



Work Life Balance As A Gig Worker: Some Stories College Student

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Abstract

Introduction/Main Objectives: The phenomenon of gig workers has created new flexible, project-based work patterns, attracting university students to participate. Students experience dual roles: worker and student, while remaining tied to the demands of social life, forming a triadic pattern in their daily lives. This study aims to understand how student-gig workers navigate the balance between academic, work, and social roles.

Background Problems: Students' involvement in flexible work presents a unique challenge in the form of conflicts between academic, work, and social responsibilities. This phenomenon raises a key question: how do gig worker students achieve work-life balance when they simultaneously fulfill these triadic roles?

Novelty: The novelty of this research lies in its focus on the context of student-gig workers in Indonesia, which is underexplored. This study not only describes students' triadic roles but also explores their strategies in negotiating role boundaries through a narrative approach that emphasizes lived experiences.

Research Methods: This study used a qualitative approach with an exploratory narrative design. Data were collected through in-depth narrative interviews with five gig worker students in October and November 2025. Participants were selected purposively based on a variety of occupations, and data analysis was conducted using the Gioia methodology to trace the conceptualization process from empirical experiences to key themes.

Finding/Results: The results show that gig worker students achieve a life balance through ongoing negotiations between academic demands and flexible work. They develop time management strategies, maintain intrinsic motivation, and engage in emotional adaptation in the face of role pressures.

Conclusion: Gig worker students' life balance is shaped by self-awareness and adaptive skills in managing role boundaries between the triadic roles. These findings emphasize the importance of institutional support and more welcoming work policies for flexible student workers to maintain mental health, motivation to learn, and long-term work productivity.

Keywords: *Work-life balance; gig worker; student; role boundary; lived experience*



Introduction

According to a report by McKinsey 2001 (Lund et al., 2021), the Covid pandemic has significantly accelerated shifts in the world of work, reshaping the industrial landscape and global labor demand. The rapid development of the digital economy has also accelerated the transformation of the global economy in various sectors of life. One of the sectors that has been significantly affected is the economy, which has undergone a transformation in new work patterns within society. This phenomenon has given rise to the term "*gig economy*," which refers to flexible freelance workers with short-term contracts (Syarifudin, 2024). The gig economy trend affects various productive age groups, as it provides freedom of time and the opportunity for additional income from flexible work (Rani et al., 2021). Based on findings (Hsieh et al., 2023) the term "*gig worker*" essentially represents the promise of flexible work autonomy. It is this autonomy that is the core value, allowing workers to adjust their schedules to their personal lives. Gig workers are often seen as a form of flexibility as a prominent positive value, but research (Warren, 2021) shows that this has implications for pseudoflexibility or pseudo-flexibility as a negative consequence. In addition to income uncertainty, the unpredictable working hours inherent in the gig work system make it difficult to regulate the rhythm of daily activities, as shown in research (Luo, 2025), thereby affecting the balance between professional and personal life (work-life balance). According to data from the Central Statistics Agency (BPS), Indonesia's labour market continues to be dominated by non-formal workers, particularly those classified as casual workers in agriculture and non-agriculture sectors, which represent the closest equivalence to freelance and gig-based occupations. This condition is also reflected in the February 2025 report, where BPS as cited by Antara recorded that informal workers accounted for approximately 59.40% or around 86.58 million individuals, illustrating the growing prevalence of flexible work arrangements supported by digital platforms (Ayudiana, 2024; Statistik, 2024).

This gig economy phenomenon is being utilized by all segments of society, including students. As a generation that is adaptive to digital developments, students are attracted to flexible work models that are not bound by time and can be accessed simply through a device. Students take advantage of this to supplement their income, support their lifestyle, and build their portfolio of experiences (Zaini et al., 2025). However, international analysis shows that gig workers generally have lower mental health and life satisfaction than formal workers, a condition explained by their higher levels of loneliness and financial insecurity (Wang et al., 2022). This phenomenon is relevant to the lives of gig worker students, who face additional complexity because they have to balance the demands of academic, work, and social life. Gig worker students are required to live between two rhythms: the academic world, which has longterm commitments, and the flexible world of work, which requires rapid adaptation (Hidayatullah & Prihastuty, 2023). This duality of roles makes the issue of work-life balance among gig worker students an important aspect to be studied in depth.

