

THE EFFECT OF WORK-STUDY CONFLICT, PSYCHOLOGICAL CAPITAL, AND PERCEIVED SOCIAL SUPPORT ON PERFORMANCE

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Abstrak

Source daya manusia (SDM) memegang peranan penting dalam menentukan maju atau mundurnya suatu organisasi, bisnis, instansi atau unit. Dengan Pengaruh Work-study conflict, Psychological capital, Dan Perceived social support Terhadap Kinerja (Studi Kasus Generasi Sandwich Di Karesidenan Kota Madiun). Penelitian ini menggunakan data primer yaitu kuesioner yang disebar kepada responden. Jumlah sampel dalam penelitian ini adalah 384 responden. Penelitian ini menggunakan SPSS. Work-study conflict berpengaruh signifikan terhadap kinerja karyawan pada generasi sandwich di Karesidenan Madiun. Psychological capital berpengaruh signifikan terhadap kinerja karyawan pada mahasiswa generasi sandwich di Karesidenan Madiun. Perceived social support berpengaruh signifikan terhadap kinerja karyawan mahasiswa generasi sandwich di Karesidenan Madiun. Work-study conflict, psychological capital, dan perceived social support secara bersama-sama berpengaruh signifikan terhadap kinerja karyawan pada mahasiswa generasi sandwich di Karesidenan Madiun.

Kata Kunci: Sosial Work-study conflict, Psychological capital, Perceived social support, Kinerja

Abstract

Human resources (HR) play an important role in determining the progress or decline of an organization, business, institution, or other organizational unit. This study aims to analyze the effect of Work-Study Conflict, Psychological Capital, and Perceived Social Support on performance among the Sandwich Generation in the Madiun Residency area. This study used primary data collected through questionnaires distributed to respondents. The sample consisted of 384 respondents. Data analysis was conducted using SPSS. The results show that Work-Study Conflict has a significant effect on the performance of Sandwich Generation students in the

Madiun Residency area. Psychological Capital has a significant effect on the performance of Sandwich Generation students in the Madiun Residency area. Perceived Social Support has a significant effect on the performance of Sandwich Generation students in the Madiun Residency area. Furthermore, Work-Study Conflict, Psychological Capital, and Perceived Social Support simultaneously have a significant effect on the performance of Sandwich Generation students in the Madiun Residency area.

Keywords: Work-Study Conflict, Psychological Capital, Perceived Social Support, Performance.

A. INTRODUCTION

According to Halsu et al. (2023), human resources (HR) play an important role in determining the progress or decline of an organization, business, institution, or organizational unit. Therefore, the progress of an organization is also determined by the quality and capacity of the human resources that contribute to its development. This highlights the importance of human resource development in business and government organizations.

Competition among companies in the digital era is increasingly intense due to technological developments that enable companies to enter global markets more easily and offer more innovative and efficient products or services. At the same time, companies are encouraged to continuously improve performance and reduce operational costs. The business environment and related factors are essentially concerned with the effectiveness of institutional, social, and corporate competition policies (Sastra, 2025).

Higher education is one of the important means of improving the quality of human resources. Students are individuals who pursue further education at higher education institutions. Students have responsibilities that must be fulfilled both during their studies and after completing their education (Zannuba Arifah, 2023). As part of the younger generation, students are required to possess academic abilities, skills, and mental readiness to face increasingly complex global challenges. However, under certain circumstances, not all students are able to pursue their education under ideal conditions due to economic, social, and family demands that must be fulfilled simultaneously.

The success of Sandwich Generation students in achieving academic performance is not determined solely by their intellectual abilities but is also influenced by various psychological and social factors accompanying their lives. Sandwich Generation students often face dual demands, namely fulfilling their roles as students while also meeting work responsibilities or contributing to family needs. Employee performance can serve as one of the indicators of how human resources within a company contribute to the company's development. To achieve optimal organizational goals, effective human resource management is required through various company policies that can accommodate the mutual interests of both the organization and its employees (Muslim, 2024).

In addition, social support from family, friends, and the surrounding environment also plays a role in providing motivation, comfort, and assistance needed to support academic success. The perception that an employer values its employees can increase workers' confidence that the company is concerned about their well-being. Understanding this support is important for comprehending employees' behavior and attitudes and for determining appropriate compensation. When employees perceive that they receive a high level of organizational support, they tend to integrate their organizational membership into their self-identity and subsequently develop more positive relationships and perceptions toward the organization.

