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Gen z's multiple roles outside the home : work, college, and organizations

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ABSTRACT

This study aims to explore and describe the phenomenon of multiple roles played by Generation Z outside the home, specifically in balancing the responsibilities of work, university studies, and organizational activities. This case study focuses on the members of the Pimpinan Anak Cabang (PAC) Ikatan Pelajar Putri Nahdlatul Ulama (IPPNU) in Kendal Regency. This research uses a qualitative method based on occurring phenomena. Data collection techniques were conducted through in-depth interviews with two primary informants who simultaneously perform these three roles and one supporting informant, as well as observation and documentation. Data analysis techniques included data reduction, data presentation, and conclusion drawing. The results of the research indicate that the resilience demonstrated by informants in managing multiple roles is rooted in adaptive strength and the ability to set priorities. Time management strategies employed include priority scaling and the utilization of digital technology. However, informants also face challenges such as physical burnout and role conflict. Nevertheless, social support from the IPPNU organizational environment serves as a key supporting factor in maintaining their resilience. This research concludes that Gen Z members in PAC IPPNU Kendal are capable of performing multiple roles through dynamic self-management adaptation strategies.

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INTRODUCTION

In recent years, the dynamics of Generation Z (GenZ) have become an important subject of study, particulary in relation to their ability to manage multiple roles simultaneously. Generation Z is a group born betweet 1997 and 2012 who grew up in a fast – paced digital era full of dynamic sosial and economic change. Their characteristics as digital natives gie this generation broad access to information, high adaptability, and a tendency to multitask. This condition encourages many individuals from Generation Z to not only focus on formal education, but also to actively work and be involved in organizations to improve their competence.

In the context of modern society, especially in developing countries like Indonesia, young individuals especially women are increasingly expected to juggle multiple roles. Many Gen Z women not only pursue higher education but also work to support their economic needs while actively participating in social activities or organizations. The phenomenon of simultaneously carrying out various roles, known as multiple roles, is becoming an increasingly common reality among Generation Z. In this context, individuals are required to be able to balance responsibilities as students, workers, and members of organization. While this situation can provide opportunities for self – development through skill enhancement (role enhancement), on the other hand, it also has the potential to create role conflict and role strain, which impact an individual's physical and psychological well-being.

Economic pressure is one of the main factors pushing Generation Z, especially women, to take on dual roles. Rising living costs, economic constraints, and a competitive job market have pushed many Gen Z individuals to become financially independent from an aerly age. Financial constraints often require them to work while pursuing their education. As a result, balancing academic responsibilities, work demands, and organizational commitments has become a common reality. On the other hand, involvement in organizations is also considered important for developing soft skills, leadership skills, and social networks. The combination of these three roles creates a complex set of demands that must be met simultaneously. However, managing these roles simultaneously can lead to role conflict, stress, and even burnout, especially when the demands of one role interfere with the others. For example, academic deadlines may conflict with work schedules, while organizational commitments may reduce time available for rest or personal well being. These conditions, known as role conflict and role strain, can lead to stress, emotional exhaustion, and decreased performance if not managed effectively. Furthermore, the phenomenon of role oerload is becoming increasingly relevant among Gen Z. Studies show that this generation is more susceptible to stress and mental health issues than previous generations. The pressure to succeed academically, achieve financial independence, and remain socially active creates a complex web of expectations. Without adequate coping mecanisms, this pressure can lead to burnout, decreased motiation, and a decline in overall well-being. Therefore, understanding how Gen Z navigates these challenges is crucial for developing supportive interventions.

From a theoritical perspective, role conflict theory explains that incompatible demands from different roles can create tension and negatively impact an individual's well-being and performance. Therefore, resilience is a crucial factor in enabling individuals to cope with multiple role demands. Resilience refers to the ability to adapt, recover, and grow stronger in the face of challenges. For Gen Z, particulary women facing economic contraints, resilience is not just about survival but also about maintaining motivation, maintaining productivity, and maintaining psychological well-being. Resilience is not solely an individual attribute but is also influenced by external factors such as social support, community environment, and organizational involvement. A supportive environment can provide emotional support, practical assistance, and a sense of belonging, all of which contribute to an individual's ability to cope with stress. In this regard, youth organizations serve as an important platform for fostering resilience among young individuals.

