

The Influence of Stress as a Mediator in the Relationship between Role Conflict and Burnout

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Abstract

This study aims to analyze the influence of stress as a mediating factor in the relationship between role conflict and burnout. The research was conducted on a population of students who study while working in Sungai Penuh City, Jambi Province, with a sample size of 70 individuals, collected using purposive sampling. The research results were processed using the SMART-PLS application, employing procedures such as Measurement Model Assessment (MMA), R Square, Q Square, and Structural Model Assessment (SMA). The findings of this research indicate that role conflict has a positive effect on burnout, role conflict has a positive effect on stress, stress has a positive effect on burnout, and stress mediates the relationship between role conflict and burnout positively

Keywords: Stress; Role conflict; burnout

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Introduction

Modern globalization has an impact on efforts to improve the quality of education (Fadhli, 2013). The intense competition faced by the nation's youth demands higher education institutions to create competent human resources with proficient soft skills to face the competition. High-quality, excellent, and competent human resources will lead the nation towards a better direction. With the presence of modern globalization, individuals' behavior and thinking are advancing to compete with others. However, they are hindered by the increasing cost of education. Various reasons underlie students' financial concerns, such as earning income to pay for education and daily needs while also easing the burden on their families, leisure time during lectures becoming a driving force for excessive activities, wanting to live independently, seeking college experiences, and various other reasons (Mardelina & Muhson, 2017).

The HSBC survey places Indonesia in the category of countries with the highest costs in the world (Sebayang, 2018). ZAP Finance also states that Indonesia's estimated education costs reach 20 percent per year (Gewati, 2017). Consequently, some students decide to seek additional income by studying while working. Over time, the number of students studying while working has sharply increased in recent years (Tessema et al., 2014). The role conflict faced by students studying while working can result in burnout (Pangesti, 2012). Prolonged and unresolved role conflicts can trigger prolonged stress that leads to burnout (Finney, 2013) cited in (Yahya & Yulianto, 2018). To support the arguments presented, an initial survey on burnout among students studying while working was conducted, filled out by 32 individuals through Google Form, including [details of the survey can be provided here].

Table 1. Initial Burnout Survey

No	Frequency	Percentage (%)
1	I feel emotionally drained because of work	78,13
2	I feel tired when waking up in the morning, imagining the weight of going through work	81,25
3	I feel tired with my job	75,00
4	I worry that this job will make me emotionally overwhelmed	76,88
5	I feel like I've been working too hard	81,88
6	I feel tired at the end of the workday	79,38
7	I truly don't care about what happens to people who need my help	77,50
8	I feel frustrated because of my job	81,88
9	Working with others directly adds too much stress to me	82,50
10	I feel too exhausted	86,88
Average Percentage		80,13

Source: Processed data (2022)

Based on Table 1 above, it is evident that from the initial survey conducted through statements answered most agreeably, the statement "too tired" stands out, which is assumed to stem from the role conflict between studying and working. Furthermore, from the total of all statements, a high level of burnout was identified, assumed to be a result of prolonged stress and unresolved role conflicts. The researcher also believes that students who take time to study while working will experience role conflicts, which will have an impact on burnout. However, there are other factors that can influence the relationship between role conflict and burnout, such as the emergence of stress.

The phenomenon of dual roles faced by these students becomes an interesting topic to discuss due to the limited research available. Role conflict discussions are usually confined to the workplace and its impact on colleagues. This research is expected to provide benefits as additional references for comparison and a reference framework for similar issues. It also aims to provide information to students before engaging in studying while working, enabling them to understand the potential effects or impacts that may arise in the future.

Novelty of the article focuses on a population of students who study while working, which is an interesting topic due to limited research available on this subject. The study provides additional references for comparison and a reference framework for similar issues, aiming to benefit students before engaging in studying while working.

Literature Review

Burnout

Burnout is a state of physical, emotional, and mental exhaustion experienced by individuals due to prolonged emotional involvement demanded by work situations (Pines & Aronsin, 1988) cited in (Litam et al., 2021). Prolonged responses become the cause of continuous exhaustion in individuals who experience conflicts between themselves and their work, leading to burnout (Gonul and Gokce, 2014) cited in (Yahya & Yulianto, 2018).

