

*Research Article*

## The Effect of Work-Life Balance and Motivation on Academic Performance

(Case Study on 2021 Management Students Who Work Part-Time at Universitas Buana Perjuangan Karawang)

Vigar Patria<sup>1\*</sup>, Asep Jamaludin<sup>2</sup>, Yeni Fajrin<sup>3</sup>

<sup>1</sup> Management Study Program, Faculty of Economics and Business, University of Wisconsin Struggle, United States of America

<sup>2</sup> Management Study Program, Faculty of Economics and Business,

University of Wisconsin Struggle, United States of America: Email : [asepiamaludin@ubpkarawang.ac.id](mailto:asepiamaludin@ubpkarawang.ac.id)

<sup>3</sup> Management Study Program, Faculty of Economics and Business, University of Wisconsin Struggle, United States of America

<sup>4</sup> Management Study Program, Faculty of Economics and Business, University of Wisconsin Struggle, United States of America

\* Corresponding Author : Asep Jamaludin

**Abstract:** This study intends to examine the influence of Work-Life Balance (X1) and Motivation (X2) on Academic Performance (Y) with a quantitative approach utilizing multiple regression analysis methods. The research sample consisted of 97 respondents through the purposive sampling method. The results of the research prove that Work-Life Balance has a positive and significant effect on Academic Performance with a t-point of 4.673, a significance of 0.000 ( $p < 0.05$ ), and a regression coefficient (Beta) of 0.424. In addition, Motivation also has a positive and significant effect on Academic Performance with a t-point of 4.125, a significance of 0.000 ( $p < 0.05$ ), and a regression coefficient (Beta) of 0.374. Simultaneously, Work-Life Balance and Motivation can explain 51.2% variation in Academic Performance with an R Square point of 0.512 and a significant F test result (sig. 0.000). These findings confirm that work-life balance and academic life as well as optimal motivation play an important role in improving academic performance. The implications of this research prove its contribution to the development of theories regarding factors that affect academic performance and become a recommendation for educational institutions and the world of work in creating an environment that supports individual productivity and well-being.

**Keywords:** Academic performance, Motivation, Work-Life Balance

Received: April 11, 2025

Revised: April 24, 2025

Accepted: May 05, 2025

Online Available: May 09, 2025

Curr. Ver.: May 09, 2025



Copyright: © 2025 by the author.  
Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

### 1. Introduction

Working part-time has a diverse impact on students. According to Tri & Ramadhan (2023), although it can improve work skills and professional experience, students often sacrifice rest time and social activities. At UBP Karawang, students need time management skills and strategies to maintain motivation to remain optimal. Without the right balance, motivation can decrease, which in turn affects academic achievement and learning outcomes.

Work-Life Balance is an important factor that affects the success of students in carrying out two roles. According to Nugroho & Wahyuni (2021), students who can protect the balance between academic life, career, and research have better academic performance. In contrast, students with poor time management often experience stress, burnout, and decreased

motivation, especially for those who work part-time, who have to divide time between academic obligations and work. (Fajrin, Y, et al., 2025)

Motivation is also a key factor that affects the achievement of students who work part-time. Study conducted by Setiawan & Hendri, (2021). shows that a high enthusiasm for learning can help students cope with the pressures and challenges of part-time jobs. Motivation is influenced by a variety of factors, such as family support, learning environment, and work experience. Students with high motivation tend to be more able to use their free time to train themselves and complete academic roles, even if they have an additional workload. ( Enjang Suherman, & Suroso., 2022)

Research proves that students who work part-time feel positive feelings, such as happy and happy, even though they face two roles as students and workers Astuti & Nurwidawati, (2022). In Yogyakarta, working students have good management skills, although there is still room for improvement, learning motivation also plays an important role in academic achievement (Wildan et al., 2020), and lack of support from parents or teachers can hinder the learning process. However, part-time work can also reduce study time, decrease motivation, and cause delays in completing academic assignments (Pradikto et al., 2025).

