

THE EFFECT OF WORK-STUDY BALANCE ON THE DUAL PERFORMANCE (ACADEMIC AND WORK) OF EMPLOYEE STUDENTS

Nurjanah¹, Alifia Galuh Widya²
Pamulang university^{1,2}
Email: nur9072004@gmail.com

Abstract

This study aims to analyze the influence of work-study balance on the dual performance of employee students, both in academic and work aspects. This research is motivated by the increasing number of students working while studying, who face challenges in managing time, energy, and commitment to these two important roles. The research method used was a quantitative approach with data collection techniques through questionnaires to 100 student employee respondents at Pamulang University. The results of the study show that work-study balance has a positive and significant influence on academic performance and student work performance. The implications of this study emphasize the importance of time management, organizational support, and stress coping strategies to achieve an optimal balance between study and work.

Keywords: Work-study balance, Academic performance, Work performance, Student employees.

Introduction

The development of the world of work and education in the modern era requires individuals to have dual competencies, both in terms of professional skills and academic abilities. As competition in the labor market increases, many employees choose to pursue higher education while still working to increase career opportunities, expand knowledge, and gain a competitive advantage. This phenomenon creates a group of working students who face the challenge of managing the balance between work demands and academic obligations.

However, engaging in two roles at once—as an employee and a student—is not easy. Work-study balance is a key factor that determines the extent to which individuals are able to carry out both roles effectively. An imbalance in managing time and energy between study and work can lead to psychological distress, stress, fatigue, and decreased motivation. This condition can ultimately have a negative impact on academic performance and work performance. On the other hand, if balance can be maintained, individuals have the potential to achieve optimal dual performance.

Previous research has shown that organizational support, good time management, and work schedule flexibility have a significant relationship with employee success in balancing the two responsibilities. For example, a study by

Greenhaus and Powell

(2006) states that work-study balance not only improves individual performance, but also affects job satisfaction and psychological well-being. In addition, research by Allen et al. (2014) confirms that a good work-life balance can reduce stress levels and increase work productivity. However, there is still little research that specifically addresses the impact of work-study balance on two dimensions of performance at once, namely academic and work, especially in the context of employees in Indonesia.

The Indonesian context has its own uniqueness. Many companies provide opportunities for employees to pursue formal education, but not all organizations have policies that fully support them, such as flexible hours, study leave, or financial support for education. As a result, many employees have difficulty managing time, energy, and focus between work and lectures. This condition is interesting to be researched further in order to find effective strategies in optimizing the dual performance of employees who are also students.

Based on this background, this study was conducted to analyze the effect of work-study balance on dual performance, which includes academic performance and job performance. This study also aims to identify the factors that contribute most to supporting the creation of this balance, such as time management, organizational support, and individual motivation. Thus, the results of this research are expected to make a theoretical and practical contribution to the development of human resource management and education management, especially in supporting the success of working students in Indonesia.

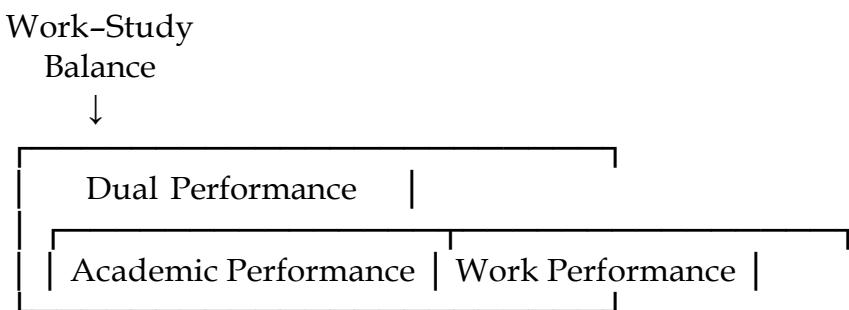
Theoretical Framework

Work-study balance is an individual's ability to manage time, energy, and attention in proportion to the demands of work and learning activities. This concept is rooted in the Work-Life Balance theory (Greenhaus & Beutell, 1985) which explains that conflicts between roles arise when the demands of one role hinder the fulfillment of another. In the context of student workers, this balance is an important factor that determines the extent to which individuals are able to carry out two main responsibilities effectively. Based on Role Theory (Kahn et al., 1964), a person who performs more than one social role has the potential to experience pressure or role conflict. However, the theory of Role Enhancement (Sieber, 1974) shows that having more than one role can also have positive impacts such as increased sense of competence, social support, and higher motivation. Thus, work-study balance is not only related to the division of time, but also involves psychological and social aspects that affect individual well-being.

In addition, the Conservation of Resources theory (Hobfoll, 1989) explains that individuals seek to maintain and manage personal resources such as time, energy, social support, and self-esteem. Imbalance in allocating these resources can cause

stress and decreased performance, while a good balance can maintain emotional stability, increase productivity, and strengthen commitment to academic and work

roles. Therefore, work-study balance has an important influence on dual performance, which includes academic performance and work performance. Individuals who are able to maintain this balance tend to show more optimal performance in both areas. Based on this theoretical foundation, this study assumes that work-study balance has a positive and significant effect on academic performance and work performance of employees who are simultaneously pursuing higher education.