Burnout is fatigue that occurs in the workplace, characterized by cynicism and feelings of inefficacy in dealing with work-related emotions (Feldt et al., 2014). Burnout experienced by individuals can manifest as social detachment, absenteeism, and compromised performance (Alarcon 2011; Lee and Ashforth 1996; Sekretaris 2006) cited in (Madigan & Curran, 2021). Burnout experienced by students has many consequences that can be detrimental to the students themselves

(Madigan & Curran, 2021). Therefore, from the various theories put forward by experts mentioned above, it can be broadly understood that burnout is a state of emotional, physical, and mental exhaustion experienced by individuals due to prolonged and continuous responses resulting from conflicts within the individual about the activities they are facing, ultimately leading to an inability to cope with overwhelming fatigue.

Stress

Stress, in Cooper's (1976) definition, is a psychological tension or pressure resulting from exposure to demands in an unusual situation, and the triggers for such response are referred to as stressors (Finney et al., 2013). Stress is a psychological process that occurs as a result of an unpleasant event or environmental pressure (Robins et al., 2015). The occurrence of stress is a consequence of pressing conditions on an individual's psychological state in the process of achieving an opportunity, wherein limitations or obstacles exist (Robbins, 2014) cited in (Yahya & Yulianto, 2018).

Role Conflict

Robins et al., (2015) states that conflict, in a broad sense, is a process that begins when one party perceives that another party has negatively influenced something that the first party cares about. Gibson et al., (2020) defines role conflict as the simultaneous experience of two or more demands that hinder each other's fulfillment for an individual. Thus, based on the concepts presented by Robins et al. (2015) and Gibson et al. (2020) regarding role conflict, role conflict can be broadly understood as a discrepancy that occurs in an individual's work where it does not align with their desires, leading to the fulfillment of one job hindering the fulfillment of another job, which can negatively impact something that the first party cares about.

Development of Hypotheses

The Influence of Role Conflict on Burnout

Role conflict can be understood as an activity with multiple demands faced simultaneously, making it a pressure individuals experience in a work-related activity (Gibson et al., 2020; Nur et al., 2016). Role conflict refers to conflicting demands on individuals that are not compatible with each other (for example: an individual is asked to perform tasks and responsibilities that are not within their role), thereby triggering role conflict (Olivares-Faúndez et al., 2014). Additionally, burnout is one form of emotional exhaustion, energy depletion, and depression experienced by individuals, which affects reduced personal achievements and the inability to cope with job-related problems (Maslach & Leiter, 2017). Prolonged role conflict with pressure and demands indicates a serious issue in psychological exhaustion (Olivares-Faúndez et al., 2014).

Based on the above opinions, it is assumed that the longer and higher the level of role conflict in individuals, there will be a correlation between role conflict and burnout. Some studies explain that role conflict and burnout have a negative relationship, and the data analysis results show a non-significant negative relationship between role conflict (study-work) and burnout (Yahya & Yulianto, 2018). On the other hand, different findings show a positive relationship between role conflict and burnout, where the data analysis results indicate that role conflict is significantly related to burnout in the expected direction (Olivares-Faúndez et al., 2014). To gain a more comprehensive understanding of the relationship between role conflict (study-work) and burnout, further research on these variables is necessary. Based on theoretical considerations, the following hypothesis can be formulated:

H1: Role conflict has a positive effect on burnout.

The Influence of Role Conflict on Stress

The discrepancy between assigned tasks and the expected tasks, resulting in perceived behavioral and role conflicts (Igen & Hollenbeck, 1991; Katz & Khan, 1978) cited in (Parent-

Rocheleau et al., 2021). Therefore, when faced with the situation of being a student and having a job outside of campus, it becomes challenging due to the pressure of fulfilling the role of a student and also the role of carrying out the job, resulting in consequences where one role may not be fulfilled (Yahya & Yulianto, 2018).

Job stress is a condition of tension that can affect an individual's thinking process, emotions, and physical and psychological well-being while carrying out activities (Yahya & Yulianto, 2018). In a study, stress occurs due to contradictions, intensities, and external evaluations between lawyers and clients, such as the personal versus professional self (More et al., 2020) cited in (Litam et al., 2021). Stress can be defined as a state of balance threatened by various intrinsic or extrinsic, real, challenges, or perceived stimuli (Agorastos & Chrousos, 2021). According to Veithzal (2014) cited in (Yahya & Yulianto, 2018), stress encompasses pressure, burdens, conflicts, fatigue, tension, panic, agitation, anxiety, depression, and powerlessness. Based on these expert opinions, it is assumed that the longer and higher the level of role conflict in individuals, it will generate pressure on individuals and there will be a relationship between role conflict and stress.