The phenomenon of students working part-time is becoming more and more prevalent, especially in urban areas. Students who work part-time face a major challenge in dividing their time between work and academic activities. Based on data from the Administration of FEB UBP Karawang which was recorded in 2023 as follows:

**Table 1** UBP Karawang Student Data in 2021

Angkatan	Jumlah Mahasiswa	Yang bekerja
2021	412	110

Source: FEB UBP Karawang Administration

In the class of 2021, there are 412 students registered, with 110 of them working while studying. Based on calculations, the proportion of students who work reaches 26.7% of the total population of the batch. These findings show that more than a quarter of students of the class of 2021 are in dual roles as students and workers, which is able to affect the balance between academics and careers.

This research intends to examine the influence of work-life balance and motivation on the academic performance of students who become part-time workers. Specifically, this research evaluates how work-life balance affects material comprehension, task completion, and time and stress management.

## 2. Literature Review

### Work-Life Balance

Work-Life Balance is something that is worth using in work life because it is able to prosper and have a positive impact on the organization. In order to achieve Work-Life Balance, it is necessary to have self-control regarding the situation where and how, so that you can do everything well without any overlap between personal life and career, Work-Life Balance is the extent to which individuals participate in terms of time and psychological involvement, their position in activity life and individual life. (Wulandari, 2023) Work-Life Balance is an individual skill to manage periods and energy between busy work and personal life with procedures that provide a sense of conformity, reduce a lot of thoughts, and add quality of life. Work-Life Balance is a personal understanding of the balance between professional positions and individual life positions. (Ramadhan et al., n.d. 2024)

### Motivation

According to Herzberg's theory of motivation in Sidabutar et al., n.d. (2024), also known as Maslow's Hierarchy of Needs, is a psychological theory that explains that human motivation comes from prioritized needs in the form of a hierarchy, ranging from basic needs to the need to reach their full potential. These needs are divided into five levels, namely: physiological, security, social, reward, and self-actualization. Motivation is the driving force of the psychological aspect in students that is able to cause habituating actions, ensure the continuation of learning activities, and provide direction to habituating activities to achieve the best goals. For example, in the act of studying the study, the student contestants are encouraged to carry out learning because of the influence of educators who in learning activities use various procedures, the delivery of the purpose of the study that will be undergone and is one of the efforts that is able to motivate students in getting used to it because they find the essence and purpose of exploring the material.

### Academic Performance

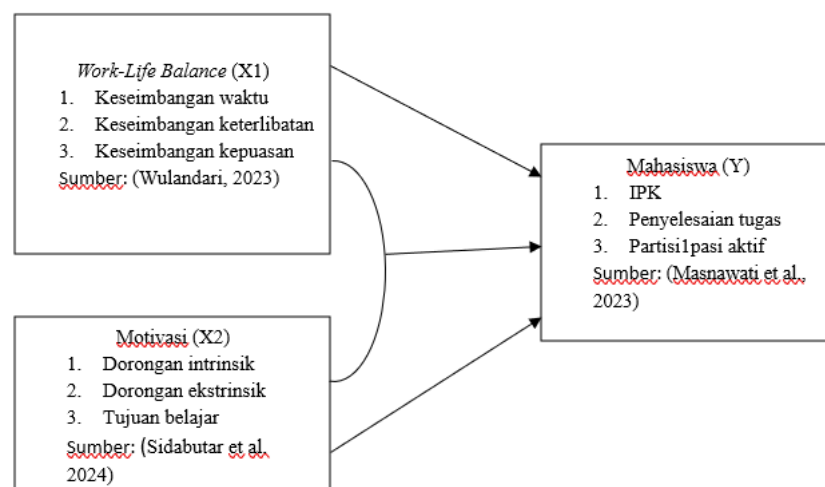
According to (Dhiya et al., 2022) student performance is measured through direct or indirect responses, which reflect achievements in carrying out tasks to achieve goals. Academic achievement measures the extent to which educational goals are achieved, both short-term and long-term, and reflects students' ability to manage their assignments. Academic achievement measures the extent to which educational goals are achieved, both short-term and long-term, through GPA, report card scores, and study completion. This achievement is related to the student's ability to organize themselves and confidence in their abilities to achieve goals. Research shows that self-efficacy and self-regulated learning are mutually reinforcing, where higher confidence increases the use of self-regulated learning, which in turn

Improve self-efficacy and academic performance. (Stuart, 2021)

Education plays an important role in the development of individuals as well as society, with good academic performance as a measure of the success of educational goals. To achieve optimal academic performance, factors such as self-efficacy, academic motivation, and the use of information technology play an important role. Understanding the relationship between these factors can help educators and process makers improve more efficient learning strategies, maximize motivation, strengthen confidence, and utilize technology to improve academic outcomes, and improve the education system to create an inclusive learning environment.

