International Journal of Global Accounting, Management, Education, and Entrepreneurship (IJGAME2)
URL : https://jurnal.stiepemuda.ac.id/index.php/ijgame2

P- ISSN : 2723-2948
E- ISSN : 2723-2204

THE ROLE OF SIDE HUSTLES IN SUPPORTING THE FINANCIAL NEEDS OF ECONOMICS EDUCATION STUDENTS DURING THEIR STUDIES

Melysa Asti Febriana[1], Muhammad Bima Herna Pambayun[2], Ragil Retno Palupi[3]
[1,2,3]Economic Education Study Program, PGRI Mpu Sindok University, Indonesia
E-mail: melisafebriana83@gmai.com, mochamadbimahernap@gmail.com, rrpalupi@upms.ac.id

ABSTRACT

The financial needs of students are an increasingly compelling subject for study, as not all students share the same economic circumstances. While some students receive full financial support from their parents, others strive to cover at least a portion of their personal expenses independently. This situation prompts students to seek alternative sources of income without neglecting their academic responsibilities. One increasingly popular approach is the "side hustle"—a business venture or secondary job pursued alongside one's primary activities to generate extra earnings.This study aims to analyze the role of side hustles in supporting the financial needs of Economics Education students, while identifying the associated benefits, challenges, and management strategies. The research employs a library research methodology, gathering and analyzing information from scholarly journals, books, and other relevant literature concerning students' side business activities, financial management, and the balance between work and academic commitments. The findings indicate that side hustles can serve as a source of additional income to cover educational expenses, such as transportation, daily living costs, internet access, books, and academic supplies. Beyond providing financial support, these activities also foster the development of skills in entrepreneurship, financial literacy, communication, decision-making, and personal responsibility. However, engaging in such activities presents several challenges, including limited capital, income instability, fatigue, and the difficulty of balancing business pursuits with academic requirements. Consequently, effective management requires careful financial planning, the tracking of income and expenses, the prioritization of needs, and efficient time management. The study concludes that side hustles can serve as an alternative strategy to support educational finances while providing students with practical economic experience, provided that a balance is maintained between business activities and academic responsibilities.

Keywords: *Side Hustle, Student Finances, Economic Education, Financial Literacy, Entrepreneurship.*

A. INTRODUCTION

High-quality human resources play a strategic role in advancing the nation and the state. Amid the challenges of globalization and the Fourth Industrial Revolution, higher education institutions are expected to produce graduates who not only possess theoretical knowledge but also hold practical skills relevant to the professional world. The quality of a higher education institution’s graduates encompassing the quality of education, instruction, and skill development is a crucial factor that determines their competitiveness in the labor market (Ilmi et al., 2025); In practice, student life inevitably entails various financial requirements ranging from those directly related to academic activities to personal needs. Educational costs, the purchase of books and course materials, transportation, food, internet access, organizational expenses, and social needs are all part of the expenditures that students must cover while pursuing their education (Fitriana et al., 2024).

The financial needs of students are an increasingly compelling subject for study, as not all students share the same economic circumstances. While some students receive full financial support from their parents, others strive to cover at least a portion of their personal expenses independently. This situation prompts students to seek alternative sources of income without neglecting their academic responsibilities. One increasingly popular

approach is the "side hustle" a business venture or secondary job pursued alongside one's primary activities to generate extra earnings. For students, a side hustle might involve selling food or beverages, working as a reseller or dropshipper, offering design services, freelancing, managing an online business, creating content, providing private tutoring, or engaging in other types of work that can be tailored to their individual skills and available time. (Putri & Wahyudi, 2026).

The financial needs of students are an increasingly compelling subject to examine, as not all students share the same economic circumstances. While some still receive full financial support from their parents, others strive to cover at least a portion of their personal expenses independently. This situation prompts students to seek alternative sources of income without neglecting their academic responsibilities. One increasingly popular approach is the "side hustle" a business activity or secondary job pursued alongside one's primary commitments to generate extra earnings. For students, a side hustle might involve selling food or beverages, working as a reseller or dropshipper, offering design services, freelancing, managing an online business, creating content, providing private tutoring, or engaging in other ventures tailored to their individual skills and available time. (Ridwan & Alrizqi, 2025);

On the other hand, pursuing a side hustle while attending university is not always easy. Students must be able to balance academic obligations, business activities, and their personal lives. Engaging in a business venture can offer benefits such as additional income, entrepreneurial experience, improved communication skills, financial management capabilities, and the development of a sense of independence and responsibility. However, such activities can also present various challenges, including fatigue, limited study time, difficulty in managing schedules, and the potential for academic pursuits to suffer if the business is not well-managed. Therefore, the significance of a side hustle should be evaluated not merely by the income generated, but also by how a student manages that income, their time, their academic requirements, and their personal life (Khalik et al., 2026).

