

BALANCING COLLEGE AND WORK: ITS IMPACT ON STUDENT LIFE SATISFACTION

Putri Kuswarni Agustin¹

Pamulang University¹

putezzputri@gmail.com

Abstract

This study aims to determine how work fatigue and work-life balance affect the life satisfaction of students who work while studying. In Indonesia, more and more students are working while pursuing their studies due to economic pressures and the desire to gain work experience before graduation. This causes challenges in managing time and energy, as well as dividing tasks between studying and working. This study uses a quantitative method by distributing questionnaires to 100 working students from various universities in Indonesia. The data were analyzed using multiple linear regression tests with statistical software. The results show that work-life balance has a positive and significant effect on students' life satisfaction, while work fatigue has no significant effect. The R^2 value of 0.772 indicates that 77.2% of the variation in students' life satisfaction can be explained by these two variables, while 22.8% is influenced by other factors not examined in this study. The results show that life satisfaction is not only influenced by the level of fatigue, but also by students' ability to manage time, prioritize activities, and maintain a balance between college, work, and personal life. The results of this study are expected to provide guidance for universities and the world of work in creating more flexible policies that support the welfare of working students.

Keywords: work fatigue, work-life balance, life satisfaction, working students, time management.

Introduction

The phenomenon of students working while pursuing their education is becoming increasingly common in universities across Indonesia. Many students have to juggle two roles at once, namely as students and workers. This forces them to face challenges in managing their time, energy, and responsibilities between academic demands and work. This situation requires the ability to maintain a balance between personal life, work, and education, known as work-life balance. If this balance is not maintained, it can lead to fatigue, stress, and a negative impact on students' life satisfaction. According to Handayani (2020), maintaining a good work-life balance helps a person remain productive at work without sacrificing mental health and time for themselves, thereby improving their well-being.

Students who work while studying usually do so for economic reasons, to be independent, or to gain work experience before graduating. However, these dual demands often make them feel pressured in terms of time and energy. Research by Fitriani and Rahmawati (2022) shows that students who work experience work fatigue, which can reduce their enthusiasm for learning and social activities. In addition, the inability to manage time between studies and work can lower life satisfaction because they feel they do not have time to rest or socialize. Therefore, effective time management is very important in maintaining a balance between academic and work tasks.

The life satisfaction of working students is included in subjective well-being, which is a person's assessment of the quality of their life in general. According to Rahmawati and Pratiwi (2021), students who are able to maintain a balance between academic tasks and work tend to have higher levels of life satisfaction compared to those who often experience role conflicts. This is because life balance allows students to develop academic performance without sacrificing social life or time to rest. Conversely, if there is no balance, students will be prone to stress, fatigue, and even a decline in academic grades.

Research conducted by Putri (2022) shows that the balance between work and personal life has a positive and significant effect on student happiness in the digital age, especially for those who can manage their time flexibly and use technology to help with academic tasks. On the other hand, Siregar (2021) explains that work fatigue that is not balanced with good time management can damage students' enthusiasm for learning and negatively affect their mental health. This shows that the ability to maintain a balance between time and tasks is important in shaping the well-being of students who work while studying.

From these explanations, it can be concluded that the balance between work, study, and personal life is an important factor that influences students' happiness levels. This study was conducted to understand the extent to which students' ability to manage this balance affects their life satisfaction. The results of this study are expected to provide insight for students, educational institutions, and the world of work regarding the importance of creating a life balance so that students' well-being and academic achievement can be maximized.

Theoretical Framework

Students who work while studying face two challenges at once, namely pursuing knowledge and carrying out work tasks. This situation often makes them feel increasingly stressed and can affect their life balance, fatigue levels, and satisfaction in life. In the field of organizational psychology and management, work fatigue is described as a physical or mental condition that arises due to excessive workload and a lack of personal resources to cope with it (Maslach & Leiter, 2016). Students who work often feel physically exhausted after a full day of activities, as well as mentally exhausted due to the demands of studying, which are just as demanding as their work tasks. If fatigue persists, it not only affects health, but can also reduce quality of life, productivity, and satisfaction in life. Persistent fatigue can develop into burnout, a

condition in which a person runs out of emotional energy, feels distant from themselves, and experiences a decline in personal achievement. Burnout makes it difficult for students to concentrate, causes them to become easily discouraged, and even reduces their motivation to achieve academic and work goals. According to Maslach and Leiter (2016), burnout occurs due to an imbalance between workloads and available resources. In the case of working students, this is usually caused by limited time, energy, and social support.

