

The Influence of Organizational Support, Resilience, And Coping On Work-Study Conflict

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Article Info	ABSTRAK
Article history: Received September 6, 2026 Revised September 7, 2026 Accepted September 8, 2026 Kata Kunci: Dukungan Organisasi, Resiliensi, Koping, Konflik Kerja-Studi, Mahasiswa Pekerja Keywords: <i>Organizational Support, Resilience, Coping, Work-Study Conflict, Working Students</i>	Mahasiswa yang bekerja di Universitas Mercu Buana menjadi subjek penelitian ini, yang bertujuan untuk memahami bagaimana faktor-faktor termasuk dukungan organisasi, resiliensi, dan strategi koping memengaruhi konflik kerja-studi. Penelitian ini menggunakan metodologi kuantitatif berdasarkan strategi pengambilan sampel bertujuan. 150 mahasiswa usia kerja menjadi sampel. Pemodelan SEM-PLS menggunakan perangkat lunak SmartPLS digunakan untuk mengevaluasi data yang diperoleh dari kuesioner skala Likert lima poin. Hasil penelitian menunjukkan bahwa: (1) Dukungan organisasi berpengaruh negatif signifikan terhadap konflik kerja-studi; (2) Resiliensi berpengaruh negatif signifikan terhadap konflik kerja-studi; dan (3) Strategi koping berpengaruh negatif signifikan terhadap konflik kerja-studi. ABSTRACT This study focuses on working students at Universitas Mercu Buana, aiming to understand how factors such as organizational support, resilience, and coping strategies influence work-study conflict. A quantitative methodology employing a purposive sampling strategy was used, with a sample of 150 working students. SEM-PLS modeling via SmartPLS software was utilized to analyze data obtained from five-point Likert scale questionnaires. The results indicate that: (1) organizational support has a significant negative effect on work-study conflict; (2) resilience has a significant negative effect on work-study conflict; and (3) coping strategies have a significant negative effect on work-study conflict. <i>This is an open access article under the CC BY license</i> 
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1. INTRODUCTION

The increasingly demanding nature of the workplace is driving many people to pursue higher education while continuing to work. This situation requires students to juggle two roles at once: as workers and as students. As a result, working students are prone to experiencing conflicts between work and study, which arise when the demands of work and study clash [1]-[3], [10], [11], [13].

Work-study conflict is a situation that can arise when working students must manage the demands of their jobs and their academic responsibilities simultaneously. Workload is one of the factors contributing to work-study conflict, especially when individuals face excessive job demands that must be completed within a limited time frame [1]. An excessive workload can lead to physical and mental exhaustion, which may reduce students' ability and enthusiasm to fulfill their academic responsibilities.

This situation is also reflected among working students at Mercu Buana University. Based on an initial survey, several issues were identified, including a lack of organizational support, limited resilience in coping with academic pressures, and burnout from having to juggle the demands of two responsibilities simultaneously. The preliminary survey showed that 60.00% of respondents felt their organizations did not provide adequate support for employee well-being and development, 73.33% felt that the learning system did not sufficiently build their resilience in coping with academic stress, and 80.00% reported that they easily felt exhausted when facing the pressures of two responsibilities simultaneously.

Organizational support is one of the factors considered relevant in the context of work-study conflict. Organizational support reflects employees' perception that their contributions are valued and their well-being is considered important. Organizational support is defined by Li et al. [5] as workers' subjective impressions of how the company values their work and takes their interests into account, while Rasool et al. [6] place an emphasis on the company's care for workers' health and happiness.

Resilience is another factor that can influence the conflict between work and studies. Putra [7] defines resilience as an individual's ability to recover, adapt, and maintain psychological stability when facing stressful situations. This ability is particularly relevant for working students, who must manage the demands of both work and studies simultaneously [8]. Meanwhile, coping refers to the strategies individuals use to solve problems, adapt to change, and respond to threatening situations. Tamiya et al. [9] and Sesarelia et al. [14] explain that coping mechanisms and coping strategies can be used to manage problems and stress experienced by individuals.

Previous research has yielded varied findings and contexts regarding organizational support, resilience, coping, and work-study conflict [4], [6], [8], [9], [14]. There is a need for more study into this area because of these discrepancies. The purpose of this study is to examine the relationship between work-study conflict and organizational support, resilience, and coping mechanisms among working students at Mercu Buana University.