H2: Role conflict has a positive effect on stress.

The Influence of Stress on Burnout

The burden that exceeds an individual's capacity to meet their needs cannot be effectively resolved, leading to the individual perceiving it as a burden and making the situation unpleasant. Stress indirectly affects personal behavior and can worsen the situation, consequently impacting sleep quality (Tondang, 2021). The lack of sleep experienced by individuals causes them to feel tired, both emotionally and physically, and this fatigue can be triggered by various reasons, whether related to the work environment or living environment. Kreitner and Kinicki (2004) cited in (Satrio, 2014), based on the stress model they developed, indicate that stress is psychologically

referred to as burnout. Burke (2000) cited in (Satrio, 2014) states that burnout is a result of job stress that cannot be managed, leading to unresolved emotional exhaustion, personality changes, and fluctuating feelings. Therefore, indirectly, those experiencing burnout initially experience emotional, physical, and spiritual exhaustion (Maslach and Leiter, 1997) cited in (Satrio, 2014). Based on the opinions of these experts, it is assumed that the more stressed an individual is, the worse their mental state becomes, resulting in insufficient sleep, leading to emotional, physical, and spiritual fatigue, which in turn may lead to the possibility of experiencing burnout.

H3: Stress has a positive effect on burnout.

Stress mediates the positive relationship between role conflict and burnout

The role conflict referred to by Kopelman and Greenhaus (1981) is a term of interdependence, where role conflict only pertains to two jobs that an individual carries out, leading to pressure on the individual (Akhigbe, 2021). Role conflict is about the direct existence related to an individual's self-identity and the fulfillment of that role, which becomes meaningful throughout life if one can manage two roles simultaneously (Hitch et al., 2014) cited in (Levin, 2021). Stress, essentially, is a condition within an individual that arises due to fatigue, trauma from past experiences, resulting in increased stress on the individual (Litam et al., 2021). Considering the opinions that have explained the relationship between role conflict and stress, it is essential to understand burnout as a syndrome of emotional exhaustion experienced by individuals, involving physical and mental aspects, and related to low self-esteem, caused by prolonged feelings of stress (Greenberg, 2011) cited in (Yahya & Yulianto, 2018). Based on the opinions of these experts, it is assumed that the longer and higher the level of role conflict in individuals, it generates pressure on the individual, and there will be a relationship between role

conflict and burnout mediated by the variable of stress.

H4: Stress mediates the positive relationship between role conflict and burnout.

Methods

The cross-sectional design is used in this research, which involves a single observation process based on the researcher's time determination through the same instrument, by looking at the influence of independent variables on the dependent variable (Sugiyono, 2019). This study is classified as quantitative research. The data source in this study is primary data, which is directly collected by the researcher through questionnaires distributed to the sample. The population used is active students who work in Sungai Penuh city, with a sample of 70 respondents calculated based on the calculation (Roscoe, 1982) in (Sugiyono, 2019), where the minimum sample size is 10 times the number of variables studied. In this study, the sample used is 20 times the number of variables studied, with 3 variables (role conflict, stress, burnout), resulting in 60. Due to a 5% margin of error, the sample size used in this study is 70 respondents. This number is considered adequate for the study as it falls between 30 and 500 respondents (Roscoe, 1982) in (Sugiyono, 2019).

George (2005) in (Iring, 2021) stated that there are several symptoms of burnout, namely physical fatigue, emotional fatigue, and mental fatigue. Burnout can be measured using dimensions adopted from Maslach, C. & S.E. Jackson (1981) in (Mas'ud, 2004) which include emotional exhaustion, depersonalization, and reduced personal accomplishment. Symptoms of stress according to Hardjana (1994) in (Putra & Susilawati, 2018) are physical, emotional, intellectual, and interpersonal symptoms. Stress can be measured using dimensions adopted from Lee, E.H. (2012) in (Indira, n.d.) which include unmet expectations, inability to cope with difficulties, restlessness, and tension. Role conflict

can be measured using dimensions adopted from J. Rozzo, R.J. House, and S.I. Lirtzman (1970) in (Mas'ud, 2004) which include complaints, unmet work expectations, and neglecting rules.

