

## **BETWEEN COLLEGE AND WORK: MEASURING THE LIFE BALANCE OF WORKING STUDENTS AT PAMULANG UNIVERSITY**

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### **Abstract**

Working students often face challenges in balancing academic demands with their professional responsibilities. This dual role frequently generates pressure that can lead to job burnout. This study aims to examine how workload, motivation, and work-life balance influence the level of job burnout among working students at Pamulang University. A quantitative approach was employed by distributing questionnaires to respondents who are both active students and workers. Data were analyzed using multiple linear regression to assess both partial and simultaneous effects of the independent variables on the dependent variable. Theoretically, this study enriches the understanding of psychological and managerial factors that contribute to burnout among working students. Practically, the results are expected to serve as a reference for students in managing motivation and balance in life, and for universities in designing more adaptive academic support strategies.

**Keywords: Workload, Motivation, Work-Life Balance, Job Burnout, Working Students**

### **Introduction**

The changing dynamics of modern life have encouraged many students to take on dual roles, namely as learners and as workers. This phenomenon is also evident at Pamulang University, where a large number of students choose to work to meet their economic needs, gain experience, or develop independence. Nevertheless, performing both roles simultaneously is not an easy task. Working students face the challenge of managing their time, energy, and responsibilities in a balanced manner so that their physical health, psychological well-being, and academic performance are not adversely affected.

Excessive workload, whether from employment or academic activities, has the potential to create pressure that may lead to job burnout. Such conditions can weaken learning enthusiasm and reduce student productivity. On the other hand, strong motivation is believed to be a major driving force that helps students endure these pressures. Meanwhile, achieving work-life balance – equilibrium among academic life, professional work, and personal life – is an essential factor in creating a healthy, focused, and productive condition.

Through this study, it is expected that a clearer understanding can be obtained regarding the influence of workload, motivation, and work-life balance on job burnout among working students. The findings of this research are expected to provide not only theoretical contributions to the development of human resource management studies but also practical implications. For working students, the results may serve as a reflection on how to manage motivation and maintain balance in life to avoid burnout. For the university, the findings are expected to serve as a foundation for formulating more adaptive academic support policies or programs, enabling working students to complete their studies successfully without compromising their psychological well-being or academic performance

### **Theoretical Framework**

The phenomenon of job burnout among working students has increasingly drawn attention in recent academic literature. The dual demands faced by working students—fulfilling both academic obligations and professional responsibilities—often create pressures that negatively affect their psychological well-being. Both theoretical and empirical studies indicate that three primary factors influence job burnout: workload, motivation, and work-life balance. These variables do not operate independently but rather interact in shaping the psychological condition of working students.

Workload is often regarded as the main trigger of burnout. Harahap, Nasution, and Jannah (2025), through a quantitative survey-based study, found that excessive workload and prolonged job stress have a negative impact on work-life balance, which in turn contributes to the emergence of burnout. This finding is consistent with the *Job Demand-Resource (JD-R) model*, which emphasizes that high demands without sufficient resources can lead to emotional and physical exhaustion. In the context of working students, this condition becomes evident when they must handle a heavy academic load while simultaneously fulfilling job responsibilities, leaving little room for rest or personal life development.

In addition to workload, motivation has been shown to serve as a protective factor capable of mitigating burnout. A study by Aswar (2023) on private-sector employees using multiple linear regression analysis revealed that motivation strengthens the positive influence of work-life balance while weakening the negative impact of workload on performance. Although this study focused on employees, its findings are relevant to working students, as they demonstrate how both intrinsic and extrinsic motivation can sustain individual productivity under pressure. This conclusion is reinforced by Aviana, Widjanarko, and Wahyuni (2025), who examined educational organizations and found that motivation plays a significant role in mediating the relationship between work-life balance and workload on organizational performance. Thus, motivation can be viewed as psychological energy that enables students to persist in managing their dual roles.

The concept of work-life balance has also become a major focus in recent literature. Stanley and Sebastine (2023), in their research on social workers in India, emphasized that life balance and social support have a significant influence in reducing burnout

levels. Their study highlighted that maintaining balance between personal and professional life is not an auxiliary aspect but a key predictor of one's overall quality of life. In the context of students, Aviana et al. (2025) found that those with effective time management skills experienced lower levels of burnout compared to those who struggled to maintain balance. This finding demonstrates that the ability to manage time and energy is a crucial determinant for working students in organizing their daily activities.

