

The Effect of Work-Life Balance and Academic Stress on Non-Academic Productivity of Students Working Part-Time at STIE Yapis Dompu

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ABSTRACT

This study seeks to examine the effect of work-life balance and academic stress on the non-academic productivity of students who work part-time at STIE Yapis Dompu. This study employed a causal quantitative approach, with a sample of 91 respondents recruited using accidental sampling, where participants were selected based on their accessibility and suitability to the research criteria. Data were collected using questionnaires and examined through multiple linear regression analysis using SPSS. The findings indicate that work-life balance has a positive and significant effect on non-academic productivity, while academic stress has a negative but not significant effect on non-academic productivity. Work-life balance and academic stress jointly exert a significant influence on non-academic productivity. The results indicate that maintaining a good work-life balance and effectively managing academic stress are important factors in enhancing students' non-academic productivity.

Keywords: Work-Life Balance; Academic Stress; Non-Academic Productivity



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INTRODUCTION

In the context of higher education, an increasing number of students choose to work part-time while continuing their studies. This situation requires students to manage academic responsibilities alongside work demands and personal activities. Students who simultaneously perform these different roles may experience difficulties when the expectations and demands associated with each role compete for limited time, energy, and attention. This condition can be understood through Role Conflict Theory introduced by Robert L. Kahn, which explains that role conflict may occur when an individual has multiple roles whose demands are incompatible or difficult to fulfill simultaneously. For working students, the roles of student and worker may create competing demands that require effective management to prevent one role from interfering with the other.

The ability to manage these multiple responsibilities is closely related to Work-Life Balance. Work-Life Balance reflects an individual's ability to distribute time, involvement, and personal resources appropriately among different areas of life. For students who work part-time, maintaining an appropriate balance may help them manage academic responsibilities, employment demands, and

personal activities more effectively. When students can regulate these competing demands, the potential for role conflict may be reduced, allowing them to allocate sufficient time and energy to activities outside their academic responsibilities. Therefore, Work-Life Balance may contribute to students' ability to remain involved and productive in non-academic activities. In addition to managing multiple roles, working students face academic demands that can create psychological pressure. Academic Stress refers to the pressure experienced by students when academic requirements are perceived as exceeding their ability or available resources to cope with them. Assignments, examinations, academic achievement requirements, and other educational responsibilities may consume students' time and energy. For students who also work part-time, academic demands may become more challenging because they must be fulfilled alongside employment responsibilities. From the perspective of role demands, academic stress is a strain arising from the academic role that may affect students' ability to participate effectively in activities outside the academic domain.

The relationship between these conditions and Non-Academic Productivity is important because students are not only expected to fulfill academic responsibilities but may also participate in organizational, social, extracurricular, and self-development activities. Non-Academic Productivity refers to students' ability to utilize their time, energy, and competencies effectively to achieve meaningful outcomes beyond academic activities. When students experience difficulties in managing their multiple responsibilities or face excessive academic pressure, their capacity to participate in non-academic activities may be affected. Conversely, effective management of the demands of different roles may help students maintain their involvement in non-academic activities. Previous studies have reported that Work-Life Balance is associated with positive outcomes among part-time students. (Karanja et al., 2025) reported a positive relationship between Work-Life Balance and productivity, while Saputra & Kusumawati (2025) found that Work-Life Balance positively influences students' academic performance. Meanwhile, Fiqih & Ratnawati (2022) reported that Academic Stress may negatively affect students' activities and productivity. These findings indicate that both Work-Life Balance and Academic Stress are relevant factors in understanding the experiences of students who must manage academic and non-academic responsibilities. However, previous research has generally examined these variables in different contexts and has placed considerable emphasis on academic outcomes. The relationship between these two factors and students' productivity in non-academic activities remains insufficiently explored, particularly among students who simultaneously engage in part-time employment.

The present study addresses this research gap by examining Work-Life Balance and Academic Stress together in relation to Non-Academic Productivity among part-time students. Rather than relying solely on the absence of previous research in a particular geographical area, this study focuses on the relatively limited examination of non-academic productivity as an outcome among students who simultaneously manage academic and employment responsibilities. Examining the two variables within the same research model also provides a broader understanding of how students' ability to manage multiple roles and their academic pressures are associated with productivity outside academic activities. This study was conducted among part-time working students at STIE Yapis Dompu. The local context provides a relevant setting for examining students who must manage academic responsibilities, employment demands, and personal activities simultaneously. The findings are expected to provide empirical evidence on the relationship among Work-Life Balance, Academic Stress, and Non-Academic Productivity. From a practical perspective, the findings also inform students and higher education institutions in developing appropriate strategies to help them manage multiple responsibilities. Based on the foregoing discussion, this study aims to examine the effect of Work-Life Balance and Academic Stress on the Non-Academic Productivity of students who work part-time at STIE Yapis Dompu.