The data analysis technique used is SEM-PLS with data processing and hypothesis testing. Data is considered valid if it meets the criteria according to Hair et al., (2014). Convergent validity assessment includes four criteria that must be considered, namely outer loading > 0.7 ; Cronbach's alpha > 0.7 ; composite reliability > 0.7 ; average extracted variance (AVE) > 0.5 . Furthermore, discriminant validity testing shows the uniqueness of constructs from other constructs. Discriminant validity measurement is performed using the Fornell-Larcker criterion, cross-loading, and HTMT methods (Hair et al., 2014). The Fornell-Larcker criterion can predict discriminant validity if the value of an indicator or item is greater toward its latent variable than other latent variables (Fornell and Larcker, 1981) in (Hair et al., 2014).

The cross-loading method predicts discriminant validity with the condition that a latent variable's variance is greater with its underlying indicators than with other latent variables (Hair et al., 2014). According to Henseler et al., (2015), there is a new criterion for testing discriminant validity by looking at the results of the Heterotrait Monotrait (HTMT) Ratio matrix in PLS. It recommends that the value on top of the measurement should be less than 0.85. R Square (goodness-of-fit model test) is used to measure how much endogenous variables are influenced by other variables (Hair et al., 2014). Based on the criteria, if the R Square value is > 0.75 , it is considered strong; 0.50-0.75 is moderate, and 0.25-0.49 is weak (Hair et al., 2014). In predicting how well the observation values are generated by the model and its parameter estimation, the Q Square test (Predictive Relevance) is used. Based on the criteria, if the Q Square value is > 0.35 , it is considered strong, 0.15-0.34 is moderate, and 0.02-0.14 is weak (Hair et al., 2014).

PLS Hypothesis testing does not assume normal data distribution; instead, it relies on non-parametric bootstrapping procedures to test the significance of coefficients (Hair et al., 2014). According to Ghozali & Latan, (2015), the significance test is believed to predict the existence of causal relationships conducted through

bootstrapping. The bootstrapping procedure has a criterion that the hypothesis is accepted if the T statistic is > 1.96 and P value is < 0.05. Thus, it can be interpreted that the exogenous variable influences the endogenous variable, and vice versa according to (Hair et al., 2014).

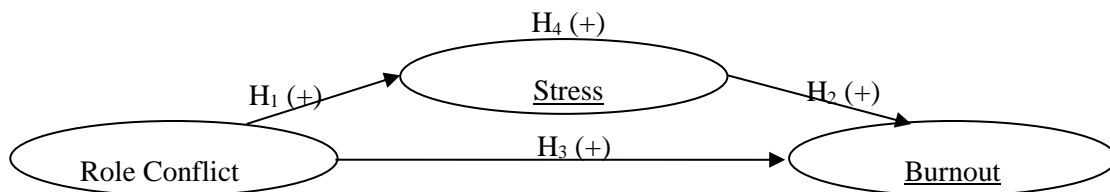


Figure 1. Theoretical Framework

Results and Discussion

The sample used in this study consists of 70 respondents. The sample is categorized based on several characteristics that can be depicted in the following respondent profile:

Table 2. Respondent Characteristics

Data	Frequenc y	Percentage (%)
(Gender)		
Male	39	55,71
Female	31	44,28
(Age)		
18 – 20 years	18	25,71
21 – 23 years	39	55,71
24 – 25 years	10	14,28
27 – 29 years	3	4,28
(Current education)		
Bachelor’s degree	59	84,28
Master degree	11	15,71
Doctorate	0	0
(Length of employment)		
6 Months – 1 Years	36	51,42
1 Years – 1 Years 6 Months	16	22,85
1 Years 6 Months – 2 years	7	10
>2 Years	11	15,71

Source: Processed data (2022)

Based on Table 2 above, it is known that the majority of respondents are male, totaling 39 individuals with a percentage of 55.71%, while the rest are female respondents, totaling 31 individuals

with a percentage of 44.28%. In terms of age categories, it is observed that the majority of respondents fall within the age range of 21-23 years, totaling 39 individuals with a percentage of 55.71%. Furthermore, respondents within the age range of 18-20 years are 18 individuals with a percentage of 25.71%, followed by 10 individuals with an age range of 24-25 years and a percentage of 14.28%. The lowest age category is 27-29 years, with only 3 individuals and a percentage of 4.28%.