In the context of financing their university education, the income earned from a side hustle can serve different purposes for each student. Some students use these earnings to cover tuition-related expenses, purchase books or academic supplies, pay for transportation and daily necessities, or meet personal needs. Others choose to set aside a portion of their income for savings, business capital, or future requirements. Consequently, a side hustle can function as a strategy for students to manage their financial situation while pursuing their education. Furthermore, the way students utilize and allocate this income can reflect their level of awareness regarding independent financial management (Siahaan & Wardayani, 2026).

Beyond the financial aspect, the experience of running a side hustle offers students the potential for non-academic learning. Students can learn how to interact with customers, set prices, carry out promotions, manage capital, track income and expenses, make decisions, and navigate business risks. Such experiences can indirectly foster entrepreneurial capabilities and financial management skills competencies that are highly relevant to the field of Economic Education. Consequently, a side hustle can be viewed not merely as a means to generate additional income, but also as a learning environment that allows students to gain direct, hands-on experience in economic activities (Ulhaq & Ariwijaya, 2026).

Given these circumstances, it is essential to gain a deeper understanding of how Economics Education students engage in "side hustles" and how these activities contribute to supporting their finances throughout their studies. This research does not merely focus on the existence of such side ventures; it also explores the students' motivations for pursuing them, the types of financial needs met through the income generated, how students manage their earnings, the strategies they employ to balance their academic commitments with their business activities, and the experiences, challenges, and benefits encountered along the way. This approach is intended to provide a more comprehensive picture of the students' experiences in engaging in economic activities amidst the demands of their academic life.

The uniqueness of this study lies in its focus on the role of side hustles as a strategic means for students to support their educational expenses, rather than simply viewing them

as entrepreneurs or part-time workers. Furthermore, the study is compelling because it connects the students' economic activities with their academic lives as Economics Education students. It highlights the real-world experiences of students as they simultaneously manage their income, academic requirements, time, and personal lives. This research aims to provide insight into how students leverage economic opportunities outside of their academic pursuits while navigating the consequences that arise from such endeavors.

Based on this context, the study is designed to understand the role of side hustles in supporting the financial needs of Economics Education students. It will examine the students' direct experiences across several dimensions: the nature of their side hustles and when they began them, their motivations for pursuing these activities, the academic-related needs covered by their earnings, how they manage their income, how they balance their studies with their business ventures, and the experiences, challenges, and benefits they have encountered. Ultimately, this research seeks to illustrate the contribution of side hustles to the students' financial situation, while also shedding light on the dynamics they face when balancing such ventures with their academic responsibilities.

The research problem statement can be placed following the background section, in accordance with journal guidelines, incorporating the six questions you have identified as the focus of the research. The guidelines also direct that relevant prior theories and research be included after the section on the research focus/objectives.

B. RESEARCH METHOD

This study adopts a methodology known as library research. This approach consists of a series of activities such as reading, note-taking, and processing research materials centered on gathering data from existing literature. There are four key characteristics of library research. First, the researcher engages directly with written data whether in the form of text or numerical figures without conducting fieldwork. Second, the data is already available, meaning the researcher does not need to go into the field; the necessary information can be accessed through library resources. Third, the data obtained is generally secondary, as it is derived from existing sources rather than through primary data collection in the field. Fourth, library-based data is not constrained by limitations of time or space. Taking these aspects into account, this study gathers data by analyzing various journals, books, documents, and other information sources deemed relevant to the research topic (Supriyadi, 2016).

