SELF-DEVELOPMENT OF EMPLOYEES WHO ARE STUDYING AT PAMULANG UNIVERSITY

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Abstract

Self-development is essential in helping students build discipline, confidence, and career readiness while managing both study and work commitments. This study examines the influence of four factors motivation to attend lectures, time management between study and work, transfer of learning, and support from the work environment and family—on the self-development of working students at Pamulang University. A quantitative research approach was employed, utilizing a survey method. Data were collected from 100 working students across various study programs. The research instrument consisted of structured questionnaires developed from specific indicator variables (X_1–X_4 and Y). Data analysis was conducted using SPSS version 27 and included validity, reliability, normality, multicollinearity, heteroscedasticity, and linearity tests, followed by multiple linear regression analysis. The results indicate that all independent variables have a positive and significant effect on self- development, both individually and collectively. Motivation to attend lectures, effective time management, learning transfer, and supportive environments from work and family were shown to enhance students' personal growth and professional readiness. The F-test (F = 33.199; Sig. = 0.000 < 0.05) confirms the overall significance of the model, while the coefficient of determination (R^2 = 0.583) suggests that 58.3% of the variation in self-development is explained by these four factors. In conclusion, fostering self-development among working students requires not only personal motivation and time management skills but also the effective application of learned knowledge and strong support from both family and workplace environments. These elements collectively contribute to the holistic growth and career preparedness of students managing simultaneous academic and professional responsibilities.

Keywords:

Self-development and Studying

Introduction

In the current era of globalization and digital transformation, the demand for highly competent, adaptable, and self-driven human resources continues to increase. Self-development has become a central aspect of professional success and lifelong learning (Tenya, 2024). Many employees pursue higher education while working to strengthen their competencies, expand their knowledge, and enhance their self- efficacy.

Pamulang University, as an institution with a significant number of working students, represents an important setting to study how motivation, time management, academic relevance, and social support affect self-development.

Self-development is defined as a continuous process of improving one's knowledge, skills, and mindset to achieve well-being and professional growth (Suherman et al., 2025; Maurer et al., 2023). According to Maurer et al. (2023), personal growth involves mental shifts toward self-awareness, openness to experience, autonomy, and compassion, supported by social environments that promote authenticity and harmony. Similarly, Mikulincer and Shaver (2023) highlight that secure and healthy relationships are essential for fostering emotional safety and personal growth, allowing individuals to explore and reflect effectively. In the context of education, this process helps students develop confidence, discipline, and critical thinking skills (Hermiyati et al., 2024).

Motivation to attend lectures is a key determinant of academic persistence and self-improvement. Students with high intrinsic motivation view learning as an opportunity for growth rather than an obligation (Weigold et al., 2021). Studies by Hidajat et al. (2023) and Emahiser et al. (2021) confirm that motivation and self- efficacy significantly affect engagement and academic outcomes. Furthermore, Chen et al. (2024) found that positive emotional expression and gratitude from leaders can enhance employees' self-development Behaviors through work engagement, suggesting that motivation in education and the workplace are closely interconnected. Time management is another critical factor influencing the success of working students. Balancing the dual demands of study and work requires effective planning, discipline, and self-regulation (Wolters & Brady, 2021). Fauzi et al. (2025) found that the ability to manage study schedules and professional tasks efficiently determines the success of self-regulated learning. Poor time management, on the other hand, can lead to stress and hinder self-development, while good time management enhances productivity and learning transfer between work and academic environments.

The relevance of course materials to work also plays an essential role in fostering learning motivation and practical application. Rockman et al. (2022) emphasized that when students perceive a strong connection between their studies and professional contexts, they are more motivated to apply theoretical concepts in practice. Zilincikova and Stofkova (2020) also argued that continuous education programs should integrate work-related content to sustain learning engagement. Additionally, support from both family and the work environment strengthens students' ability to balance responsibilities and maintain psychological well-being (Rahayu et al., 2024; Gómez-Jorge & Díaz-Garrido, 2024).