Based on the work-life balance theory proposed by (J. Greenhaus, 2011; J. H. Greenhaus & Collins, 2003), role balance is a condition in which individuals are able to fulfill the demands of work and personal life without sacrificing psychological well-being. In the context of gig worker students, academic, work, and social life demands often give rise to complex role conflicts. On the other hand, Role Boundary Theory Ashforth (Ashforth et al., 2000) emphasizes how individuals manage and negotiate boundaries between roles in daily life. Gig worker students face more complex challenges than gig workers in general because they must carry out academic responsibilities that create time pressure and shifts in focus. This lack of clarity in boundaries requires adaptive strategies to maintain a balance between academics, work, and social life.

In Indonesia, literature on work-life balance is dominated by the context of formal employment, such as company employees or permanent workers (Ranggu et al., 2025). The focus of

existing literature on gig workers is still largely on the formal or semi-formal sectors, such as online transportation, creative industries, and platform-based service jobs, while studies that specifically examine students as gig workers are still relatively limited. Although several literature studies have examined students and found an increase in student participation in platform-based work (Adjaino & Adekunle, 2025; Adriaansen Lauren, 2023; Sari, 2025; Yustisia & Mada, 2022), research exploring how they manage the demands of their triadic roles (work, study, and social life) is still scarce. The limitations in this research require more in-depth investigation, especially since the balance of roles among gig worker students is shaped by multidimensional pressures that go beyond time management (Wang et al., 2022). To address this gap, this study aims to understand how gig worker students live and negotiate their triadic roles as workers, students, and social individuals in their efforts to achieve an adaptive and sustainable life balance.

Therefore, this study aims to fill this research gap. The novelty of this study lies in its specific focus on the dynamics of work-life balance in the context of student gig workers through qualitative narrative exploration. This study seeks to gain an in-depth understanding of the lived experiences of the participants. The emphasis on the "Some Stories" narrative as the main novelty of this research allows for exploration of participants' strategies for allocating time, dividing psychological energy, and resolving conflicts between academic and flexible work obligations. The qualitative narrative approach in this study distinguishes itself from studies that tend to use quantitative methods or focus on formal workers by emphasizing the exploration of participants' life experiences through narrative meaning (Colla & Kurtz, 2024).

Research Methods

This research was conducted in the context of post-pandemic workplace transformation and the rapid development of the gig economy, a form of flexible work with short-term contracts that can be done online or offline. The Covid-19 pandemic accelerated global changes in work structures and encouraged the emergence of non-traditional jobs that offer time flexibility (McKinsey, 2023; Rani et al., 2021). However, the phenomenon observed in Indonesia shows that the flexibility offered by project-based work has created new contradictions, where time autonomy coexists with workloads and academic demands, ultimately affecting the well-being and life integration of working students (Yuniawan et al., 2025).

East Java Province was chosen as the research location because it has complex socioeconomic and educational dynamics and reflects the growth of the digital economy sector in Indonesia. As one of the centers of higher education in Indonesia, East Java represents a relevant context for the phenomenon of the gig economy among students. These conditions make student gig workers a group that is vulnerable to time pressures and role conflicts between academic demands, work, and social life.

The selection of students as research subjects was based on their position as a social group in a transitional phase towards the professional world. Students face high academic demands as well as economic pressures that encourage involvement in flexible work. Several previous studies have examined the issue of work-life balance in the context of gig workers in general (Warren) and the challenges of gig worker welfare (Kurian & Madhavi, 2024). However, studies that specifically discuss the dynamics of balancing academic roles, flexible work, and the personal lives of gig worker students are still limited. The study (Kurian & Madhavi, 2024) also shows that income uncertainty, time pressure, and lack of structural support make gig workers vulnerable to stress and emotional exhaustion, a condition that is certainly more complex for students who live a dual role.