THEORETICAL FRAMEWORK AND HYPOTHESES

Work-Life Balance

Work-Life Balance refers to an individual's ability to manage and maintain an appropriate balance among the different responsibilities and activities in their life. Rahmayati (2021) describes Work-Life Balance as a condition in which individuals can fulfill work and family commitments, as well as other non-work responsibilities, without sacrificing any particular domain. In addition, Fakhri et al. (2025) explain that Work-Life Balance involves the ability to manage work demands and personal needs while maintaining social relationships, a supportive environment, and emotional well-being. (Khotimah & Scholar, 2025) further describe Work-Life Balance as an individual's ability to balance work and personal life in terms of time and emotional involvement. For students who work part-time, the concept of Work-Life Balance needs to be understood in light of the multiple roles they perform. These students simultaneously have academic, employment, and personal or social responsibilities. Therefore, Work-Life Balance in this study refers to the ability of part-time working students to manage their academic responsibilities, employment demands, and personal or social activities without allowing excessive demands from one domain to substantially interfere with the others. This conceptualization distinguishes Work-Life Balance from a narrower balance between academic and personal life, as employment is also an important domain for the respondents.

For part-time working students, maintaining Work-Life Balance involves the appropriate management of time, involvement, and satisfaction across these different domains. Time balance concerns the ability to allocate sufficient time to academic activities, part-time employment, and personal or social activities. Involvement balance refers to the ability to maintain appropriate psychological and behavioral involvement in each role without allowing one role to dominate the others excessively. Meanwhile, satisfaction balance reflects the extent to which students experience satisfaction in carrying out their academic, employment, and personal or social responsibilities. Based on these definitions, Work-Life Balance in this study can be understood as the ability of students who work part-time to manage time, involvement, and satisfaction across academic life, employment, and personal or social life. Effective management of these three domains enables students to fulfill their distinct responsibilities while maintaining an appropriate balance among their roles. Thus, Work-Life Balance provides a conceptual basis for understanding how students manage multiple responsibilities while continuing to participate in activities outside their academic and employment obligations

Academic Stress

Academic Stress refers to the psychological pressure experienced by students when academic demands are perceived as exceeding their ability or resources to cope (Fiqih & Ratnawati, 2022; Rayhan, 2024). For students who work part-time, academic demands may become more challenging to manage because they must be balanced with employment responsibilities. In this study, Academic Stress is measured through four aspects relevant to part-time working students: academic workload, time and schedule pressure, competing academic and work demands, and academic performance pressure. These aspects include excessive academic tasks, conflicts between academic schedules and work shifts, difficulties in managing academic deadlines and work targets, concerns about graduating on time, and pressure related to academic achievement. Thus, Academic Stress in this study refers to the academic-related pressure experienced by students while managing academic responsibilities alongside part-time employment. This conceptualization provides a clear boundary for the construct and distinguishes Academic Stress from general psychological stress.

Non-Academic Productivity

Individual work performance refers to an individual's ability to carry out work-related tasks effectively. (Widyastuti, 2018) explain that the Individual Work Performance Questionnaire (IWPQ) was developed as a general instrument for assessing individual work performance across different types of jobs. Their Indonesian adaptation demonstrated satisfactory measurement properties, including good item discrimination and reliability across its dimensions. In this study,

Non-Academic Productivity refers specifically to students' productivity in their part-time employment, representing their work-related activity outside their academic responsibilities. It is reflected in the ability to maintain work quality, achieve work targets, complete tasks within established deadlines, attend work shifts punctually, demonstrate responsibility, and remain reliable in performing assigned duties. Thus, the construct focuses on students' productivity in their part-time work rather than their academic performance or participation in extracurricular activities.

HYPOTHESIS

H1 : Work-Life Balance has a positive and significant effect on Non-Academic Productivity.

H2 : Academic Stress has a negative and significant effect on Non-Academic Productivity.

When considered together, Work-Life Balance and Academic Stress are expected to significantly affect Non-Academic Productivity, as both reflect different aspects of students' ability to manage academic and employment demands.