This study is based on a preliminary survey and fills in research gaps that have been highlighted in prior research. When students who are also enrolled in school have trouble juggling their job and school obligations, this is known as work-study conflict. Staff members who feel valued and cared for by their employer are more likely to report high levels of organizational support [4]-[6]. Resilience is a person's ability to recover, adapt, and maintain psychological stability when facing difficulties or stress [7], [8]. Coping refers to the strategies individuals use to deal with problems, stress, and ever-changing situations [9], [14].

Based on the previous explanation, a conceptual framework was constructed to show the relationships among organizational support, resilience, coping, and work-study conflict.

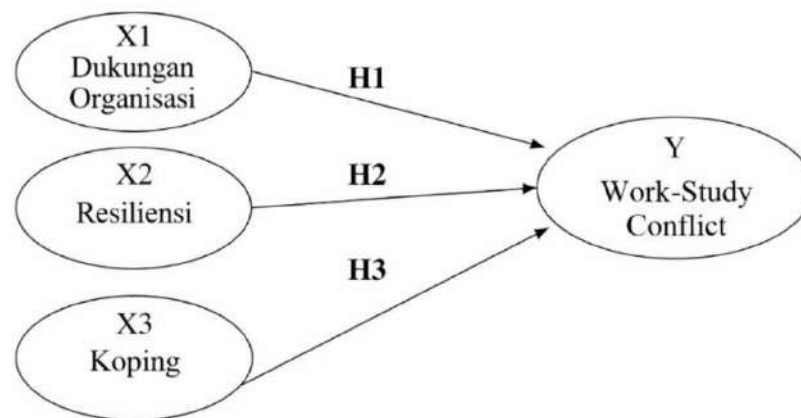


Figure 1. Framework

The hypotheses used in this study are H1: organizational support has a significant negative effect on work-study conflict among working students at Mercu Buana University; H2: resilience has a significant negative effect on work-study conflict among working students at Mercu Buana University; and H3: coping has a significant negative effect on work-study conflict among working students at Mercu Buana University.

2. METHOD

This study was conducted at Mercu Buana University in Jakarta, focusing on working students who juggle both academic and work responsibilities. Organizational support, resilience, and coping were the variables that this quantitative causal analysis of work-study conflict sought to clarify. A total of 236 students from the 2022–2025 cohorts of Mercu Buana University's Bachelor of Management Program in the Faculty of Economics and Business made up the study population. The Slovin formula required a minimum of 148 respondents for the sample to be valid, and this research was able to recruit and include 150 respondents. A method known as non-probability sampling with purposive sampling was used for the sampling process [15]. A survey was created and sent online using Google Forms to gather main data. Using a Likert scale from 1 to 5, the measurements were taken. The data was analyzed using SmartPLS and the PLS-SEM method [12].

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Outer Model

3.1.1.1 Convergent Validity

AVE and outer loading were used to evaluate convergent validity. The outer loading values of all indicators were more than 0.70, proving their validity and adequacy. The findings of the correlations between the indicators and their constructs, as shown in Figure 2, allow for a further examination of this validity.

