



The Workaholic Phenomenon in Student Efforts to Compile Self-Image in a Dramaturgical Perspective

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ABSTRACT:

Students In an era filled with intense competition and competitiveness, students are crucial pillars in social and economic development. They are faced with complex challenges, not only in achieving academic excellence, but also in forming a strong and productive personal identity. Students today are under pressure to meet various targets and unwritten standards, creating an environment where these achievements are key to recognition both from themselves and from their surroundings. They try to form a productive self-image, but in the process often become workaholics. Students often show their productive side to build their self-image aimed at the front page, outside of that they tend to be often exhausted both physically and mentally. The goal of productivity formed as a self-image poses a risk where it will form a weak workforce due to physical and mental fatigue that occurs in the process of forming and maintaining a self-image.

Keywords: Workaholic; Collager; Self Image; Dramaturgy; Risk

Introduction

Students can be defined as individuals who are pursuing higher education at institutions such as universities, institutes, or academies where they are legally recognized by the governing institution. If these conditions are met, those who are registered as learners in higher education institutions can be referred to as students. In an era of rapid development marked by increasingly fierce and competitive competition, students as one of the main pillars in the social and economic development of a country must face increasingly complex challenges. As individuals who are navigating the lecture phase, they are not only responsible for achieving academic achievement, but also in forming a strong and productive personal identity. This makes it clear that students today, are in a position where living in various demands to be able to meet targets or an unwritten standard, becomes something that must be achieved in order to be recognized or get recognition both from students and external parties (from the surrounding environment).

Students today have a wide choice of activities outside of lectures, such as joining organizations, committees, volunteer activities, self-development seminars or webinars, skills training, student-level competitions, scholarship acceptance, and internships. In this study, students were actively involved in various activities as an assessment of "productivity" with simultaneous deadlines and duration. This shows that there is a diverse

priority scale, not only for academic purposes, but also non-academic. The role of social media also influences the process of selecting student activities and is an indicator of success and activeness in the lecture environment.

But nowadays it has become a concern that today's students where this productive culture is becoming more tiring and prone to wokaholism. College students, these days are often seen as workaholics, and many believe that this is becoming a new trend in the lives of today's younger generation. Overall, workaholik can be defined as a person's tendency to push himself beyond his limits in order to achieve goals or success, as for example when a person spends most of their daily time on studies or work. Students try to form a productive self-image without thinking so much about the consequences to come, in this case students often blur the limits of physical and mental abilities in trying to meet the expectations they set at the beginning. To assess this phenomenon, researchers tried to identify it with the concept of dramaturgy created by Erving Goffman.

Research Methods

The method used in this research study is qualitative method. Then, the approach in the selected qualitative research method is phenomenology (Creswell, 2023). Qualitative methods are chosen to obtain data in depth, and thoroughly. The phenomenological approach is chosen to explain the experience of each individual on the same phenomenon so as to give rise to universal understanding. (Cresswell, 2023) says phenomenology provides a deep understanding of phenomena as experienced by some individuals.

This study used data collection techniques in the form of interviews and observations on the lives and behavior patterns of perpetrators. Data collection is carried out in two ways, namely online and offline. The interview was conducted through a question and answer process of pre-designed questions about students' efforts in compiling a productive personal image. While conservation is used to find out the subject's behavior patterns from the observer's point of view and compare the arguments equated by the subject from the time of the research process when conducting interviews.

This study also used triangulation techniques and data analysis. The technique of determining informants by *purposive sampling* and informants are students selected at the Faculty of Social and Political Sciences, Jember University. Pressure Givers informants are students who provide insight and meaning about student efforts in compiling a productive personal image.

Discussion

Entering college marks a transitional phase for teenagers. As students navigate through this transition, they are faced with new challenges, such as making their own decisions about life and study, adjusting to academic demands in a freer learning environment, and interacting with new individuals. Also, many students experience this moment as their first experience of leaving home and stepping away from their usual support network. Each individual, in this case, students have different meanings about how to run productivity. At that time, conceptions often occur that actually cause them to get

stuck in workaholic behavior. The concept of intensive work culture or workaholism, often known as hustle culture, was first developed by Wayne Oates. This culture refers to a lifestyle that believes that achieving success requires constant dedication to work and pays little attention to the importance of rest periods (Oates, 1971).

