

УДК 331.101

JEL Classification J29

DOI [https://doi.org/10.33146/2307-9878-2023-3\(101\)-114-125](https://doi.org/10.33146/2307-9878-2023-3(101)-114-125)**Maya Safitri¹**

Sriwijaya University, Palembang, Indonesia

Yunisvita²

Sriwijaya University, Palembang, Indonesia

Dirta Pratama Atiyatna³

Sriwijaya University, Palembang, Indonesia

The Probability of Part-Time Job for Tuition Assistance Receiver Students

Abstract. Education is one of the necessary conditions for employment. Often, getting an education requires significant expenses, so not everyone can afford to pay for college. Universities implement support programs for students to give them wider opportunities for obtaining an education. In addition, although students are classified as a non-working population, they sometimes engage in activities for which they receive wages, so they can be considered part-time workers. Previous research suggests that tuition assistance may reduce students' incentives to work and increase their consumer spending, making part-time job a secondary priority for economic reasons. This study aims to analyze the opportunities for part-time jobs for students who receive tuition assistance with the variables used, namely the tuition assistance scheme, gender, consumption expenditure, employment status, and employment sector. Sriwijaya University is the oldest university in South Sumatra, with students receiving tuition assistance in 2022 amounted to 4569 students. The sample used in this research is 100 students who receive tuition assistance. The data used for the analysis are primary data collected by the questionnaire method. The analysis technique used in this study uses a binary logistic regression model using the SPSS 22 analysis tool. The results showed that the variables of assistance schemes, consumption expenditures, and jobs in the service sector had a significant effect on students' part-time job decisions. The type of work in the service sector is the dominant factor for students working part-time. The results of this study can be used in developing government policies for part-time workers and students regarding time management.

Keywords: part-time job, tuition assistance scheme, gender, consumption expenditures, employment status, employment sector, time management.

Suggested Citation

Safitri, M., Yunisvita, Pratama Atiyatna, D. (2023). The Probability of Part-Time Job for Tuition Assistance Receiver Students. *Oblik i finansii*, 3(101), 114-125. [https://doi.org/10.33146/2307-9878-2023-3\(101\)-114-125](https://doi.org/10.33146/2307-9878-2023-3(101)-114-125)

¹ **Maya Safitri**, Sriwijaya University, Palembang, Indonesia.

ORCID 0009-0001-1110-9509

² **Yunisvita**, Sriwijaya University, Palembang, Indonesia.

ORCID 0000-0001-9555-7458

E-mail: yunisvita@unsri.ac.id (*Corresponding author*)

³ **Dirta Pratama Atiyatna**, Sriwijaya University, Palembang, Indonesia.

ORCID 0000-0002-5406-5761

Імовірність роботи на неповний робочий день для студентів, які отримують допомогу на навчання

Анотація. Освіта є однією з необхідних умов для працевлаштування. Часто отримання освіти вимагає значних витрат, тому не кожен може дозволити собі оплатити навчання в коледжі. Університети впроваджують програми підтримки для студентів, щоб надати їм ширші можливості для здобуття освіти. Крім того, хоча студентів класифікують як непрацюючу групу населення, іноді вони займаються діяльністю, за яку отримують заробітну плату, тому їх можна розглядати як працівників, що працюють неповний робочий день. Попередні дослідження свідчать, що допомога в оплаті навчання може зменшити стимули студентів до роботи та збільшити їх споживчі витрати, відповідно, праця на неповний робочий день з економічних мотивів стає другорядним пріоритетом. Мета цього дослідження – проаналізувати можливість праці на неповний робочий день для студентів, які отримують допомогу на навчання, з використанням таких змінних, як схема допомоги на навчання, стать, споживчі витрати, статус зайнятості та сектор зайнятості. Використані для аналізу дані є первинними даними, що зібрані методом анкетування. Респондентами в цьому дослідженні є 100 студентів, які отримували допомогу в оплаті навчання в Університеті Шривіджая (Індонезія). Методологія дослідження побудована на використанні кількісного підходу та методів аналізу бінарної логістичної регресії. Результати дослідження показали, що такі змінні як схема допомоги на навчання, споживчі витрати та робочі місця у сфері послуг мали значний вплив на рішення студентів щодо праці на неповний робочий день. Тип роботи у сфері обслуговування є домінуючим фактором для вибору студентів, які працюють неповний робочий день. Результати цього дослідження можуть бути використані при розробці державної політики для тих, хто працює неповний робочий день, і студентів щодо управління часом.

Ключові слова: неповний робочий день, схема допомоги на навчання, стать, споживчі витрати, статус зайнятості, сектор зайнятості, тайм-менеджмент.

INTRODUCTION

Education is the primary provision for entering work. In formal education, college is an optional final stage in education. The Central Bureau of Statistics Indonesia (BPS) noted that the Gross Participation Rate of Higher Education for Indonesia's quintile 1 expenditure group, or the poorest population was only 30.98 percent, meaning that many Indonesians did not go to college due to financial problems. In the world of education, there is financial support in the form of full scholarship tuition assistance to continue education to college, but it has economic limitations. The program for prospective students is the Bidikmisi and Kartu Indonesia Pintar-Kuliah (KIP-K) program. Sriwijaya University (UNSRI) is one of the colleges in South Sumatra that accepts the tuition assistance program. Students are classified as a non-labour force population because they are still studying and have not carried out work activities. However, students sometimes carry out activities that receive wages, so students are included in the labour force as part-time workers.

Interest in working part-time among students is quite high due to a more flexible work schedule so that they can adjust their work schedule with their class schedule (Indahningrum et al., 2020). Firdasanti et al. (2021) revealed that students' decisions to work were triggered

by additional income factors, flexibility in working, efforts to gain experience and form independence. Mardelina & Muhson (2017) explain that three factors encourage students to work, namely economic factors, social-rational needs, and self-actualization needs. Students also carry out consumption activities ranging from daily food, transportation costs, rental costs, clothing costs, and the cost of college assignments. Tuition assistance can reduce students' incentives to work because it increases students' consumption so that they will be encouraged to increase their leisure hours and enjoy the wealth effect while working part-time with economic motives becomes a secondary priority (Borjas, 2016). This effect is similar to the Benazir Pakistan Income Support Program (BISP), with positive and statistically significant effects on secondary school enrollment and grade promotion (Awaworyi Churchill et al., 2021).