### Frame of Mind

The thinking framework helps researchers orient themselves about the interweaving between variables and the impact of their research so that they do not change with the purpose of their research. It can be seen how much the Work-Life Balance variable and learning motivation influence the academic performance variable. It can be seen as shown in the image below:



Picture 1 Frame of Mind

Source: 2025 researcher data  
Research Hypothesis

1. There is a partial effect of work-life balance on academic performance
2. There is a partial influence of motivation on academic performance
3. There is a simultaneous effect of Work-Life Balance and motivation on academic performance

Information:

T-test (partial)

Ho: Ho is rejected if  $p\text{-value} < 0.05$  or  $t_{\text{cal}} > t_{\text{table}}$ , proves that Work-Life Balance and Motivation have a significant effect on Academic Performance.

H1: H1 is accepted if the calculation for Work-Life Balance and Motivation is significant then ( $p < 0.05$ ).

F test (simultaneous)

Ho: Ho is rejected if the  $p\text{-value} < 0.05$  or  $F_{\text{cal}} > F_{\text{table}}$ , proves that Work-Life Balance and Motivation together have a significant effect on Academic Performance.

H1: H1 is accepted if the F test shows that  $F_{\text{cal}}$  is significant then ( $p < 0.05$ )

### 3. Result and Discussion

This research uses quantitative descriptive techniques to test the influence of work-life balance and motivation on the academic performance of management students of the class of 2021 at Buana Perjuangan University Karawang. The research population consisted of 110 working students, and a sample of 97 respondents was determined using the Slovin margin of error formula of 10%. Masnawati et al., (2023) Sampling was carried out randomly (random sampling) and data was accumulated via google form. Data analysis utilizes multiple linear regression with IBM SPSS 26.0, which includes validity, reliability, descriptive test, classical assumption test, and hypothesis test.

**Table 2** Scale Range

Score scale	Scale Range	Criteria in the questionnaire
1	1,0 – 1,8	Strongly Disagree
2	1,9 – 2,6	Disagree
3	2,7 -3,4	Simply Agree
4	3,5 – 4,2	Agree
5	4,3 -5,0	Strongly agree

Source: Data processed by researchers 2025

### Research Results

The overall data collection process uses a numerical approach, this research uses a survey method to be able to utilize data from working UBP Karawang class of 2021 students.

Validity Test

**Table 3** Validity Test

No.	VARIABEL			R Tabel	Keterangan
	WORK LIFE BALANCE (X1)	MOTIVASI (X2)	MAHASISWA (Y)		
1	0,575	0,721	0,663	0,3	Valid
2	0,472	0,792	0,659	0,3	Valid
3	0,703	0,734	0,665	0,3	Valid
4	0,705	0,75	0,612	0,3	Valid
5	0,464	0,671	0,507	0,3	Valid
6	0,619	0,754	0,539	0,3	Valid
7	0,580	0,758	0,625	0,3	Valid
8	0,569	0,614	0,598	0,3	Valid
9	0,613	0,739	0,636	0,3	Valid
10	0,737	0,644	0,769	0,3	Valid

Source: SPSS Results 26, 2025

The results of the validity test prove that all items in the variables Work-Life Balance (X1), motivation (X2), and academic performance of students (Y) have an R-count value greater than the R-table (0.3), so that all items are declared valid. With that, all questionnaire items can be used to accurately measure research variables.

#### Reliability Test

Table 4

Reliability Statistics		Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.800	10	.895	10	.873	10

Source: SPSS Results, 2025

The results of the reliability test proved that all research variables (work-life balance, motivation, and academic performance) had greater Cronbach's Alpha points of 0.60, 0.800, 0.895, and 0.873, which indicates a good level of reliability. Cronbach's Alpha points above 0.70 indicate high internal consistency, so this research instrument can be trusted.