This research specifically focuses on member of the Pimpinan Anak Cabang (PAC) Ikatan Pelajar Putri Nahdlatul Ulama (IPPNU) in Kendal Regency. IPPNU, as a faith-based youth organization, plays a crucial role in shaping the character and social engagement of its members. Through various activities such as training programs, discussions, and community service, the organization provides opportunities for personal development, leadership training, and social interaction. At the same time, it also imposes responsbilities that must be balanced with academic and work-related demands. IPPNU Kendal PAC members represent a unique group of female Gen Z individuals navigating the intersection of modern and traditional expectations. On the one hand, they are driven by modern demands such as education and career development. On the other, they

are committed to organizational values rooted in religious and social principles, such as devotion, solidarity, and moral responbility. This combination creates a complex environment where dual roles are not only a necessity but also a reflection of identity and social commitment.

Empirical observations indicate that many members of the PAC IPPNU Kendal successfully manage multiple roles despite facing economic and psychological challenges. They demonstrate adaptive strategies such as effective time management, prioritization, and utilization of digital technology. Furthermore, the organization itself provides a support system that helps members maintain their resilience through shared experiences, collective motivation, and a sense of belonging. Therefore, this study aims to explore and describe how Gen Z female members of the PAC IPPNUNKendal manager their multiple roles and develop resilience in the face of economic constraints and strategies, and coping role-related challenges. By examining their experiences, strategies, and coping mechanisms, this study seeks to contribute to a deeper understanding of the interplay between multiple roles and resilience among young women. The findings of this study are expected to provide both theoritical and practical contributions. Theoretically, it enriches the literature on role conflict, resilience, and youth development, particulary in the context of developing countries. Practically, it offers insights for educators, organizations, and policymakers in designing programs and interventions that support Gen Z in achieving balance, well-being, and sustainable personal development in their diverse lives. Although research on multiple roles in Generation Z has been growing, there is still limited research that simultaneously understands individuals' experiences in carrying out three roles outside the home: work, study, and organizational involvement, particularly in the context of economic constraints. Studies on multiple roles tend to emphasize conflict between the two roles and the negative consequences of stress, fatigue, and decreased performance. Meanwhile, there are not many studies that explain how economic demands, three-role conflict, and social resources from organizations interact to shape resilience. This study fills this gap by exploring the experiences of Generation Z women members of the Kendal IPPNU PAC in managing three roles simultaneously and developing a conceptual understanding of the "Triass Role Resilience Model: Compensation of Values in the Ecology of Economic Demands." This model positions conflict not solely as a negative consequence, but as a condition that encourages individuals to develop adaptation strategies, utilize social support, and transfer skills between roles, resulting in resilience and increased self-capacity.

Based on this background, this study aims to explore how Generation Z women are able to navigate multiple roles and the resilience they develop in the face of economic constraints and complex role pressures. This research is expected to contribute to the development of human resource management studies, particularly regarding dual role management and individual resilience in the younger generation.

RESEARCH METHOD

This research uses a qualitative approach with phenomenological methods, aiming to deeply understand the experiences of Generation Z women in carrying out dual roles and building resilience amidst economic constraints. This approach was chosen because it can explore the subjective meaning of individual experiences in a naturalistic manner without manipulating the research conditions. The research location was conducted at the PAC IPPNU organization in Kendal City, with a focus on Generation Z women (born 1997-2012) who were active in the organization in the period 2023-2025. In the process of determining informants, a purposive sampling technique was used to ensure that the selected participants truly had experience relevant to the research focus. Next, a snowball sampling technique was used to obtain informants who truly understood the phenomenon being studied. This process was carried out in stages until

reaching the point of data saturation, namely the condition where the information obtained was repetitive and no longer produced significant new findings.

Table 1. The total number of members of the Kendal PAC IPPNU

Total members Kendal PAC IPPNU 23		
1 role	2 role	3 role
6 members	1 member	3 members

Data collection techniques were conducted using several methods, namely : (a). Observation, to directly understand the conditions and activities of informants. (b). In-depth interviews, both structured and unstrukured, to gather comprehensive information. (c). Documentation, in the form of supporting data related to informants' activities and membership. (d). Focus Group Discussions (FGDs), to verify and strengthen research fidings.