Therefore, it is important to know the extent to which work fatigue affects students' life satisfaction. On the other hand, the concept of life balance between work and personal life is the basis for understanding how a person maintains a balance between work, study, and personal life. Greenhaus and Allen (2011) define life balance as how well a person is able to engage and feel satisfied in their work and non-work life. For working students, this balance is not only about dividing their time between college and work, but also about their ability to maintain physical health, manage energy, and have time for recreation and social relationships. Frone (2003) adds that life balance is related to stress levels and happiness. Thus, students who are able to manage their time and energy well will find it easier to feel satisfied in life.

Life satisfaction is defined as the way a person evaluates their life based on their standards and expectations (Diener et al., 1985). Diener explains that life satisfaction is an important part of subjective well-being, along with positive feelings and minimal negative feelings. In the case of working students, life satisfaction can be influenced by their ability to complete their studies on time, the financial stability of their job, and the quality of their social and family relationships. If the workload is too heavy, students will feel stressed and find it difficult to meet their expected standards of life satisfaction. Conversely, if they are able to maintain a good balance between their studies, work, and personal life, their level of life satisfaction will be higher. In Indonesia, more and more students are choosing to work while studying due to economic pressures, a desire for independence, or the need to gain work experience before graduating. Local research shows that working students face great pressure in managing their schedules for study, work, and personal life (Sari, 2020). Not only that, according to Wibowo (2019), many students feel stressed due to a lack of support from educational institutions or work environments.

This shows the importance of looking at the relationship between work-life balance, work fatigue, and student life satisfaction, as these factors can affect academic success and quality of life. Based on the theories that have been studied, a framework can be developed suggesting that work fatigue (X1) has a negative effect on student life satisfaction (Y). Meanwhile, work-life balance (X2) is thought to increase student life satisfaction (Y). Therefore, this study will examine the extent to which these two variables – simultaneously or individually – affect the dependent variable, namely the life satisfaction of students who work while studying. This conceptual framework can be written as follows: X1 (Work Fatigue) → (−) → Y (Student Life Satisfaction) X2 (Work-Life Balance) → (+) → Y (Student Life Satisfaction)

From this conceptual framework, the hypotheses proposed in this study are:

H1: Work fatigue has a negative effect on the life satisfaction of students who work while studying.

H2: Work-life balance has a positive effect on the life satisfaction of students who work while studying.

H3: Work fatigue and work-life balance together have a significant effect on the life satisfaction of students who work while studying.