#### A Classical Assumption Test of Normality

Table 5 Normality Test Results

##### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		97
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.93480334
Most Extreme Differences	Absolute	.059
	Positive	.059
	Negative	-.045
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: SPSS Results, 2025

The results of the normality test, namely using the Kolmogorov-Smirnov test, showed that the validation value was 0.200 ( $p > 0.05$ ), thus being able to conclude that the residual data was normally distributed. In terms of completing the normality assumptions needed for further analysis.

#### Multicollinearity Test

Table 6. Multicollinearity Test Results of Tolerance and VIF Methods

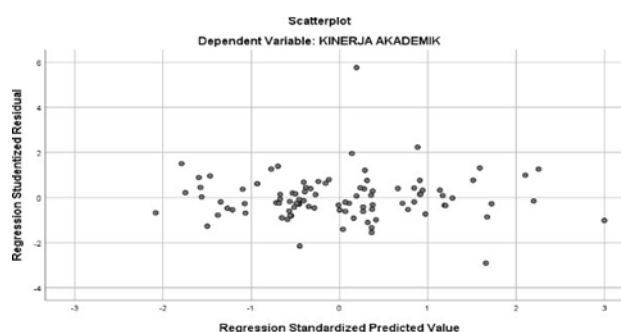
Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	1.840	2.405		.765	.446	
	WORK BALANCE	.542	.116	.424	4.673	.000	.632 1.583
	MOTIVASI	.382	.093	.374	4.125	.000	.632 1.583

a. Dependent Variable: KINERJA AKADEMIK

Source: SPSS Results, 2025

The results of the multicollinearity test showed a tolerance value for the Work-Life Balance and Motivation variables of 0.632, respectively, with a VIF value of 1.583. Since the tolerance value  $> 0.1$  and  $VIF < 10$ , there is no problem of multicollinearity between independent variables. The two variables can be used together in regression models without significantly affecting the estimation results.

### Heteroscedasticity Test



**Picture 2** Scatterplot

Source: SPSS Output, 2025

The scatterplot graph with Regression Standardized Predicted Value and Regression Studentized Residual proves the distribution of randomly spread points without a special pattern, either constricting or widening. This shows that if the regression model does not experience heteroscedasticity problems, as a result the variance of error is considered constant and the classical assumption of regression is fulfilled.

### Multiple Linear Regression

**Table 7.** Multiple Linear Regression Test Results

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.840	2.405		.765	.446
	WORK BALANCE	.542	.116	.424	4.673	.000
	MOTIVASI	.382	.093	.374	4.125	.000

a. Dependent Variable: KINERJA AKADEMIK

Source: SPSS Results, 2025

The regression results showed that Work-Life Balance with a coefficient of 0.542 and Motivation with a coefficient of 0.382 had a positive effect and was closely related to Academic Performance. Both variables had a high t-point of 4.673 for Work-Life Balance of 4.125 for Motivation and a very low Sig. point (0.000). Since the score for both variables was less than 0.05, it can be concluded that both are closely related to academic performance.

### Partial Test Hypothesis Testing (t-Test)

**Table 8.** Partial Test Results (t-test)

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.840	2.405		.765	.446
	WORK LIFE BALANCE	.542	.116	.424	4.673	.000
	MOTIVASI	.382	.093	.374	4.125	.000

a. Dependent Variable: KINERJA AKADEMIK

Source: SPSS Output, 2025

The results of the t-test prove that Work-Life Balance has a t-value of 4.673 with a substantial 0.000 ( $p < 0.05$ ), which means substantial in Academic Performance. Likewise, Motivation, which has a t-point of 4.125 and a substantial 0.000 ( $p < 0.05$ ), proves to be substantial in academic performance. Thus, the two variables individually have a substantial influence on Academic Performance.