This context provides a relevant empirical basis for exploring work-life balance through the perspective of Role Boundary Theory proposed by Ashforth. Gig worker students face role

boundary dynamics that often overlap between academics and work. In this situation, the process of managing role boundaries becomes important to understand how they balance academic responsibilities and social life amid uncertain work dynamics.

In line with this objective, this study uses an exploratory qualitative approach with a narrative design, which seeks to deeply understand the lived experiences of gig-worker students in navigating the balance between academic demands, flexible work, and personal life. The qualitative approach was chosen because it is able to explore subjective meanings, adaptation processes, and daily strategies that are difficult to measure quantitatively. It focuses not only on outcomes but also on turning points and adaptation strategies that shape participants' daily experiences (Mcleod, 2024). This method is highly sensitive to heterogeneous contexts, as the experiences of gig worker students are greatly influenced by variations in job types, social backgrounds, and different academic dynamics.

Participants were selected using purposive sampling, with the following criteria: (1. Active students who have been working as gig workers for at least the last three months in the fields of freelance, business, digital content, and technology. 2. Five participants aged 20-25 years in the study, representing a variety of flexible jobs and diverse social and academic backgrounds). This technique allowed researchers to recruit individuals who were directly relevant to the phenomenon being studied and had substantive experience in navigating role balance. The interview process lasted approximately 60 minutes, was recorded using audio equipment with the participants' consent, and was then transcribed non-verbatim. The interviews were conducted in a free narrative style, allowing participants to tell their own stories without restrictions from the researchers but still referring to the main themes covering academic demands, flexible work, social life, and role balance strategies.

Ethical aspects were maintained through verbal informed consent, in which participants were given an explanation of the research objectives at the outset, the right to withdraw, and a guarantee of data confidentiality. All names and personal identities were disguised to maintain anonymity. During the interview process, the researcher maintained a reflective position, considering their similar social status with the participants as fellow students, to minimize bias and maintain the credibility of the findings.

Data analysis in this study used the Gioia methodology (Gioia & Thomas, 2015) to maintain conceptual transparency between empirical data and theoretical findings. All interview results were transcribed manually, non-verbatim to maintain clarity of meaning, and analyzed reflectively with the help of Microsoft Word and Excel for coding. The researcher read the transcripts repeatedly to understand the narrative context thoroughly, then marked important statements that represented personal life experiences. The initial stage of analysis produced four basic categories that reflected the experiences of gig worker students

In order to connect empirical data with theoretical meaning, the analysis was carried out in three methodical steps using Gioia's methodological framework. empirical data with theoretical meaning, the analysis was carried out in three methodical steps using Gioia's methodological framework. The first stage was 1st Order Concepts, in which direct quotes from participants were identified and classified without researcher interpretation in order to preserve the voice of the participants. The second stage is 2nd Order Themes, where researchers begin to raise the level of abstraction by grouping similar concepts into conceptual themes that represent patterns of meaning and experience. The final stage is Aggregate Dimensions, where these themes are synthesized into broader theoretical dimensions that explain gig worker students' strategies for navigating role boundaries and achieving life balance.

The entire analysis process is conducted reflectively and iteratively, through repeated interactions between empirical and theoretical concepts to ensure consistency of meaning

(Braun, 2006; Creswell, 2009). This approach allows for a deep understanding of the participants' lived experiences while maintaining the integrity of their personal narratives. Through this process, the analysis results not only represent data categories but also reveal the subjective dynamics of gig worker students in dealing with the tension between flexibility and academic demands in a complex social context.

Result

This section presents the results of research on the experiences of gig worker students in balancing academic, work, and social roles. The findings were obtained through narrative analysis using the Gioia Methodology, which produced four aggregate dimensions representing the participants' daily experiences, namely A. Academic Work Context, B. Motivation and Purpose, C. Role Negotiation, and D. Challenges and Emotional Outcomes. The four dimensions were compiled based on a coding process (first-order concepts, secondorder themes, and aggregate dimensions) that collectively represent the conceptual structure of gig worker students' experiences. A detailed description of each dimension is presented in the following section.