Overall, self-development among working students is shaped by internal and external factors including motivation, time management, academic relevance, and social support. Studies such as those by Parry et al. (2021) demonstrate that experiential learning and supportive environments promote social competence,

resilience, and overall personal growth. Therefore, this research aims to analyze the influence of motivation to attend lectures, time management between study and work, relevance of course materials to work, and support from work environment and family on the self-development of working students at Pamulang University. The findings are expected to contribute theoretically to the understanding of self-development in higher education and practically to the creation of supportive academic and professional ecosystems for working learners.

Theoretical Framework

Self-development is a continuous process of enhancing one's skills, attitudes, and personal qualities to achieve both professional and personal growth. According to Maurer et al. (2023), personal growth involves cognitive, emotional, and behavioral changes that contribute to an individual's ability to adapt and progress in various life domains. In the context of working students, self-development becomes an essential aspect that bridges academic learning and workplace competence. Working students are required to balance their responsibilities, which demands discipline, motivation, and strong self-regulation skills (Weigold et al., 2021). Therefore, understanding the factors that influence self- development among working students is crucial to improve their overall learning outcomes and job performance. Support from the work environment and family plays a pivotal role in facilitating self-development. Social and emotional support provides individuals with encouragement, stability, and motivation to pursue academic goals despite external challenges (Tenya, 2024). Gómez-Jorge and Díaz-Garrido (2024) also emphasize that a supportive organizational climate fosters employee confidence and self- improvement. For working students, both workplace and family support help reduce stress, enhance time management, and create a conducive atmosphere for learning. Thus, environmental and familial support directly influence students' ability to engage in continuous self-development. Motivation to attend lectures and effective time management are also critical determinants of self-development. Motivation, as explained by Hidajat et al. (2023), drives persistence and engagement in learning activities, especially for individuals balancing multiple responsibilities. Wolters and Brady (2021) highlight that strong time management skills enable students to allocate their energy efficiently between work and study, leading to better academic achievement and personal growth. When students manage their time effectively and stay motivated, they develop a stronger sense of self- discipline and achievement orientation, both of which contribute to their personal and professional development. Another key factor influencing self-development is the transfer of learning, which refers to the application of knowledge and skills acquired in the academic setting to real-world work contexts. According to Stoliarchuk et al. (2024), effective learning transfer enhances professional competence and promotes continuous learning. Working students who successfully transfer classroom knowledge into their jobs not only improve work performance but also strengthen their self-efficacy and adaptability. Therefore, when support systems, motivation, time management, and learning transfer interact effectively, they collectively enhance the self-development of working students at Pamulang

University.

Based on the explanation above, the theoretical framework of this study can be illustrated in Figure 1, which shows the relationship between support from the work environment and family, motivation to attend lectures, time management between study and work, transfer of learning, and self-development among working students at Pamulang University.

Motivation to attend lectures (X1)

Time management between study and work (X2)

Transfer of learning (X3)

Support from the work environment and family (X4)
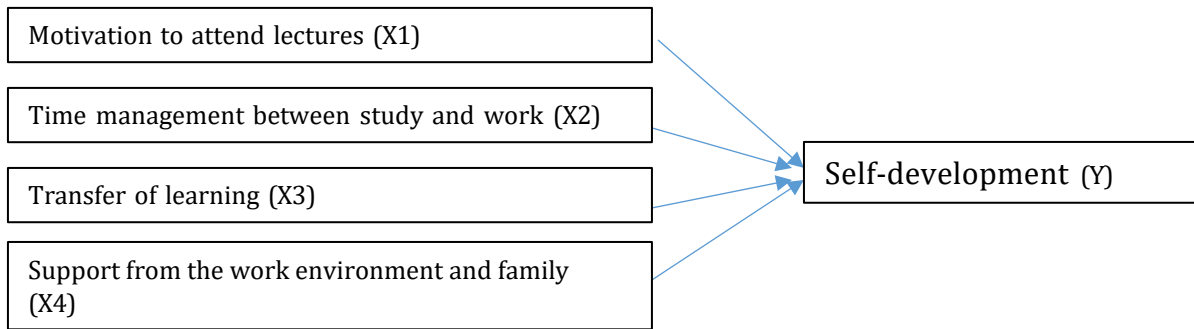
Self-development (Y)

Figure 1. Conceptual Framework

Based on the conceptual model, the study presents the following hypotheses:

H1: Motivation to attend lectures has a positive and significant influence on self- development among working students at Pamulang University.