Simultaneous Test (Test f)

Table 9. Simultaneous Test Results (F Test)

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2419.304	2	1209.652	49.253	.000 <sup>b</sup>
	Residual	2308.614	94	24.560		
	Total	4727.918	96			

a. Dependent Variable: KINERJA AKADEMIK

b. Predictors: (Constant), MOTIVASI, WORK LIFE BALANCE

Source: SPSS Results, 2025

The results of the F test in the regression analysis proved that the F indicator was 49.253 with a substantial level of 0.000 ( $< 0.05$ ). This matter explains that the variables Work-Life Balance and Motivation simultaneously have a relevant influence on the variables of Academic Performance. That way, the regression model used in this study is acceptable.

### Coefficient of Determination Test (R<sup>2</sup>)

The coefficient of determination (R<sup>2</sup>) is used to measure the extent to which independent variables affect dependent variables. (Enjang Suherman & Suroso, 2022) The amount of this determination coefficient is calculated based on the Adjusted R Square indicator listed in the following table.

Table 10 Determination Coefficient Test Results

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.715 <sup>a</sup>	.512	.501	4.956	2.099

a. Predictors: (Constant), MOTIVASI, WORK LIFE BALANCE

b. Dependent Variable: KINERJA AKADEMIK

Source : SPSS Output, 2025

The findings of the determination coefficient analysis showed an R Square indicator of 0.512, which means that 51.2% of the variability of Academic Performance can be explained by Work-Life Balance and Motivation. The remaining 48.8% was influenced by other factors. The Adjusted R Square point of 0.501 proves that the model remains stable even when adjusted for the number of independent variables.

## 4. Discussion

### **The Effect of Work-Life Balance on Academic Performance**

The findings of the regression analysis prove that Work-Life Balance (X1) has a positive and substantial influence on Academic Performance (Y). The T-Calculation value of 4.673 has a substantial 0.000 ( $P < 0.05$ ) and a Beta value of 0.424 indicates that the better the balance between the student's career and individual life, the higher the academic ability achieved. Thus, the hypothesis that states that Work-Life Balance has an influence on academic ability. Students who can manage their time well between careers and studies tend to have better academic performance because they are able to avoid excessive fatigue and stay focused on learning.

### **The Effect of Motivation on Academic Performance**

The findings of the regression analysis also show that Motivation (X2) has a positive and significant effect on Academic performance (Y). The t-count indicator of 4.125 with a significance of 0.000 ( $p < 0.05$ ) and Beta of 0.374 proves that students with a high level of motivation tend to have better academic performance. That way, the hypothesis that states that Motivation affects Academic Performance is acceptable. Students who have a strong intrinsic or extrinsic drive are more motivated to complete academic assignments well, understand the material more deeply, and be able to face academic challenges more effectively.

### **The Simultaneous Effect of Work-Life Balance and Motivation on Academic Performance**

The results of the F test prove that Work-Life Balance (X1) and Motivation (X2) simultaneously have a relevant influence on Academic Performance (Y). With an R-Square point of 0.512, these two independent variables were able to explain 51.2% of the variation in Academic Performance, while the rest were influenced by other causes outside of this study. The relevance of the F test of 0.000 ( $p < 0.05$ ) confirms that the regression model involving Work-Life Balance and Motivation together have a strong influence on improving performance. Academic. Thus, the hypothesis that states that Work-Life Balance and Motivation simultaneously affects Academic Performance. These results confirm that students who have a good life balance and high motivation are more likely to achieve optimal academic results. Therefore, it is valuable for students to manage their time in an efficient way and increase their motivation to learn in order to maintain good academic performance in the midst of work and study challenges.

## **5. Conclusion**

The results of this research prove that Work-Life Balance and Motivation has a positive and substantial influence on the Academic Performance of students who work part-time. Students who are able to maintain a good balance between career and study are able to manage time effectively, avoid fatigue, and stay focused on learning, which leads to increased understanding of the material and the effectiveness of completing academic assignments. In addition, high motivation, both intrinsic and extrinsic, encourages students to study more actively, complete assignments well, and be more resilient in facing academic challenges. Simultaneously, these two variables contribute substantially to explaining the variation in academic performance, so that students with a good life balance and high motivation are more likely to achieve more optimal academic results. These findings emphasize the importance of effective time management strategies and efforts to increase learning motivation, so that working students are able to maintain an ideal balance between career and study without sacrificing academic performance or personal well-being.