In an effort to form a productive self-image, students often get caught up in the phenomenon Self-image reflects the views and attitudes of individuals towards themselves, including physical characteristics, appearance, behavior, and activities they perform. This view is absorbed by the perpetrator based on assumptions, views, perceptions, and feelings about form, appearance, and potential in the body, both from oneself and the environment. Individuals form a general understanding of themselves through self-image.

From that, the student creates a stage where he will play his role. Goffman's dramaturgy is one form of symbolic interactionism in line with Mead and Blumer. According to Goffman, we play a variety of different roles that are determined by the situations we find ourselves in and how we think that we will perform, we adjust to who we interact with. Goffman describes that we not only become ourselves, but we also act as actors who adapt to the social norms and expectations associated with each role. Therefore, when interacting with others, we actively adjust our behavior and attitudes to fit the person we are dealing with. This concept illustrates the complexity of social interaction, in which each individual contributes to the "drama" of everyday life, creating a dynamic and constantly changing social reality.

In theory, Goffman analogizes the front stage from which there will be divided into two where there will be a setting and a *personal front* (Ritzer, 2014). When the perpetrator forms the image he wants to convey by carrying out productivity practices, making the environment perkulahan for *the setting* shows that the subject is playing the role of a student. While on the *personal front*, actors as students carry out productive practices which in observation are activities outside academic activities outside lectures, such as participating in organizations, being members of committees, engaging in volunteer activities, attending seminars or webinars for self-development, participating in skills training, competing at the student level, applying for scholarships, and doing internships. From the personal front is still divided into two parts, namely appearance and style (Rizer, 2014).

Students as actors who perform roles here try to give a calm picture of themselves to the outside without showing that they are in a completely real state. As actors, the subject tries to give a performance that shapes the image they form and convey. For example, in observations made in showing his appearance, the subject tries to present a self-image as someone who can handle various kinds of work given to him, in performing his role, outsiders who observe how he works give a statement that the subject as an actor has the ability to do his work. However, what happens offstage displayed by the subject is the opposite of what is displayed in public. Where the observed subject complains and wants to give up about the task of acceptance is due to the physical and mental stress brought. Goffman describes this as *Beck Stage* where facts are hidden in front or various kinds of informal activities that occur (Ritzer, 2014).

Students in Shaping Self-Image

Self-image is an image or attitude possessed by individuals as living beings about the body (self), both consciously and unconsciously. Self-image becomes a general view

that is made and shaped by each individual and relates to oneself. Self-image is closely related to physical characteristics and existence, which includes external appearance, behavior, and activities carried out by individuals. The attitude of the individual is closely related to assumptions, views, perceptions and feelings about the form, language, appearance and potential that exist in the body that come from the self and outside the self. Language appears as an intermediary of individual subjects to show their ability to decide objects and exchange subjects outside themselves (Prasetyo, 2012)

The meaning of personal identity can be obtained from people who have an intimate relationship with individuals through reactions and evaluations given, will have an impact on the way individuals think. Self-image formation comes from the way a person sees about himself, such as the attitude and physical appearance that the individual has. The creation of one's self-image comes from someone else's view of each individual (oneself). This view can come from the closest people, such as friends, family, parents, or people around their social environment So that self-image is a shadow (image) of individuals who come from and are influenced by themselves and others.

Students in forming self-image in the social environment are done intentionally or unintentionally. Self-image is created by having certain goals, such as recognizing and utilizing the potential that students have in achieving personal and professional goals by understanding individual abilities and strengths. In his case, the research carried out occurs the formation of an image that tries to see the subject for parties outside himself. Which is where from the expectations raised by the subject ahwa the views given by the social environment will make it easier for students to interact with others, so that social relationships are tighter. In addition, the self-image formed by the subject becomes a way to show the existence of the individual self in the public eye. The subject has the assumption that the image portrayal done by him can help him in the future as an enhancer of the "success" factor, in career. From the statement of the subject, good self-image formed from the individual's social environment will have a positive impact on student life, such as providing benefits for individual life in the current social world and future career paths. However, if the self-image formed in the social environment is not good, it can have a negative impact on the individual.