H2: Time management between study and work has a positive and significant influence on self-development among working students at Pamulang University.

H3: Transfer of learning has a positive and significant influence on self-development among working students at Pamulang University.

H4: Support from the work environment and family has a positive and significant influence on self-development among working students at Pamulang University.

H5: Support from the work environment and family, motivation to attend lectures, time management between study and work, and transfer of learning simultaneously have a positive and significant influence on self-development among working students at Pamulang University.

Method

This study employs a quantitative research approach to measure and analyze the relationships among several variables in a structured manner. The independent variables consist of support from the work environment and family (X1), motivation to attend lectures (X2), time management between study and work (X3), and transfer of learning (X4), while the dependent variable is self-development (Y). The quantitative method was chosen because it allows the researcher to objectively test hypotheses and obtain generalizable results based on numerical

data collected from respondents. Data were gathered using an online questionnaire distributed via Google Form, designed according to specific indicators of each variable. Each item used a five- point Likert scale ranging from "strongly disagree" to "strongly agree" to capture respondents' perceptions accurately. The participants of this study were working students at Pamulang University, who were deemed relevant because they experience both academic and professional environments simultaneously.

The sample consisted of 100 respondents, determined using the Slovin formula to ensure representativeness, and selected through a purposive sampling technique based on specific criteria namely, active students at Pamulang University who are also employed. Data collection took place throughout October 2025, ensuring confidentiality and voluntary participation. The collected data were analyzed using multiple regression analysis with the help of SPSS version 27 to examine both partial and simultaneous effects of the independent variables on the dependent variable. Prior to regression analysis, validity and reliability tests were conducted to ensure that each questionnaire item consistently and accurately measured the intended constructs. The findings of this study are expected to provide empirical insights into the factors influencing self-development among working students and to contribute to the formulation of educational strategies that better support the balance between academic and professional responsibilities.

Results

This research was conducted to analyze the influence of motivation to attend lectures, time management between study and work, transfer of learning, and support from the work environment and family on self-development among working students at Pamulang University. The study aimed to determine the extent to which these factors contribute to improving professional skills, discipline, and self-confidence among students who study while working. Using a questionnaire consisting of several indicator variables (X2, X3, X4, and Y), the research examined both the partial and simultaneous effects of these variables based on five proposed hypotheses. The characteristics of the respondents show that the majority were female (56%), while male respondents made up 44%. In terms of age, most respondents were 18–21 years old (42%), followed by 22–24 years old (36%), 25–29 years old (15%), and over 30 years old (7%). Regarding study programs, most respondents came from the Management program (56%), with a smaller number from other fields such as Accounting, Psychology, Law, and Engineering. Based on semester level, most respondents were in semesters 5–6 (46%), followed by semesters 3–4 (33%), semesters 7–8 (14%), and semesters 1–2 (7%). These data indicate that most respondents were in the mid to final stages of their studies, suggesting they had relevant experience in managing time and balancing responsibilities between work and study.

1. Validity Test

Table 1. Validity Test (r table= 0.195)

Variabel	Indikator	R hitung	Variabel	Indikator	R hitung
Motivation to attend lectures (X1)	X1_1	0.537	Transfer of learning (X3	X3_1	0.758
	X1_2	0.831		X3_2	0.808
	X1_3	0.781		X3_3	0.863
	X1_4	0.758		X3_4	0.821
	X1_5	0,715		X3_5	0.803
Time management between study and work (X2)	X2_1	0.858		X3_6	0.788
	X2_2	0.759		X3_7	0.744
	X2_3	0.827		X3_8	0.612
	X2_4	0.859		X3_9	0.746
	X2_5	0.813		X3_10	0.693
Support from the work environment and family (X4)	X4_1	0.818	Self-development (Y)	Y1	0.836
	X4_2	0.813		Y2	0.867
	X4_3	0.869		Y3	0.899
	X4_4	0.721		Y4	0.832
	X4_5	0.827			

Source: SPSS 27, data processed (2025)

Based on the results of the validity test in Table 1, with an *r table* value of 0.195, all indicators for variables X1 (motivation to attend lectures), X2 (time management between study and work), X3 (transfer of learning), X4 (support from the work environment and family), and Y (self-development) show *r calculated* values greater than the *r table*. This indicates that each questionnaire item is **valid** and effectively measures the intended construct or variable.