In Indonesia, studies focusing on working students have also supported these findings. A 2022 study on part-time students at Universitas Muhammadiyah Kalimantan Timur using survey and regression analysis showed that work-life balance and burnout significantly affect students' academic satisfaction. This implies that academic success is not solely determined by intellectual capacity but also by the extent to which students can maintain balance in their lives. Meanwhile, a study by Putri and Saputra (2021) involving in-depth interviews with working students in Jakarta revealed that intrinsic motivation is the primary determinant of resilience in facing academic fatigue. Students with high motivation are better able to cope with feelings of boredom, while those with low motivation tend to give up easily and experience a decline in performance.

Overall, literature from the 2021–2025 period consistently demonstrates that high workload is closely associated with increased burnout, while motivation and work-life balance act as protective factors that can reduce its impact. However, there remains a research gap, particularly regarding working students at Pamulang University. Therefore, this study seeks to provide more context-specific empirical contributions and offer practical recommendations for students, lecturers, and institutions in creating a healthier, more balanced academic environment that supports the success of working students

## **Method**

### **1. Research Design**

This study employed a quantitative approach using a survey method. This approach was chosen because it enables the measurement of relationships among variables objectively through numerical data that can be analyzed statistically. The research design applied was associative-causal research, which aims to determine the extent of the influence of independent variables on the dependent variable. In this context, the study focused on examining the effects of workload, motivation, and work-life balance on job burnout among working students at Pamulang University.

### **2. Population and Sample**

The population of this study comprised all Pamulang University students who simultaneously take on dual roles as students and workers, either part-time or full-time. Given the relatively large population, a total of 102 respondents were selected as the research sample. The sampling technique used was purposive sampling, with the following criteria: (1) active students of Pamulang University, (2) having either a full-time or part-time job, and (3) willing to complete the research questionnaire

honestly and thoroughly. The sample size of 102 respondents was considered sufficient to provide a representative overview and to meet the minimum requirements for multiple linear regression analysis.

### 3. Research Variables and Indicators

This study consisted of three independent variables and one dependent variable. The independent variables were workload (X1), motivation (X2), and work-life balance (X3), while the dependent variable was job burnout (Y). Indicators for each variable were formulated based on established theories and previous research, as follows:

- a. Workload (X1): task quantity, job complexity, time pressure (Robbins & Judge, 2021).
- b. Motivation (X2): intrinsic motivation, extrinsic motivation (Deci & Ryan, 2022).
- c. Work-life balance (X3): time balance, involvement balance, satisfaction balance (Greenhaus & Allen, 2020).
- d. Job burnout (Y): emotional exhaustion, depersonalization, reduced personal accomplishment (Maslach & Leiter, 2022).

### 4. Research Instrument

The research instrument used was a questionnaire employing a five-point Likert scale, ranging from *strongly disagree* (1) to *strongly agree* (5). Each variable was measured using several statement items constructed based on the predetermined indicators. Prior to being used in the main study, the instrument underwent validity and reliability testing through a pilot test involving a small group of respondents. This ensured that the questionnaire consistently and accurately measured each variable.

### 5. Data Analysis Technique

The collected data were analyzed quantitatively using statistical software. The analysis process involved several stages, beginning with data quality tests, including validity and reliability testing. Next, classical assumption tests were conducted, covering normality, multicollinearity, and heteroscedasticity tests to ensure that the regression model met statistical requirements. The main analysis employed multiple linear regression to examine the influence of workload, motivation, and work-life balance on job burnout among working students. The coefficient of determination ( $R^2$ ) was used to assess the extent to which the independent variables contributed to the dependent variable. Meanwhile, t-tests and F-tests were performed to evaluate the hypotheses both partially and simultaneously.

