

SELF MANAGEMENT EFFORTS FOR WORKING STUDENTS

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ABSTRACT

This study investigated two particular points: the effectiveness of students' self-management in lecture activities, and the techniques used by students who work while studying to effectively manage their activities. This study used a qualitative approach. Data and information were acquired using a descriptive methodology. The subjects of the research are active students from Bangka Regency. Data collection is conducted in a continuous process using methods such as observation, structured interviews, and documentation. Data analysis is performed by data reduction, data display, and data verification. The data is then presented utilizing narrative methods, which include using the evidence to support a theory. The findings derived from this study are as follows: 1) First, the self-management efforts of students are directed towards lecture activities through the development of self-management, specifically self-motivation that fosters interests and desires, facilitates concentration, hinders external influence, stimulates a desire for progress, and sustains long-term engagement in activities. Moreover, self-organization encompasses the effort to arrange and control all aspects related to thoughts, time, location, objects, and other resources that facilitate the development of self-management. Individual will be more successful and efficient if all components are systematically arranged. In contrast, self-development and self-control are associated with behavior and are also forms of self-management that essentially transform the individual in a positive direction by modifying, increasing, or decreasing behavior in order to assist others in attaining their objectives. 2) Second, a variety of activity-organizing mechanisms for working students. In this instance, they organize their work and study schedules, maintain their physical health, manage their leisure time, finances, and other aspects of their daily lives.

Keywords: Self-Management, Self-Motivation, Self-Organization, Working Students.

INTRODUCTION

Nowadays students are no longer typical students who just study. Students are believed to be human beings who are starting to enter the world of adults, where responsibility, independence and creativity are considered capable of being carried, so that many students are starting to realize how to spend their spare time to work. Students choose to work because they often have responsibilities to pay from their earned income. Some of the situations that occur include students who are poor economically, migrant students who do not receive pocket money from their parents, and there are also students who no longer have parents and family. This led to the emergence of the phenomena of continuous studying and working (Purwanto, 2020).

According to a survey conducted by the Central National Statistics Agency, 6.98 percent of Indonesian students between the ages of 10 and 24 were employed in 2020, regardless of whether they lived in rural or urban areas. The economics plays a role in an individual's decision to pursue education while actively working. Various sorts of work are carried out, both professional and informal work. However, there are diverse effects discovered by working students. Students frequently experience the consequences of exhaustion, including fluctuating

GPA levels and academic issues such as neglecting classes. Nevertheless, finances have a strong connection with this issue, as the aim is to reduce the financial burden on parents (Jati, 2014).

The challenges encountered by working students are diverse, encompassing issues related to self-management. Specifically, students must navigate the dual roles of being a dedicated learner and a competent employee, effectively balancing their responsibilities in both areas. In order to attain educational objectives, specifically obtaining a college degree and becoming a competent graduate as outlined in Government Regulation 1990/30 on Higher Education, every Indonesian student must effectively organize and manage themselves. All attempts and efforts to regulate and manage themselves involve the concept of self-management. Self-management is so crucial that extensive justifications are unnecessary. Self-management enables students to proactively drive their progress, effectively handle all areas of their own capabilities, regulate their determination to accomplish positive outcomes, and enhance multiple facets of their personal existence to attain a higher level of perfection (Gie, 1986).

There are difficulties encountered when managing academics and working, specifically the challenge of effectively allocating time for studying, resting, and other responsibilities, including lack self-management in coordinating all activities. According to Ahmadi, as cited by Mulyana Dirmantoro, working students must possess the ability to effectively allocate their time and maintain focus. Additionally, they must exhibit self-discipline and take responsibility for both their academic pursuits and professional obligations. Students must possess the ability to efficiently allocate their time and energy in order to engage in multiple activities. This circumstance will pose a challenge for students in effectively balancing their academic pursuits and employment commitments, resulting in a divided concentration that will ultimately affect their academic performance (Maulana, 2014).