2. Reliability Test

Table 2. Relibility test

Variabel	Cronbach's Alpha	Result
Motivation to attend lectures (X1)	779> 0.7	Reliable
Time management between study and work (X2)	875> 0.7	Reliable
Transfer of learning (X3)	920> 0.7	Reliable
Support from the work environment and family (X4)	866> 0.7	Reliable

Source: SPSS 27, data processed (2025)

The results of the reliability test in Table 2 show that all variables have Cronbach's Alpha values above 0.7, namely X1 = 0.779, X2 = 0.875, X3 = 0.920, and X4 = 0.866. Therefore, all research instruments are considered reliable, meaning they are consistent and trustworthy for repeated measurements of the same variables

3. Classical Assumption Tests

a. Normality Test

Table 3. Normality Test (One-Sample Kolmogorov-Smirnov Test)

Test Statistic	Asymp. Sig. (2-tailed)c
0.131	0,062

Source: SPSS 27, data processed (2025)

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test show an Asymp. Sig (2-tailed) value of 0.062, which is greater than 0.05. This means that the data are normally distributed, and the regression model can be used for further analysis without violating the normality assumption

b. Multicollinearity Test

Table 4. Multicollinearity Test

Variable	Tolerance	VIF
Motivation to attend lectures (X1)	0.405	2.472
Time management between study and work (X2)	0.520	1.923
Transfer of learning (X3)	0.306	3.266
Support from the work environment and family (X4)	0.676	1.479

Source: SPSS 27, data processed (2025)

Based on Table 5, all variables have tolerance values above 0.1 and VIF values below 10 (ranging from 1.479 to 3.266). This indicates that there are no multicollinearity problems, meaning that the independent variables are not highly correlated and can be used together in the regression model.

c. Heteroscedasticity Test

Table 5. Heteroscedasticity Test

No.	t	Sig.
Motivation to attend lectures (X1)	-.759	0.450
Time management between study and work (X2)	-1.421	0.159
Transfer of learning (X3)	-.195	0.846
Support from the work environment and family (X4)	-.791	0.431

Source: SPSS 27, data processed (2025)

The heteroskedasticity test was conducted using the Glejser Test method. The results show that all variables have significance values greater than 0.05 (ranging from 0.159 to 0.846). Therefore, the regression model is free from heteroskedasticity, meaning that the residual variance across the data is constant, and the model meets the homoscedasticity assumption

d. Linearity Test

Table 6. Linearity Test

Variable	F	Statistic
(Combined)	8.758	.000
Linearity	79.341	.000
Deviation from Linearity	1.699	.093

Source: SPSS 27, data processed (2025)

The results of the linearity test show that the significance value for Linearity is
$0.000 < 0.05$, while the Deviation from Linearity value is $0.093 > 0.05$. This indicates that there is a linear and significant relationship between the independent and dependent variables, confirming that the regression model used satisfies the linearity assumption.