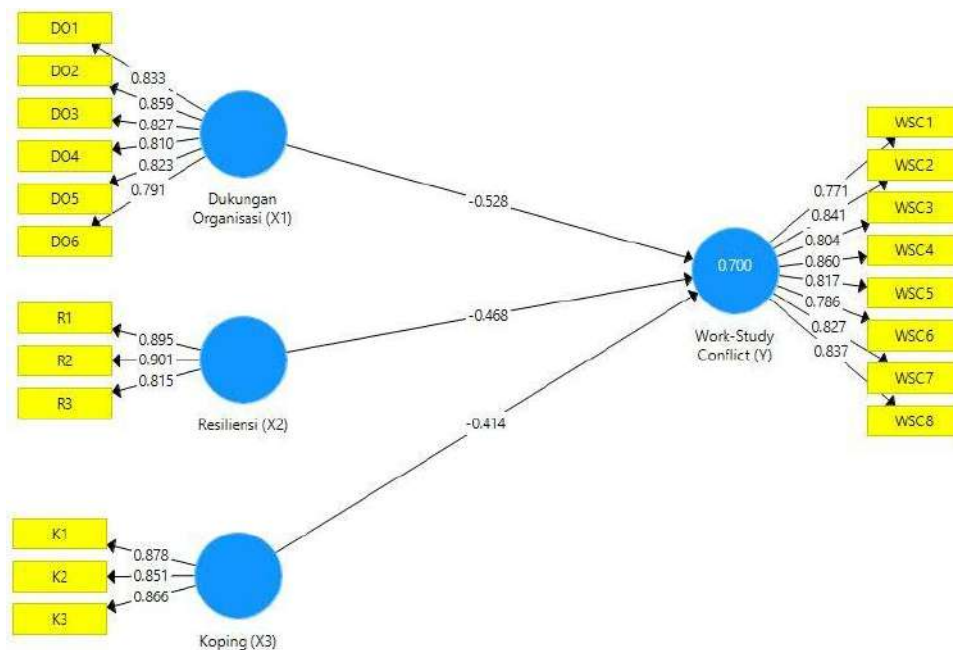


Figure 2. PLS Algorithm Results

Source: PLS Output 2026

From Figure 2, it can be seen that all indicators have factor loadings greater than 0.70. Therefore, all indicators were included in the model analysis.

3.1.1.2 Discriminant Validity

Each indicator's cross-loading value on its own concept was examined to determine discriminant validity. Compared to other constructions, the cross-loading value on the construct that each indication reflected was the greatest, according to the findings. To sum up, all markers were found to be discriminantly valid.

Table 1. Discriminant Validity Test Results (Cross Loadings)

	Organizational Support	Coping	Resilience	Work-Study Conflict
DO1	0.833	0.516	-0.084	-0.453
DO2	0.859	0.119	-0.015	-0.474
DO3	0.827	0.034	-0.012	-0.506
DO4	0.810	0.163	-0.008	-0.460
DO5	0.823	0.194	-0.029	-0.527
DO6	0.791	0.120	-0.054	-0.421
R1	-0.009	0.878	-0.029	-0.425
R2	-0.011	0.851	-0.026	-0.369
R3	-0.104	0.866	-0.085	-0.427
K1	0.162	-0.022	0.895	-0.426
K2	0.110	-0.015	0.901	-0.405
K3	0.136	-0.154	0.815	-0.233
WSC1	-0.468	-0.362	-0.295	0.771
WSC2	-0.458	-0.433	-0.342	0.841
WSC3	-0.490	-0.432	-0.341	0.804
WSC4	-0.464	-0.356	-0.062	0.860
WSC5	-0.467	-0.423	-0.374	0.817
WSC6	-0.427	-0.391	-0.368	0.786

	Organizational Support	Coping	Resilience	Work-Study Conflict
WSC7	-0.469	-0.375	-0.357	0.827
WSC8	-0.534	-0.310	-0.352	0.837

Source: PLS Output 2026

According to Table 1, when comparing the different constructions, each indicator has the maximum cross-loading value for its own construct. This indicates that these indicators are able to adequately distinguish between the constructs. Therefore, the criteria for discriminant validity have been met.

Average Variance Extracted (AVE) is another metric used to evaluate discriminant validity. If a construct's square root of its AVE value is higher than its correlation with other constructs, we say that it has excellent discriminant validity. Table 2 displays the AVE test results.

Table 2. Results of the AVE Test

Variable	AVE
Organizational Support	0.679
Resilience	0.748
Coping	0.759
Work-Study Conflict	0.670

Source: PLS Output 2026

Table 3. Results of Discriminant Validity Testing (Fornell-Larcker Criterion)

	Organizational Support	Resilience	Coping	Work-Study Conflict
Organizational Support	0.824			
Resilience	-0.035	0.871		
Coping	0.159	-0.055	0.865	
Work-Study Conflict	-0.577	-0.427	-0.427	0.818

Source: PLS Output 2025

Table 3 shows that across all constructions, the square root of the AVE is higher than the correlation between them. According to the Fornell-Larcker criterion, all constructs are therefore discriminantly valid.

3.1.1.3 Composite Reliability and Cronbach's Alpha

The study instrument's dependability was evaluated using composite reliability tests and Cronbach's alpha tests. When both numbers are higher than 0.70, we say that the construct is dependable. Table 4 displays the outcomes of the reliability testing.