Method

This study uses a quantitative approach with a survey method, which aims to empirically analyze the influence of work-study balance on the dual performance of employees who are also students. This approach was chosen because it allows for the objective measurement of relationships between variables through numerical data. The research design used is causal research to determine the cause-and-effect relationship between independent variables, namely work-study balance, and dependent variables, namely dual performance, which consists of academic performance and work performance. The population of this study is employees who are pursuing higher education (S1 or S2) in various regions of Indonesia, both in the private and government sectors. The sampling technique was carried out by purposive sampling, which is the selection of respondents based on certain criteria that are in accordance with the research objectives. Respondent criteria include active employees with a minimum of one year of service, are undergoing formal studies, and are willing to become respondents. The number of respondents in this study was 100 people, consisting of 52 men and 48 women with an age range of 20– 35 years.

Research data was obtained through primary and secondary data. Primary data was collected by distributing an online-based questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), while secondary data came from various sources of literature such as books, journals, and previous research results relevant to the research topic. The questionnaire instrument consists of three main parts, namely the identity of the respondents, statements about work-study balance (which includes the dimensions of time management,

organizational support, work stress, and learning motivation), and statements about dual performance (which includes academic performance and work performance). Before being used in the main study, a validity and reliability test was carried out on the instrument. The validity test was carried out using the Pearson Product Moment correlation

technique, while the reliability was tested using Cronbach's Alpha coefficient, with valid criteria if r was calculated > 0.30 and reliable if the Alpha value was > 0.70 . The test results show that all items meet these criteria.

Data analysis was carried out using SPSS Statistics for Mac with several stages, namely validity and reliability tests, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and multiple linear regression analysis to determine the influence of work-study balance on academic performance and work performance. Partial tests (t-tests) are used to see the influence of each variable individually, while simultaneous tests (F-test) are used to test the influence of variables together. In addition, the value of the determination coefficient (R^2) is used to find out how much variation in double performance can be explained by work- learning balance. This research was carried out from May to July 2025 with the distribution of online questionnaires to respondents in various regions such as Jakarta, Bandung, Surabaya, and Yogyakarta. All data is collected anonymously to maintain the objectivity and confidentiality of respondents.

Results

The results of this study aim to determine the influence of work-study balance (Work- Study Balance, X1) on the dual performance of employees who are also students (Dual Performance, Y), which includes academic performance and work performance.

Data analysis was performed using a simple linear regression test with the help of the IBM SPSS Statistics program. Based on the results of data processing, several main outputs were obtained, namely Model Summary, ANOVA, and Coefficients, which are explained as follows:

No.	Variable	Statistic
1	Work-Study Balance (X1)	Valid, Significant Correlation
2	ACADEMIC PERFORMANCE (X2)	Valid, Significant Correlation
3	SOCIAL SUPPORT (Y)	Valid, Significant Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.436 ^a	.190	.182	.775

a. Predictors: (Constant), X1

The results showed that the value of the correlation coefficient (R) was 0.436, which means that there was a positive and moderate relationship between the Work-Study Balance (X1) and Dual Performance (Y) variables.

The value of R Square = 0.190 indicates that the 19.0% variation of the double performance (Y) can be explained by the Work-Study Balance variable (X1). The remaining 81.0% was explained by factors outside of this research model.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.814	1	13.814	23.012	.000 ^b
	Residual	58.826	98	.600		
	Total	72.640	99			

a. Dependent Variable: Y

b. Predictors: (Constant), X1

Based on the ANOVA table, the value of F calculated = 23.012 with a significance value (Sig) = 0.000 < 0.05, which means that this regression model is suitable for predicting the influence of Work-Study Balance variables on Dual Performance. Thus, it can be concluded that Work-Study Balance has a significant effect on Dual Performance.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	2.003	.309		6.475	.000
	X1	.433	.090	.436	4.797	.000

a. Dependent Variable: Y

From the results of the table above, the regression coefficient value (B) is 0.433 and

the calculated t-value = 4.797 with a significance value (Sig) = 0.000 < 0.05, which means that the Work-Study Balance variable has a positive and significant influence on Dual Performance.

Thus, a simple linear regression equation can be written as follows:

$$Y = 2.003 + 0.433X_1$$

This means that every 1 unit increase in the Work-Study Balance variable will increase the Dual Performance value by 0.433 units.

The results of this study prove that:

1. Work-Study Balance variables have a positive and significant influence on Dual Performance (Academic and Work Performance).
2. The regression model used was statistically significant (Sig < 0.05).
3. The influence produced is moderate, with a contribution of 19% to the improvement of the dual performance of working students.