5. Regression Analysis

Table 7. Regression Analysis

Variable	Unstandardized Coefficients B
(Constant)	1.165
Motivation to attend lectures (X1)	0.217
Time management between study and work (X2)	0.132
Transfer of learning (X3)	0.110
Support from the work environment and family (X4)	0.190

Source: SPSS 27, data processed (2025)

Based on the results of the multiple linear regression analysis above, the regression equation can be written as follows:

$$Y=1.165+0.217X1+0.132X2+0.110X3+0.190X4$$

Where:
Y = Self-development
X_1 = Motivation to attend lectures

X_2 = Time management between study and work
X_3 = Transfer of learning
X_4 = Support from the work environment and family

Interpretation:

1) The constant value (B = 1.165) indicates that when all independent variables (X_1, X_2, X_3, and X_4) are assumed to be zero, the baseline value of self-development among working students is 1.165.
2) The regression coefficient for Motivation to attend lectures (X_1) is 0.217, meaning that every one-unit increase in motivation will increase self-development by 0.217 units, assuming other variables remain constant.
3) The regression coefficient for Time management between study and work (X_2) is 0.132, showing that every one-unit improvement in time management

contributes to an increase of 0.132 units in self-development.

4) The regression coefficient for Transfer of learning (X_3) is 0.110, implying that a one- unit increase in the transfer of learning will enhance self-development by 0.110 units.

5) The regression coefficient for Support from the work environment and family (X_4) is 0.190, which means that a one-unit increase in support from work and family environments will increase self-development by 0.190 units.

Among these variables, Motivation to attend lectures (X_1) has the highest regression coefficient (0.217), indicating that it has the strongest influence on self-development compared to the other factors.

6. Hypothesis Testing
a. t-test

Table 8. t-test

Variabel	tstatistic	p-value
Motivation to attend lectures (X1)	2.230 > 1.984	0.028 < 0.05
Time management between study and work (X2)	2.060 > 1.984	0.042 < 0.05
Transfer of learning (X3)	2.131> 1.984	0.036< 0.05
Support from the work environment and family (X4)	2.991 > 1.984	0.004< 0.05

Source: SPSS 26, data processed (2025)

To determine the effect of each independent variable on self-development among working students, a t-test was conducted with a significance level (α = 0.05). With a sample size of n = 100 and k = 4 independent variables, the degrees of freedom were calculated as df = n – k – 1 = 95, resulting in a t-table value of 1.984.

The results of the analysis show that:

1) Motivation to attend lectures (X_1) has a t-statistic value of 2.230, which is greater than t-table (1.984), and a p-value of 0.028 < 0.05. Therefore, H1 is accepted, indicating that motivation to attend lectures has a positive and significant influence on self- development among working students at Pamulang University.

2) Time management between study and work (X_2) has a t-statistic of 2.060 > 1.984 and a p-value of 0.042 < 0.05. Thus, H2 is accepted, meaning time management also has a positive and significant influence on students' self-development.

3) Transfer of learning (X_3) shows a t-statistic of 2.131 > 1.984 and a p-value of 0.036 < 0.05, leading to the acceptance of H3. This indicates that transfer of learning has a positive and significant effect on self-development.

4) Support from the work environment and family (X_4) has the highest t-statistic (2.991 > 1.984) and the lowest p-value (0.004 < 0.05), so H4 is accepted. This means that support from the work environment and family has a strong positive and significant effect on students' self-development.

b. F-test

Table 9. F-test

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig..
1	Regression	421.195	4	105.299	33.199	.000b
	Residual	301.315	95	3.172		
	Total	722.510	99			

Source: SPSS 27, data processed (2025)

The results of the ANOVA (F-test) indicate that the calculated F-value is 33.199, which is greater than the F-table value of 3.09 (with degrees of freedom df1 = 4 and df2 = 95). The corresponding significance value (Sig.) = 0.000 < 0.05, indicating that the regression model is simultaneously significant. This means that the independent variables motivation to attend lectures (X_1), time management between study and work (X_2), transfer of learning (X_3), and support from the work environment and family (X_4) together have a positive and significant influence on the self-development (Y) of working students at Pamulang University. Therefore, H5 is accepted, confirming that these four factors collectively contribute to enhancing students' professional growth, discipline, and self-confidence while managing both academic and work responsibilities.

7. Coefficient of Determination (R^2)

Table 10. Coefficient of Determination

R Square	Adjusted R Square
0.583	0.565

Source: SPSS 27, data processed (2025)

The results of the coefficient of determination test show an R Square value of 0.583, which means that 58.3% of the variation in self-development (Y) among working students at Pamulang University can be explained by the four independent variables motivation to attend lectures (X_1), time management between study and work (X_2), transfer of learning (X_3), and support from the work environment and family (X_4). The remaining 41.7% of the variation is influenced by other factors not included in this study, such as personality traits, academic environment, or individual learning styles.