A. Academic Work Context

This section describes how gig worker students navigate their academic and work lives simultaneously. They continue to adapt so that their academic and professional responsibilities are balanced, such as adjusting their class schedules to their work hours or completing class assignments in between work activities. Students also develop structured approaches to managing time and academic priorities amid the demands of flexible work, such as using daily planning and digital tools to organize their workload. Despite frequent pressure and variations in workload, they maintain intrinsic engagement and motivation in performing both roles. On the other hand, some participants integrate academic commitments with family responsibilities as a way to maintain emotional balance and personal stability. Overall, this dimension confirms that the balance between the academic and work worlds for gig worker students is a dynamic process that requires discipline, self-regulation, and high time awareness.

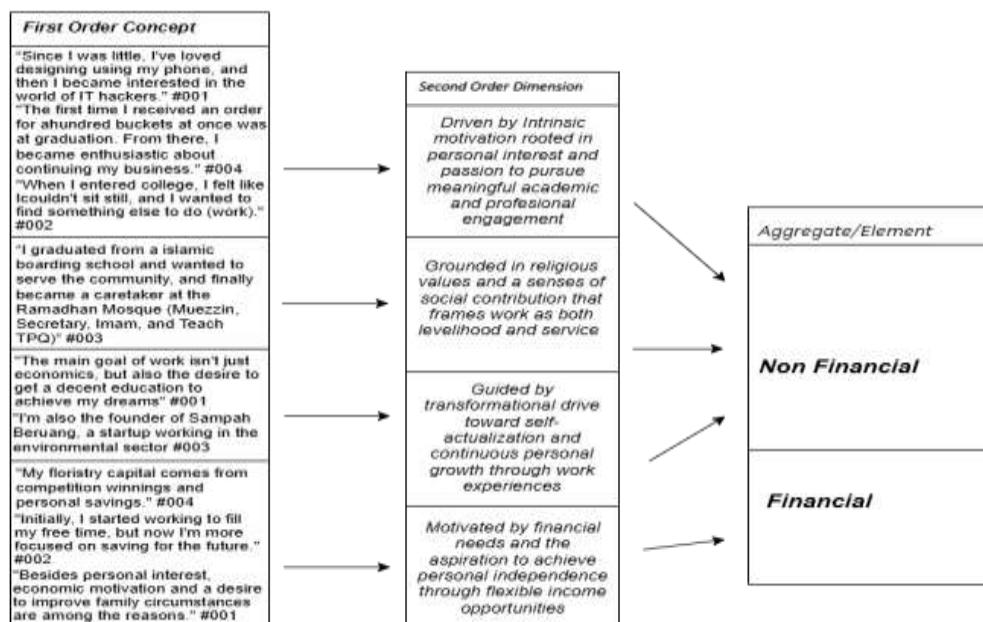


Figure 1 Academic Work Context

Source : Primary Data, 2025

B. Motivation and Purpose

This dimension reveals the various motivations that drive gig worker students to pursue flexible jobs amid academic demands. The main motivation stems from their interest and passion for their field of study, so that work is seen as a means of self-actualization as well as a space for learning outside the campus context. In addition, economic factors are a significant motivator, with participants striving to achieve financial independence while easing the burden on their families. Several informants also associate work with social and religious values, such as a sense of responsibility, dedication, and the desire to benefit others. For some students, work experience provides transformational meaning, not merely as a source of income, but also as a process of character building, work ethic, and self-confidence. Overall, this dimension confirms that the motivation of gig worker students is multidimensional, combining personal, economic, social, and spiritual aspects that reinforce each other in supporting their life balance.