The phenomenon of Sandwich Generation students is increasingly common in Indonesia, including in the Madiun Residency area, which encompasses Madiun City, Madiun Regency, Magetan Regency, Ngawi Regency, Ponorogo Regency, and Pacitan Regency. The Sandwich Generation refers to individuals who are in a position where they must meet their own needs while simultaneously supporting the needs of their family members, including parents or siblings. This condition requires students to divide their time among academic activities, employment, and family responsibilities (Aisyah & Yusri, 2026).

Table 1. Pra Survey Sandwich Generation

No.	Indicator/Statement	Mean	Category
1	Family responsibilities often reduce my working time	3.806	Very High

No.	Indicator/Statement	Mean	Category
2	I have difficulty dividing my time between studying and helping meet my family's needs	2.742	High
3	Family obligations cause me to be late in completing work assignments	3.21	High
4	I often feel exhausted because I have to fulfill my role as a student and family provider	2.806	High
5	Family activities interfere with my concentration at work	3.742	Very High
6	I am confident in my ability to complete difficult work tasks	3.21	High
7	I have high expectations of completing my work on time	3.048	High
8	I am able to recover when I experience failure in completing work tasks	3.742	Very High
9	I remain optimistic even when facing many challenges in the workplace	3.21	High
10	I believe I can achieve the work targets I set	3.048	High
11	My family provides support for my academic and work activities	3.21	High
12	My friends help me when I experience academic and work-related difficulties	3.21	High
13	I have someone who can encourage me when facing problems related to my studies and work	3.048	High
14	People around me understand my condition as a Sandwich Generation student	3.21	High
15	I always try to arrive at work on time	3.629	Very High
16	I am able to complete work assignments according to the निर्धारित schedule	3.048	Moderate
17	I achieve work results that meet my expected targets	3.21	High
18	I am able to maintain my work performance despite having family responsibilities	3.629	Very High
19	I actively participate in academic activities and work environments that support my studies and work	3.548	Very High
20	I feel that I receive sufficient emotional support to complete my academic and work responsibilities	3.21	High

Source: Data diolah, 2026

Based on the pre-survey results, it can be seen that Sandwich Generation students in the Madiun Residency area still face various challenges in fulfilling their roles as students, workers, and family providers. This is reflected in the respondents who experience difficulties in managing their time, delays in completing work due to family responsibilities, and suboptimal *psychological capital*, particularly in their ability to recover from failure. Nevertheless, social support from family is relatively high, helping respondents maintain their performance at work.

These findings indicate that *work-study conflict* is still experienced by Sandwich Generation students and has the potential to affect their performance. Therefore, further research is needed to examine the effect of *Work-Study Conflict*, *Psychological Capital*, and *Perceived Social Support* on the performance of the Sandwich Generation in the Madiun Residency area.

For working students, the primary focus of studying and gaining knowledge at university becomes divided, resulting in two major responsibilities, namely studying and working. This is a consequence that must be faced, as working students are required to fulfill both responsibilities simultaneously. Therefore, working students need to maintain a proper balance in their lives to avoid negative impacts, such as declining academic performance, stress, and other negative psychological conditions. One individual characteristic that is believed to play a role in determining work-life balance is psychological capital (Andreas, Firmansyah, & Pradana, 2025).

Sandwich Generation students generally experience greater pressure than students in general. They must deal with conflicts between work demands and academic activities, commonly referred to as *work-study conflict*. Such conflict arises when students' time, energy, and attention are divided between work and study, potentially affecting their academic performance. When role conflict occurs continuously, students may experience physical and mental exhaustion, which can lead to decreased learning motivation, delays in submitting assignments, low academic participation, and declining academic achievement. Working students may experience stress due to the amount of work and the pressure arising from both employment and academic responsibilities. Previous research also indicates that working students may experience declining academic performance because they often feel exhausted, which ultimately affects their academic grades. The negative impact is not limited to academic activities but can also affect their work performance (Lazuardi, 2024).

Students who work part-time are also vulnerable to burnout due to accumulated academic and work responsibilities. Staying up late to complete academic assignments after

working can disrupt rest and lead to emotional difficulties. Conflicts with friends, irregular eating patterns, and physical exhaustion can also trigger burnout due to disturbances in students' physical and psychological conditions (Andreas, Firmansyah, & Pradana, 2025).

Work-study conflict refers to a condition in which work demands and academic responsibilities undertaken simultaneously create conflicts in the use of time, energy, and attention. This conflict can affect students' performance because the greater the work demands that must be fulfilled, the fewer resources are available for academic activities, such as studying, completing assignments, attending classes, and preparing for examinations. Several previous studies have shown that the higher the *adversity quotient* possessed by students, the lower the level of *work-study conflict* they experience. These findings imply that increasing students' *adversity quotient* is important in helping working students manage multiple role demands more adaptively and minimize conflicts between work and study.