H3 : Work-Life Balance and Academic Stress simultaneously have a significant effect on Non-Academic Productivity.

METHODS

This study uses an explanatory quantitative approach to examine the statistical cause-and-effect association among the independent variables, namely Work-Life Balance (X1) and Academic Stress (X2), and the dependent variable, namely Non-Academic Productivity (Y), among students engaged in part-time employment at STIE Yapis Dompu. Quantitative research is a method that uses a defined population or sample, gathers relevant data through research instruments, and then conducts statistical analysis to test predetermined hypotheses (Poluakan & Waani, 2024). The study population consisted of 118 active students who work part-time. Using the Slovin formula, 91 respondents were selected through accidental sampling. The respondents were required to be active students, currently engaged in part-time employment, and have a minimum of three months of work experience. No restrictions were imposed regarding age or type of employment, as the study focused on students who met the specified eligibility criteria. Accidental sampling was used because respondents who met the predetermined criteria were accessible during the data collection period. Thus, the sample consisted of respondents who were available and willing to participate and fulfilled the eligibility requirements (Nadhila, 2024).

This study utilized both primary and secondary data. Primary data were collected directly from respondents through the distribution of questionnaires. In contrast, secondary data were obtained from books, academic journals, scientific publications, and other relevant sources related to the research topic. The research instrument employed a five-point Likert-type scale with response options ranging from strongly disagree to strongly agree. The Work-Life Balance variable was assessed using several indicators related to the balance between students' personal lives and academic activities. The Academic Stress variable was measured based on the academic pressures perceived by students during their studies. Meanwhile, the Non-Academic Productivity variable was measured through students' ability to carry out non-academic activities effectively and consistently. Before data analysis, the research instrument was evaluated for validity and reliability to verify that the questionnaire items were appropriate and consistent. Validity was assessed by comparing the obtained correlation coefficient r -value against the critical value of the r -table. An item was deemed valid when its calculated r -value was greater than the corresponding r -table value. Meanwhile, the reliability test was performed to assess the consistency of respondents' answers to the research instrument.

Data analysis was performed using SPSS software. The data were first assessed using classical assumption tests, including normality, multicollinearity, and heteroscedasticity. Following this, a multiple linear regression analysis was conducted to determine the effects of Work-Life Balance and Academic Stress on Non-Academic Productivity. Hypotheses were evaluated using the t -test to

determine the individual effects of each independent variable on the dependent variable. At the same time, the F-test was used to assess the combined effect of the two independent variables on Non-Academic Productivity. Furthermore, the coefficient of determination (R^2) was employed to determine the proportion of variation in Non-Academic Productivity explained by Work-Life Balance and Academic Stress. Through this research method, the study is anticipated to provide an objective and measurable understanding of the effects of Work-Life Balance and Academic Stress on the Non-Academic Productivity of students who work part-time

RESULTS AND DISCUSSION

Data Analysis

Validity Test

Validity was assessed by evaluating the instrument's accuracy in measuring the intended variables. Therefore, the instrument's measurement results accurately reflect the actual conditions of the variables under study (Zayrin et al., 2025). The findings of the validity assessment showed that all statements used in this study met the validity criteria. In the work-life balance variable (X1), the obtained r-values ranged from 0.590 to 0.705, while the table R value is 0.206. Since all R values are greater than the table R values, all items in the Work Life Balance variable are declared valid. In the academic stress variable (X2), the calculated r values range from 0.554 to 0.764, exceeding the table r-value of 0.206, so all items are declared valid. Similarly, for the non-academic productivity variable (Y), the r-values ranged from 0.534 to 0.766, and all research instruments were deemed valid and appropriate for data collection.

Reliability Test

Reliability testing is performed to assess the consistency and stability of a research instrument. An instrument is considered reliable if it produces consistent results when administered repeatedly under the same conditions (Zayrin et al., 2025). The results of the reliability test showed that all research variables had Cronbach's alpha values greater than 0.70. The work-life balance variable (X1) had a Cronbach's alpha of 0.738, academic stress (X2) of 0.833, and non-academic productivity (Y) of 0.795. Because all Cronbach's Alpha coefficients are above the established threshold of 0.70, all research instruments are declared reliable. Thus, the instruments used exhibit a high level of consistency and can be trusted to measure the research variables.