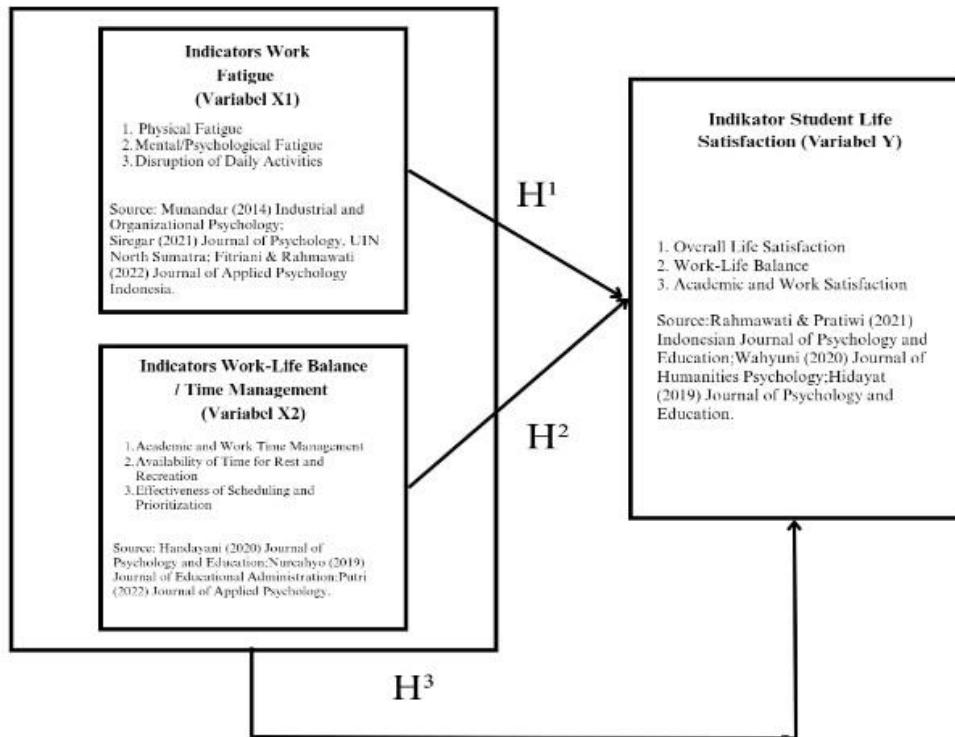


Figure 1. Frame work of thinking

Method

This research method uses a quantitative approach with a correlational design to analyze the relationship between work-life balance and the level of life satisfaction of students who work while studying. The research population includes all active students who are working, either part-time or full-time, at several universities in Indonesia. The sampling technique used was purposive sampling, with the criteria that respondents must be at least 19 years old, have been working for three months, and still be active students. The number of samples used in this study was 100 respondents.

Data was collected through a closed questionnaire using a five-point Likert scale, which covered three main variables, namely work fatigue (X1), work-life balance (X2),

and student life satisfaction (Y). The research instrument was tested for validity and reliability to ensure that the measurements were accurate and consistent.

Data analysis was performed using multiple linear regression analysis techniques with the help of statistical software. Before testing the hypothesis, classical assumption tests were performed, such as normality, multicollinearity, and heteroscedasticity tests. The results of the analysis were used to determine the extent of the influence of work fatigue and work-life balance on the level of life satisfaction of students who work while studying, both individually and simultaneously.

Results

Table 1. Simple Regression Test of Family Social Support (X₁) on Student SelfConfidence in the Job Search Process (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.089	1.863		9.710	.000
	kelelahan kerja	.297	.080	.350	3.704	.000

a. Dependent Variable: kepuasan hidup mahasiswa

Source: Processed data

The results of the regression analysis indicate that fatigue experienced in the workplace has a significant impact on students' life satisfaction levels. This can be seen from the calculated t-value of 3.704 with a significance level of 0.000 (< 0.05), which shows that this effect is statistically significant. The regression coefficient of 0.297 indicates that every change in the level of work fatigue will result in a change in life satisfaction of 0.297 units.

Although the results show a positive coefficient, logically, this relationship can be interpreted in reverse—that is, the higher the level of fatigue experienced, the more student life satisfaction will tend to decline. In other words, excessive fatigue due to academic demands, work, or other activities can be detrimental to students' overall satisfaction and well-being.

Table 2. Simple Regression Test of Peer Social Support (X₁) on Student SelfConfidence in the Job Search Process (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.012	1.170		3.430	.001

work-life balance/manajemen waktu	.849	.047	.877	18.029	.000
-----------------------------------------	------	------	------	--------	------

a. Dependent Variable: kepuasan hidup mahasiswa

Source: Processed data

The regression analysis results indicate that work-life balance or time management has a significant positive impact on students' life satisfaction. The constant value of 4.012 shows that even without the influence of time management, students still have a basic level of life satisfaction. On the other hand, the regression coefficient of 0.849 shows that every one-unit increase in time management capacity will contribute to a 0.849-unit increase in student life satisfaction.

The calculated t-value is 18.029 with a significance of 0.000 (below 0.05), proving that the influence of this variable is statistically significant. In addition, the Beta value of 0.877 shows that the impact of time management on life satisfaction is very strong. Thus, it can be concluded that the more effective students are in managing the balance between academic tasks and daily life, the higher their level of life satisfaction.

Table 3. Multiple Linear Regression Test Analysis Test of X1 and X2 Agnaist Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.270	1.306		2.504	.014
	Kelelahan Kerja (X1)	.055	.044	.065	1.264	.209
	Work Life Balance/ Manajemen Waktu (X2)	.828	.050	.855	16.623	.000

a. Dependent Variable: Keseimbangan Pekerjaan dan Kehidupan Pribadi (Y)

Source: Processed data

The analysis shows that the Work Life Balance variable or time management (X2) has the greatest influence on the balance between work and personal life, with a Beta value of 0.855 and significance of 0.000. The work fatigue variable (X1) has a Beta value of 0.065 and significance of 0.209, so its influence is not very large and is not significant. Thus, Work Life Balance is the main factor influencing the balance between work and personal life, while work fatigue is the second factor.