Data collection through in-depth interviews was conducted flexibly, combining unstructured and structured interviews. Initially, unstructured interviews were used to explore various issues that naturally arose from informants. Subsequently,structured interviews were conducted using pre-developed guidelines to deepen the research focus. This technique enabled researchers to obtain data that was not only broad but also in-depth and focused, thus providing a comprehensive description of the phenomenon. In additionto interviews, observation was used in this study to capture the actual behavior of informants in carrying out daily activities, particulary in the context of dual roles. Observation allows researchers to understand social situations directly, thereby minimizing bias that might arise from purely verbal data. Meanwhile, documentation is used as supporting data to strengthen the results of observations and interviews, thereby increasing the validity of the research data. Conducting Focus Group Discussions (FGDs) is an essential part of the data trianggulation process. They are used not only to confirm premilinary findings but also to explore group dynamics and collective perspectives that may not emerge in individual interviews. Focus Group Discussions (FGDs) were used as a triangulation technique to confirm, deepen, and clarify findings obtained through in-depth interviews and observations. The FGDs were not intended to definitively prove the accuracy of the data, but rather to examine the consistency and differences in experiences among informants regarding the implementation of the three roles of worker, student, and organizational member. Interview findings regarding role conflict, time constraints, fatigue, adaptation strategies, and family and organizational support were further discussed in the FGDs to gain a broader perspective. Meanwhile, the observation results served as a comparative context for the experiences shared by informants. Data from the three techniques were then compared and interpreted in an integrated manner, allowing researchers to gain a deeper understanding of the mechanisms by which resilience develops in carrying out the three roles simultaneously.

To maintain data validity, this study employed various credibility techniques, such as prolonged engagement and persistent observation, which allowed the researcher to again a deeper undertanding of the research context. Furthemore, member checking was employed to confirm the findings with informants, ensuring the researcher's interpretations remained consistent with the participants' intended experiences. Peer debriefing was also used as a form of external validation through discussions with colleagues. The data analysis process was conducted interactively and continuously using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was achieved by simplifying and grouping data based on specific themes, while data presentation was carried out in the form of a systematic descriptive narrative. The final stage, drawing conclusions, was carried out continuously, taking into account the consistency of the data obtained and reaching a point of saturation.

RESULTS AND DISCUSSIONS

The result of the study indicate that generation Z women who are members of the PAC IPPNU Kendal City have resilience capabilities formed through the process of adapting to economic pressures and the demands of their dual roles. Economic limitations are a major factor that drives individuals to carry out various roles simultaneously, such as studying, working, and being active in organizations. This condition not only requires physical readiness, but also strong mental resilience. One informant revealed that she had to work while studying due to her familly's economic situation. Although she often felt tired, she continued because she was driven to help her parents. This statement shows that economic pressure functions as a trigger for the emergence of resilience, where individuals are forced by circumstances to become more independent and resilient in facing diffult situations. These findings were reinforced by Focus Group Disscussions (FGDs), in which participants stated that economic conditions often force them to adapt quickly to life's demands. They recognized that, although not fully prepared, the situation forced them to learn to manage their time and responsibilities effectively. This suggests that resilience emerges not only as an innate ability but also as a result of repeated learning and life experiences.

On the other hand, external factors sucs as social support also play a crucial role in strengthening resilience. Support from familly, friends, and the organizational environment positively impacts an individual's emotional well-being. One informant stated that parental support is a primary source of motivation for carrying out daily activities, despite limited financial resources. Furthermore, in the FGD results, participants also revealed that they frequently share stories and experiences with friends in the organization, which helps reduce the psychological burden they feel. They social support serves as a counterbalance to the stress experienced by individuals, so they dont't feel like they are facing problems alone. The role of the PAC IPPNU Kendal City organization has also proven significant in shapping the resilience of generation Z women. The organization serves not only as a gathering place but also as a learning space that provides various skill and experiences. One informant stated that through the organization, she learned public speaking and leadership skill that increased her self-confidence. In group discussions, participants also emphasized that the organization provides much-needed emotional support and motivation in dealing with life's pressures. This demonstrates the organization's strategic function as a means of self-development and a source of social support.

Interestingly, this study also found a phenomenon of role enhancement, whereby carrying out multiple roles not only creates stress but also positively impacts individual development. One informant revealed that although initially feeling overwhelmed, over time he became more disciplined and better able to manage his time. This suggests that the experience of carrying out multiple roles can improve an individual's ability to manage responsibilities. The FGD results also revealed that skills acquired from one role can support others, such as communication skills from the organization that assist in work, and responsibilities from work that support discipline in studies. Thus, dual roles are not only a source of stress, but also a means of constructive self-development. Despite this, the study also found that individuals still face various challenges in carrying out dual roles. Physical exhaustion and scheduling conflicts are common obstacles. One informant stated that she often feels extremely tired when juggling her schedule between her studies and her organization. In group discussions, participants also revealed that the biggest challenge is managing time and determining priorities, sometimes requiring the sacrifice of one role. However, despite these difficulties, individuals are able to persevere by managing their time effectively and adjusting priorities according to their needs.