Both male and female students can carry out part-time student work activities. This happens because of the urge to meet financial needs during the lecture period (Firdasanti et al., 2021). Students choose flexible jobs so that learning activities are not interrupted. The job sectors of interest to students include the corporate services sector, government administration, transportation, and the processing industry (Ario et al., 2019). This study was conducted to determine the effect of tuition assistance

and other variables on the probability of students working part-time. The purpose of this study is to analyze the effect of tuition assistance scheme, gender, consumption expenditure, employment status, and employment sector on the probability of students doing part-time work. The results of this study are expected to be an input for the government in making policies regarding part-time workers and students in managing time.

LITERATURE REVIEW

Labor Leisure Choice Model

Labour supply to allocate working hours is influenced by non-labour income factors such as inheritance, investment, lottery, wealth transfer, including tuition assistance, income outside working hours, and occupational risk (Borjas, 2016). The decision to work is explained in the Income-Leisure Theory, which discusses the allocation of time to achieve maximum utility. There is a budget constraint or time constraint between work and leisure. Leisure also has an opportunity cost whose amount depends on the wages earned when

working. This opportunity cost can be in the form of working at home, school, commuting, and others (Tarmizi, 2018).

The indifference curve describes the combination of real income and illustrates how workers perceive the trade-off between rest and consumption constrained by time constraints and non-labour income. With C (consumption) and L (rest). The worker's maximum utility function:

$$Worker\ Utility = f(C, L) \dots\dots\dots(1)$$

Maximum Satisfaction is achieved when the indifference curve is tangent to the budget line. In other words, consumption must be equal to the sum of labour wages (wh). Meanwhile, the utility function of individuals who have non-labour income (V) is:

$$C = wh + V \dots\dots\dots(2)$$

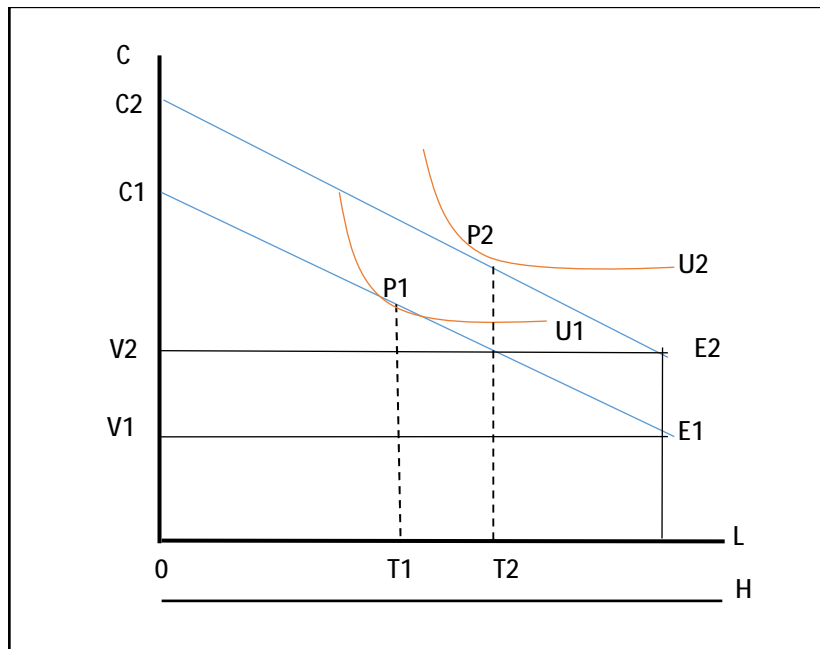


Figure 1. Labor Leisure Choice Non-Labor Income Curve

Source: Borjas (2016).

Figure 1 explains that when V increases with constant wages, total consumption (C) will increase and shift the endowment line from E1 to E2 with the same line slope due to no change in wages. This also has an impact on the shift in the number of hours of work given by workers. Additional income shifts the amount of leisure assuming it is a normal good; then leisure will shift more to T2 while working hours will be less and change the point from P1 to P2. However, if individuals consider leisure to be an inferior good, what happens is an increase in the outflow of working hours. In the end, the best utility, according to current students, is when the utility curve is in the highest position U2, which is when they can use more leisure time for activities other than studying and earning money.

Student Part-Time Worker

Part-time work is defined as workers who work less than 35 hours a week but do not intend to look for work or are unwilling to look for other jobs (BPS, 2022). Students who work part-time are outside the learning process below 35 hours/week. Motte and Schwartz (2009) suggest other reasons students work, namely

1. working to help parents pay for college,
2. working to pay for leisure activities,
3. working as a way of living independently and
4. working to gain experience.

Tuition Assistance Scheme (Bidikmisi and KIP-K)

Bidikmisi and KIP-K are financial assistance provided to prospective students to attend and/or complete higher education based on considerations of limited economic ability, achievement and/or academic potential (Kementerian Pendidikan, 2010). Syifa (2021) explains that this assistance has a positive relationship with the fulfilment of their needs, especially for education financing so that it can indirectly reduce the probability of students working.

Previous Research

The Ordinary Least Square (OLS) method is used to examine the effect of SCE tuition assistance on labour participation. It has the effect of supporting skills upgrading, job search, and job placement, as well as stabilizing income and even increasing wages and quality of work (López Mourelo & Escudero, 2017). Awaworyi Churchill et al. (2021) supported that conditional cash transfers reduce the labour force participation rate in education using the Regression Discontinuity Design (RDD) method. Bolsa Família, Ecuador's Cash Transfer, and Pakistan's Benazir Income Support Program (BISP) have an impact on reducing working hours and lowering the market share of workers (Casco, 2022; Peruffo & Ferreira, 2017). Furthermore, research by Salsabila, Syahna, Purwanti (2020) and Riski Ningtiyas (2018) on the Family Hope Program (PKH) and Raskin assistance programs reduce the working hours of secondary workers. In addition, wealth transfer also has a similar effect on workers. Workers are more likely to reduce their working hours or participation when they have unexpected wealth transfers and gifts (Malo & Sciulli, 2021).

