davidson. While the work-life balance measuring instrument uses a scale of aspects revealed by Greenhaus, Collin and Shaw. The subjects in this research are students who are studying and working in the fashion sector, which total 350 people, with the characteristics of students who are actively studying or not on leave, students who work in the fashion sector, not a full-time worker. Based on the results of this research, it is known that hypothesis is accepted with a pearson correlation value of 0.461 and  $p = 0.000$  ( $p < 0.05$ ), which means that there is a positive and significant relationship between resilience and work-life balance in college students who work in the fashion sector. The results indicated that the higher the resilience, the higher the work-life balance of students who work in the fashion sector.*

**Keywords:** *College Students, Resilience, Work-life Balance*

## INTRODUCTION

Currently, studying while working has been a phenomenon that we often encounter, even becoming a trend among students. There are various reasons that motivate students who study while working, including to earn income, gain experience, and learn to be independent. Students who are actively studying and working must be recognized as being able to obtain several benefits, especially such as increased income, work experience and social relationships. Students who study while working are often considered as independent individuals and are skilled in managing time and priorities. Since working will mature the individual's mindset, raise independence, and become one of the ways to apply the theory obtained during college with working environment.

On the other hand, studying while working also has a negative impact. Students who do both roles at once can have problems in their lives. The problems that are usually suffered by these students are fatigue due to lack of time to rest, difficulty in dividing time between work and assignments and reduced time to study. Lubis et al (2015) explained that there are consequences that will be faced in the activities of studying while working, which are challenges such as the ability to do college and work assignments, the ability to divide time, energy and attention for college and work assignments, and the ability to adapt to every environment that has differences. It is caused when in the morning the student has to go to college then after that go to the workplace, or vice versa. In addition, students who study while working have less time to rest when they have to work on weekends. Yahya & Yulianto (2018) stated that college students who study while working will easily occur dual role conflicts in handling the demands of their lectures and jobs, which are often intolerable.

One of the most popular jobs for young people these days is fashion-related jobs. The reason people choose this job is not only to provide additional income, but also because of a hobby or desire to follow the trend. In addition, the many types of jobs in the fashion field make fashion activists make it a job field so that many job openings are aimed at students who want to find experience and additional income. Jobs offered include assistant designer, fashion stylist, fashion illustration, dresser, tailor, sequin maker and many more.

The enthusiasm of college students in following fashion makes them channel their hobbies and passions to become a money-making activity. However, it is also not uncommon that due to the amount of time needed to take care of the needs of clients or consumers, there are quite a few students who complain because they are not able to balance their time between their lives as students and their lives as workers, especially students who are not studying in those fields. Workers in the fashion field are required to be able to accept every change that occurs. These changes can come from the fashion world itself or changes in the work environment.

Changes in fashion can be considered from the models that are always changing and the workers are required to follow the changes in the model.

Meanwhile, changes in the work environment are related to people or work locations that often change, so that workers in the fashion sector are also required to be able to adapt to uncertain environments or situations. In addition, some types of work also require their employees to follow the latest fashion trends and look optimal at work or in front of clients. Sometimes they are also required to keep up with available events. The individual must even follow all event activities from start to finish. This makes it difficult for students to divide their time between doing their assignments and fulfilling their responsibilities at work.

College students who work certainly experience more changes, including changes in time, situations, tasks and responsibilities. The individual is required to overcome the changes and difficulties encountered both in the work environment or college. Students who are unable to accept these changes will have difficulty in balancing their lives. The various roles performed by students have made individuals difficult to balance all the roles they play. Efforts made by individuals to obtain a balance between work and personal life are called work-life balance.

Work-life balance is a balanced life where individuals are able to manage their responsibilities at work, at home and in social life with minimal role conflict (Aisyah et al., 2023). A good work-life balance in one's work can result in high morale, a sense of satisfaction in one's work, and a sense of responsibility for one's work and personal life. Individuals who do not have work-life balance will experience work-life imbalance or imbalance between the world of work and the personal life of the individual. Therefore, an individual needs to have a balance between the two things.