## Results

### Descriptive Analysis Results

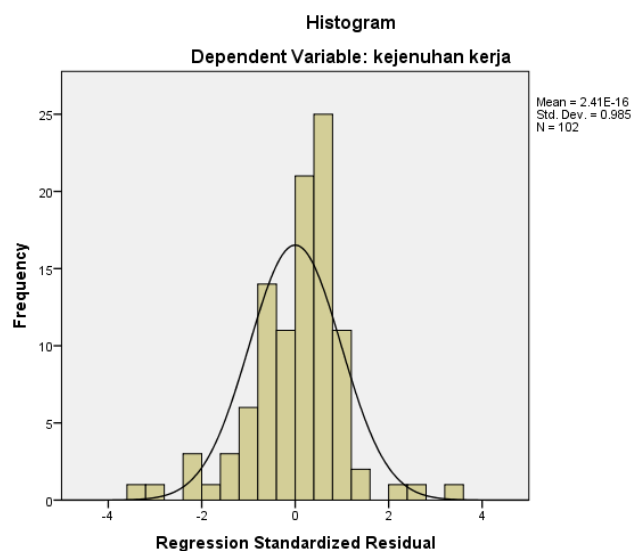
This study involved 102 respondents as the basis for data processing. Based on the results of the descriptive analysis, the mean and standard deviation values for each variable were obtained as follows :

Table 1. Descriptive Statistics Data

Descriptive Statistics			
	Mean	Std. Deviation	N
kejenuhan kerja	15.45	4.742	102
Beban kerja	13.29	4.164	102
Motivasi	13.13	5.030	102
Work-life Balance	15.92	4.402	102

Source: Processed data

From the table, it can be seen that work-life balance has the highest mean value (15.92), while motivation has the lowest mean (13.13). This indicates that, in general, respondents feel fairly capable of maintaining a balance between work and personal life; however, their level of motivation tends to be moderate. The job burnout mean score of 15.45 suggests that some respondents have begun to experience signs of emotional exhaustion or boredom with their work routines. From this description, it can be concluded that student-workers at Universitas Pamulang on average report a relatively better work-life balance compared to their motivation and workload levels



Source: Processed data

Figure 1. Regression Standardized Residual

This pattern aligns with findings from similar studies in Indonesia, which identify role balance as an important protective factor against stress and burnout among part-time workers or working students. However, the high variation in motivation scores indicates heterogeneity in experiences: some students are highly motivated by



financial needs or career goals, while others show lower motivation due to dual pressures. Such descriptive findings are consistent with previous studies emphasizing the role of work-life balance in moderating the impact of workload – therefore, the mean scores are not merely statistics; they represent the diverse life stories behind each respondent.

This phenomenon reflects the dynamics of the modern work environment – where job demands often continue to increase, yet expectations to maintain life balance are also rising. Many individuals feel trapped between the need to achieve and the need to remain mentally healthy.

### **Discussion**

The findings of this study highlight that work-life balance has the most significant influence on job burnout. In today's modern work environment, maintaining balance between professional and personal life is no longer a privilege but a psychological necessity. Employees who can manage both aspects tend to be more emotionally stable and motivated, while those whose lives revolve solely around work are more vulnerable to exhaustion and loss of enthusiasm.

This aligns with the work-family conflict theory (Greenhaus & Beutell, 1985), which explains that imbalance between work and personal roles can lead to psychological stress. When individuals have enough time to rest and engage in personal activities, they develop stronger resilience against burnout.

Interestingly, workload and motivation were not found to significantly affect burnout. This suggests that respondents may already have adaptive strategies – such as effective time management or social support – that help them handle high demands. Moreover, high motivation without proper balance can paradoxically increase burnout risk.

In conclusion, maintaining work-life balance is essential for employee well-being. Organizations should support this through flexible work arrangements and a culture that values personal life alongside professional performance

### **Conclusion**

This study reveals the psychological dynamics of working students at Universitas Pamulang. The results show that job burnout is at a moderate level, indicating that most students experience emotional strain from juggling dual roles as workers and learners, though not to a severe extent.

The key finding is that workload and motivation do not significantly affect burnout, while work-life balance has a positive and significant influence. This means that burnout is not mainly caused by heavy workloads or low motivation, but by the inability to maintain balance between work and personal life. Students who can manage their time for study, work, and rest tend to be more emotionally stable and resilient.

Overall, the three variables explain about 40.7% of burnout variation, suggesting that other factors – such as family support, campus environment, job flexibility, and stress management – also play important roles.

In conclusion, maintaining work-life balance is essential for working students to remain productive and mentally healthy. Balance is not just about dividing time, but about finding harmony and meaning in every role they undertake, allowing learning and work to complement rather than exhaust each other.

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