Another factor that influences part-time work decisions is gender. Male gender has a significant effect on part-time work (Dwi.R et al. (2021); Fahlevi & Said (2017); Suharto (2020); Utama, Resa Surya, Handayani (2020)). Women who decide to work part-time because of the urge to fulfil the lack of funds for the family in the short term and have other more important activities (Afriyie et al., 2019; Akmal, 2020). Men also have the role of breadwinners or the responsibility to earn a living for the family and encourage full-time work. Awaworyi Churchill et al. (2021) explained that cash transfers reduce work participation for men and women over the medium and long term, while in the short term, they increase work participation due to economic pressure.

Students who work not fully because of the demands of fulfilling consumption activities, independence, work and business experience, and the requirements for continuing education (Aprilia et al., 2019; Oktaviani & Adha, 2020). Listiani (2020) found that wages have a positive influence on students working part-time. The wages earned are used to meet daily consumption. Student status works based on the type of partnership, namely, trying alone or with others. Doing business alone is not a difficult thing to start but is often constrained by capital costs (Intan & Elisa, 2015). Internal factors that encourage students to work alone are motivation to get their income, savings, freedom to be the boss, freedom of time, and creativity (Irawati, 2017). Ario et al. (2019) found that the employment sector that students are interested in is the service sector. The results of this study are in line with the research of Meiji (2019), who also found that students chose flexible employment status in service jobs such as online drivers, content creators, graphic designers, private tutors or entrepreneurship.

Hypothesis

Figure 2 presents the conceptual framework of the study.

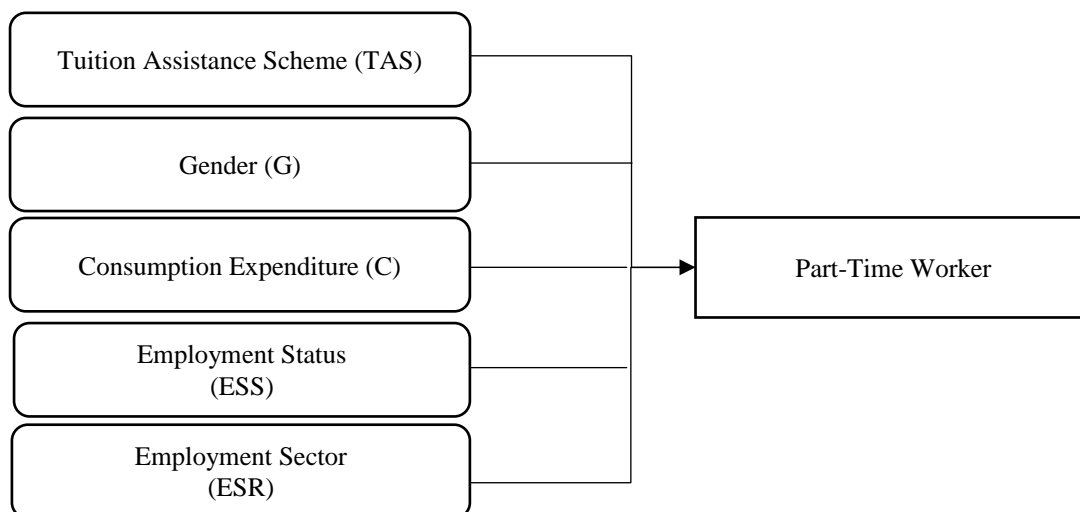


Figure 2. Research Conceptual Framework

H1 = Tuition assistance scheme, gender, consumption expenditure, employment status, and employment sector significantly affect the probability of students doing part-time work.

H0 = Tuition assistance scheme, gender, consumption expenditure, employment status, and employment sector have no significant effect on the probability of students doing part-time work.

RESEARCH METHODS

The scope used in this research is students who receive tuition assistance using primary data obtained through surveys. UNSRI is the oldest university in South Sumatra, with students receiving tuition assistance in 2022 amounted to 4569 students. Observation data collection techniques using probability sampling techniques. The number of samples was 100 people. The analysis technique used in this study uses a binary logistic regression model using the SPSS 22 analysis tool. The general model used for labour supply is as follows:

$$WD = \beta_0 + \beta_1 TAS + \beta_2 G + \beta_3 C + \beta_4 ESS + \beta_5 ESR + \varepsilon \dots \dots \dots (3)$$

where: WD is Part-time work decision (dummy) 1 = Part-time worked and 0 = not worked,
 TAS is Tuition Assistance Scheme (dummy) 1 = Bidikmisi and KIP-K 2020, 0 = KIP-K 2021,
 G is gender (dummy) 1 = Male and 0 = Female,
 C is consumption expenditure (Rp),
 ESS is employment status (dummy) 1 = Working with others and 0 = working alone,
 ESR is employment sector (dummy) 1 = service sector and 0 = others sector,
 β_0 is a constant,
 $\beta_1 \beta_2 \beta_3$ is the regression coefficient of each variable and ε is error terms.

The independent variable is a dummy variable that has a value between 0 and 1, so this study uses a logit model with the following equation:

$$\ln\left(\frac{WD}{1-WD}\right) = \beta_0 + \beta_1 TAS + \beta_2 G + \beta_3 C + \beta_4 ESS + \beta_5 ESR + \varepsilon \dots \dots \dots (4)$$

In binary data regression testing, several approaches will be carried out, namely testing the feasibility of the model, the overall model fit test, the goodness of fit test, the classification matrix, and the coefficient of determination. Furthermore, there is hypothesis testing using the G and W tests and the odds ratio values.

RESULTS AND DISCUSSION

Profile of Respondents

There were more students receiving tuition assistance who worked part-time (71 percent), compared to those who did not work part-time (29 percent). In Table 1, information can be obtained that the proportion of research respondents according to faculty is as follows:

Table 1. Respondents by Faculty of Origin

Faculty	Part-Time Worked		Not Worked		Total	
	n	%	n	%	n	%
FE (Faculty of Economics)	7	9,86	1	3,45	8	8,00
FH (Faculty of Law)	3	4,23	1	3,45	4	4,00
FT (Faculty of Technic)	6	8,45	3	10,34	9	9,00
FK (Faculty of Medicine)	-	-	3	10,34	3	3,00
FP (Faculty of Agriculture)	14	19,72	4	13,79	18	18,00
FKIP (Faculty of Teacher Training and Education)	17	23,94	7	24,14	24	24,00
FISIP (Faculty of Social and Political Science)	9	12,68	5	17,24	14	14,00
FMIPA (Faculty of Mathematics and Natural Science)	9	12,68	2	6,90	11	11,00
FIK (Faculty of Computer Science)	3	4,23	2	6,90	5	5,00
FKM (Faculty of Public Health)	3	4,23	1	3,45	4	4,00
Total	71	71,00	29	29,00	100,00	

Source: Primary data, processed 2023.