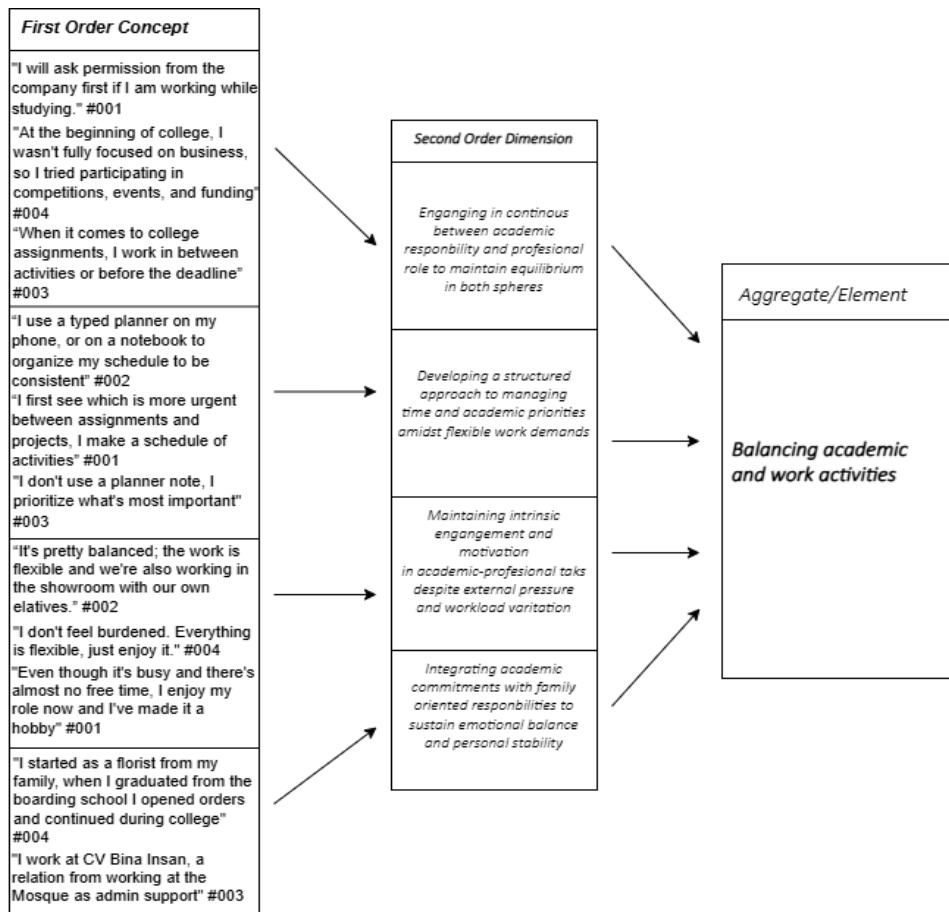


Figure 2 Motivation and Purpose

Source : Primary Data, 2025

C. Role Negotiation and Balance Strategy

In this section, gig worker students demonstrate their adaptive ability to negotiate academic and professional roles to maintain life balance. They prioritize work and study based on urgency and responsibilities that must be completed, often postponing work when academic schedules are busy or vice versa. Communication is an important strategy in this negotiation process, whether with lecturers, coworkers, or clients, in order to manage time and expectations realistically. In addition, participants practice collaboration and delegation in the

context of teamwork, such as sharing tasks with project partners or dividing roles in joint ventures to balance the workload. Independence in decision-making is also prominent, where students consciously choose strategies that suit their capacity and energy limits. Overall, this dimension emphasizes that the balance between academic and work roles is achieved through a flexible negotiation process, open communication, and self-awareness of personal priorities and limitations.