Overall, the results of this research show that the resilience of generation Z women in facing economic limitations is not only limited to the ability to survive, but also develops into more complex adaptive abilities. Resilience is formed through interactions between internal factors such as self-efficacy and external factors such as social and organizational support. Apart from that, the

experience of carrying out multiple roles also makes a positive contribution in increasing individual competence through the role enhancement process. Thus, resilience in this context is not only defensive, but also productive, allowing individuals to grow and develop amidst the limitations they face.

The resilience dynamics experienced by Generation Z women in this study also demonstrate a process of constructing meaning for the difficulties they face. Individuals no longer view economic limitations solely as obstacles, but rather as challenges that must be overcome to achieve independence. In several interviews, informants revealed that the experience of living in limited circumstances actually shaped a more realistic and resilient mindset. They became more accustomed to facing pressure and were able to make independent decisions in complex situations. This indicates that resilience is not only related to the ability to survive but also includes the process of reinterpreting life experiences into something meaningful. Furthermore, the adaptation process undertaken by individuals also indicates a relatively good ability to regulate emotions. Informants tend to develop constructive coping strategies, such as sharing stories with friends, rescheduling activities, and adjusting self-expectations. In group discussions, several participants stated that they learned not to be too hard on themselves when faced with failure or fatigue. This attitude is important in maintaining psychological balance, so that individuals can continue to carry out their roles without experiencing excessive stress. Thus, the ability to manage emotions is a crucial component in building sustainable resilience. Furthermore, the experience of carrying out dual roles also shows an increase in individuals' social capacity. Intense interactions in organizational and work environments encourage individuals to develop interpersonal communication skills, empathy, and teamwork. Informant. Furthermore, this study also shows that spiritual and moral values acquired from the organizational environment contribute to strengthening resilience. Based on the results of interviews with several informants, the average time distribution can be described as follows:

Table 2. Time Alocation Precentage

Informant	Main Activity	Precentage of Time	A form of resilience that is reflected
Ivana Safitri	Work	50%	Individuals strive to be financially independent to help meet personal and family needs.
	Studying	20%	The decision not to leave education reflects a growth mindset and a long-term view of the future
	Organization	10%	Stay connected with a positive social environment, learn time management, communication and leadership.
	Family	10%	Ability to maintain relationships and responsibilities.
	Rest	10%	Maintaining psychological balance.
Ita Septianingrum	Work	50%	Striving to be financially independent even though he still has the status of a student and organizational activist.
	Family	15%	Demonstrates adaptive abilities in maintaining emotional support and social warmth, which serve as protective factors in building inner strength and psychological well-being.
	Organization	15%	Demonstrates social resilience, namely the ability to expand social networks, increase self-confidence.
	Studying	20%	Demonstrates determination to continue formal education amidst busy work and social responsibilities.

Furthermore, the resilience developed in this study is also related to the individual's future orientation. Generation Z women in this study tend to have clear hopes and goals in life, despite limited economic conditions. They view education, work experience, and organizational activities as long-term investments to improve their living conditions in the future. One informant stated that all the difficulties they are currently experiencing are part of the process of achieving a better life. This statement indicates a growth-oriented mindset, an important characteristic of resilient individuals. Thus, the results of this study further confirm that the resilience of Generation Z women is not formed instantly, but rather through a long process involving life experiences, social interactions, and environmental support. Resilience does not simply emerge in response to stress but also develops into a capability that allows individuals to grow, adapt, and interpret each experience positively. The combination of internal strengths and external support is the main foundation in developing individual resilience that is able not only to survive but also to thrive amidst limitations.

Overall, Generation Z women in the Kendal IPPNU PAC demonstrate dynamic and contextual resilience, developed through a combination of independent efforts, social support, and flexible time management. This demonstrates that Generation Z women are able to adapt to economic challenges without neglecting the educational, social, and emotional aspects of their lives. They are not only able to withstand economic pressures but also use these experiences as a learning tool, strengthening their character, and improving their quality of life.