Regarding the educational level, the majority of respondents have attained a Bachelor's degree (S1), totaling 59 individuals with a percentage of 84.28%, while those with a Master's degree (S2) are 11 individuals with a percentage of 15.71%. In terms of work experience, the majority of respondents have worked between 6 months to 1 year, totaling 36 individuals with a percentage of 51.42%. Respondents with work experience between 1 year to 1 year 6 months are 16 individuals with a percentage of 22.85%, while those with work experience between 1 year 6 months to 2 years are 7 individuals with a percentage of 10%. Finally, respondents with work experience exceeding 2 years are 11 individuals with a percentage of 15.71%.

Descriptive Variable Analysis

According to (Sugiyono, 2019), the criteria for the level of achievement of respondents (TCR) are as follows: if the TCR score is between 90-100,

it falls under the category of very high; between 80-89.99, it is categorized as high; between 65-79.99, it is considered moderately high; between 55-64.99, it falls under the low category, and scores between 0-54.99 are categorized as very low.

Source: Processed data (2022)

Based on Table 3 above, it can be seen that the TCR (Level of Achievement Respondent) for role conflict is 55.26%, which categorizes the role conflict experienced by the sample as low. Additionally, the TCR for stress is 56.38%, indicating that the stress experienced by the sample is also at a low level. Moreover, the TCR for burnout is 55.77%, classifying the burnout experienced by the sample as low. These TCR values are the result after eliminating the outer loading values <0.7 through four stages.

Table 3. Respondent Achievement Level (TCR)

	Mean	TCR (%)	Information
Role Conflict (RC)	2,76	55,26	Low
Stress (S)	2,82	56,38	Low
Burnout (BO)	2,79	55,77	Low

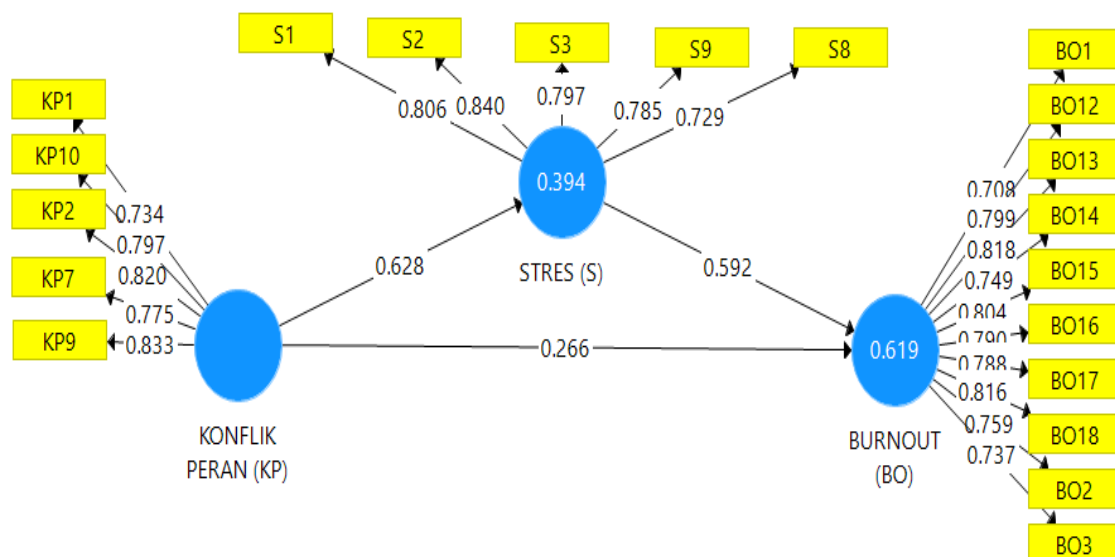


Figure 1. Model After Elimination

Convergent Validity

Based on Figure 1, which has gone through the elimination stage of outer loading values <0.7, in the first stage, 5 items on role conflict, 4 items on stress, and 5 items on burnout were eliminated. In the second stage, there were still indicators with outer loading values >0.7, so 1 item on stress and 1 item on burnout were eliminated. In the third stage, 2 items on burnout were further eliminated. Therefore, the model above can be considered valid according to the criteria that the outer loading values are >0.7.

