ANALYSIS OF TEAMWORK AND WORK-LIFE BALANCE IN ENHANCING MOTIVATION OF PART-TIME WORKING STUDENTS

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Abstract

This study aims to examine the influence of teamwork and work-life balance on the motivation of part-time working students in Pamulang City. A quantitative research design using a survey method was employed, with data collected via an online questionnaire distributed to 100 part-time student respondents in September 2025. The sample was selected using purposive sampling, and the questionnaire measured three main constructs: teamwork, work-life balance, and motivation. Data were analyzed using multiple linear regression with SPSS 26 after testing for validity, reliability, and classical assumptions, including normality, multicollinearity, heteroscedasticity, and linearity. The results indicate that teamwork ($t = 3.798$, $p < 0.05$) and work-life balance ($t = 4.993$, $p < 0.05$) both have a positive and significant effect on student motivation individually. The ANOVA test showed that the regression model is significant overall ($F = 129.412$, $p < 0.05$), while the coefficient of determination ($R^2 = 0.727$) indicates that 72.7% of the variation in motivation is explained by teamwork and work-life balance. These findings suggest that fostering effective teamwork and supporting work-life balance can substantially enhance the motivation of part-time students, contributing to improved academic and work performance. Practical implications include designing institutional policies that promote collaborative environments and flexible scheduling to support student well-being and engagement.

Keywords:
Teamwork, Work-life Balance, Motivation, Part-time Student.

Introduction

The increasing number of part-time working students in higher education reflects the growing need to balance financial demands, academic responsibilities, and career preparation. These students face unique challenges as they navigate multiple roles that can strain their time, energy, and motivation (Rahima & Tumin, 2025; Al Azis & Yusanti, 2021). When academic and work demands are not well balanced, students often experience decreased learning motivation, lower academic performance, and reduced overall quality of life (Talip et al., 2021; Hasyim & Bakri, 2025). Therefore, identifying the factors that influence motivation—particularly teamwork and work-life balance (WLB)—is essential in understanding how part-time students can sustain engagement and achievement.

Work-life balance refers to an individual's ability to manage personal, academic, and professional responsibilities harmoniously so that these domains support one another rather than create conflict (Irfan et al., 2023; Marecki, 2023). For part-time students, achieving WLB is often challenging due to time pressure, fatigue, and overlapping commitments, which can diminish both intrinsic and extrinsic motivation (Patria et al., 2025; Duong-Vo et al., 2024). Rahima and Tumin (2025) found that Muslim part-time students at Muhammadiyah University of Yogyakarta successfully balanced their academic, work, and spiritual responsibilities through disciplined scheduling, effective communication, and adherence to Islamic values such as sincerity, gratitude, patience, and trust in God. These findings suggest that WLB is not only a matter of time management but also of value alignment and emotional regulation, which contribute to sustained motivation and resilience.

Alongside WLB, teamwork emerges as another key determinant of motivation. Effective teamwork enhances student engagement, learning satisfaction, and performance by fostering collaboration, mutual support, and shared accountability. Research shows that strong team identity and constructive interpersonal feedback enable the alignment of individual motivation with collective goals, helping students manage both academic and professional workloads more effectively (Grenier et al., 2024). Satriawati et al. (2022) emphasized that teamwork skills—such as communication, coordination, and conflict management—allow part-time students to optimize resources and maintain a healthy balance between work and study. Through self-determination theory, teamwork contributes to intrinsic motivation by fulfilling psychological needs for relatedness, competence, and autonomy, leading to higher engagement and performance.

Motivation, in turn, acts as a mediating factor between WLB, teamwork, and academic achievement. Studies demonstrate that motivated students are better able to prioritize, manage time, and sustain performance even under demanding circumstances (Patria et al., 2025; Kishwer et al., 2023). Turner (2023) found that part-time PhD students reported greater satisfaction when motivated autonomously, perceiving their research as meaningful and practically relevant. Conversely, work-life imbalance and institutional barriers can erode motivation and well-being (Hasyim & Bakri, 2025; Talip et al., 2021). Excessive workload, constant digital connectivity, and lack of organizational support contribute to burnout, reduced productivity, and emotional exhaustion, emphasizing the need for flexible systems that promote balance and engagement.