Insufficient study time, fatigue, and stress from working often result in students being late in finishing and submitting in assignments, or even ignorant towards attending lectures. Additional issues may occur in the workplace, such as interpersonal conflicts among employees or between employees and their supervisors, repetitive and tedious tasks, escalating work expectations, and a backlog of tasks. The impact will definitely influence the student's life or academic pursuits. Dwivedi stated that these issues can lead to stress, as well as physical and emotional exhaustion in individuals. The myriad challenges encountered by working students can lead to feelings of depression, exacerbating their already unfavorable circumstances. This condition will inevitably interfere with the individual's life, including their attendance in lectures, performance at job, and participation in other activities. Allocating time between employment and school is a challenging task. Given the multitude of activities that are nearly impossible to perform concurrently. Furthermore, in accordance with the latest directive issued by the Ministry of Education and Culture (*Kementerian Pendidikan dan Budaya*) under Regulation No. 44 of 2015. This regulation governs the time limitations imposed on undergraduate and postgraduate students. Consequently, there are no longer any justifications for continuing as a student, as the possibility of quitting is imminent. It is unsurprising that certain students abandon the task of accomplishing both and instead choose for only one (Hipjillah, 2015).

The types of formal sector jobs that active students in Bangka Regency perform include tutoring and teaching at Qur'an Education Places (TPA). Meanwhile, in the informal sector, there are guards for frozen food, counters, primary school canteens, and shops. Researchers found that because of the working hours the student selected, one of the active students in Bangka Regency struggled to balance job and study. This kind of work is comparable to that

of a counter guard, an informal sector employment. Students only get two holidays per month and labor from 8:00 to 22:00 every day. Students must be able to contact with their supervisors in order to arrange their lecture activities and secure permission to deliver their lectures. This is due to the fact that students find it challenging to balance their time between employment and school because of their full-time work schedules (Observation, 2022).

Based on the previously mentioned reason, it can be inferred that a number of working students in Bangka Regency still struggle with time management. According to research, some working students are able to control themselves, while others are not. Therefore, this research are interested in investigating the self-management strategies for working students (study of active students in Bangka district).

LITERATURE REVIEW

Dynamics of Self-Management for Working Students

According to The Liang Gie's theory, self-management is crucial for every student to attain their desired goals. Similarly, working students must ensure that neither their academic nor professional responsibilities are overlooked, necessitating the need for effective self-management. Self-management for students encompasses four essential forms of activity, as identified by Gie (1986): self-motivation, self-organization, self-control, and self-development.

Self-motivation is a crucial requirement for every student to succeed in their educational objectives. This refers to a psychological drive in an individual that motivates them to engage in various actions in order to attain a specific objective. Internal motivation is characterized by its independence from external influences or stimulation, as it originates only from within an individual. A student's strong motivation to pursue studies arises from various factors, such as the enjoyment derived from reading, a quest for acquiring new knowledge, and a personal drive for self-improvement.

Showing strong self-motivation will generate an intense excitement for pursuing education to the best of the capabilities. Therefore, a student's strong motivation will provide positive academic outcomes, as it enables focused concentration, minimizes external distractions, facilitates comprehension of study materials, allows for extended study sessions, and even fosters internal fulfillment through the acquisition of information. Achieving satisfactory academic results will ultimately enhance one's self-motivation even further. Thus, a series of interconnected circles arises, which mutually enhance one another in a favorable manner during the execution of the study.

Self-organization is the second type of action in self-management. This entails optimizing the utilization of thoughts, energy, time, place, items, and all other resources in a student's life to attain maximum personal efficiency. Personal efficiency is the most effective measure of how well a student's personal life activities align with their desired outcomes. For instance, students who must utilize their entire cognitive capacity to commit a substantial volume of academic content to memory (up to eight disciplines per semester). Self-preparation, or self-organization, refers to the act of planning, arranging, and managing the individual's activities in a systematic and efficient manner.