The respondents were dominated by FKIP, with 24 percent, 23.94 percent of whom chose to work part-time. FKIP has ten study programs, so the number of students is greater than other faculties. FK students do not do part-time work because their lecture and practice schedules are too busy, so there is a lack of free time, but the faculty and their respective departments have provided practice materials.

Table 2. Respondents by Years of Study

Faculty	Years of Study					
	Second Year		Third Year		Fourth Year	
	Part-Time Worked	Not Worked	Part-Time Worked	Not Worked	Part-Time Worked	Not Worked
FE	-	-	1	1	6	-
FH	-	1	-	-	3	-
FT	-	2	1	-	5	1
FK	-	1	-	-	-	2
FP	2	2	3	-	9	2
FKIP	-	5	7	1	10	1
FISIP	1	1	3	3	5	1
FMIPA	-	-	7	-	2	2
FIK	-	-	1	2	2	-
FKM	-	-	-	-	3	1
Total	3	12	23	7	45	10

Source: Primary data, processed 2023.

Table 2 shows that students who work part-time are dominated by those in the fourth year, totalling 45 people. Students who are in the second year tend not to work. Students who are in their final year have more free time above 10 hours per day because they no longer have compulsory courses every day, which are then used to work. Meanwhile, 2nd and 3rd-year students who work only reach 25 percent because the concentration on learning is still relatively high and completing subjects is their responsibility (Ngan, 2021). This formal activity starts from 08.00 until 16.00.

Description of Respondents on Research Variables

Table 3. Distribution of Respondents by Tuition Assistance Scheme

Tuition Assistance Schemes	Part-Time Worked		Not Worked		Total	
	n	%	n	%	n	%
KIP-K 2021	2	2,82	12	41,38	14	14,00
Bidikmisi and KIP-K 2020	69	97,18	17	58,62	86	86,00
Total	71	100,00	29	100,00	100	100,00

Source: Primary data, processed 2023.

The Bidikmisi and KIP-K 2020 scheme students amounted to 86 percent, and the KIP-K 2021 scheme amounted to 14 percent. 97.18 percent of Bidikmisi and KIP-K 2020 students worked part-time, and 2.82 percent came from KIP-K students. There is a different allowance in the program, so there is an imbalance in the quantity of part-time workers between them. The 2020 Bidikmisi and KIP-K tuition assistance scheme provides an allowance of IDR 700,000 per month, and the 2021 KIP-K tuition assistance scheme received IDR 800,000 per month. This condition is an effort to improve welfare in the field of education to encourage the creation of quality human resources. With more pocket money, students are more assisted in meeting their college needs and reducing working hours.

Table 4. Distribution of Respondents by Gender

Gender	Part-Time Worked		Not Worked		Total	
	n	%	n	%	N	%
Female	35	49,30	20	68,97	55	55,00
Male	36	50,70	9	31,03	45	45,00
Total	71	100,00	29	100,00	100	100,00

Source: Primary data, processed 2023.

Female students tend to choose not to work (68.97 percent), while the male gender dominates to work (50.70 percent). Female part-time workers prefer to trade and work in restaurants, while male part-time workers choose to work as drivers. There are several other fields of work, such as Wedding Organizer (WO) crew, internships, and laundry staff. Students who work are driven by work experience and economic necessity. Thus, gender is not an obstacle for students to earn extra money.

Consumption is the main activity of everyone. Consumption encourages everyone to work and fulfil their needs.

Table 5. Distribution of Respondents by Consumption Expenditure

Consumption Expenditure (IDR)	n	(%)	Part-Time Worked		Not Worked	
			N	(%)	N	(%)
500.000 – 699.999	2	2,00	-	-	2	6,90
700.000 – 899.999	20	20,00	2	2,82	18	62,07
900.000 – 1.099.999	15	15,00	12	16,90	3	10,34
1.100.000 – 1.299.999	18	18,00	14	19,72	4	13,79
1.300.000 – 1.499.999	10	10,00	10	14,08	-	-
1.500.000 – 1.699.999	20	20,00	18	25,35	2	6,90
1.700.000 – 1.899.999	5	5,00	5	7,04	-	-
1.900.000 – 2.099.999	10	10,00	10	14,08	-	-
Total	100	100	71	100	29	100
Average IDR	1.245.000					

Source: Primary data, processed 2023.

The average consumption expenditure of tuition assistance students is IDR 1,245,000/month. The lowest amount of consumption expenditure was IDR 500,000/month, and the highest was IDR 2,100,000/month. The largest consumption expenditure group is IDR 1,500,000 to IDR 1,700,000, with as many as 20 students. As many as 25.35 percent decided to work to make ends meet because they did not have parental transfers, so the tuition assistance allowance was the main support for college life. Meanwhile, in the consumption expenditure group of IDR 500,000 to IDR 700,000, no one works part-time. This happens because students have money reserves from their parents.

Table 6. Distribution of Respondents by Employment Status

Employment Status	Part-Time Worked		Not Worked		Total	
	N	%	N	%	n	%
Working Alone	29	40,85	14	48,28	43	43,00
Working with Others	42	59,15	15	51,72	57	57,00
Total	71	100,00	29	100,00	100	100,00

Source: Primary data, processed 2023.

Table 6 shows that 43 percent of students are more interested in working alone, while 57 percent are interested in working with others. 40.85 percent of students work alone. 59.15 percent work with other people. Working alone requires considerable capital and has small profits. This is a consideration for students to open a business. Therefore, businesses developed on a home scale with little capital and skills learned, such as homemade food, bouquet balloons and snacks, Make Up Artist (MUA), print services and credit contents. Students who choose to work with others tend to add work experience, and work alone does not have capital or abilities. The types of work that work with others are such as working in restaurants, laundry stores, internships at companies, and joining the drivers' association (fams_jek, Unsri drive, and kuy-jek).