The role of work (50%) has become an unavoidable primary demand, forcing the role of studying and organizations to shift into secondary roles that must be strategically maintained. Although the time allocated to organizations (10-15%) is small, the spiritual values, commitment to service of IPPNU, and collective support received from these organizations carry great weight. Generation Z's resilience is manifested in their ability to transform the quality of time. They use disciplined skills from work (role enhancement) to improve academic and organizational efficiency (for example, more structured learning). The dominance of economic demand, namely working 50%, forces Generation Z to activate structured adaptive mechanisms of efficiency, proving that role conflict is a key driver of adaptive resilience. Organizational time constraints (10-15%) are compensated through value compensation, where perceived organizational support based on IPPNU values becomes an essential psychological resource for overcoming role strain. Role enhancement (skill improvement) is cross-domain reversed, where the discipline and professionalism gained from work are used to maintain the quality of college and organizational roles, not the other way around.

The dominance of work in informants' time allocation, which is approximately 50%, is primarily influenced by economic demands, relatively long work durations, and adherence to routine work schedules. Work holds a strategic position because it functions not only as a productive activity but also as a source of income and a means of building independence. This condition makes work a role that is relatively difficult to reduce when it conflicts with the demands of lectures and organizations. On the other hand, informants maintain academic and organizational roles because lectures are seen as an investment for the future, while organizations provide social experiences and self-development. Thus, the dominance of work time allocation does not solely reflect individual priorities, but is the result of the interaction between economic needs, job demands, educational orientation, and self-development needs. This condition then becomes one of the sources of time conflict and fatigue, while also encouraging informants to develop adaptation and resilience strategies. Based on the assumptions of the findings (50% job dominance) and the existing theoretical framework, the resulting mini-theory can be called:

"Triass Role Resilience Model: Compensation of Values in an Ecology of Economic Demands."This framework explains how Generation Z members of the Kendal IPPNU PAC manage three roles under the pressure of high economic demands. This model focuses on

Generation Z's mechanisms for balancing economic-dominated demands with value-dominated resources.

The development of the Trias Role Resilience Model in this study is based on a synthesis of empirical findings and conceptual frameworks regarding multiple roles, role conflict, Conservation of Resources, social support, and resilience. Research findings indicate that Generation Z women simultaneously carry out three roles as workers, students, and members of organizations, with work having a dominant time allocation of around 50%. Therefore, the Trias Role Resilience Model views resilience as a dynamic process formed through the interaction between economic demands, role conflict, adaptation strategies, and social support, which ultimately can result in role enhancement and sustainability in carrying out various roles.