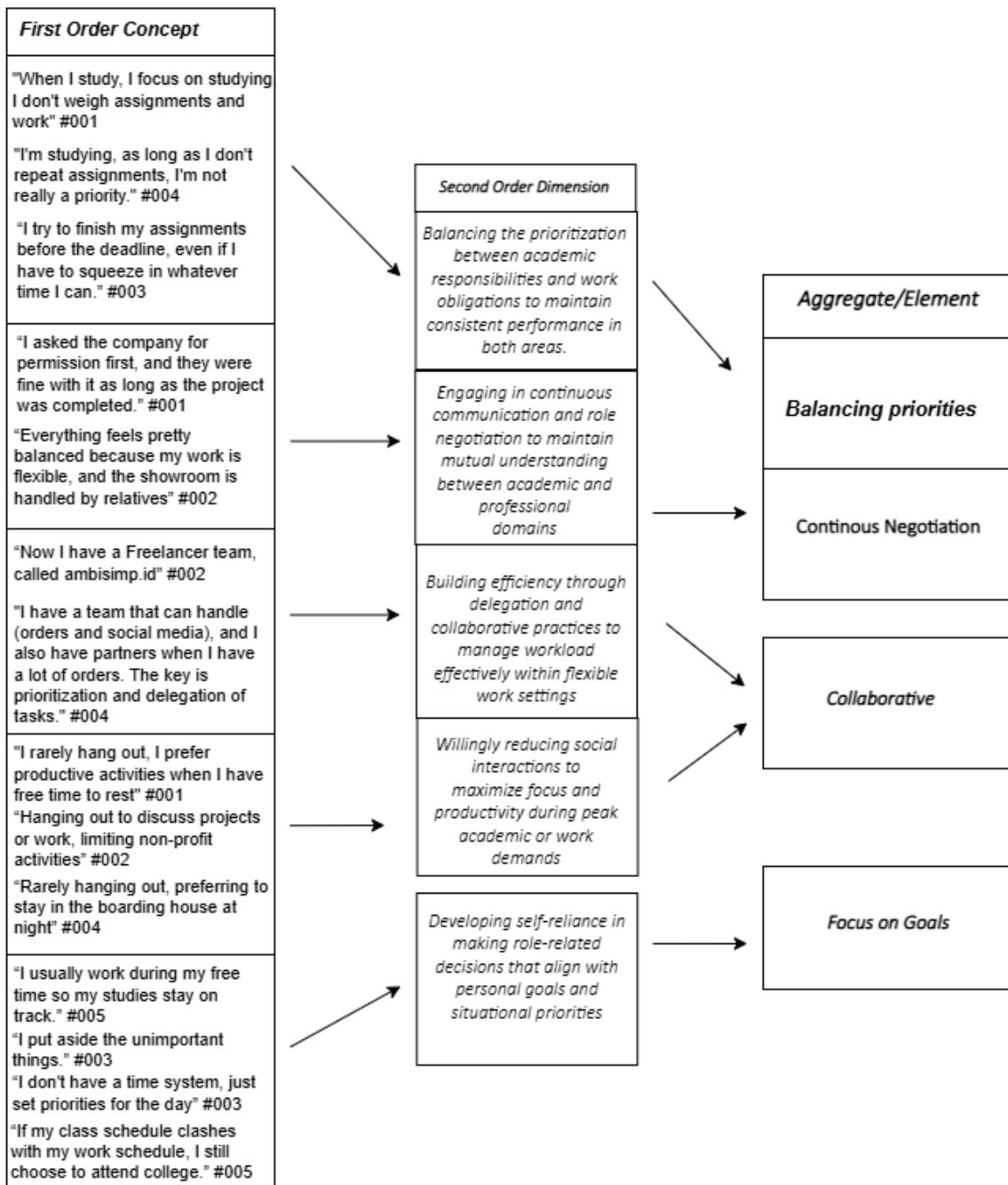


Figure 3 Role Negotiation and Balance Strategy

Source : Primary Data, 2025

D. Challenges and Emotional Outcomes

Discussing the final dimension, gig worker students face various emotional and physical challenges as a consequence of their dual roles. Time pressure and physical fatigue are major obstacles, especially when academic schedules clash with tight work deadlines. Conflicts between study priorities and work responsibilities often cause anxiety, stress, and feelings of guilt when one role cannot be performed optimally. This condition often leads to emotional exhaustion (burnout), characterized by decreased focus, enthusiasm, and motivation.