Self-control, also known as self-discipline, refers to the process of developing the resolve to regulate an individual's willpower, ignite excitement, eliminate hesitation, and mobilize energy in order to effectively accomplish academic tasks. Study plans, study programs, and other academic activity schedules are rendered ineffective if a student lacks the ability to regulate their determination and mobilize their energy to successfully accomplish them. Every student

aspiring to thrive must make a sincere effort to practice self-control periodically. Self-control is an essential prerequisite for academic success, just as crucial as self-motivation and self-organization.

Self-development represents the ultimate stage of self-management. Self-improvement refers to the process of enhancing an individual's skills or qualities in several aspects. Comprehensive and thorough self-development encompasses all of a student's personal resources. The primary objective of self-encouragement, self-organization, and self-control is to foster and develop positive study habits in students.

METHODOLOGY

The researchers employed a descriptive qualitative approach in their study. The research was carried out in various locations within Bangka Regency, including Petaling Village in West Mendo District, Balunijuk Village in Merawang District, Paya Benua Village in West Mendo District, and Air Ruay Village in Sungailiat District. The participants in this study were selected through interviews using instruments derived from primary sources in the field, specifically working students in Bangka Regency. Secondary data sources for this research include place documentation, publications, and subject analysis available through the internet or media. This secondary data serves as supporting evidence for the primary data. The focus of this study is on working students in Bangka Regency. The students originated from Universitas Stisipol Pahlawan 12, located in Bangka Regency, as well as the Syaikh Abdurrahman Sidik Bangka Belitung State Islamic Institute. This study used descriptive qualitative data analysis methods to elucidate information gathered through research instruments. This study used qualitative methodologies, which involve three distinct stages: data reduction, data presentation, and verification or drawing conclusions (Sugiyono, 2014).

RESULTS AND DISCUSSION

Self-Management Efforts for Working Students on Lecture Activities

Self-management skills are crucial for a working studying, as they aid in effectively organizing their responsibilities as both a student and a worker. Self-management encompasses various modalities, including self-motivation, which entails cultivating emotions, developing an intense curiosity and desire, facilitating focused attention, resisting external influences, fostering a drive for progress, and sustaining prolonged engagement in tasks. Internal motivation is more effective than relying solely on external encouragement from others or external factors.

Self-organization refers to the purposeful organization and control of several aspects of an individual's life, including thoughts, time, location, items, and resources. By optimizing these elements, individuals can attain a well-structured and successful existence. Individuals enhance their effectiveness. Self-control and self-development are both aspects of self-management that influence behavior and shape persons in a positive manner. They involve modifying, increasing, or decreasing certain behaviors to assist individuals reach their goals (Gie, 1986).

1. Self-Motivation

The research discovered that self-motivation for working students as a means of self-management. Working students' strategies to sustain their motivation in the face of difficulties. The student's desire to develop is driven by both internal and external motivation. This desire leads to positive outcomes such as gaining work experience, taking responsibility for activities, and effectively managing time between study and work.

According to the findings from an interview with a student named Khoirun Nisa, who balances work and studies, the inquiry focused on how the student becomes more engaged when faced

with difficulties in both areas, and whether the student can effectively tackle new challenges if they arise. Stated that:

“I can't address numerous problems at once, so I need time to work through the ones that come up one by one. I overcome this by asking for help from those closest to me, whether they be friends or family, to help me discover solutions to challenges that I am unable to address on my own. However, if no one can help me, I draw closer to Allah SWT in order to keep my mind peaceful and receptive to overcoming the challenges I confront. When I feel helped by them, I won't be burdened by my difficulties, and I'll be more focused and active at work and school.”