Table 7. Distribution of Respondents by Employment Sector

Employment Sectors	Part-Time Worked		Not Worked		Total	
	n	%	N	%	n	%
Service Sector	59	83,10	19	65,52	78	78,00
Others Sector	12	16,90	10	34,48	22	22,00
Total	71	100,00	29	100,00	100	100,00

Source: Primary data, processed 2023.

Seventy-eight percent of tuition assistance students work in the service sector. Twenty-two percent have done culinary, goods, and clothing businesses. In the service sector, students can use their skills, and there are no production costs, while the business owner has born production costs in the service sector with other people. Students who work in their own service sector use their goods and expertise. Furthermore, other sectors require consumable capital goods, so capital turnover is needed every day, such as food trading. Students need to buy new food ingredients every day. Not to mention that there are also many trade competitors, so the benefits obtained are uncertain.

Binary Logistic Regression Results

The regression analysis results show a decrease in the -2Log likelihood value of 56.085, so it can be concluded that H1 is accepted; namely, the model is in accordance with the observational data. Goodness of Fit Test testing with the Hosmer and Lemeshow method obtained a chi-square value of 6.564 with a significance level of $0.584 \geq 0.10$, so H1 is accepted, so there is no significant difference between the model and the data so that the regression model is feasible and able to predict the value of the observation. The ability of the model to

predict the phenomenon of students with tuition assistance working part-time is 91.0 percent, while other variables influence the remaining 9 percent. The Nagelkerke R Square value of 0.678 indicates that the ability of the independent variables, namely the number of tuition assistance schemes, gender, consumption expenditure, employment status, and employment sector, to explain the dependent variable, namely the decision to work, is 67.8 percent. Other variables outside the research model explain the other 32.2 percent.

Hypothesis TestingTable 8. **Simultaneity Test (Omnibus Test/G)**

	<i>Chi-square</i>	<i>Df</i>	<i>p-value</i>
Model	64,345	5	0,000

Source: Data processed 2023.

The results show that the G-count > G-table value is $64.345 > 1.909$ and $p\text{-value} < \alpha$, namely $0.000 < 0.10$. So, the decision taken is to reject H0, meaning that there is at least one independent variable that can explain the decision to work part-time for students receiving tuition assistance.

Table 9. **Partial Correlation Test (Wald)**

Independent Variable	Coeffi.	S. E	Wald	z-stat ($\beta/SE(\beta)$)	p-value	Odds Ratio
Tuition Assistance Scheme	1,794	1,027	3,053	1,748	0,081	6,011
Gender	1,273	0,775	2,695	1,642	0,101	3,571
Consumption Expenditure	6,824	1,623	17,683	4,025	0,000	1,000
Employment Status	-1,231	0,988	1,554	-1,246	0,213	0,292
Employment Sector	2,207	1,218	3,281	1,811	0,070	9,098

Source: Data processed 2023.

The results of partial testing based on the hypothesis using logistic regression analysis are shown in Table 9. Variable tuition assistance Scheme (TAS). The Wald test result is 3.053 with a z-count value greater than the z-table ($0.081 > 1.661$) and a p-value smaller than the significant level ($0.081 < 0.10$). It can be concluded that the tuition assistance scheme has a significant effect on the decision of tuition assistance students to work part-time. So, Bidikmisi and KIP-K 2020 students have a greater chance of working part-time than KIP-K 2021 students. This result is in accordance with the labour leisure choice theory, which states that if non-wage income rises, it will reduce workers' participation in work.

Furthermore, the gender variable (G), based on the Wald test results of 2.695 with a z-count value smaller than the z-table ($1.642 < 1.661$) and a p-value greater than the significant level ($0.101 > 0.10$). It can be concluded that gender has no significant effect on the decision of tuition assistance students to work part-time or the opportunity to work part-time between male and female students.

The consumption expenditure variable (C) has a z-count value greater than the z-table ($4.025 > 1.661$) with a coefficient of 6.824. The p-value is smaller than the significant level ($0.000 < 0.10$). It is concluded that

consumption expenditure has a significant positive effect on the decision of tuition assistance students to work part-time. If consumption expenditure increases by Rp 1 million and other variables remain constant, then the probability of students working part-time will increase by 6.824 million. According to Irving Fisher's theory of intertemporal choice, students' decision to use their income needs to consider current and future conditions.

The employment status variable (ESS) Wald test result is 1.554 with a z-count value smaller than the z-table ($-1.246 > 1.661$) and a p-value greater than the significant level ($0.213 > 0.10$). Thus, employment status does not have a significant effect on the decision of tuition assistance students to work part-time, meaning that there is no difference in the opportunity to work part-time between working with others or working alone.

The last variable, namely the employment sector (ESR), has a wald value of 3.281 with a z-count value greater than the z-table ($1.811 > 1.661$) and a p-value smaller than the significant level ($0.070 < 0.10$) so H1 is accepted. Thus, it can be concluded that the employment sector has a significant effect on the decision of tuition assistance students to work part-time, or the service sector has a greater chance of working part-time than other sectors.

Formation of Binary Logistic Regression Model

Three independent variables have a significant effect on the probability of tuition assistance students working, namely the aid scheme (0.081), consumption expenditure (0.000), and employment sector (0.70). Thus, the model formed can be written as follows:

$$WD = -9,425 + 1,794TAS + 6,824C + 2,207ESR \dots \dots \dots (5)$$

The resulting probability function is as follows:

$$\pi(X) = \frac{\text{EXP}(-9,425 + 1,794TAS + 6,824C + 2,207ESR)}{1 + \text{EXP}(-9,425 + 1,794TAS + 6,824C + 2,207ESR)}$$

Use of Logistic Regression Equation:

Assume that a student of the Bidikmisi and KIP-K tuition assistance schemes (1), with a consumption expenditure of IDR 1 million, works in the service sector (1). Then the probability of students working becomes as follows:

$$\pi(X) = \frac{\text{EXP}(-9,425 + 1,794(1) + 6,824(1) + 2,207(1))}{1 + \text{EXP}(-9,425 + 1,794(1) + 6,824(1) + 2,207(1))}$$

$$\pi(X) = 0,707$$

Based on this equation, it can be calculated that the chance that students are interested in a "yes" statement to work part-time with the above assumptions is 0.707 or 70.7 percent. Based on the results of the analysis, it is also shown that the variables of aid scheme, gender, consumption expenditure and employment sector have a positive effect. In contrast, the employment status variable has a negative effect.