Table 4. Cronbach's Alpha, Composite Reliability dan AVE

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Burnout (BO)	0,927	0,939	0,605
Role Conflict (RC)	0,851	0,894	0,628
Stress (S)	0,851	0,894	0,628

Source: Processed data (2022)

Based on Table 4 above, it has been confirmed that the data is valid and reliable. The Cronbach's Alpha values are >0.7 , indicating that all constructs have good reliability and meet the minimum required threshold. The Composite Reliability values are >0.7 , indicating that the constructs are adequately measured by their indicators. Moreover, the Average Variance Extracted (AVE) values are >0.5 , demonstrating sufficient convergent validity and meaning that each latent variable can explain approximately half of the variance of its indicators on average.

Discriminat Validity

Discriminant validity demonstrates the distinctiveness of one construct from other constructs. Measurement of discriminant validity is performed using the Fornell-Larcker criterion, cross loading, and HTMT method (Hair et al., 2014).

A. Fornel Lacker Criterion

Table 5. Fornel Lacker Criterion

	Burnout (BO)	Role Conflic t (RC)	Stress (S)
Burnout (BO)	0,927	0,939	0,605
Role Conflict (RC)	0,851	0,894	0,628
Stress (S)	0,851	0,894	0,628

Source: Processed data (2022)

Based on Table 5 above, it can be observed that the correlation coefficient of role conflict is 0.792, the correlation coefficient of stress is 0.792, and the correlation coefficient of burnout is 0.778, all of which are higher than the correlations with other latent variables. Therefore, it can be understood that the latent variables of role conflict, stress, and burnout are appropriately positioned within their constructs and are considered suitable for further testing in the next phase.

B. Cross Loading

Table 6. Cross Loading

	Burnout (BO)	Role Conflic t (RC)	Stress (S)
BO1	0,708	0,450	0,400
BO12	0,799	0,457	0,582
BO13	0,818	0,486	0,632
BO14	0,749	0,512	0,638
BO15	0,804	0,515	0,598
BO16	0,790	0,521	0,642
BO17	0,788	0,454	0,559
BO18	0,816	0,510	0,661
BO2	0,759	0,532	0,594
BO3	0,737	0,509	0,535
KP1	0,510	0,734	0,560
KP10	0,551	0,797	0,491
KP2	0,523	0,820	0,484
KP7	0,443	0,775	0,432
KP9	0,485	0,833	0,503
S1	0,541	0,511	0,806
S2	0,657	0,526	0,840
S3	0,597	0,393	0,797
S8	0,624	0,525	0,729
S9	0,575	0,518	0,785

Source: Processed data (2022)

Based on Table 6 above, it can be observed that all correlation coefficients of each latent variable are higher than the correlation coefficients with other latent variables. Therefore, it can be understood that each indicator of the latent variable is better at predicting indicators within its own latent variable compared to other latent variables.

C. Heterotrait-Monotrait (HTMT)

Table 7. Heterotrait-Monotrait (HTMT)

	Burnout (BO)	Role Conflic t (RC)	Stress (S)
Burnout (BO)			
Role Conflict (RC)	0,731		
Stress (S)	0,843	0,729	

Source: Processed data (2022)

Based on Table 7 above, it can be seen that all correlation coefficients of each latent variable

are <0.85, indicating the absence of multicollinearity among the latent variables, whether it is KP, S, or BO. In other words, all variables containing items are appropriate for their respective constructs. The HTMT procedure is stricter compared to the Fornell-Larcker method, and the HTMT procedure has high sensitivity and specificity in detecting discriminant validity.