C. RESEARCH & DISCUSSION RESULTS

Results of the Literature Review

Based on a review of national literature, a "side hustle" can be understood as an additional job or venture pursued alongside one's primary activity, serving both to generate income and to develop skills and work experience. For university students, such activities may include small-scale trading, reselling or dropshipping, providing design or writing services, offering private tutoring, engaging in digital-based freelance work, creating content, or leveraging personal skills for commercial purposes. In their study titled "The Gig Economy Paradox: Student Beliefs About Side Hustle as Opportunity and Barrier to Entrepreneurship," Resmiatini and Sari (2026) found that students perceive side hustles as both an opportunity and a challenge for entrepreneurial development. Research involving 30 students—conducted through interviews and group discussions—alongside 100 student entrepreneurs, revealed that motivations driven by personal interest, an entrepreneurial mindset, and individual resilience play a significant role in students' experiences with side hustles. These findings suggest that a side hustle functions not merely as a source of income, but also as a means for students to learn and cultivate their entrepreneurial capacity (Resmiatini & Sari, 2026).

In terms of motivation, national research indicates that students who work do so for various reasons, primarily due to economic necessity and a desire for personal development. In their study, "The Experiences of Part-Time Working Students in Coping with Academic Stress During Their Studies," Happsari, Zikrinawati, and Ikhrom (2025) identified economic factors, the desire for self-development, and social support as the primary motivations for students to work. However, these students also face challenges, such as managing their time,

experiencing increased academic stress, and participating less in academic activities. These findings suggest that while supplementary employment can help students meet financial needs and gain experience, these benefits must be balanced with the ability to manage academic responsibilities (Hapsari et al., 2025).

The relationship between side jobs and students' academic achievement must also be understood by considering time management skills and academic motivation. In a study titled "The Influence of Time Management and Academic Motivation on Academic Achievement," Kurniawan and Amaliyah (2024) examined 100 students who were also employed. The findings indicate that time management and academic motivation have a positive and significant impact on academic achievement. Together, these two variables account for 60.4% of the variance in academic achievement within the research model. Consequently, the impact of a side hustle on a student's academic life cannot be assessed solely by the mere fact that they hold an additional job; rather, it is necessary to consider how students manage their time, sustain their academic motivation, and balance the demands of their work with their academic obligations (Resmiatini & Sari, 2026).

Discussion

Types of Side Hustles and Reasons Why Students Pursue Them

Types of side hustles relevant to Economics Education students can be categorized into trading ventures, skill-based services, and digital work. Trading ventures include the sale of food, beverages, or daily necessities, as well as reselling activities. Skill-based services may encompass private tutoring, design work, typing, translation, and administrative services. Meanwhile, digital work can involve social media management, content creation, and freelance tasks performed via online platforms. This categorization serves as a conceptual mapping of the types of activities described in the literature and the article’s background; it is not the result of direct data collection from students at any specific university (Resmiatini & Sari, 2026). The reasons students choose to pursue a "side hustle" extend beyond a simple desire for extra income. For some, it may be driven by the need to cover expenses such as transportation, daily consumption, internet data, books, stationery, and other academic requirements. Others may use such endeavors to gain experience, build a portfolio, expand their professional network, or test potential business opportunities. A study by Resmiatini and Sari (2026) on students' perspectives regarding side hustles suggests that these activities can be perceived simultaneously as both an opportunity and a barrier to entrepreneurship. In other words, the benefits derived are closely linked to how these activities are designed and executed.

Contribution of Income toward Financial Needs for University Studies

Income from a side hustle can potentially help students cover some of their recurring daily expenses or academic-related costs that arise throughout the semester. This might include expenses for transportation, food, internet access, textbooks and course supplies, costs associated with assignments or projects, or requirements for student organizations. However, the extent of this financial contribution varies, as it depends on factors such as the type of venture, the number of customers, time invested, initial capital, operational costs, and the stability of demand. Therefore, gross income should not be automatically viewed as disposable personal income; students must account for business-related expenses to determine their actual net income. The role of a side hustle in supporting one’s finances becomes more significant when net earnings are allocated according to priorities. Expenses related to university studies and basic necessities should be kept separate from discretionary, consumptive spending, while a portion of the income can be set aside as an emergency fund or as capital for future business ventures. According Johan et al., (2021) in their study on personal financial education among Indonesian university students, financial knowledge, attitudes, and behaviors are identified as crucial aspects of student financial management. Consequently, the receipt of additional income should be accompanied by habits such as creating a budget, recording transactions, and evaluating expenditures, ensuring that the benefits are not lost due to a lack of planned financial management.