However, some participants demonstrated self-regulation skills by managing their emotions reflectively and finding positive meaning in the experience. They viewed these challenges as a process of maturation and character building. Overall, this dimension shows that the pressures faced by gig worker students are not only a source of fatigue, but also serve as a learning space that fosters psychological resilience and a sense of personal achievement.

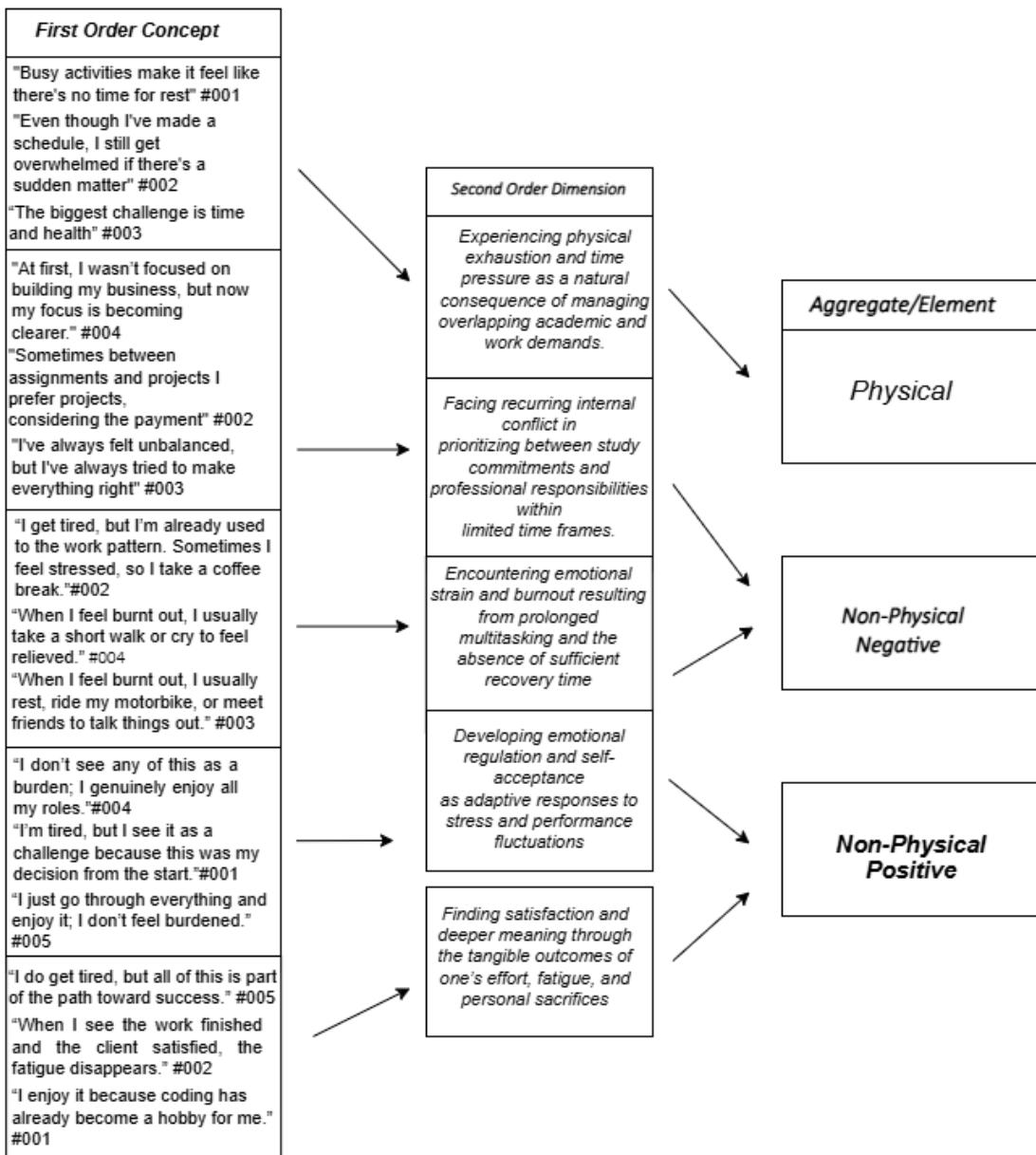


Figure 4 Challenges and Emotional Outcomes

Source : Primary Data, 2025

Discussion

Gig worker students experience multidimensional life dynamics between the academic, work, and social worlds that intersect and create ongoing role complexity. In this context, life balance is not only a matter of proportional time allocation, but also reflects an ongoing process of identity negotiation and role boundary negotiation. Two main themes that emerged from this study, "Triadic Role of Student Gig Workers" and "Challenges and Emotional Outcomes" describe how students navigate flexible role boundaries while demonstrating adaptive capacity in facing the demands of a dynamic life

A. Triadic Role of Student Gig Worker

The findings in this section show that gig worker students manage three main roles simultaneously: "academic role, professional role, and social individual role. These three roles, which are carried out simultaneously, require adaptive time management and self-regulation strategies. This approach is in line with Role Boundary Theory, in which individuals actively build and negotiate flexible role boundaries between different domains. The boundaries between roles are not static but are continuously adjusted to the situational context. Students tend to apply an integrated boundary management strategy, which is combining academic activities and work in the same daily rhythm, such as doing freelance projects in between classes. In this context, students also show another reflective awareness: they are able to manage self-regulation. This process shows that role balance for gig worker students is not a static condition, but rather the result of awareness and self-control in managing constantly changing role boundaries.

B. Challenges and Emotional Outcomes

In addition to displaying adaptive abilities, these findings also reveal the emotional and physical pressures experienced by gig worker students as a consequence of their triadic roles. They often face time pressure, fatigue, and priority conflicts that can potentially cause stress, anxiety, and guilt when one role cannot be performed optimally. As explained by the (Wang et al., 2022) findings, gig workers tend to have a higher risk of mental health problems than formal workers. However, contrary to the negative trends described in global literature, some students in this study perceive the dynamics of multiple roles as a meaningful experience.