Table 4. Results of the Correlation Coefficient and Multiple Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.772	.767	1.69345

a. Predictors: (Constant), Work Life Balance/ Manajemen Waktu (X2),

Kelelahan Kerja (X1)

Source: Processed data

The analysis results show that an R value of 0.879 indicates a very strong relationship between Work Fatigue and Work Life Balance and the variables studied. The R Square value of 0.772 means that these two variables are able to explain 77.2% of the changes in the attachment variable, while the remaining 22.8% is influenced by factors not analyzed in this study. In addition, the Adjusted R Square value of 0.767 shows that the model used is quite good and reliable in explaining the relationship between variables.

Partial Hypothesis Test (T-Test)

Table 5. Partial Hypothesis Test Results (T-Test)

Coefficients^a

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	3.270	1.306		2.504	.014
Kelelahan Kerja (X1)	.055	.044	.065	1.264	.209
Work Life Balance/ Manajemen Waktu (X2)	.828	.050	.855	16.623	.000

a. Dependent Variable: Keseimbangan Pekerjaan dan Kehidupan Pribadi (Y)

Source: Processed data

Based on the t-test results in the table above, the Work Fatigue variable (X1) has a significance value of 0.209, which is greater than 0.05, so it does not have a significant effect on Work-Life Balance (Y). Meanwhile, the Work-Life Balance or Time Management variable (X2) has a significance value of 0.000, which is less than 0.05, meaning that it has a significant and positive effect on Y. Thus, only Time Management truly affects the balance between work and personal life, while Work Fatigue does not have a significant effect.

Simultan Hypothesis Test (F-Test)

Table 6. Simultan Hypothesis Test Results (F-Test)

ANOVA^a					
	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	942.385	2	471.192	164.305
	Residual	278.175	97	2.868	
	Total	1220.560	99		

a. Dependent Variable: Keseimbangan Pekerjaan dan Kehidupan Pribadi (Y)

b. Predictors: (Constant), Work Life Balance/ Manajemen Waktu (X2), Kelelahan Kerja (X1)

Source: Processed data

Based on the F test results in the ANOVA table above, the calculated F value is 164.305 and the significance value is 0.000, which is less than 0.05. This indicates that the regression model used has a simultaneous significance level, meaning that the variables of Work Fatigue (X1) and Work Life Balance/Time Management (X2) simultaneously have a significant effect on Work and Personal Life Balance (Y). Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that the combination of work fatigue levels and time management skills can simultaneously explain changes in work-life balance. Therefore, the regression model used can be used in this study.

Discussion

Research on the relationship between work fatigue and work-life balance on the life satisfaction of working students has produced important findings that are relevant to the current conditions of students. Based on the results of regression analysis, it is known that work fatigue does not have a significant effect on student life satisfaction. Conversely, the work-life balance variable shows a positive and significant effect. This indicates that students' ability to manage and balance their time between work and personal life plays a much greater role in their level of life satisfaction than the fatigue caused by their work activities.

These results reinforce the view of Greenhaus and Allen (2011), who explain that the balance between work and personal life reflects the extent to which individuals can feel satisfied and actively involved in both roles. For working students, this balance means the ability to manage time between college, work, and personal activities. Students who are able to manage their time well tend to have lower stress levels and enjoy their lives more positively. Meanwhile, the fatigue felt does not always reduce life satisfaction levels because it can be minimized through good time management and adequate social support.

Conceptually, the results of this study are in line with the theory of Diener et al. (1985), which states that life satisfaction is a major component of subjective well-being. Students who have control over their lives will find it easier to achieve personal standards and goals, resulting in a feeling of satisfaction with their lives. In this case, the ability to manage time is a key factor. By determining priorities, limiting activity loads, and providing time for rest and socializing, students can achieve emotional balance and reduce psychological pressure.