Aside from the external variables mentioned above, which are one of the motivators for working students, there are internal factors such as students' passion in accomplishing something and a strong desire to become someone they can rely on. This is evident from the findings of an interview with Tera Utami, a working student, on the topic of students' passion when they want something to obtain and the use of time that students devote to their desires for their activities. Stated that:

“I am a typical person who has the motivation to achieve the things I want, as I frequently reach targets at work, but this has resulted in challenges, specifically that I am still unable to manage my time so that I do not sacrifice any activities in this case. since, while I met my job goals, I struggled at college to divide my time and deliver assignments on time since I prioritized my work.”

This aligns with Ernawati (2017) research, which demonstrates that those who witness others achieving success experience an elevation in their self-efficacy or belief in their own ability to succeed. Self-efficacy refers to an individual's belief in their ability to successfully complete a certain task. Having strong self-efficacy can significantly enhance an individual's motivation and performance in doing a given activity. It is essential to provide students with confidence and motivation, enabling them to cultivate an entrepreneurial mindset and foster independence.

Meanwhile, Juwanda, a working student, stated that:

“I am really driven by successful people, especially those in my companies, thus I am more excited about working while studying right now. If you fail, everyone must feel like they failed. It depends on the impact of this failure. If we take it in a negative direction then the results will be negative, but if we take it towards a positive impact then we will be even more enthusiastic about achieving our goals and desires.”

According to the interview findings, this research determined that having strong self-motivation leads to a significant inclination towards totally engaging in an activity. A student's strong enthusiasm will yield favorable outcomes as it enables focused concentration, prevents distractions, and facilitates comprehension of the lesson. This is confirmed by Jazimah (2015), who stated that motivation is most powerful when it originates intrinsically, devoid of any external forces or influence from others. A student's strong motivation to pursue studies arises from various factors, such as the joy of reading, a thirst for new knowledge, and a personal drive for self-improvement. Exhibiting robust self-motivation will generate a profound motivation for pursuing education to the best of your capabilities.

Finally, a student's strong motivation will provide favorable academic outcomes, as it enables focused attention, minimizes external distractions, facilitates comprehension of study materials, allows for extended study sessions, and even fosters intrinsic satisfaction through the acquisition of information. Achieving satisfactory academic results will ultimately enhance one's self-motivation even further. This process creates a sequence of interconnected circles that mutually enhance each other in a positive manner during the process of the study (Jazimah, 2015).

2. Self-Organization

Self-organization is the second component of self-management. Self-organization involves effectively controlling all aspects of oneself, including the physical, psychological, cognitive, energetic, and temporal factors, to enhance efficiency in daily life. Rusman Permana's research confirms that personal efficiency is the most effective measure of the correlation between a student's activities and their desired outcomes (Permana, 2021). The self-organization of these six working students exhibits inherent variations. Self-organization can be achieved through several methods. These include maintaining mental equilibrium and deriving satisfaction from lectures and work, following to a planned schedule while maintaining a relaxed approach, creating a daily activity plan, participating in enjoyable meals and videos for rejuvenation, establishing a priority scale and taking breaks when fatigued, and following a regular eating routine (Gie, 1986).

Working student are expected to concurrently fulfill the expectations and challenges that arise from their academic and professional commitments. This duty necessitates their ability to exert more effort to fulfill the obligations that arise from their roles as both students and workers. One way to exert effort is by coordinating or overseeing lecture activities and student assignments. Nevertheless, working student in Bangka Regency have significant challenges in their academic pursuits due to many hurdles, including conflicting schedules between employment and study, and the difficulty of prioritizing tasks.

This is demonstrated by the outcomes of an interview conducted with Juwanda, a working student, discussing their approach to managing their time since a young age. What should an individual do if an unexpected activity schedule arises those conflicts with their planned tasks? The response was as follows:

“Because I work full-time, it's hard for me to divide my time between studying, working, and doing other things. When something unexpected comes up that requires me to come to campus, I will have a hard time managing my time because at work, nothing can replace what I do.”