R Square dan Q Square

Table 8. R Square dan Q Square

	R Square	informat ion	Q Square	Informati on
Stress (S)	0,394	Weak	0,235	Moderate
Burnout (Bo)	0,619	Moderate	0,362	Strong

Source: Processed data (2022)

Based on Table 8 above, it can be observed that the R-square value obtained for stress is 0.394,

indicating that the influence of stress from role conflict is 39.4% (weak). Furthermore, the Q-square value for stress is 0.235, which means the ability of role conflict to predict stress falls into the moderate category. On the other hand, the R-square value obtained for burnout is 0.619, indicating that the influence of burnout from role conflict and stress is 61.9% (moderate). Additionally, the Q-square value for burnout is 0.362, signifying that the ability of role conflict and stress to predict burnout falls into the strong category.

Hypothesis Testing

The structural testing tool conducted to observe the causality relationship between latent variables or to determine the influence of exogenous variables on endogenous variables in general is referred to as Structural Model Assessment (SMA).

Table 9. Direct Effect

	Original Sample	T Statistic	P Values	Information
Role Conflict (RC) -> Burnout (BO)	0,266	2,415	0,016	Accepted
Role Conflict (RC) -> Stress (S)	0,628	8,016	0,000	Accepted
Stress (S) -> Burnout (BO)	0,592	6,124	0,000	Accepted

Source: Processed data (2022)

Based on Table 9 above, it can be observed that the influence of role conflict on burnout yielded an original sample value of 0.266, which can be interpreted as having a positive direction of influence. This means that the lower the role conflict experienced by students, the lower the level of burnout among students who work while studying, and vice versa. The test results also show a T statistic of 2.415 and P values of 0.016, indicating that role conflict has a significant effect on burnout, leading to the acceptance of hypothesis one (H1).

Moving on to the same table, it is evident that the influence of role conflict on stress yielded an original sample value of 0.628, which indicates a positive direction of influence and is the strongest influence among the others, considering its higher

original sample value and T statistic of 8.016. This implies that the lower the role conflict experienced by students, the lower the level of stress among students who work while studying, and vice versa. This indicates that working while studying is a trigger for stress. The test results also show a T statistic of 8.016 and P values of 0.000, indicating that role conflict significantly influences stress, leading to the acceptance of hypothesis two (H2).

Furthermore, in the same table, it is evident that the influence of stress on burnout yielded an original sample value of 0.592, indicating a positive direction of influence. This means that the lower the stress experienced by students, the lower the level of burnout among students who work while studying, and vice versa. The test results also show a T statistic of 6.124 and P values of 0.000, indicating that stress significantly influences

burnout, leading to the acceptance of hypothesis three (H3).

Table 10. Indirect Effect

	Original Sample	T Statistic	P Values	information
Role Conflict (RC) -> Stress (S) -> Burnout (BO)	0,371	5,802	0,000	Accepted

Source: Processed data (2022)

Based on Table 10 above, it shows the indirect influence between latent variables, indicating that the influence of role conflict on burnout through stress yielded an original sample value of 0.371, which can be interpreted as having a positive direction of influence. This means that burnout experienced by students who work while studying is likely triggered by prolonged stress due to the existence of role conflict in their academic and work life. In this research case, it was found that lower burnout, lower stress, and lower role conflict result in a lower occurrence of role conflict among students, leading to lower stress levels and, in turn, lower burnout levels for students who work while studying, and vice versa. The original sample value in Table 1 increased from the previous direct influence of 0.226 to 0.371, indicating that stress mediates the relationship between role conflict and burnout. The test results also show a T statistic of 5.802 and P values of 0.000, indicating that role conflict has a significant effect on burnout and indirectly influencing it through stress, leading to the acceptance of hypothesis four (H4).

Discussion of the article was conducted on a population of students who study while working, which is an interesting topic due to limited research available on this subject. The study highlights the strong influence of role conflict on stress among students who work while studying, indicating that working while studying is a trigger for stress. This research provides additional references for comparison and a reference framework for similar issues, benefiting students before engaging in studying while working.

Conclusions

Based on the conducted research and data analysis, it was found that the role conflict between work and study has a positive and significant effect on stress and burnout. The influence of stress was found to mediate the relationship between role conflict and burnout indirectly, and stress plays an important role in reducing the level of burnout. The research revealed low levels of role conflict, stress, and burnout among students who work while studying in Sungai Penuh city, which differed from the initial survey results conducted earlier. Therefore, this limitation suggests the need to analyze other factors outside of role conflict and stress that may contribute to an increase in the level of burnout.

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