The interview results explained that there are some individuals who have many responsibilities in their work. Workers in the fashion field sometimes have to be ready to accept sudden changes and more tasks with limited time deadlines. These workers must also be ready to work overtime at any time or work on holidays. Moreover, people who work in events are required to follow the schedule set by the organizer. In addition, as a student also has an obligation to complete the tasks obtained in lectures. If you cannot complete both responsibilities, there is a big risk that must be borne, which can lose your job or not graduate in college.

According to Marques & Berry (2021), the unbalanced state experienced by individuals is due to a lack of control, energy, time, and autonomy in dealing with stressors. It can be stated that individuals who are concerned with work-life balance and personal life are individuals who are more concerned with their psychological well-being than the pursuit of wealth only. Therefore, individuals who face multiple roles are required to have the ability to adapt in the face of all problems. The ability to adapt is called resilience. Resilience is the ability to overcome and adapt from severe events or problems experienced in life (Babić et al., 2020). The existence of

resilience can make it easier for workers to balance life in work and their personal affairs.

Individuals are said to have higher resilience if they are able to survive in difficult situations or problems. The ability of individuals to be able to interpret the problems they receive as something positive is needed when times or conditions that are not good experience. Equilibrium is needed in order to be able to overcome conflicts in various situations. Individuals are an important factor in the occurrence of balance to be able to harmonize between life in work and their personal affairs at the same time. Therefore, the individual must have the ability to be able to survive and also adapt to changes in the work system and conditions that can cause imbalance.

Meanwhile, students who work with dual roles have more duties and responsibilities. These students will also experience more changes, including changes in time, tasks, situations and responsibilities. These students are required to overcome the changes as well as the difficulties faced either in the work environment or their lectures. If individuals are unable to maintain a balance between the roles they play, this can lead to psychological problems and conflicts in the role of the individual.

The objectives of this research are (1) to analyze the relationship between resilience and work-life balance in college students who work in the fashion sector; (2) to determine the effective contribution of resilience variables to work-life balance variables in college students who work in the fashion sector; (3) to determine the level of resilience and work-life balance in college students who work in the fashion sector. The hypothesis in this research can be described as follows  $H_0$ : there is no positive relationship between resilience and work-life balance;  $H_a$ : there is a positive relationship between resilience and work-life balance.

## **RESEARCH METHODOLOGY**

The research design used in this research uses quantitative methods. The type of research used is a correlational research technique. This research will test the hypothesis of the variables of resilience and work-life balance in college students who work in fashion. The population in this research is students who work in the fashion sector. The number of research subjects is determined by using the Isaac and Michael table with an infinite or unlimited population by considering the 5% error rate is 349 samples. Therefore, the number of samples in this research is 350 subjects. The technique used is purposive sampling. The data collection method used in this study used a psychological scale. This scale model uses a Likert scale. The scale is presented in favorable and unfavorable forms. This research uses data collection by using a psychological scale which contains a list of statements that will be filled in directly by the subjects to reveal the conditions within the subjects that are desired to be known. The resilience scale developed by the researcher is an

aspect of resilience expressed by Connor & Davidson (2003). The measuring instrument initially amounted to 25 items, then after the validity test was conducted, 23 items were valid.

**Table 1.** Resilience Blueprint

Aspect	Item	Number
Personal Competence	1,2,3,4,5,6,7	7
Positive Acceptance	8,9,10	3
Trust in One's Instincts	11,12,13,14,15,16	6
Self Control	17,18,19,20,21,22	6
Spiritual Influences	23	1
<b>Total</b>	<b>23</b>	<b>23</b>

Source: Processed Data by Researcher

The work-life balance scale developed by researchers is the aspects of work-life balance expressed by Greenhaus et al (2003). The measuring instrument initially amounted to 20 items, then after the validity test was carried out, 17 items were valid.