In conclusion, this study seeks to empirically analyze how teamwork and WLB influence the motivation of part-time working students. By integrating theoretical perspectives (Dessler, 2020; Robbins & Judge, 2021) and empirical evidence, the research contributes to a deeper understanding of motivational dynamics within this population. It also provides practical insights for institutions to design policies that foster balanced, collaborative, and supportive environments. Ultimately, enhancing teamwork and WLB will empower part-time students to maintain high motivation, achieve academic excellence, and build readiness for future professional challenges

Theoretical Framework

Motivation is a fundamental aspect of human behavior that drives individuals to achieve personal and professional goals, shaped by both intrinsic factors (such as satisfaction and personal growth) and extrinsic factors (like rewards and recognition) (Dessler, 2020; Robbins & Judge, 2021). For part-time working students, motivation is essential for balancing academic, work, and personal responsibilities. Work-life balance (WLB) plays a crucial role in maintaining this motivation by helping students manage time effectively, reduce stress, and prevent burnout (Marecki, 2023; Irfan et al., 2023). Studies by Rahima and Tumin (2025) and Patria et al. (2025) show that disciplined scheduling, communication, and institutional support foster higher motivation and academic performance among part-time students. Similarly, teamwork enhances motivation through collaboration, shared responsibility, and social support, helping students manage workloads more efficiently and improve learning outcomes (Grenier et al., 2024)

While part-time work can strengthen self-efficacy and practical skills (Al Azis & Yusanti, 2021), challenges such as excessive workload and lack of support can lower satisfaction and motivation (Duong-Vo et al., 2024; Hasyim & Bakri, 2025). Despite this, limited research has examined the combined effect of teamwork and WLB on student motivation. Therefore, this study addresses that gap by analyzing how teamwork and WLB jointly influence motivation among part-time students. Drawing on motivational theories from Dessler (2020) and Robbins and Judge (2021), it proposes that teamwork and WLB positively affect motivation, which acts as a mediating variable linking personal well-being, collaboration, and academic success

Based on this theoretical foundation, the study proposes that work-life balance and teamwork positively influence the motivation of part-time students, with motivation serving as a mediating variable that connects personal well-being, social collaboration, and academic performance. Based on the above discussion, the conceptual framework can be illustrated as follows:
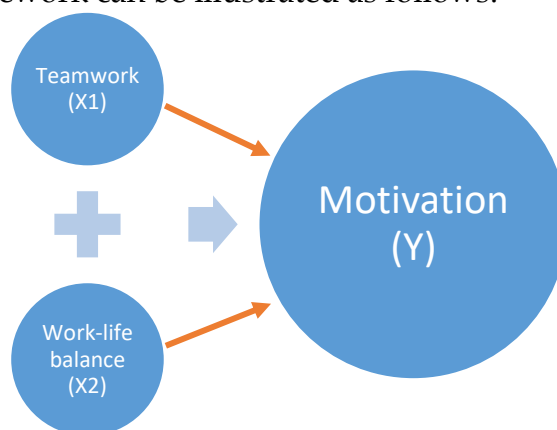

Figure 1. Conceptual Framework

Based on this conceptual framework, the study formulates the following hypotheses:

- H1: Teamwork positively affects the motivation of part-time working students.

- H2: Work-life balance positively affects the motivation of part-time working students.
- H3: The interaction of work-life balance and teamwork significantly enhances motivation.