They interpret busyness and pressure as part of the process of self-actualization, finding *intrinsic enjoyment* in successfully navigating various demands. This phenomenon demonstrates a form of *transformational adaptation*, in which stress and role conflict serve as catalysts for the development of *emotional resilience*. Thus, life balance is not only defined as a conflict-free condition, but as the result of continuous negotiation involving positive meanings of pressure and achievement. This perspective broadens the classical understanding of *Work-Life Balance Theory* by adding a positive affective dimension, namely enjoyment and a sense of meaning in carrying out the triadic roles of gig worker students.

Overall, these findings confirm that the life balance of gig worker students is the result of a dynamic process of role boundary negotiation, in which emotional adaptation and positive meaning of pressure play an important role in creating harmony between academics, work, and social life.

Conclusion

This study concludes that life balance among gig worker students is achieved through continuous negotiation of boundaries between academic, work, and social domains. Based on Work Life Balance Theory and Role Boundary Theory, these findings highlight that balance is

achieved not only by dividing time, but also by developing adaptive awareness, emotional resilience, and integrative strategies that align academic and professional demands. This research also reveals a new perspective that gig worker students not only experience tension in their triadic roles but also find personal enjoyment and intrinsic satisfaction from navigating these roles. This perspective reaffirms that life balance is a dynamic process of self-growth, not merely the absence of static conflict.

These findings contribute theoretically to the development of an understanding of role management in the gig economy, and practically provide implications for how educational institutions and companies design flexible work systems to support students' dual involvement in learning and working. The study has limitations in terms of the small number of participants and its focus on East Java, so the findings may not fully capture the variability of gig work experiences in other regions. Further research is recommended to use quantitative or mixed methods to measure more comprehensively indicators of work-life balance, psychological wellbeing, and adaptive strategies of gig worker students in various social and cultural contexts.

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