Human resource management is a field of knowledge or a set of principles concerning how to manage relationships and the roles of human resources efficiently and effectively so that they can be utilized optimally to achieve shared goals among industries, employees, and society (Lusiyani & Helmy, 2023). One important internal factor is *psychological capital*. *Psychological capital* is a positive psychological state characterized by *self-efficacy*, *optimism*, *hope*, and *resilience*. Students with high psychological capital tend to be more optimistic, confident, resilient, and capable of coping with academic and economic pressures.

Psychological capital refers to a positive psychological condition possessed by individuals consisting of *self-efficacy* (self-confidence), *hope* (hope), *optimism* (optimism), and *resilience* (resilience). Employees attempt to develop confidence in their ability to complete assigned tasks, enabling them to enjoy their work more easily, feel comfortable, and sometimes lose awareness of the passage of working time. However, employees may also experience situations in which numerous work-related problems, such as machine breakdowns or operating several machines simultaneously, make working hours feel longer. When the end of the

working day approaches, employees may therefore be eager to leave. Conversely, when work-related problems are relatively minor, employees may feel that time passes quickly and may not realize that their working hours have ended. The presence of high energy among employees reflects the *vigor* aspect, feelings of enthusiasm toward work reflect the *dedication* aspect, and concentration on and absorption in their work indicate the *absorption* aspect of work engagement (X & Nurwidawati, 2023).

According to Dwi et al. (2025), *perceived organizational support* can foster positive employee attitudes by creating the perception that the organization values their contributions and cares about their performance. National education functions to develop individuals' abilities and character while contributing to a dignified national civilization and intellectual development. It aims to develop students' potential so that they become knowledgeable, active, creative, innovative, independent, competent, democratic, and responsible citizens (Ekasakti, 2024). Social support can originate from family, friends, partners, lecturers, and the campus environment. Such support may take the form of emotional support, information, motivation, or instrumental assistance that can reduce students' psychological pressure.

Perceived social support is closely related to improving the performance of student employees because it functions as a psychological resource and source of motivation in dealing with academic and work-related pressures. When students feel that they have a reliable support system from family, lecturers, or peers, they tend to develop higher self-efficacy and more adaptive stress-management strategies. Previous studies have also examined this relationship. Ramadhani and Ardelia (2025) focused on the positive relationship between social support (external) and the psychological well-being of students who study while working part-time. Nabiilah et al. (2025) did not find a direct relationship but discussed the components that contribute to it. Meanwhile, Pangemanan et al. (2024) found that high levels of self-efficacy significantly reduce academic stress among final-year students working on their theses. Since *self-efficacy* is one of the main components of *psychological capital*, this study is closely

related to explaining how one element of psychological capital can help students cope with academic pressure.

Performance is an important indicator for assessing an individual's success in carrying out the tasks and responsibilities assigned by an organization or company. Performance is not only measured by the achievement of work targets but also by the quality of work, quantity of tasks completed, timeliness in completing assignments, work effectiveness, and the level of responsibility and commitment demonstrated by employees in carrying out their duties. For working Sandwich Generation students, maintaining optimal performance is a particular challenge because they must simultaneously balance work demands, academic responsibilities, and family obligations.

B. METHOD

The method used in this study is a quantitative descriptive method. The population consisted of all Sandwich Generation students who work while pursuing higher education in the Madiun Residency area. Since the exact size of the population was unknown, this study employed a non-probability sampling technique. The sample size was determined using the Lemeshow formula. The sampling technique used in this study was *purposive sampling*, with a total sample of 384 respondents. Data processing was conducted using a computer with SPSS (*Statistical Package for the Social Sciences*) software.

C. RESULTS AND DISCUSSIONS

In this study, the researcher used the *One-Sample Kolmogorov-Smirnov Test*, in which the data are considered normally distributed if the probability value is $\alpha > 0.05$ (Ghozali, 2018). The results of the normality test are presented below.

Tabel 2. Tabel Normalitas		
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		384
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,12822119
Most Extreme Differences	Absolute	,033
	Positive	,033

	Negative	-,029
Kolmogorov-Smirnov Z		,639
Asymp. Sig. (2-tailed)		,809
a. Test distribution is Normal.		
b. Calculated from data.		
Source: SPSS, 2026		

Based on Table 2, the results of the normality test using the *One-Sample Kolmogorov-Smirnov Test* show that the *Asymp. Sig. (2-tailed)* value is 0.809, which is greater than $\alpha = 0.05$. This indicates that the data are normally distributed.