Method

This study employs a quantitative research design using a survey method to investigate the influence of work-life balance and teamwork on the motivation of part-time students. Data were collected through an online questionnaire via Google Forms, distributed to 100 part-time student respondents in Pamulang City during September 2025. The sample was selected using a purposive sampling technique, targeting students actively engaged in part-time employment while pursuing their academic studies, with the sample size determined based on the Lemeshow formula to ensure statistical reliability (Walliman, 2021). The questionnaire measured three main constructs work-life balance, teamwork, and motivation using Likert-scale items, and underwent validity testing through item-total correlations (r > 0.30) and reliability testing with Cronbach's alpha (α ≥ 0.70) to ensure consistency and accuracy of the measures (Walliman, 2021). Before conducting multiple linear regression using SPSS 26, the data were tested for classical assumptions to ensure the validity of results, including normality (Kolmogorov-Smirnov test), multicollinearity (VIF < 10, tolerance > 0.10), heteroscedasticity (residual scatterplots), and linearity (observed versus predicted plots) (Gujarati & Porter, 2009; Montgomery, Peck, & Vining, 2021). After meeting these assumptions, regression analysis was performed to determine the magnitude and significance of the effects of work-life balance and teamwork on motivation.

Results

This study, conducted in Pamulang City in mid-October 2025, involved 100 part-time student respondents who completed an online questionnaire via Google Forms measuring three key variables: teamwork, work-life balance, and motivation, each consisting of five items. The questionnaire assessed students' collaboration experiences, time management between study and work, and motivation to achieve goals. Most respondents were aged 20–25 (74%), predominantly female (60%), and largely from management programs (78%), with the remainder from fields such as accounting, hospitality, education, law, and engineering. In terms of employment, 70% were full-time workers and 30% part-time. These characteristics show that the sample primarily comprised young, working female management students, making it suitable for examining how teamwork and work-life balance influence their academic and work motivation.

1. **Validity Test**

Table 2. Validity Test

Variabel	Indikator	R hitung	Keterangan
Teamwork (X1)	X1_1	0,891 > 0,195	Valid

	X1_2	0,792 > 0,195	Valid
	X1_3	0,901 > 0,195	Valid
	X1_4	0,932 > 0,195	Valid
	X1_5	0,885 > 0,195	Valid
Work-life Balance (X2)	X2_1	0,898 > 0,195	Valid
	X2_2	0,911 > 0,195	Valid
	X2_3	0,894 > 0,195	Valid
	X2_4	0,879 > 0,195	Valid
	X2_5	0,814 > 0,195	Valid
Motivasi (Y)	Y1	0,870 > 0,195	Valid
	Y2	0,894 > 0,195	Valid
	Y3	0,928 > 0,195	Valid
	Y4	0,915 > 0,195	Valid
	Y5	0,904 > 0,195	Valid

Source: SPSS 26, data processed (2025)

The validity test was carried out by comparing the calculated r value of each indicator with the table r = 0.195 at a significance level of 5% and a sample of 100 respondents. The results of the analysis showed that all indicators in the variables Teamwork (X1), Work-life Balance (X2), and Motivation (Y) had a calculated r value greater than the r table, which ranged from 0.792 to 0.932. This means that each question item is declared valid, because it is able to measure the aspect that should be measured. Thus, all indicators are worth using for further analysis because they are statistically proven to have a strong correlation to their respective variables.

2. Reliability Test

Table 3. Relibility test

Variabel	Cronbach's Alpha	Result
Teamwork (X1)	0.928 > 0.7	Reliabel
Work-life Balance (X2)	0.925 > 0.7	Reliabel
Motivation (Y)	0.943 > 0.7	Reliabel

Source: SPSS 26, data processed (2025)

The results of the reliability test showed that all research variables had a Cronbach's Alpha value above 0.7, namely Teamwork (0.928), Work-life Balance (0.925), and Motivation (0.943). These values show an excellent level of internal consistency, so that the questionnaire instrument is considered reliable and able to produce stable and reliable data. With this high reliability, it can be concluded that each indicator in the study variables provides consistent results and can be used for regression analysis or subsequent hypothesis testing.