**Table 2.** Work-Life Balance Blueprint

Aspect	Item		Number
	F	U	
Time Balance	1,6,11	4,8,13	6
Involvement Balance	2,9,15	5,12	5
Satisfaction Balance	3,16	7,10,14,17	6
<b>Total</b>	<b>8</b>	<b>9</b>	<b>17</b>

Source: Processed Data by Researcher

Based on the hypothesis that has been explained in this research, the technique used is a parametric statistical analysis technique. The data technique used in finding the relationship and proving the relationship through hypothesis that has been written using the product moment correlation test.

## RESULT AND DISCUSSION

### Research Result

#### Research Subject Overview

Descriptive analysis was conducted by categorizing the research subjects. The descriptive analysis table based on the demographic data categories of the research subjects can be seen in the following table:

**Table 3.** Research Subject Data Based on Gender

Gender	Number	Percentage
Male	74	21.14 %
Female	276	78.86 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

Source: Processed Data by Researcher

Based on the table above, it can be seen the number of respondents based on gender. It is known that the research subjects were dominated by women with a total of 276 subjects or 78.86%. Meanwhile, male subjects totaled 74 subjects or 21.14%.

**Table 4.** Research Subject Data Based on Education

Education	Number	Percentage
Fashion Design	212	60.57 %
General	138	39.43 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

Source: Processed Data by Researcher

Based on the table above, it can be seen the number of respondents from several categories. It is known that most of the research subjects are students who study in fashion design/fashion styling majors with a total of 212 people or 60.57%. While subjects who came from general education or non-fashion amounted to 138 people or 39.43%.

**Table 5.** Research Subject Data Based on The Types of Job

The Types of Job	Number	Percentage
Assistant Designer	114	32.57 %
Dresser	88	25.14 %
Fashion Stylist	68	19.43 %
Pattern Maker	29	8.29 %
Tailor	51	14.57 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

Source: Processed Data by Researcher

Based on the table above, it can be seen that the most subject type of work is assistant designer with 114 people or 32.57%. Then dresser with 88 people or 25.14%. Furthermore, the job as a fashion stylist amounted to 68 people or 19.43%.

Then tailors amounted to 51 people or 14.57%. The last job as a pattern maker has a subject of 29 people or 8.29%.

### The Categorization of Research Subjects

**Table 6.** Subject Categories of Work-Life Balance Variables

Category	Number	Percentage
Very High	16	4.57 %
High	84	24 %
Medium	150	42.86 %
Low	68	19.43 %
Very Low	32	9.14 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

Source: Processed Data by Researcher

Based on the results of the above calculations, it can be stated that the work-life balance of students who work in the fashion sector is in the moderate category with 150 people or 42.86%.

**Table 7.** Resiliency Variable Subject Categories

Category	Number	Percentage
Very High	23	6.57 %
High	87	24.86 %
Medium	119	34 %
Low	100	28.57 %
Very Low	21	6 %
<b>Total</b>	<b>350</b>	<b>100 %</b>

Source: Processed Data by Researcher

Based on the results of the above calculations, it can be stated that the resilience of students who work in the fashion sector is included in the moderate category with 119 people or 34%.

### Assumption Test Analysis

#### Normality Test

**Table 8.** The Result of Normality Test

Variable	Sig.	Description
Resilience	0.194	Normal
WLB	0.137	Normal

Source: Processed Data by Researcher

Based on the normality test using Kolmogorov-Smirnov on the resilience variable, the significance level or p-value of the resilience variable is  $0.194 > 0.05$ . Meanwhile, the work-life balance variable obtained a significance level of  $0.137 > 0.05$ . These tests show that the residuals have a normal distribution.