Table 4. Results of Composite Reliability & Cronbach's Alpha Testing

	Composite Reliability	Cronbach's Alpha	Description
Organizational Support	0.927	0.906	Reliable
Resilience	0.904	0.847	Reliable
Coping	0.899	0.832	Reliable
Work-Study Conflict	0.942	0.929	Reliable

Source: PLS Output 2025

Table 4 shows that all constructs have Cronbach's alpha values more than 0.70 and composite reliability values greater than 0.70. As a result, there is strong evidence of reliability and internal consistency across all constructs in this research.

3.1.2 Inner Model

To measure the degree to which the explanatory factors can account for the variation in the endogenous variable, an R-squared test was performed. Table 5 displays the R-squared test results.

3.1.2.1 R-Square

Table 5. R² Value of Endogenous Variables

Endogenous Variable	R-square
Work-Study Conflict	0.700

Source: PLS Output 2026

With an R-squared value of 0.700, the structural model reveals that work-study conflict is mostly explained by organizational support, resilience, and coping. Extraneous variables account for the remaining 30.0%.

3.1.2.2 F-Square

Each independent variable's impact on Work-Study Conflict is evaluated using the F-square value. Table 6 shows the outcomes of the F-square test.

Table 6. F-Square Value of Endogenous Variables

Variable	F-square
Organizational Support	0.904
Resilience	0.727
Coping	0.555

Source: PLS Output 2026

Based on Table 6, Organizational Support, Resilience, and Coping Strategies have F-squared values of 0.904, 0.727, and 0.555, respectively. These results indicate that all three variables have a strong effect on Work-Study Conflict.

3.1.2.3 Q-Square

The model is deemed to possess sufficient predictive ability if the Q² value is higher than zero. Work-Study Conflict is an endogenous variable, and the following formula is used to compute its Q² value:

$$Q^2 = 1 - (SSE/SSO)$$

$$Q^2 = 1 - (649.543/1,200,000)$$

$$Q^2 = 1 - (0.541)$$

$$Q^2 = 0.459$$

The calculation results show that the Q² value is 0.459, which indicates that it is greater than zero. Therefore, this model has adequate predictive power in explaining Work-Study Conflict based on Organizational Support, Resilience, and Coping Strategies.

3.1.2.4 Hypothesis Testing Result

Hypothesis testing was conducted using the bootstrapping method to test the significance of the relationship between Organizational Support, Resilience, Coping Strategies, and Work-Study Conflict. At a 5% level of significance and a crucial T-value of 1.96, the findings were assessed using T-statistics and P-values. Table 7 displays the outcomes of the hypothesis testing.

Table 7. Results of Hypothesis Testing

Relationship	Original Sample	Standard Deviation	T-Statistics	P Values	Description
Organizational support → Work-study conflict	-0.528	0.074	11.117	0.000	Negative - Significant
Resilience → Work-study conflict	-0.468	0.048	9.979	0.000	Negative - Significant
Coping → Work-study conflict	-0.414	0.050	8.228	0.000	Negative - Significant