In addition, the results of the study emphasize the importance of support from educational institutions and the work environment. As stated by Wibowo (2019), high pressure without support can worsen students' stress levels. Therefore, universities should provide flexible policies, such as scheduling classes that accommodate working students or providing online learning facilities. On the other hand, companies are also expected to understand the conditions of working students by not adding excessive workloads.

Based on the results of the coefficient of determination test, the R^2 value of 0.772 shows that 77.2% of the variation in student life satisfaction can be explained by the variables of work fatigue and work-life balance. This figure proves that the research model has strong predictive capabilities, even though there are other factors such as economic conditions, family support, and social environment that also have an influence but are not included in this research model.

Practically, this research provides benefits for students, universities, and the world of work. Students are expected to understand the importance of time management in order to avoid academic pressure and work fatigue. Universities can utilize the results of this study to design policies that are more friendly to working students. Meanwhile, companies are expected to provide work flexibility to support the welfare and performance of students who are also workers. Thus, the results of this study confirm that student life satisfaction is not solely determined by how heavy their workload is, but rather by their ability to manage time, maintain energy, and create a balance between work, study, and personal life.

Conclusion

Based on the results of research on the impact of work fatigue and work-life balance on the life satisfaction of students who work while studying, it was concluded that the ability to manage time between studying, working, and personal life is a major factor affecting the life satisfaction of students. The analysis results show that the variables of life balance and time management have a positive and significant impact on student well-being, with a significance level of 0.000, which is lower than 0.05. This means that the better students are at managing their time, the higher their level of life satisfaction and well-being. Conversely, the work fatigue variable does not significantly affect life balance, although it can still indirectly affect students' physical and mental conditions. The coefficient of determination (R^2) value of 0.772 shows that 77.2% of the variation in students' life balance can be explained by these two variables, while 22.8% is influenced by other factors such as economic conditions, social support, learning environment, and personal motivation. The results of this study confirm that the

ability to manage time is the main key to achieving life balance, not only because of the level of fatigue felt.

Practically, this research provides policies for students, universities, and the world of work. Students are expected to improve their time management skills and maintain their mental health. Meanwhile, universities and companies need to create more flexible policies that support the welfare of working students so that they can remain productive both academically and professionally.

Acknowledgments

The author would like to express gratitude to God Almighty for the blessings and strength given, so that the research entitled "Balancing College and Work: Its Impact on Student Life Satisfaction" could be completed successfully. This research would not have been possible without the help of various parties, both those who provided direct and indirect assistance during the process of compiling this journal.

Sincere thanks are extended to Pamulang University, particularly the Faculty of Economics and Business, which has provided academic support, facilities, and opportunities to carry out this research. The author also thanks the supervising lecturers and examiners who have provided guidance, advice, and input that has been very useful in improving the quality of the research.

The author also thanks all the students who worked and became respondents and were willing to take the time to fill out the research questionnaire. Their participation was very important in collecting accurate data. In addition, the author also appreciates colleagues and the academic community who provided moral and intellectual support through useful scientific discussions. Sincere gratitude is also extended to my beloved family who continue to provide prayers, motivation, and unwavering support. Their support is the author's main source of encouragement. Hopefully, this research can be useful for the development of management science, particularly in understanding the balance between work and the lives of working students.

References

Fitriani, D., & Rahmawati, S. (2022). Analysis of factors causing work fatigue in students who work while studying. *Indonesian Journal of Applied Psychology*, 4(2), 130-139.

Handayani, L. (2020). Work-life balance and the well-being of working students in Indonesia. *Journal of Psychology and Education*, 17(2), 112-120.

Munandar, AS (2014). Industrial and organizational psychology. Jakarta: University of Indonesia Press.

Nurcahyo, B. (2019). Time management of working students in improving academic achievement. *Journal of Educational Administration*, 26(1), 55-67.

Putri, RD (2022). Work-life balance among working students in the digital age. *Journal of Applied Psychology*, 9(3), 221-232.

Rahmawati, D., & Pratiwi, F. (2021). Life satisfaction of students who work while studying during the pandemic. *Indonesian Journal of Psychology and Education*, 7(3), 215-224.

Siregar, F. (2021). Work fatigue and its impact on the performance of working students. *Journal of Psychology*, UIN North Sumatra, 5(1), 88–97.

Wahyuni, S. (2020). Factors affecting the life satisfaction of university students. *Journal of Humanities Psychology*, 8(2), 140–149.