3. Classical Assumption Tests

  a. Normality Test

Table 4. Normality Test (One-Sample Kolmogorov-Smirnov Test)

Test Statistic	Asymp. Sig. (2-tailed)[c]
0.131	0,057

Source: SPSS 26, data processed (2025)

The results of the normality test using the One-Sample Kolmogorov-Smirnov method showed a significance value (Asymp. Sig. 2-tailed) of 0.057, and a Monte Carlo Sig. (2-tailed) value of 0.052, both of which were greater than α = 0.05. This shows that the residual data is normally distributed, because there is no significant difference between the actual data distribution and the theoretical normal distribution. Thus, the assumption of normality is met, which means that the regression model is feasible to use in subsequent inferential analysis without the need for data transformation.

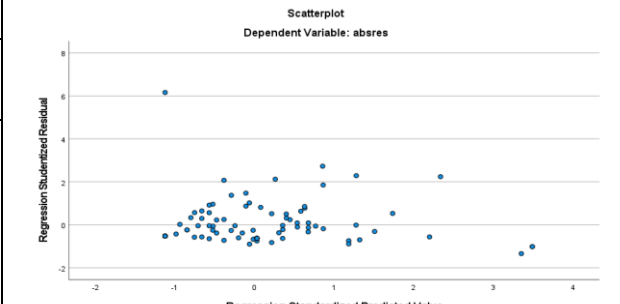b. **Multicollinearity Test**

Table 5. Multicollinearity Test

No.	Tolerance	VIF
Teamwork (X1)	.277	3.614
Work-life Balance (X2)	.277	3.614

Source: SPSS 26, data processed (2025)

The results of the multicollinearity test showed that the variables Teamwork (X1) and Work-life Balance (X2) had Tolerance = 0.277 and VIF = 3.614. Based on the general criteria (Tolerance > 0.10 and VIF < 10), the two independent variables did not experience symptoms of multicollinearity, meaning that there was no strong linear relationship between independent variables in the regression model.

c. **Heteroscedasticity Test**

Table 6. Heteroscedasticity Test

No.	t	Sig.	
Teamwork (X1)	.586	.559	
Work-life Balance (X2)	1.156	.250	

Source: SPSS 26, data processed (2025)

The results of the heteroscedasticity test using the Glejser method showed that the significance values for the Teamwork (X1) and Work-Life Balance (X2) variables were 0.250 and 0.413, both greater than α = 0.05, indicating no heteroscedasticity in the model. This means the residuals have constant variance (homoskedastic), allowing the regression results to be interpreted accurately without bias. Supporting this, the scatterplot between ZPRED and SRESID shows a random distribution of data points above and below the zero axis with no clear pattern, confirming the absence of systematic variance differences.

d. **Linearity Test**

Table 7. Linearity Test

	Variable	Statistic
(Combined)	19.773	.000
Linearity	262.516	.000
Deviation from Linearity	3.590	.000

Source: SPSS 26, data processed (2025)

The linearity test results presented in Table 1 indicate a significant linear relationship between the independent variable(s) and the dependent variable. Specifically, the linearity statistic shows a value of 262.516 with a significance level of 0.000, which is below the 0.05 threshold, indicating that the relationship between the variables is linear (Gujarati & Porter, 2009; Montgomery, Peck, & Vining, 2021). The deviation from linearity value of 3.590 with a significance of 0.000 suggests that there are minor deviations from perfect linearity, but these deviations are statistically significant, implying that the model captures the primary linear trend in the data while allowing for small nonlinear effects.

5. Regression Analysis

Table 8. Regression Analysis

Variable	Unstandardized Coefficients B
(Constant)	0.441
Teamwork (X1)	0.400
Work-life Balance (X2)	0.496

Source: SPSS 26, data processed (2025)

Based on the results of the multiple linear regression analysis above, the regression equation is as follows:

$$Y = 0.441 + 0.400X_1 + 0.496X_2,$$

Where Y is the variable of Part-Time Worker Student Motivation, X_1 is Teamwork, and X_2 is Work-life Balance. With the following interpretation:

1) The constant value (B = 0.441) shows that when the variables Teamwork and Work-life Balance are zero, the motivation of part-time working students still has a base value of 0.441.