Productivity and dreams about stability

The behavior exhibited by the subject describes how the conformity of his environment in some cases tries to circumvent rules and norms. Norms that apply rigidly, make students act manipulatively to secure themselves, thus making their deviant behavior a justification reason. (Ariyanti et al, 2022). These regulations are a factor in the creation of conditions where students feel compelled to do things or decisions that are outside conventional boundaries as a way to protect themselves. In addition, they may feel the need to justify behavior that is considered deviant by referring to the inflexibility of norms as an excuse. The correlation that can be found between this statement and the phenomenon of student productivity is when they understand that the meaning of being productive is a measure of "success" that becomes the standard of their future life dreams. The massive existence of the statement "the higher a person's level of productivity, the higher the probability of success", makes the statement seem absolute and strict and turns into a stigma that becomes a standard of establishment among students.

The expectation of a life security, both obtained today and in the future, makes students willing to do things that are beyond their ability, in order to "save" their lives

privately freelance. *Over-productivity* is an absolute phenomenon of side effects of the stigma that students directly and indirectly believe is a standard of success, and makes them justify excessive behavior as a form of defense and self-protection from a sense of "underdevelopment" and begin to over-compare the achievements and successes of others.

Productive Behaviors That Shape Risk

Students, especially those who are in their teens at that time, tend to have considerable ability to initiate and shape change; in some cases they can checkmate state activities and ensure that the government is responsible and transparent in its policies. As an active group, young people can positively shape government decisions and promote development, particularly in addressing inequality, poverty, marginalization, and exclusion. They can support themselves through social inclusion and poverty alleviation programs, wealth creation, employment opportunities, human capital development, and cohesion. (Akinyetun et al, 2023) With that ability young people have no doubt about how they play a role in the formation of society.

But from this it can also be a trigger for the emergence of risks, in forming a productive self-image students have a tendency to try to always form thoughts where they can exceed the limits of their abilities. The actors who were the resource persons in this study gave statements that had a similarity in which, they tried to push themselves to always exceed the limits of ability. However, in achieving their goals, actors often experience fatigue so that stress at this stage can be seen from the outside by observers, from this the students who perpetrate productive behavior, many of them show indications of workaholik.

With that there is a paradox where actors who experience physical or mental exhaustion also get a feeling of emotional satisfaction, and what here becomes uneasy is how events form dualism where the productive behavior carried out forms the self-image that the perpetrator wants for establishment and on the other hand also damages both physically and mentally. Therefore, this kind of productive behavior can be viewed positively and negatively. On the one hand, workaholik students are addicts who cannot control themselves; On the other hand, they are diligent and highly dedicated workers.

Neglect of this kind of behavior can form vulnerabilities that characterize a risk. Risk is something that is always present in our lives, whether it happens sooner or later. However, we need to understand that these risks carry threats that can interfere with and even destroy the benefits associated with an activity or situation. Ironically, the more developed the dangers we face, the clearer the true nature of those risks become. This happens because there are diverse interests involved in different contexts. In other words, risk can be real and can be recognized through the varied interests of different parties involved in a situation or activity. Therefore sooner or later risks only present a threat to us, which in turn relativizes and destroys the associated profit gains, and it is precisely with the growth of danger that they make the nature of risk a reality, through a diversity of interests (Beck, 2015).

Conclusion

The tendency of students who carry out excessive productive activities, with the hope that it will reach a point of satisfaction and return in the present and the future. This excessive activity brings significant changes to their living conditions both personally and

professionally, in terms of emotional, psychological, ways of thinking and mentality that turned out to have a "domino" and "black and white" influence in it.

The phenomenon of dualism, in which students become an important part of the growth and development of the quality and quantity of society every year, actually brings good changes because of their great desire to bring changes in the quality of life for the better is a sign of increasing human quality today. However, the workaholic culture that is carried out massively certainly brings student life now into a stage of identity crisis and even degradation of quality both physically and spiritually. From this paper, it can be concluded that workaholic culture is something that needs to be controlled and given limits, in order to minimize the negative things that will be caused and increase the ratio of positive influences in the process and results for a student's life.

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