The partial test is a statistical test used to determine the effect of an individual regression coefficient on the dependent variable (Y) (Ghozali, 2018). The results of the partial test are presented below.

Tabel 3. Hasil Uji Parsial t (Uji t)

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	12.262	2.194		5.589	.000
X1	.225	.099	.117	2.259	.024
X2	.323	.075	.220	4.306	.000
X3	.268	.070	.194	3.844	.000

a. Dependent Variable: Y
Source: Data di Olah, 2026

The criteria for the t-test are as follows: H_0 is accepted if $t_{\text{count}} < t_{\text{table}}$, and H_0 is rejected if $t_{\text{count}} \geq t_{\text{table}}$. The critical value is determined at a significance level of 5%. To obtain the t_{table} value, a two-tailed test is used with a level of significance (α) = 0.05 (5%) and degrees of freedom = $n - k - 1 = 385 - 5 - 1 = 379$, resulting in a t_{table} value of 1.966. Based on the results of the t-test using SPSS, the results are as follows:

1) The Effect of *Work-Study Conflict* on Employee Performance

The test results presented in Table 4.20 show that the t_{count} value is 2.259, which is greater than the t_{table} value of 1.966, with a *Sig.* value of 0.024 < 0.05. Therefore, H_0 is rejected and H_1 is accepted. This means that the hypothesis is

accepted. Thus, *Work-Study Conflict* has a significant effect on employee performance.

2) The Effect of *Psychological Capital* on Employee Performance

The test results presented in Table 4.20 show that the t_{count} value is 4.306, which is greater than the t_{table} value of 1.966, with a *Sig.* value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_2 is accepted. This means that the hypothesis is accepted. Thus, *Psychological Capital* has a significant effect on employee performance.

3) The Effect of *Perceived Social Support* on Employee Performance

The test results presented in Table 4.20 show that the t_{count} value is 3.844, which is greater than the t_{table} value of 1.966, with a *Sig.* value of $0.000 < 0.05$. Therefore, H_0 is rejected and H_3 is accepted. This means that the hypothesis is accepted. Thus, *Perceived Social Support* has a significant effect on employee performance.

The criteria for hypothesis testing using the F-statistic are that if the significance value of $F < 0.05$, the alternative hypothesis is accepted, indicating that all independent variables simultaneously and significantly affect the dependent variable (Ghozali, 2018). The results of the F-test analysis are presented in the table below:

Tabel 4. Uji F

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2658.357	3	886.119	23.410	.000 ^b
Residual	14383.601	380	37.852		
Total	17041.958	383			
a. Dependent Variable: Y					
b. Predictors: (Constant), X3, X2, X1					

Source: Diolah, 2026

Based on the results of the first model F-test presented in Table 4.22, the calculated F-value of 23.410 is greater than the F-table value of 3.10, with a significance level of $0.000 < 0.05$. Therefore, all independent variables simultaneously have a significant effect on employee performance.

D. CONCLUSIONS

Based on the results of data processing and hypothesis testing conducted to examine the effects of *Work-Study Conflict*, *Psychological Capital*, and *Perceived Social Support* on employee performance, the following conclusions can be drawn:

- 1) *Work-Study Conflict* has a significant effect on the performance of Sandwich Generation students in the Madiun Residency area.
- 2) *Psychological Capital* has a significant effect on the performance of Sandwich Generation students in the Madiun Residency area.
- 3) *Perceived Social Support* has a significant effect on the performance of Sandwich Generation students in the Madiun Residency area.
- 4) *Work-Study Conflict*, *Psychological Capital*, and *Perceived Social Support* simultaneously have a significant effect on the performance of Sandwich Generation students in the Madiun Residency area.

The results of this study indicate that employee performance among Sandwich Generation students is influenced by their ability to manage conflicts between work and study, as well as by their psychological capital. Meanwhile, perceived social support does not provide a direct effect on performance. However, when the three variables are analyzed simultaneously, they make a significant contribution to explaining variations in employee performance.

E. SUGGESTIONS

Based on the limitations of the study described above, several suggestions can be provided as follows:

1) For Sandwich Generation Students

Sandwich Generation students in the Madiun Residency area are advised to improve their ability to manage *work-study conflict* through effective time management, priority setting, and maintaining a balance between academic demands, work responsibilities, and family obligations. In addition, students should develop their *psychological capital* by strengthening

self-confidence, optimism, hope for the future, and the ability to recover when facing various pressures and challenges.

2) For Future Researchers

Future researchers are expected to develop this study by adding other variables that may influence employee performance, such as work motivation, job satisfaction, employee engagement, work stress, *work-life balance*, *self-efficacy*, and *organizational commitment*.

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