2) A regression coefficient for Teamwork (X_1) of 0.400 means that every one unit increase in teamwork will increase student motivation by 0.400 units, assuming the other variables are constant.

3) A regression coefficient for Work-life Balance (X_2) of 0.496 shows that every one unit increase in work-life balance will increase student motivation by 0.496 units. This value is the largest coefficient between the two independent variables, indicating that work-life balance has a stronger influence on motivation than teamwork.

6. Hypothesis Testing

   a. t-test

Table 9. t-test

Variabel	tstatistic	p-value
Teamwork (X1)	3.798 > 1.984	0,000 < 0.05
Work-life Balance (X2)	4.993 > 1.984	0,000 < 0.05

Source: SPSS 26, data processed (2025)

To determine the influence of each independent variable on the motivation of part-time working students, a t-test was used with a significance level (α) = 0.05 and a sample count of n = 100, as well as the number of independent variables k = 2. Then

the value t of the table can be searched with the formula df = n – k – 1 = 100 – 2 – 1 = 97, so that t table = 1.984. The results of the analysis showed that the Teamwork variable (X_1) had a calculated t value = 3.798 > table t = 1.984 with sig. = 0.000 < 0.05, which means that teamwork has a positive and significant effect on the motivation of part-time student workers. Furthermore, the Work-life Balance variable (X_2) has t calculation = 4.993 > table t = 1.984 with sig. = 0.000 < 0.05, which means that work-life balance also has a positive and significant effect on motivation.

b. **F-test**

Table 10. F-test
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig..
1	Regression	1517.888	2	758.944	129.412	.000b
	Residual	568.862	97	5.865		
	Total	2086.750	99			

Source: SPSS 26, data processed (2025)

The results of the ANOVA test showed that the F calculation = 129.412 > F table = 3.09 (df2 = 100 – 2– 1 = 97) with significance values = 0.000 < 0.05, which means that the regression model is simultaneously significant. In other words, the variables Teamwork (X_1) and Work-life Balance (X_2) together have a significant effect on the Motivation (Y) of part-time working students.

7. **Coefficient of Determination (R^2)**

Table 11. Coefficient of Determination

R Square	Adjusted R Square
0.727	0.722

Source: SPSS 26, data processed (2025)

The R-Square value = 0.727 means that 72.7% of the variation in the motivation of part-time working students is influenced by both independent variables, namely teamwork and work-life balance, while the remaining 27.3% is influenced by other factors outside the model, such as job satisfaction, study load, economic conditions, or social support from the surrounding environment.

Discussion
1. The Effect of Teamwork on Motivation

The study found that teamwork has a significant positive influence on the motivation of part-time students (t = 3.798; p < 0.05), demonstrating that collaboration, mutual support, and shared responsibility within groups play a vital role in fostering motivation. According to self-determination theory (Grenier et al., 2024), teamwork fulfills students' psychological needs for relatedness, competence, and autonomy — key components of intrinsic motivation. When part-time students engage in cooperative learning and share workloads, they experience a sense of belonging and

support, which enhances their confidence and engagement in both academic and professional contexts. Empirical findings by Satriawati et al. (2022) affirm that teamwork helps distribute workload efficiently, reduces stress, and sustains motivation, while Rahima and Tumin (2025) emphasize the role of teamwork in managing multiple responsibilities among Muslim part-time students.

Practically, this implies that universities and employers should create environments that foster collaboration through peer mentoring, group assignments, and teamwork-oriented projects. Such initiatives not only enhance student motivation but also develop essential skills like communication, leadership, and problem-solving. Teamwork encourages shared accountability and interpersonal learning, contributing to higher satisfaction and performance outcomes. As Dessler (2020) and Robbins and Judge (2021) suggest, motivation is reinforced when individuals work toward collective goals supported by social interaction and feedback. Thus, teamwork serves as both a motivational driver and a mechanism for personal and professional growth among part-time students.