DISCUSSION

The Effect of Aid Schemes on the Employment Decisions of Tuition Assistance Students

Based on the results of the regression, this study shows that the aid scheme has a significant positive effect on the decision to work part-time tuition assistance students. The odds ratio value is 6.011, which means that students with tuition assistance under the Bidikmisi and KIP-K 2020 schemes have a 6.011 times greater chance of working than the 2021 KIP-K aid scheme.

The results of this study are in line with the labour-leisure choice theory by Borjas (2016), that increasing non-working income will reduce working hours and choose to increase leisure time. The Bidikmisi and KIP-K 2020 schemes have less pocket money, which encourages students to work part-time. So, if they only rely on tuition assistance money, students do not have the opportunity for savings.

The reservation wage theory states that if wages are above the reservation wage and non-working income, the probability of entering the labour market will be greater (Nurlina, 2018). The wages given to students are between IDR 900,000 and IDR 2,000,000. This wage is higher than the allowance received. The increase in aid money in KIP-K 2021 makes students not work because the money given is sufficient and depends on the needs of life with this money; this is called the income effect (Stiglitz, 2000). For KIP-K 2021 students, the increased program money obtained can be used for living needs, savings, or investments (Syifa, 2021).

The supporting argument for this research is contained in Malo's (2021) research results regarding unexpected wealth transfers having a decreasing impact on labour participation. Research (Awaworyi Churchill et al., 2021; Casco, 2022; Peruffo & Ferreira, 2017) on unconditional cash transfers has a positive impact on reducing working hours. This is because students work driven by a desire to make up for a lack of money

and work experience. Thus, the provision of aid schemes with an amount of allowance that is appropriate to the needs can ease the burden of student expenses and reduce working hours.

The Effect of Gender on the Employment Decisions of Tuition Assistance Students

Based on the results of the regression, this study shows that the male gender does not influence students' part-time work decisions. The results show that there is no significant difference between the number of male and female students who work part-time. According to Firdasanti et al. (2021), this arises due to factors of meeting needs, especially daily food and work experience. In addition, tuition assistance does not necessarily eliminate the role of parents in providing fee transfers. Some students also do not want to ask for more money when their pocket money runs out, which triggers students to accept part-time job offers.

Mardelina & Muhson (2017) explain that the need for self-actualization also supports student work. Based on observations, part-time students need formal part-time jobs to support their life history. Oktaviani & Adha (2020) state that students who work part-time are motivated by demands to fulfill personal desires and the need to continue their education. Working part-time has a good impact on fulfilling students' needs to gain experience in both soft skills and hard skills (Syifa, 2021).

The Effect of Consumption Expenditure on the Employment Decisions of Tuition Assistance Students

Consumption expenditure has a significant positive effect on the decision to work part-time for tuition assistance students. If other variables are assumed to be fixed or *ceteris paribus*, then for every increase in consumption expenditure by Rp 1 million, the chance of working part-time students will increase by 6.824.

Student expenditure varies, such as primary, secondary and tertiary consumption. This variety of consumption triggers additional expenditure costs, thus encouraging students to work part-time (Mardelina & Muhson, 2017). According to Mankiw (2013), consumption activities depend on permanent income and temporary income. Student's permanent income on consumption behaviour comes from tuition assistance money and parental transfers. With temporary income, namely part-time work wages, the level of student consumption will increase the need for a more decent life. Yunisvita et al. (2017) state that an increase in income will increase the outflow of working hours.

The results of this study are also supported by Listiani (2020) on undergraduate students of the Faculty of Economics and Business, Jendral Soedirman University, that wages affect students' decisions to work part-time due to consumption needs. Students tend to choose high-paying jobs. The results by Aprilia et al. (2019) and Oktaviani & Adha (2020) also found that students who work part-time are motivated by the need to fulfil consumption activities.

The Effect of Employment Status on the Employment Decisions of Tuition Assistance Students

The regression results show that employment status has no effect or there is no difference between students who work with others and those who work alone. Based on observations, 29 students work alone, and 42 students work with others. This happens because of the need fulfilment factor, which indirectly requires students to work regardless of their employment status.

Working with others such as shopkeepers, laundry staff, waiters, WO crew, and reselling other people's goods. Then, for those who work alone, such as photographer services, culinary trading, thrifting, selling bouquets, and MUA. Some of the tuition assistance students who work also have high positions in organizations, ambassadors for government events, and winners of national and international competitions. Working part-time is used to add to portfolios, hone skills, add work relationships, find passion in yourself, and better career opportunities (Lutfia & Rahadi, 2020).

Self-employment can be long-term, sustainable, and personally rewarding. However, being a student is often constrained by capital costs Intan & Elisa (2015). The main factor for students to work part-time is to seek additional income. The income and turnover of money from working alone is quite difficult. Mardatilah & Hermanzoni (2020) explain the reasons for the low interest of students in working for themselves, namely due to prestige, lack of confidence, lack of capital, and fear of failure.

Mardelina & Muhson (2017) explain that the need for self-actualization encourages students to work part-time. Safitri (2020), in a case study of Bidikmisi students at Jember University, stated that students made efforts to survive through work. The work status carried out can take the form of cooperation with others, such as online business, participating in lecturer projects, and paid internships. Exact faculty students often do this, while

humanities faculty students more often utilize social networks and skills outside of academics, so they prefer to work alone.

The Effect of Employment Sector on the Employment Decisions of Tuition Assistance Students

Based on the results of the regression, this study shows that the employment sector has a significant positive influence on the decision to work part-time for tuition assistance students. The odds ratio value is 9.089, so the service sector has a chance to work part-time 9.089 times greater than other sectors.