Income Management and Financial Literacy

Students running a side hustle face a dual financial challenge: managing personal

finances while ensuring the sustainability of their business. Keeping simple records covering initial capital, the cost of materials or services, shipping fees, promotional expenses, revenue, and net profit can help students determine whether their venture is truly profitable. Business funds should be kept separate from personal money to prevent capital from being inadvertently spent. Furthermore, setting monthly financial targets can help students align their earnings with their most pressing academic-related needs. Lantara & Kartini, (2015) It was found that the financial literacy of the students studied at Universitas Gadjah Mada remains relatively low, with an average correct response rate of 45.39 percent. The study also indicates a relationship between several characteristics such as field of study, income, and work experience and the level of financial literacy. While these findings cannot be directly generalized to all students today, they underscore the importance of financial literacy. Additional income alone does not guarantee a better financial situation if it is not accompanied by proper planning, spending control, and saving habits.

Strategies for Balancing Time between Studies and Business

The primary challenge for students engaged in a "side hustle" is ensuring that their work does not interfere with their academic obligations. Strategies that can be employed include creating a weekly schedule, setting realistic working hours, prioritizing lecture attendance and assignment deadlines, limiting the volume of work when academic demands increase, and choosing jobs that offer flexible scheduling. For order-based ventures, students can establish clear limits on the number of orders accepted and define specific service hours. Such plans should be evaluated periodically, especially during examination periods or when completing major assignments.Research evidence indicates that working while pursuing a degree can have both positive and negative consequences. Summer et al. (2023) explain that student employment can restrict schedule flexibility, force students to make difficult financial decisions, and impact their social lives and overall well-being; at the same time, some students still view their work as a meaningful experience.

Benefits of Entrepreneurship Learning and Development

For Economics Education students, a side hustle can serve as a practical space to apply concepts learned in the classroom. Determining prices involves calculating costs and revenue; promotion relates to marketing; recording transactions pertains to basic accounting; and decisions regarding the addition of new products or shifts in sales strategy involve economic decision-making. Furthermore, interacting with customers helps develop skills in communication, negotiation, service, problem-solving, and responsibility. Such experiences have the potential to enhance job readiness and entrepreneurial understanding—though these benefits do not emerge automatically; they require reflection and effective management. A study by Resmiatini and Sari (2026) highlights the dual nature of side hustles, which can function as both an opportunity and an obstacle. On one hand, the experience of running a business can help students cultivate an entrepreneurial mindset and resilience in the face of challenges. On the other hand, a business can become an additional burden if students lack clear work boundaries or adequate support. Consequently, universities might consider providing support in the form of entrepreneurial training, financial management consulting, and mentorship for student-led ventures, while also structuring academic activities to ensure that learning outcomes remain the primary priority.

Challenges and Efforts to Overcome Them

Challenges that students pursuing a side hustle might encounter include limited capital, unpredictable income, market competition, difficulty in acquiring customers, fluctuating demand, exhaustion, and scheduling conflicts. In digital ventures, students must also pay attention to their reputation, punctuality, transaction security, and customer demands. These challenges can be mitigated by starting a venture that aligns with available capital, testing demand on a small scale, setting prices based on realistic costs, tracking cash flow, and establishing clear boundaries between work and rest. This study has a significant limitation: as it employs a literature-based methodology, the discussion above does not quantify the income earned by Economic Education students at Universitas PGRI MPU Sindok, identify the primary expenses they cover, or specify the number of hours they work. Drawing conclusions about the specific circumstances of students at this institution would

require primary data, such as that obtained through interviews or surveys. Given this limitation, the findings of this study are best understood as a synthesis of existing research and a framework for conceptualizing the potential role of side hustles, rather than as a statistical overview of the entire student body.

D. CONCLUSION

Based on a literature review, it can be concluded that a "side hustle" holds significant potential for supporting the financial needs of Economics Education students during their studies. Engaging in side ventures outside of academic activities can provide an additional source of income to help cover various expenses, such as transportation, daily consumption, internet access, books, course supplies, and personal necessities. These side hustles may take the form of retail, skill-based services, or digital work—all of which can be tailored to a student's individual capabilities, available capital, and time constraints.