The interviews indicated that a number of students successfully implemented self-organization, despite encountering difficulties that made it challenging for them to do so. The difficulties that students face is diverse, encompassing challenges in balancing their time between studying and working. Some students struggle with maintaining their whole well-being, including physical, mental, and energy health, due to irregular time management or engaging in various activities. In her research, Shofiyatul Mutmainnah discovered that there is a necessity for proficient and methodical self-organization (Muthmainnah, 2022). Self-organization encompasses the management of all aspects pertaining to oneself, resulting in a more efficient and productive existence. If the process is simplified through the implementation of categorization or the creation of a self-contained framework that is specifically tailored to groups such as physical, psychological, cognitive, energetic, temporal, spatial, and all other aspects related to self-engagement. If the individual is capable of effectively handling all types of situations in this particular area, it will result in the development of strong self-management skills (Muthmainnah, 2022).

3. Self-Control

Self-control, the third factor, is seen to be crucial in enabling individuals to attain their life objectives. This is because individuals who possess the capacity to abstain from behaviors that may pose harm to themselves or others will readily concentrate on the objectives they wish to accomplish. Having the ability to make decisions that provide advantages, demonstrating emotional maturity, and resisting the influence of immediate gratification are crucial factors that greatly facilitate the achievement of an individual's goals. This research observed that

working students in Bangka Regency exhibited varying levels of self-control. The initial type of self-control is the ability to adapt and adjust to the surrounding environment. Certain working students demonstrate a remarkable ability to adjust, enabling them to establish meaningful connections and engage in social activities with ease. In this scenario, students who have difficulties or encounter stress as a result of juggling their academic and employment commitments tend to refrain from openly expressing their emotions to those around them. This is because they will express their emotions based on the situation.

This is supported by the findings of an interview conducted with Tera Utami, a working student, in relation to the topic of the adjustment to current environment. Additionally, as stated that:

“I can restrict or control my emotions when interacting with others in a difficult situation by relaxing myself gently and silently. What happened was that instead of venting or expressing my emotions, I cried at a place where no one else was present. That way, I avoid causing harm to others and maintain control over my emotions.”

Moreover, the ability of students to exercise self-control when studying and working is a demonstration of their expertise. Several working students residing in Bangka Regency encounter various challenges in effectively managing their daily routines, currently completing work and study tasks, as well as maintaining concentration and concentrate on their work and studies. Another challenge that individuals have is physical exhaustion due to the limited time interval between education and job.

According to the findings from an interview with Khoirun Nisa, a working student, the inquiry is focused on how to manages the emotions. Does this have any influence or effect? As stated that:

“I can restrict or control my emotions when interacting with others in a difficult situation by relaxing myself gently and silently. What happened was that instead of venting or expressing my emotions, I cried at a place where no one else was present. That way, I avoid causing harm to others and maintain control over my emotions.”

Based on the findings of the above-mentioned interview, this research concluded that self-control entails disciplining the individual and appropriately channelling their energies in order to accomplish anything. This is supported by Hanum Jazimah’s research, which found that intensive self-control training can help pupils become exceptional students (Jazimah, 2015). These working students have varying levels of self-control. Students' self-control in adapting or adapting allows them to build interactions and bonds and accept new things more easily.

4. Self-Development

The last part, namely self-development, encompasses the cultivation of self-awareness to unlock an individual's natural potential. Through self-development, an individual can cultivate and enhance the inherent strength and potential that resides inside them. This self-development stems from the cultivation of habits that will unlock the potential of working students while pursuing their studies.

This is supported by the findings of an interview conducted with Rania, a working student, in response to the inquiry: How do you adapt to managing a multitude of activities? How do you often react when you receive an invitation from someone else to participate in their activities? The response was as follows:

“I overcome this by dividing my work time from 7 in the morning until half past 12 and when I have a little free time, I use it to rest or do group assignments and at 4 in the afternoon I study until 7 in the evening, my response when invited to activities with other people I am very open and accept the invitation if they ask me in my free time.”