Based on the observation results, most students choose to work in the service sector, as many as 59 students, while only 12 students choose to work in other sectors. This service sector can be informal and formal. Services in the informal sector such as drivers, waiters, printing services, electronic pulse business, internet cafe guards teaching private tutoring, MUA, WO crew, photographers, graphic design services, and writers (Ellyawati et al., 2021; Fougère, 2010; Meiji, 2019). As for services in the formal sector, such as company services, government administration, transportation, and the processing industry (Ario et al., 2019). The rest choose to do culinary business or sell flower bouquets and balloons, as well as sell thrifting and preloved clothes.

The results of this study are in line with the research of Legowo (2018) on the case study of online driver services at Surabaya University students. Service work is a character of work that can be done at any time, making students not feel difficult during the process of doing this work. Business in the service sector is more profitable and easier to implement than selling goods. Service businesses require more enthusiasm, good service, and skills in the form of communication or public speaking to attract consumers. In addition, the service business does not require large capital, no distribution, no thinking about stock of goods, and no capital deposition. For students who are doing work with others in the service sector, this experience can be used as capital for their own business (Nurlenawati, 2018). This is also supported by Suharto (2020), that the business sector provides a positive coefficient value, which illustrates that workers in the service sector are higher than workers in other sectors to become part-time workers.

CONCLUSION

The estimation results show that together, the aid scheme, consumption expenditure, employment status, and employment sector have a significant effect on the work decisions of students receiving tuition assistance. These variables can explain student employment decisions by 67.8 percent. The most dominant variable determining the opportunity for students to receive education and to work part-time is the Bidikmisi and KIP-K 2020 aid schemes, while the smallest factor is the type of work with the status of working with others.

The results of this study can be used in the development of government policies for part-time workers and students regarding time management.

4 References

- Afriyie, L. T., Saeed, B. I. I., & Alhassan, A. (2019). Determinants of Child Labour Practices in Ghana. *Journal of Public Health (Germany)*, 27(2), 211–217. <https://doi.org/10.1007/s10389-018-0935-3>
- Akmal, M. U. (2020). Analisis Faktor-Faktor Yang Mempengaruhi Keputusan Untuk Menjadi Pekerja Paruh Waktu Di Provinsi Jawa Timur. *Jurnal Ilmiah Mahasiswa FEB*, 8(2), 1–14. <https://jimfeb.ub.ac.id/index.php/jimfeb/article/view/6519>
- Aprilia, L., Musfiana, & Suraiya, N. (2019). Faktor-Faktor Yang Mendorong Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Syiah Kuala Bekerja Part-Time. *Jurnal Sains Ekonomi Dan Edukasi*, VII(2), 19–26.
- Ario, T. S., Psikologi, P. S., Psikologi, F., & Surakarta, U. M. (2019). *Problematika Pada Mahasiswa Pekerja Paruh Waktu “Part Time.”* Retrieved from <https://eprints.ums.ac.id/82213/10/NASKAH%20PUBLIKASI.pdf>
- Awaworyi Churchill, S., Iqbal, N., Nawaz, S., & Yew, S. L. (2021). Unconditional Cash Transfers, Child Labour and Education: Theory and Evidence. *Journal of Economic Behavior and Organization*, 186, 437–457. <https://doi.org/10.1016/j.jebo.2021.04.012>
- Borjas, G. J. (2016). *Labor Economics Seventh Edition*. United State: Mc Graw Hill Education.
- BPS. (2019). *Angka Partisipasi Kasar Perguruan Tinggi Indonesia*. Jakarta: Badan Pusat Statistika.
- Casco, J. L. (2022). Household Choices of Child Activities in the Presence of Cash Transfers. *Journal of Economic Behavior and Organization*, 196(April), 524–545. <https://doi.org/10.1016/j.jebo.2022.02.017>
- Dwi.R, I, Bachtiar, N., & Maryati, S. (2021). Analisis Karakteristik Pekerja Anak Di Provinsi Sumatera Barat, XV(01), 50–59.
- Ellyawati, N., Sulfikar, Destari, D., & Rahayu, V. P. (2021). Hubungan Bekerja Part-Time Dengan Aktivitas Belajar Mahasiswa Pendidikan Ekonomi Fkip Universitas Mulawarman Tahun Akademik 2019/2020. *JURNAL PROMOSI Jurnal Pendidikan Ekonomi UM Metro*, 9(2), 8–15. Retrieved from <http://repository.unmul.ac.id/handle/123456789/14916>
- Fahlevi, R., & Said, M. (2017). Faktor Sosial Ekonomi yang Mempengaruhi Curahan Jam Kerja Pekerja Anak di Kota Banda Aceh. *Jurnal Ilmiah Mahasiswa (JIM)*, 2(1), 187–196.
- Harlianty, R. A. et al. (2021). Motivasi Mahasiswa Kuliah Sambil Bekerja Rully. *Wellness and Healthy Magazine*, 3(February), 117–130. <https://doi.org/10.30604/well.232312021>
- Firdasanti, A. Y., Khailany, A. D., Dzulkhirom, N. A., Sitompul, T. M. P., & Savirani, A. (2021). Mahasiswa dan Gig Economy: Kerentanan Pekerja Sambilan (Freelance) di Kalangan Tenaga Kerja Terdidik. *Jurnal PolGov*, 3(1), 195–234. <https://doi.org/10.22146/polgov.v3i1.2866>
- Beffy, M., Fougère, D., Maurel, A. (2010). *The Effect of Part-Time Work on The Effect of Part-Time Work on Post-Secondary Educational Attainment: New Evidence from French Data*. IZA Discussion Papers No 5069. Retrieved from <https://docs.iza.org/dp5069.pdf>
- Indahningrum, R. putri, Naranjo, J., Hernández, Naranjo, J., Peccato, L. O. D. E. L., & Hernández. (2020). Motivasi Kerja Pada Mahasiswa Yang Bekerja Part-Time. *Applied Microbiology and Biotechnology*, 2507(1), 1–9.
- Intan, H., & Elisa. (2015). Analisis Alasan Berwirausaha Terhadap Keputusan Pelaksanaan Bisnis Sampingan (Pada Pemilik Bisnis di Kawasan Sekitar Kambang Iwak dan Jalan Balap Sepeda POM tX Palembang). *Jurnal Manajemen Dan Bisnis Sriwijaya*, 13(2), 155–176.
- Irawati, R. (2017). Pengambilan Keputusan Usaha Mandiri Mahasiswa Ditinjau Dari Faktor Internal Dan Eksternal. *JIBEKA*, 11(1), 58–69.
- Legowo, B. A. S. M. (n.d.). Kerja Paruh Waktu Mahasiswa Universitas Negeri Surabaya (Studi fenomenologi pada pengemudi ojek online OMAHKU “ojek mahasiswa Ketintang UNESA”). *Mahasiswa Universitas Negeri Surabaya*.
- Listiani, N. T. (2020). Analisis Faktor-Faktor Yang Mempengaruhi Curahan Jam Kerja Mahasiswa Bekerja Paruh Waktu (Studi Kasus Mahasiswa Strata 1 Fakultas Ekonomi dan Bisnis, Universitas Jenderal Soedirman). Skripsi, Universitas Jenderal Soedirman.
- López Mourelo, E., & Escudero, V. (2017). Effectiveness of Active Labor Market Tools in Conditional Cash Transfers Programs: Evidence for Argentina. *World Development*, 94, 422–447. <https://doi.org/10.1016/j.worlddev.2017.02.006>
- Lutfia, D. D., & Rahadi, D. R. (2020). Analisis Internship Bagi Peningkatan Kompetensi Mahasiswa. *Jurnal Ilmiah Manajemen Kesatuan*, 8(3), 199–204. <https://doi.org/10.37641/jimkes.v8i3.340>
- Malo, M., & Sciulli, D. (2021). Wealth transfers and labour supply: impact of inheritances and gifts by gender in Europe. *International Journal of Manpower*, 42(8), 1450–1478. <https://doi.org/10.1108/IJM-09-2020-0425>
- Mardatilah, I., & Hermanzoni. (2020). Faktor penyebab rendahnya minat mahasiswa kepelatihan terhadap kewirausahaan. *Jurnal Patriot*, 2, 327–335.
- Mardelina, E., & Muhson, A. (2017). Mahasiswa Bekerja Dan Dampaknya Pada Aktivitas Belajar Dan Prestasi Akademik. *Jurnal Economia*, 13(2), 201. <https://doi.org/10.21831/economia.v13i2.13239>
- Motte, A., & Schwartz, S. (2009). Are student employment and academic success linked?. *Millennium Research Note*, 9.
- Nasional, K. Pendidikan. (2010). Pedoman Umum. *Pemilihan Laboran Berprestasi Tahun 2010*, 53(9), 1689–1699.
- Ngan, T. P. (2021). *Study on the Effects of Part-time Jobs for HUFU Students*. <https://doi.org/10.31235/osf.io/w9c5v>
- Nurlenawati, N. (2018). Dampak Keberadaan Perguruan Tinggi Dalam Meningkatkan Peluang Usaha Bagi Masyarakat Sekitar Kampus. *Jurnal Manajemen & Bisnis Kreatif*, 3(1), 142–161. <https://doi.org/10.36805/manajemen.v3i1.244>