2. The Effect of Work-Life Balance on Motivation

The study also demonstrates that work-life balance (WLB) positively and significantly influences motivation ($t = 4.993$; $p < 0.05$), highlighting the importance of personal well-being and time management in sustaining student engagement. Maintaining a balance between academic and work responsibilities enables students to reduce stress, prevent burnout, and sustain focus and energy (Marecki, 2023; Irfan et al., 2023). Theoretical perspectives by Dessler (2020) and Robbins and Judge (2021) explain that motivation increases when individuals effectively manage multiple roles, achieving satisfaction in both personal and professional domains. Empirical studies by Patria et al. (2025) and Rahima and Tumin (2025) support this finding, indicating that disciplined time management, strategic scheduling, and supportive environments enhance motivation and well-being. Conversely, as Hasyim and Bakri (2025) noted, poor balance can diminish mental health and reduce students' drive to learn and work effectively.

In practice, promoting WLB among part-time students requires institutional and organizational commitment. Universities should offer flexible academic policies, counseling support, and manageable workloads, while employers should provide flexible scheduling and understanding supervision. These supportive structures help students maintain equilibrium between their academic and professional lives, thereby improving performance and long-term motivation. Talip et al. (2021) affirm that supportive environments and flexible arrangements enhance students' quality of life and engagement. Hence, maintaining a healthy WLB is not only essential for motivation but also for sustaining students' physical, mental, and emotional well-being.

3. The Interaction of Teamwork and Work-Life Balance on Motivation

The simultaneous influence of teamwork and work-life balance on motivation was found to be highly significant ($F = 129.412$; $p < 0.05$; $R^2 = 0.727$), meaning that

72.7% of the variation in motivation is explained by these two factors. This demonstrates that teamwork and WLB operate synergistically—teamwork strengthens social support and accountability, while WLB ensures that students have the physical and emotional resources to engage productively. Self-determination theory (Grenier et al., 2024) reinforces this idea by emphasizing the integration of social relatedness and personal autonomy as key to sustaining intrinsic motivation. Previous studies (Hasyim & Bakri, 2025; Talip et al., 2021) similarly found that when students experience both supportive teamwork and effective balance, their motivation and well-being increase significantly.

Practically, this finding suggests that universities and employers should adopt holistic strategies combining teamwork enhancement with WLB initiatives. Academic programs could include team-based projects with flexible deadlines, mentorship systems, and peer collaboration activities that accommodate students' work schedules. Workplaces should promote teamwork while respecting academic obligations. Such integrated support empowers part-time students to remain motivated, resilient, and engaged across their dual roles. Overall, the study contributes to theory and practice by showing that motivation is best sustained through the interplay between social collaboration and personal balance, offering a comprehensive framework for enhancing part-time student success.

Conclusions

The study concludes that teamwork and work-life balance (WLB) both play crucial and mutually reinforcing roles in enhancing the motivation of part-time students. Teamwork significantly boosts motivation by providing social support, shared responsibility, and opportunities for collaborative learning, fulfilling key psychological needs such as relatedness, competence, and autonomy. At the same time, maintaining a healthy work-life balance enables students to manage academic and professional responsibilities effectively, reducing stress and sustaining their energy and engagement.

When combined, teamwork and work-life balance create a powerful synergy that explains a substantial portion of students' motivation levels. Supportive teamwork strengthens students' sense of belonging and accountability, while good WLB ensures they have the emotional and physical capacity to participate meaningfully. Therefore, motivation is maximized when part-time students experience both strong collaborative environments and well-managed personal schedules.

For practical application, universities and employers should adopt integrated support systems—promoting teamwork through group activities and peer mentoring while also offering flexible scheduling, academic accommodations, and counseling resources. These combined strategies not only enhance motivation but also contribute to the overall well-being, resilience, and performance of part-time students.

Acknowledgments

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