Source: PLS Output 2026

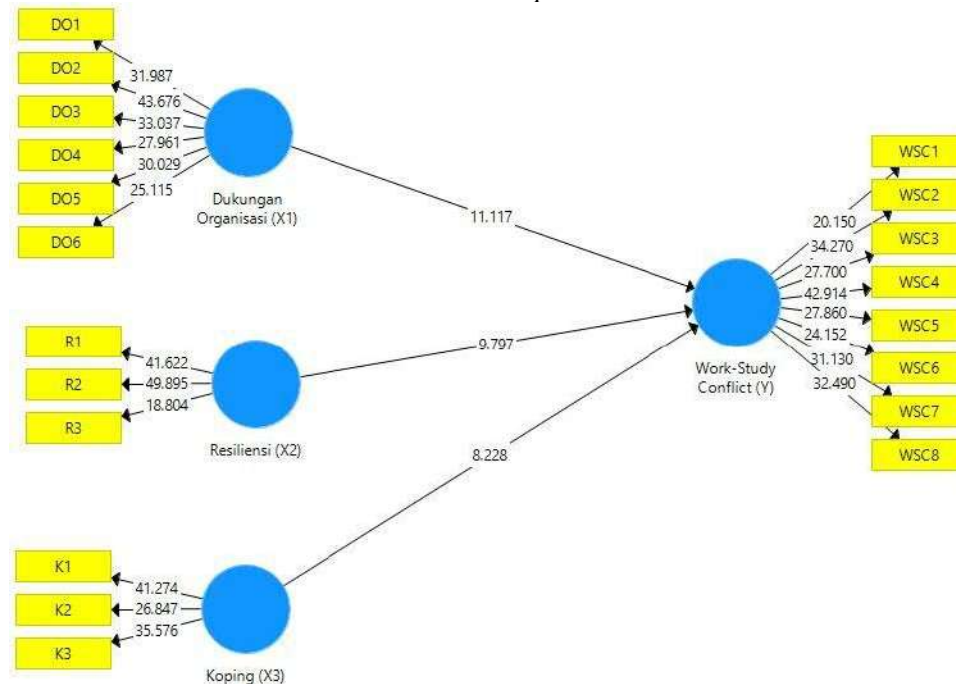


Figure 3. Bootstrapping Test Results

Source: PLS Output 2026

3.2 Discussion

3.2.1 The Influence of Organizational Support on Work-Study Conflict

This study's hypothesis testing yielded a T-statistic of 11.117, with a -0.528 original sample value and a 0.000 P-value. Based on the data, it can be inferred that organizational support significantly reduces work-study conflict (T-statistic > 1.96, $P < 0.05$). This suggests that students who work have less work-study conflict when they perceive a high level of organizational support.

This is due to organizational support such as flexible working hours, schedule adjustments, attention to employee well-being, and assistance from supervisors, which can help working students manage their dual responsibilities. The strongest indicator of organizational support is DO2, which relates to the organization's recognition of employees' contributions. This finding aligns with Organizational Support Theory and suggests that adequate organizational support can help working students balance the demands of work and academics [4]-[6].

3.2.2 The Influence of Resilience on Work-Study Conflict

This study's hypothesis testing yielded a T-statistic of 9.979, with an initial sample value of -0.468 and a p-value of 0.000. Resilience significantly reduces work-study conflict, as seen by a T-statistic that is more than the threshold T-value of 1.96 and a P-value that is less than 0.05. In other words, the work-study conflict that working students face decreases as their resilience increases.

This is because students with greater psychological resilience are better able to adapt to stress, maintain confidence in their abilities, and view difficulties as learning experiences. The strongest indicator is R2,

which is related to self-confidence and the ability to adapt to change. Therefore, higher psychological resilience enables working students to manage work and academic demands more effectively and reduce conflicts between these two roles [7], [8].

3.2.3 The Influence of Coping on Work-Study Conflict

This study's hypothesis testing yielded a T-statistic of 8.228 with an initial sample value of -0.414 and a p-value of 0.000. Based on the data, it can be inferred that coping techniques significantly reduce work-study conflict (T-value > 1.96, $P < 0.05$). This suggests that students' levels of work-study conflict are positively correlated with the success of their coping mechanisms.

This is because effective coping strategies help students manage stress, set priorities, solve problems, and balance their work and academic responsibilities. The strongest indicator is K1, which relates to the ability to address problems directly through confrontational coping strategies. Therefore, effective coping strategies can help working students manage stress and prevent work and academic pressures from escalating into prolonged conflicts [9], [14].

4. CONCLUSION

Working students at Mercu Buana University report much lower levels of work-study conflict when they have organizational support, resilience, and coping mechanisms, according to the data analysis and discussion. There was less work-study conflict when there was more organizational support, when people were more resilient, and when they had stronger coping mechanisms.

Organizations are advised to provide greater support to employees who are pursuing their education, particularly through flexible working hours, schedule adjustments, and a supportive work environment. Organizations should also increase their appreciation for employees' contributions. Working students are encouraged to improve their resilience and coping strategies by developing the ability to manage stress, set priorities, manage their time, adapt to changing situations, and solve problems effectively. Mercu Buana University is advised to provide support to working students through counseling services, time-management guidance, and more flexible academic policies. Future researchers are advised to include other variables that may influence work-study conflict, such as workload, time management, family support, and work-related stress.

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