- Oktaviani, S., & Adha, A. S. (2020). Analisis Motivasi Kuliah sambil Bekerja pada Mahasiswa PGSD FKIP Universitas Widya Gama Mahakam Samarinda. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 14(2), 153–157. <https://doi.org/10.26877/mpp.v14i2.5965>
- Meiji, N. H. P. (2019). Pemuda (Pe) kerja Paruh Waktu: Dependensi dan Negosiasi (Mahasiswa Part Time di Kota Malang, Jawa Timur, Indonesia). *Jurnal Studi Pemuda*, 8(1), 15–28. <http://doi.org/10.22146/studipemudaugm.46133>
- Peruffo, M., & Ferreira, P. C. (2017). The Long-Term Effects of Conditional Cash Transfers on Child Labor and School Enrollment. *Economic Inquiry*, 55(4), 2008–2030. <https://doi.org/10.1111/ecin.12457>
- Riski Ningtiyas, E. (2018). Counterproductive Effects of Rice for Poor (Raskin) Program on Labor Supply. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 2(2), 188–202. <https://doi.org/10.36574/jpp.v2i2.45>
- Safitri, S. B. (2020). *Strategi Bertahan Hidup Mahasiswa Bidikmisi di Universitas Jember* (Studi Deskriptif Pada Mahasiswa Bidikmisi di Universitas Jember). Repository Universitas Jember.
- Salsabila, S., Purwanti, E. Y. (2020). Pengaruh Program Keluarga Harapan Terhadap Disinsentif Bekerja Rumah Tangga Penerima Manfaat. *Riset Ekonomi Pembangunan*, 5(2), 161–173. doi: 10.31002/rep.v5i2.2550
- Stiglitz, J. (2000). Economics of the Public Sector. In E. Parsons (Ed.), *Economics of the Public Sector* (3rd ed.). New York.
- Suharto, E. (2020). Determinan Pekerja Paruh Waktu Dan Karakteristiknya (Analisis Data Survei Angkatan Kerja Nasional Jawa Tengah Februari 2019). *Prosiding Seminar Nasional Riset Teknologi Terapan*, 1–8.
- Syifa, Z. (2021). Pengaruh Kerja Paruh Waktu dan Beasiswa Pendidikan Terhadap Pemenuhan Kebutuhan Mahasiswa (Studi Kasus Mahasiswa IAIN Purwokerto). *Iain Purwokerto*, 9–10. Retrieved from <https://repository.uinsaizu.ac.id/10579/1/Pengaruh%20Kerja%20Paruh%20Waktu%20Dan%20Beasiswa%20Pendidikan%20Terhadap%20Pemenuhan%20Kebutuhan.pdf>
- Tarmizi, N. (2018). *Ekonomi Ketenagakerjaan*. Yogyakarta: Idea Press.
- Utama, R. S., Handayani, D. (2020). Pekerja Anak Di Indonesia: Peran Penawaran Dan Permintaan Ketenagakerjaan. *Jurnal Ekonomi Kuantitatif Terapan (JEKT)*, 13(1), 145–157. <https://doi.org/10.24843/JEKT.2020.v13.i01.p07>
- Yunisvita, Y., Lestari Zainal Ridho, S., & Yulianita, A. (2017). Full-time Work Determinants in Rural Urban Fringe. *International Journal of Economics and Financial Issues*, 7(4), 225–228.