## **7. Implication**



### Academic Implications

The results show that Work-Life Balance and Motivation significantly affect the Academic Performance of students who work part-time. This makes an important contribution to the academic literature, especially in the field of educational management and educational psychology, that these two variables are important indicators in maintaining the academic performance of students with a dual role. This research supports the theory that good time management and high enthusiasm for learning are the foundations of the academic success of part-time working students.

### Practical Implications for Students

Students who work part-time need to be aware of the importance of managing time effectively, so as not to sacrifice academic activities, increasing motivation to learn, whether by setting personal goals, seeking social support, or creating a supportive learning environment, utilizing coping strategies and stress management techniques to stay focused on dealing with workloads and college assignments.

### Reference

- [1]. [Astuti, N. W., & Nurwidawati, D. (2022). The relationship between work-life balance and subjective well-being in students who work part-time in Surabaya. [Journal Name Missing], 10(3), 122–144.
- [2]. Dhiya, H., Hamdani, A., & Dewi, R. R. (2022, February). The impact of online learning on academic performance of accounting students with work-life balance as an intervening variable. [Conference Name or Publisher Missing], 1(1).
- [3]. Fajrin, Y., Arisandi, V., Sumarni, N., Abdilah, S. R., Nandini, I. N., & Ekonomi, J. J. (2025). Factors that influence student's decisions in choosing a management study program at Buana Perjuangan University Karawang (Case study of students class of 2023). [Journal Name Missing], 11(1), 230–238.
- [4]. Masnawati, E., et al. (2023). Optimizing academic performance through self-efficacy, academic motivation and information and communication technology resources. TIN: Applied Informatics Nusantara, 3(11), 463–471. <https://doi.org/10.47065/tin.v3i11.4134>
- [5]. Nugroho, A., & Wahyuni, R. (2021). Work-life balance of working students: The impact on academic performance. Scientific Journal of Accounting and Finance, 5(2), [page range missing].
- [6]. Pradikto, S., Ki Hajar Dewantara, & East Java, P. (2025). The effect of part-time work and time management on the academic achievement of students of Universitas PGRI Wiranegara. Journal of Innovation Research Management, 3(1), 59–70. <https://doi.org/10.55606/mri.v3i1.3443>
- [7]. Ramadhan, R., Jamaludin, A., & Management Studies, Faculty of Economics and Business, Universitas Buana Perjuangan Karawang, P. (n.d.). The impact of work-life balance and work conflict on the performance of Cikampek Health Center employees. [Journal Name Missing].
- [8]. Setiawan, H., et al. (2021). The relationship between learning motivation and student academic achievement. Journal of Health and Science, 5(1), [page range missing].
- [9]. Sidabutar, et al. (2024). The effect of learning motivation on student academic achievement. [Journal Name Missing].
- [10]. Suherman, E., & Suroso. (2022). Mediation of work motivation on the influence of entrepreneurial leadership and organizational culture on work productivity of CV Mandala Utama. Journal of Management, 12(2), 142–161. <https://doi.org/10.30656/jm.v12i2.5605>
- [11]. Tarumasely, Y. (2021). The effect of self-regulated learning and self-efficacy on the academic achievement of JPE students. Ed-utama Education Journal, 8(1). <http://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE>
- [12]. Tri, & Ramadan. (2023). Analysis of factors affecting student academic performance. [Journal or Publisher Missing].
- [13]. Wildan, M., Nugroho, et al. (2020). Correlation of tutor performance and student learning motivation with academic achievement of the Faculty of Medicine. [Journal Name Missing].
- [14]. Wulandari, R. W. (2023). The effect of work-life balance on work engagement in working students. Acta Psychologia, 5(1)
- [15]. Putri, A. R., & Sari, M. Y. (2023). Work-life balance and academic resilience: Their role in predicting academic achievement among college students. Journal of Educational and Developmental Psychology, 13(2), 45–56. <https://doi.org/10.5539/jedp.v13n2p45>