### Linearity Test

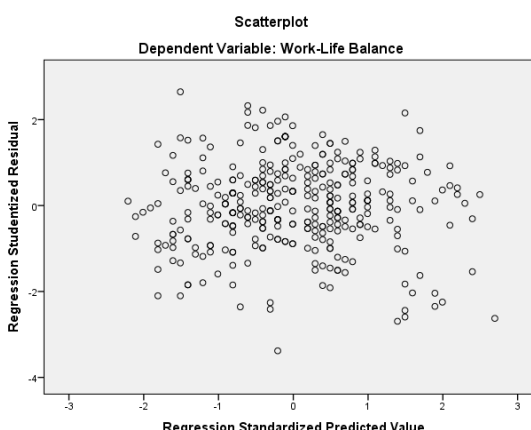
**Table 9.** The Result of Linear Test

Variable		F	Sig.	Description
WLB* Resilience	Linearity	96.934	0.000	Linear
	Deviations from Linearity	1.238	0.149	

Source: Processed Data by Researcher

Based on the table above, it can be seen that the linearity test between the resilience variable and the work-life balance variable has a significance value in the linearity table of  $0.000 < 0.05$  with a significance value in the deviation from linearity table of  $0.149 > 0.05$ , which means that the variable is purely linear. These results indicate that there is a significant linear relationship between the resilience variable and the work-life balance variable.

### Heteroscedasticity Test



**Figure 1.** The Result of Heteroscedasticity Test

Source: Processed Data by Researcher

Based on the figure above, it can be concluded that the dots spread randomly and do not form a specific pattern. Therefore, the regression model used is free from symptoms of heteroscedasticity.

### Correlation Test

**Table 10.** Correlation Test Results Summary

Correlation	Pearson Correlation	Sig.
Resilience → Work-Life Balance	0.461	0.000

Source: Processed Data by Researcher



Based on the results of the correlation test, the Sig. value of resilience to work-life balance is  $0.000 < 0.05$ . This means that resilience has a significant relationship to work-life balance. It is known that the Pearson Product Moment correlation coefficient score is 0.461. In accordance with the guideline criteria table for the Pearson Product Moment correlation coefficient, it is stated that if the Pearson Product Moment correlation coefficient score is in the range of 0.40-0.599, it means that the relationship between variables in this research is in the moderate category. Because  $r_{\text{count}}$  or Pearson Correlations in this analysis is positive, it means that the relationship between the two variables is positive. This means that the higher the resilience, the higher the work-life balance, and vice versa.

### Simple Linear Analysis

**Table 11.** The Result of Determinant Test

Variable	R	R Square
Resilience* WLB	0.461	0.213

Source: Processed Data by Researcher

Based on the table above, it can be seen that the R value is 0.461 and R Square is 0.213, which means that the influence of the resilience variable on the work-life balance variable is 21.3%.

### Research Discussion

The results of this research are in accordance with the hypothesis proposed by the researcher that there is a relationship between resilience and work-life balance in students who work in the fashion field. The correlation coefficient value shows a positive value (0.461) so it can be concluded that the two variables have a positive relationship. This means that the higher the resilience, the higher the work-life balance, and vice versa, the lower the resilience, the lower the work-life balance. The relationship between the two variables is in the medium category, meaning that it is neither too high nor too low.

The results of this research show that there is a relationship between resilience and work-life balance which is explained in more detail that most of the resilience levels of students who work in the fashion sector are in the low and medium categories. The number of students who work in the fashion sector with a low resilience category is 100 people (28.57%), while those in the moderate category are 119 people (34%). For the level of work-life balance, students who work in fashion are in the medium and high categories. The number of students who work in fashion with a low work-life balance category is 150 people (42.86%), while those in the moderate category are 84 people (24%).

The results of hypothesis testing in this research are supported by the results of previous research conducted by Nugraha (2022), indicating that the higher the resilience ability in individuals, the higher the level of achievement of work-life

balance and vice versa. However, this happens because individuals who feel comfortable with their work will be able to adapt to their conditions and environment so that they can have a good life balance. Another study conducted by Istiqamah & Ismail (2021), there are several factors that contribute to workers' work-life balance, one of which is the ability to adjust to changes that occur in the environment or commonly called resilience.

Work-life balance is a condition where a person is able to manage life at work and their personal life in a balanced manner. There are several factors that contribute to the work-life balance of working students, namely the ability to adjust to changes that occur or commonly referred to as resilience, besides that, a workload that is not stressful can also improve the balance of the student's life. The balance of working students is in their role as students while in the campus environment and other roles as workers while in their work environment.