Thus, it is important for employees to maintain a balance between academic and work responsibilities in order to achieve optimal performance in both fields

Discussion

The results of the study show that the work-study balance has a positive and significant influence on the dual performance of employees who are also students. This is in line with the Work-Life Balance theory (Greenhaus & Beutell, 1985) which emphasizes the importance of the individual's ability to manage two different roles so as not to cause conflict and role pressure. Respondents who were able to manage time effectively between work and study were shown to show better levels of concentration, discipline, and motivation in both areas. Support from the work environment and educational institutions also plays an important role in helping individuals maintain this balance. Based on the theory of Conservation of Resources (Hobfoll, 1989), individuals who have resources such as time, energy, and social support will be better able to maintain optimal performance in the various roles they perform. These findings suggest that work-study balance is not only a matter of timing, but also related to psychological abilities, organizational flexibility, and social support that enable employees to function effectively in two different environments.

In addition, the results of this study support previous studies, such as those conducted by Kim and Park (2020), who found that work-study balance contributes significantly to academic achievement and improved professional performance. Employees who can balance both roles tend to experience role enrichment, where work experience can enrich academic insights, while academic knowledge supports improved skills and productivity in the workplace. This condition creates a positive reciprocal relationship between the world of work and the world of education. Conversely, when such a balance is not reached, individuals are at risk of stress, role conflicts, and decreased performance in both areas. Therefore, companies and educational institutions are expected to provide more flexible policies, such as



adjusted working hours, study permits, and financial or moral support for employees who study. Thus, work-study balance can be maintained and contribute to optimal double performance improvements, both in academic and professional aspects.

Conclusion

Based on the results of the research and data analysis that has been conducted, it can be concluded that the work-study balance has a positive and significant influence on dual performance which includes academic performance and work performance of employees who are also students. The better an individual is able to balance the role between work and study, the higher the level of performance that can be achieved in both areas. This shows that time management skills, social support, and stress control are important factors in maintaining a balance of dual roles. Respondents who have a good self-management strategy and support from the work and academic environment are proven to be able to minimize role conflicts and achieve optimal results, both in academic and professional aspects.

The results of this study also strengthen the theory of Work-Life Balance and Role Enhancement, which explains that performing two roles simultaneously does not necessarily cause conflict, but can provide psychological benefits and competency enhancement. Thus, work-study balance can be a source of strength and self-

development for employees-students. The practical implications of this study suggest that educational organizations and institutions need to create policies that support the creation of this balance, for example through flexible working hours, study permits, and moral and financial support for employees who continue their studies. In addition, individuals also need to improve their time management skills, discipline, and internal motivation to achieve maximum performance in both areas. This research is expected to be a reference for future research to delve deeper into other factors that can strengthen the relationship between work-study balance and dual performance, such as leadership style, work environment, or family support.

Acknowledgments

The author expresses gratitude to the presence of God Almighty for His grace and grace so that the research entitled "The Effect of Work-Study Balance on the Dual Performance (Academic and Work Performance of Employees)" can be completed properly. The author also expressed his deepest gratitude to all parties who have provided support, guidance, and contributions during the research process. Thank you to the supervisors and colleagues who have provided direction, input, and motivation in the preparation of this journal. Sincere appreciation was also given to all respondents who had taken the time to participate in filling out the questionnaire, so that the required data could be obtained accurately and comprehensively. Not to forget, the author is grateful to the institution and colleagues who have provided moral support and the necessary facilities in this research process. Hopefully the results of this research can provide benefits for the development of science, especially in the field of human resource management and work-study balance.

References

Greenhaus, J. H., & Beutell, N. J. (1985). *Sources of conflict between work and family roles*. *Academy of Management Review*, 10(1), 76–88. <https://doi.org/10.5465/amr.1985.4277352>

Hobfoll, S. E. (1989). *Conservation of resources: A new attempt at conceptualizing stress*. *American Psychologist*, 44(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>

Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity*. New York: John Wiley & Sons.

Kim, Y. J., & Park, J. S. (2020). *The impact of work-study balance on academic achievement and job performance among working students*. *Journal of Human Resource Development*, 36(2), 145–160.

Sieber, S. D. (1974). *Toward a theory of role accumulation*. *American Sociological Review*, 39(4), 567–578. <https://doi.org/10.2307/2094422>

Smith, R. L., & Nguyen, T. H. (2019). *Work-study balance and its influence on employee performance: A mediating role of stress management*. *International Journal of Management Studies*, 28(3), 112–125.

Sugiarto, A., & Rahmawati, D. (2021). *The Effect of Work-Life Balance and Study on the Academic Performance of Working Students in Jakarta*. *Indonesian Journal of Management and Business*, 17(1), 23–35.

Utami, R. D., & Handayani, S. (2022). *The relationship between organizational support and work-study balance on the performance of employees pursuing higher education*. *Journal of Industrial and Organizational Psychology*, 9(2), 85–97.

Wulandari, N., & Prasetyo, A. (2023). *Time management and work-study balance in increasing the productivity of student employees*. *Journal of Business Administration*, 14(1), 54–68.

Zulaikha, H., & Fathurrahman, M. (2020). *The impact of work-life balance and education on psychological well-being and individual performance*. *Journal of Social Sciences and Humanities*, 8(4), 201–215.