Discussion

Self-development is a continuous process aimed at improving one's skills, attitudes, and personal qualities to achieve both professional and personal growth. For working students, self-development becomes a crucial aspect as they must balance academic responsibilities with work commitments. The results of this study reveal that several key factors influence the self-development of working students at Pamulang University, namely motivation to attend lectures, time management between study and work, transfer of learning, and support from the work environment and family. All four factors were found to have a positive and significant influence, both partially

and simultaneously, on enhancing professional competence, discipline, and self-confidence among working students.

Motivation to attend lectures emerged as one of the dominant factors driving self- development. Students with high motivation tend to show commitment and consistency in their learning process, even when faced with job demands. This finding aligns with Hidajat et al. (2023), who emphasized that motivation serves as an internal driving force that fosters persistence and enthusiasm in achieving learning goals. Highly motivated students are more likely to develop self-discipline, a strong sense of responsibility, and achievement orientation, all of which contribute significantly to their personal and professional growth.

In addition to motivation, time management between study and work plays a critical role in supporting students' self-development. The results indicate that effective time management has a positive and significant impact on self-development. Students who can organize their time well are able to balance class schedules, work duties, and rest periods, thus avoiding fatigue and maintaining productivity. This finding supports Wolters and Brady (2021), who stated that efficient time management enables individuals to maintain balance between work and study, leading to better performance and satisfaction. Effective time allocation allows working students to cultivate decision- making skills, responsibility, and efficiency — essential components of self-development. Another important factor influencing self-development is transfer of learning, which refers to the ability to apply academic knowledge and skills to real-world work contexts. Statistical results show that transfer of learning has a positive and significant effect on self-development. When students successfully apply theoretical concepts from the classroom to their workplace, they gain meaningful learning experiences that enhance professional competence. Stoliarchuk et al. (2024) emphasized that learning transfer strengthens self-efficacy and adaptability, both of which are crucial for career advancement. Thus, students who actively implement academic knowledge in their jobstend to experience greater self-growth and confidence in their professional capabilities.

Moreover, support from the work environment and family also plays a vital role in facilitating self-development. The study found that this support has a positive and significant effect on students' self-development. Such support may include emotional encouragement, moral assistance, flexible work arrangements, and appreciation for students' efforts. According to Tenya (2024) and Gómez-Jorge and Díaz-Garrido (2024), social and emotional support enhances individuals' confidence and motivation to pursue continuous improvement. For working students, family and workplace support helps reduce stress, maintain focus, and foster a balance between academic and professional responsibilities creating a more conducive environment for self-development.

The results of the simultaneous test (F-test) indicate that all four independent variables motivation, time management, transfer of learning, and support from the work environment and family collectively have a positive and significant influence on the self- development of working students at Pamulang University. This finding implies that self- development is not determined by a single factor but rather by the

interaction between internal and external aspects. The combination of strong motivation, effective time management, learning application, and social support creates a synergistic effect that fosters continuous personal and professional growth.

The coefficient of determination (R^2) value of 0.583 indicates that 58.3% of the variation in students' self-development can be explained by these four variables, while the remaining 41.7% is influenced by other factors not included in the model, such as personality traits, learning styles, or institutional support. The adjusted R^2 value of 0.565 further suggests that the regression model has strong explanatory power and reliability in describing the relationships among the variables. Thus, the model effectively captures the key factors that contribute to the self-development of working students.

Overall, the findings confirm that the self-development of working students is a multidimensional process involving a balance between internal motivation, managerial ability, learning application, and social support. Pamulang University is encouraged to strengthen its support programs for working students through academic mentoring, time management workshops, and collaboration with employers. With adequate support from both the academic and professional environments, working students can enhance their competence, discipline, and self-confidence, preparing them to face future career and life challenges successfully.

Acknowledgments

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