College students who work in fashion and have a good work-life balance are able to manage their time effectively, so that they can complete college and work assignments. They can divide time to work, rest, meet family and friends, and fulfill other responsibilities (Gragnano et al., 2020). Students with a good work-life balance can manage their work efficiently. They are also able to do their roles well while dealing with conflicts between work and personal life, because they do not feel confused in handling these two things.

When someone is a student, they have to study and complete their coursework. At work, a worker must be professional so that his/her work does not interfere with his/her personal life. Students who also work can experience psychological problems and conflicts because they have to fulfill two roles at once. A large workload can make students lose time to study and complete coursework. This can lead to an imbalance in life. Students who work too much tend to neglect their coursework, thus disrupting their learning process. In order to avoid psychological problems and conflicts, students must be able to balance these two roles.

One balance that students need to have is time balance. This can be seen in the ability to manage time between work and personal life. For example, students who work in fashion often participate in events with tight schedules. Time balance can be seen from the ability to manage time for work, rest, and study. That way, students can still feel free despite having two roles. Students with good work-life balance can still work and enjoy their personal time. Individuals who achieve time balance show that work does not reduce their personal time.

This research indicates that the resilience of students who work in fashion is generally at a low and medium level. This high and low resilience is affected by various factors. According to Missasi & Izzati (2019), resilience is affected by internal and external factors. Internal factors include optimism, spirituality, self-esteem, and self-efficacy, while external factors include social support. Glassie (2023) also stated that resilience is affected by internal protective factors (such as

self-esteem, self-efficacy, coping skills, emotion regulation, and optimism) and external protective factors (such as family and environmental support). Herdiana et al. (2018) divides the factors supporting resilience into three aspects which are individual, family, and community. Individual factors include intelligence and social skills; family factors involve support from family when under pressure; and community factors include neighborhood support that helps individuals deal with pressure. College students who have good resilience are able to overcome difficulties in work and personal life. Students with good resilience can persevere under pressure and find solutions to problems encountered. On the other hand, students with low resilience tend to feel anxious, fearful, and avoid difficulties, because they are perceived as threatening to themselves. Resilience helps students handle pressures and problems that occur due to changes in life. High or low levels of resilience can affect student learning outcomes. Wahidah (2019) explains that academic resilience can turn problems into challenges, failure into success, and helplessness into strength. Some students are able to deal with academic problems, while others are not strong enough to overcome them.

Resilience possessed by working students provides the ability to deal with pressure, both at work and in personal life as a student. With resilience, students can create a balanced life. According to the theory of Köse et al (2021), resilience in employees helps them balance work and personal life. Resilient students are also able to accept changes positively without affecting their personal lives. Research by Li et al. in Salim & Muhammad Fakhurrozi (2020) shows that resilient individuals tend to have a positive attitude towards life challenges and are proactive in solving problems. Resilience is also related to the ability to manage time. Ruisoto et al (2020) stated that resilience prevents problems that can become an imbalance in life. College students who work have changed their time and activities because they have two different roles and responsibilities. Working in fashion requires them to adapt quickly to changes in the fashion world. Resilient students will have no difficulty accepting changes because they can still enjoy their work and undergo activities as students. This is because they are able to withstand various pressures. Resilient dual-role students are also able to accept any difficulties with a positive attitude and bounce back from difficult situations. Good resilience helps them improve their work-life balance. Students can improve their resilience by scheduling their studies and work activities to avoid conflicts. They must also be committed to carrying out their responsibilities as students and professionals at work. Resilient individuals will always think positively and accept any changes or difficulties with a positive attitude.

## CONCLUSION

The purpose of this research is to find out the relationship between resilience and work-life balance in students who work in the fashion sector. The subjects in this research are active students who also work in the fashion sector and there are 350 people. This research uses a quantitative correlational model. Based on the results of the research conducted, it can be concluded that there is a relationship between resilience with work-life balance. This means that the higher the resilience, the higher the work-life balance of students who work in the fashion sector.

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