Based on the findings from the previous interview, the researcher can deduce that working students are likely to have role conflicts, which can lead to stress, absenteeism, and reduced productivity. Working students must possess the ability to effectively fulfil their obligations and responsibilities. This entails proficient time management to balance their study and work commitments, maintaining discipline in both academic and professional pursuits, and prioritizing their physical well-being due to the dual roles they undertake as students and workers. As a student, it is expected that you consistently achieve excellent academic grades, even while balancing various extracurricular commitments.

Effort for Working Students in Organizing Activities

It is important to acknowledge that working students may gain several advantages, particularly in terms of enhanced earnings, professional experience, and independence. Consequently, they also encounter difficulties in their personal lives, resulting in a negative effect. Working student have greater challenges compared to students who do not work. These students are not only required to attend lectures on campus but also have the additional obligation of fulfilling tasks at their workplace (Akmal, 2019). During their time on campus or in college, students are required to undertake a range of intricate duties, which include comprehending and studying scientific material as well as seeking guidance from professors regarding lecture subjects and assignments.

The efforts of working students involve effectively coordinating their activities through the management of time and expenses. This research examined the time and money management strategies employed by working in Bangka Regency. Individuals employ various strategies and face challenges when it comes to effectively managing their time. This is a study conducted through an interview with Rania, a working student. The purpose of the study is to understand the reasons behind the choice of either full-time or part-time work. How do you allocate your time between studying and working? As stated that:

“I chose part-time job; my lecture activities are in the afternoon, and my work hours are from morning to afternoon. I spend my leisure time at night and on weekends to do college tasks and study. However, when there is important job, I struggle to

According to the findings from the aforementioned interview, working students employ distinct strategies to effectively manage their time and expenses. Certain individuals choose for part-time employment in order to facilitate time management. However, their challenges in time management persist as difficulty in effectively managing their time. Sometimes, individuals may need to forgo their academic pursuits in order to prioritize pressing tasks. However, they developed their own technique to overcome the challenges they encounter.

The substantial workload of coursework significantly affects a student's performance, leading to heightened stress levels and physical fatigue. This is supported by research conducted by Gadzella et.al, which indicates that students who study while working may experience elevated levels of stress due to the need to effectively manage their time and energy in order to fulfil their academic and work responsibilities (Gadzella et al., 2012). Consequently, it is essential to develop strategies to mitigate these challenges (Masten, 2016).

CONCLUSIONS

Working students assume a dual responsibility, necessitating an understanding of self-management abilities to effectively navigate their roles as both students and workers. The development of self-management, including self-motivation which encompasses emotions and cultivates intense motivation and aspiration, facilitates focused attention, resists external influences, creates a drive for progress, and enables sustained engagement in activities. Internal

motivation is more effective than relying solely on external sources of encouragement. Self-organization refers to the deliberate arrangement and administration of several aspects such as thoughts, time, location, objects, and resources that contribute to self-management. By optimizing these elements, individuals can attain a well-structured and fulfilling existence. People enhance their effectiveness. Self-control and self-development are interconnected with behavior and serve as types of self-management. They play a crucial role in shaping persons by modifying, enhancing, or diminishing certain behaviors, thereby aiding individuals in attaining their goals. Moreover, the self-regulation of employed students has an impact on their academic engagement.

Multiple strategies for working students to effectively manage their tasks. In this scenario, individuals arrange their everyday tasks by effectively managing their time and expenses while also adjusting to different circumstances. In this situation, self-management entails managing emotions, employing psychological mechanisms to address problems in a logical and direct manner, and utilizing past experiences as a means of adapting and overcoming current challenges. Certain students struggle with effectively organizing their daily tasks and neglecting their physical well-being. They lack the ability to efficiently plan and prioritize their daily agenda, leading to increased work-related stress and negative consequences on their overall well-being. Hence, it is imperative for students to cultivate self-management and self-adaptation skills to attain equilibrium between fulfilling their own requirements and the expectations of their surroundings.

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