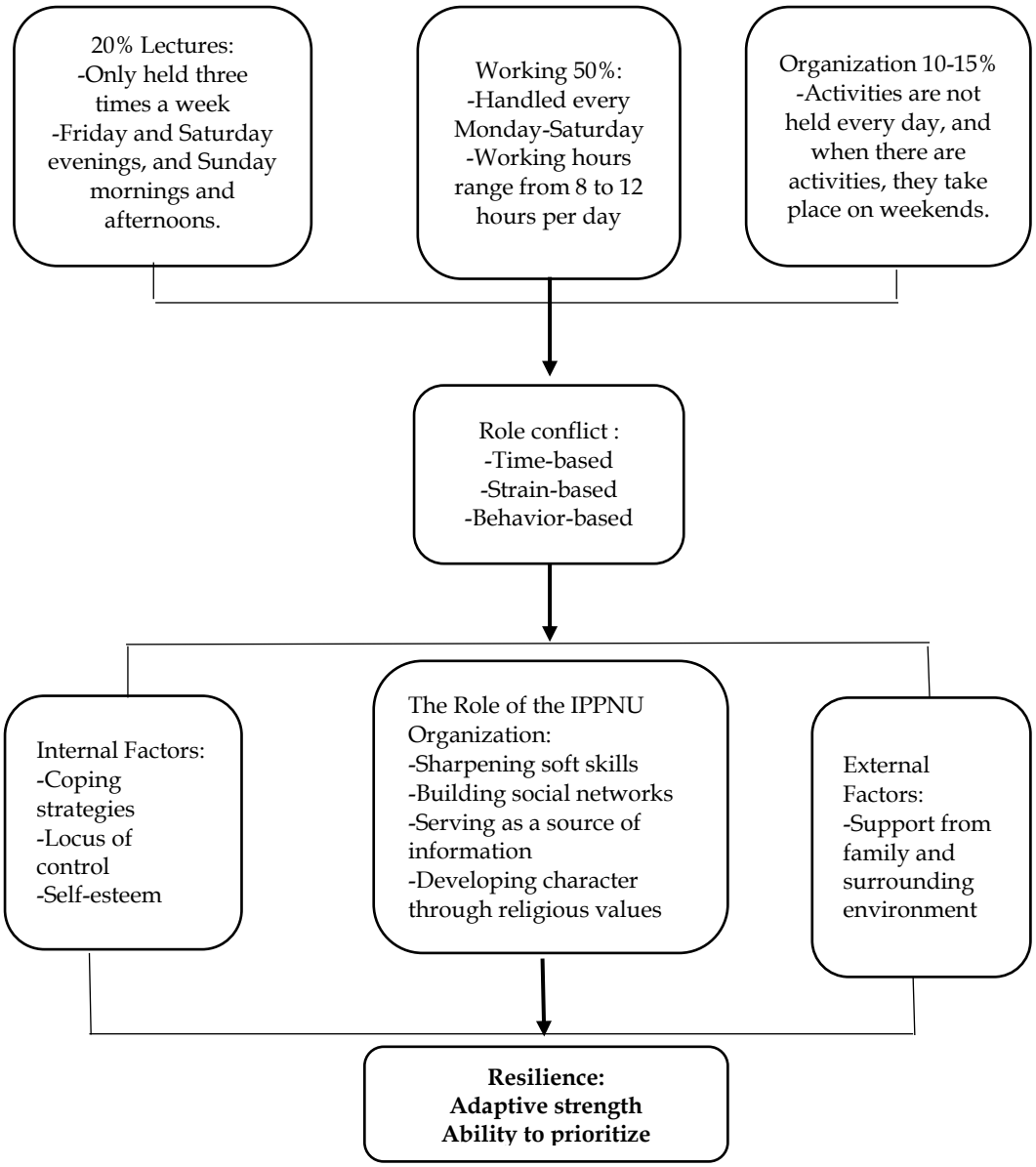


Table 3. Mini-theoretical Framwork

CONCLUSION

Based on the research results, it can be concluded that The implementation of multiple roles is influenced by a combination of internal factors (self-motivation) and significant external factors, including family support as the primary support system, professional demands at work, and the influence of social pressures in the form of expectations from superiors and the surrounding environment. There is an imbalance in time allocation, indicating that work is the top priority (50%), followed by education (20%). Meanwhile, the organization, family, and rest time occupy a smaller portion (10-15%). This indicates that Gen Z members of the Kendal IPPNU PAC tend to prioritize financial independence and careers without neglecting academic obligations and service to the organization. The study found that members experienced role conflict, manifesting in the form of time-based conflict and mental strain. This conflict was most often triggered by unexpected work demands and superior expectations that clashed with class schedules or organizational activities. This imbalance was exacerbated by very little rest time (10%), which had the potential to trigger physical and psychological exhaustion for members of the Kendal IPPNU PAC. Time-Based Role Conflict: It was found that the inter-role conflict experienced by members of the Kendal IPPNU PAC was mostly caused by schedule inconsistencies between work hours, changing class schedules, and organizational agendas. The dominance of work demands (50%) often forced members to sacrifice organizational time or rest time, indicating that time management was the biggest challenge in carrying out these multiple roles. Strain-Based Role Conflict: In addition to time constraints, role conflict was found to be triggered by psychological pressure in the form of criticism or expectations from superiors and the surrounding environment. This pressure places a mental burden on members, where fear of negative evaluation at work often disrupts their concentration and participation in carrying out their roles as students and organizational cadres. Although the organization's time is small (10-15%), the Kendal IPPNU PAC has a significant qualitative impact. The organization serves as a forum for developing soft skills (communication and collaboration), expanding networks (relationships), and plays a crucial role as a refresher (stress-balancing) amidst the pressures of work and study. The Triassic Role Resilience Model contributes to the study of role management by expanding the understanding of multiple roles from simply a matter of time allocation to a dynamic process of simultaneously managing the demands and resources of three roles: work, education, and organization. This model demonstrates that role management aims not only to minimize conflict but also to maintain and optimize the resources obtained from each role. The interaction between these demands and resources then encourages individuals to develop adaptation and resilience strategies. Thus, this model introduces the perspective that successful triassic role management is determined not only by an individual's ability to manage time but also by their ability to manage conflict, obtain social support, maintain resources, and transfer benefits from one role to another.

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