Beyond helping to meet financial needs, side hustles also have the potential to foster independence, financial literacy, communication skills, decision-making abilities, and entrepreneurial experience. Through such activities, Economics Education students can apply the knowledge gained during their coursework to real-world economic practices—for instance, by setting prices, managing capital, executing promotional efforts, and recording financial transactions. Nevertheless, these activities also present challenges, including limited capital, unpredictable income, physical or mental exhaustion, and the difficulty of balancing work commitments with academic obligations.

E. REFERENCES

Fitriana, K. T., Nurhaliza, M. R., Fiernaningsih, N., & Rachma Bhakti Utami. (2024). Analisis Perkembangan Transaksi Digital Terhadap Kebiasaan Cashless Payment Mahasiswa Politeknik Negeri Malang. *Ekonomi & Bisnis*, *23*(2), 154–160. https://doi.org/10.32722/eb.v23i2.6829

Hapsari, A. A., Alfayyaz, M. F., Hendrawan, A. T., Izzah, H. S. N., Fajriyah, N., & Anas, S. H. (2025). Motivasi Remaja yang Bergabung dalam Komunitas Peduli Sosial Remaja di Universitas Islam Negeri Walisongo. *Jurnal Mudabbir: Journal Research and Education Studies*, *5*(2).

Ilmi, I., Muslim, K., & Aziz, N. (2025). Efektivitas Peningkatan Mutu Lulusan Melalui Program Pendidikan STISIP Tasikmalaya. *Benchmarking: Jurnal Manajemen Pendidikan Islam*, *9*(1).

Johan, I., Rowlingson, K., & Appleyard, L. (2021). The Effect of Personal Finance Education on The Financial Knowledge, Attitudes and Behaviour of University Students in Indonesia. *Journal of Family and Economic Issues*, *42*(2), 351–367. https://doi.org/10.1007/s10834-020-09721-9

Khalik, H. F., Shalihah, A. A., Saputra, K., Yasser, M., Setiawan, A., Zulqiah, Z., & Anggara, J. (2026). Fenomena Side Hustle di Kalangan Mahasiswa Unram: Studi Kualitatif tentang Motivasi, Strategi Ekonomi, dan Identitas Mahasiswa. *Surplus: Jurnal Ekonomi dan Bisnis*, *5*(1), 805–817. https://doi.org/10.71456/sur.v5i1.2191

Lantara, I. W. N., & Kartini, N. K. R. (2015). Akselerasi Program Edukasi Keuangan Melalui Kolaborasi Bank Indonesia, Lembaga Keuangan, Dan Perguruan Tinggi. *Jurnal Riset Manajemen*, *2*(2).

Putri, S. A., & Wahyudi, W. (2026). Strategi Work-Life-Study Balance Mahasiswa yang Bekerja Part-time dalam Menyeimbangkan Tanggung Jawab Akademik di UIN Walisongo Semarang. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, *9*(2).

Resmiatini, E., & Sari, N. P. (2026). The gig economy paradox: Student beliefs about side hustle as opportunity and barrier to entrepreneurship. *Journal of Management and Digital Business*, *6*(1), 463–480. https://doi.org/10.53088/jmdb.v6i1.2682

Ridwan, N. H., & Alrizqi, D. G. (2025). Perjalanan Kewirausahaan Mahasiswa dengan Usaha Sampingan: Sebuah Kajian Fenomenologis tentang Motivasi dan Praktik Pemasaran.

Journal of Innovative and Creativity, *5*(3).
Siahaan, G., & Wardayani, W. (2026). Dampak Pendapatan Side Hustle Terhadap Kemandirian Finansial Generasi Z. *JIBEMA: Jurnal Ilmu Bisnis, Ekonomi, Manajemen, dan Akuntansi*, *3*(4), 1769–1778. https://doi.org/10.62421/jibema.v3i4.602
Ulhaq, A. D., & Ariwijaya, A. (2026). Fenomena Side Hustle pada Mahasiswa Manajemen dalam Menghadapi Ketidakpastian Ekonomi: Sebuah Studi Literatur. *JOSHE: Journal of Social Humanities and Education*, *2*(1).