Statistic Descriptive

Descriptive statistics using a 1–5 Likert scale revealed that the work-life balance variable (X1) had a minimum of 2.00, a maximum of 5.00, and a mean of 3.95. This mean score indicates that the respondents' level of work-life balance is categorized as high, suggesting that the majority of respondents are capable of maintaining a good balance between their academic activities and personal lives. The academic stress variable (X2) had a minimum of 1.50, a maximum of 5.00, and a mean of 3.39. This score indicates that the respondents' level of academic stress falls into the moderate category. This condition suggests that respondents experience academic pressure that remains within manageable limits as they carry out their academic responsibilities. Meanwhile, the non-academic productivity variable (Y) had a minimum of 2.63, a maximum of 5.00, and a mean of 3.81. This mean score indicates that the respondents' level of non-academic productivity falls into the high category. This suggests that respondents are active and productive in carrying out activities outside their academic responsibilities.

Classical Assumption Tests

Normality Test

Normality testing is an important step in data analysis used to determine whether the data follow a normal distribution, particularly as a prerequisite for applying parametric statistical methods such as the t-test, ANOVA, and regression analysis (Sianturi, 2025). According to the Kolmogorov–

Smirnov normality test using the Monte Carlo approach, the p-value was 0.119 (> 0.05). Therefore, the results indicate that the residual data follow a normal distribution.

Table 1. Normality Test

Test Statistic	Monte Carlo sig. (2-tailed)	Keterangan
0,122	0,119	normal

Heteroscedasticity Test

Table 2. Heteroscedasticity Test

Variabel	T	Sig
Constant	1,742	0,85
Work-Life Balance	0,476	0,635
Stress Academic	-1,178	0,242

Heteroscedasticity testing is performed to assess whether the residual variance differs across observations within the regression model. This test helps determine whether the model deviates from the assumption of constant variance (Hutagol, 2025). Based on the results of the heteroscedasticity test using the Glejser method, the work-life balance variable (X1) obtained a significance value of 0.635 with a t-value of 0.476. Meanwhile, the academic stress variable (X2) obtained a significance value of 0.242 with a t-value of -1.178. Because the significance values of both variables are above the 0.05 threshold, the results indicate that no heteroscedasticity is present in the regression model. Consequently, the model is considered suitable for further analysis.\

Multicollinearity Test

Table 3. Multicollinearity test

Variabel	T	sig
constant	1,742	0,85
Work-life balance	0,476	0,635
Stress academic	-1,178	0,242

Multicollinearity testing is conducted to assess whether there is a strong relationship among the independent variables in a regression model, as high correlation can lead to inaccurate estimates (Hutagol, 2025). Based on the table above, the multicollinearity test results show that the tolerance for each variable is $0.969 > 0.10$, and the Variance Inflation Factor (VIF) is $1.033 < 10$. The findings confirm that the independent variables are not affected by multicollinearity within the regression model. Accordingly, the model fulfills the assumption of multicollinearity-free regression.

Partial Test (t)

Table 4. Partial Test Results (t)

Variabel	B	t	Sig
	15,462	5,060	0,000
Work-life balance	654	5,715	0,000
Stress academic	-014	-0,245	0,807

The t-test, also known as the partial test, is a statistical procedure used to assess the extent to which each independent variable individually exerts a significant influence on the dependent variable (Wahyuni et al., 2023). The t-test results show that the work-life balance variable (X1) obtained a significance value of 0.000, which is below 0.05, with a calculated t-value of 5.715. These findings demonstrate that work-life balance exerts a positive and statistically significant influence on non-academic productivity. Thus, improved work-life balance is associated with higher non-academic productivity. In contrast, the academic stress variable (X2) recorded a significance value of 0.807, exceeding 0.05, with a calculated t-value of -0.245. This result indicates that academic stress does not have a statistically significant effect on non-academic productivity, suggesting that variations in academic stress do not significantly explain changes in non-academic productivity.

F- Test (Simultaneous Test)

Table 5. F-test Results (simultaneous)

F	Sig
16,637	0,000b

The F-test is a statistical method used to assess whether a regression model is significant. Its purpose is to determine the extent to which the independent variables collectively influence the dependent variable (Artha & Intan, 2021). The F-test results reveal that the calculated F-value of 16.637 exceeds the F-table value of 3.10, while the significance level of 0.000 is below 0.05. These findings demonstrate that work-life balance (X1) and academic stress (X2), when considered jointly, have a significant effect on non-academic productivity (Y). Therefore, the regression model employed in this study is deemed appropriate and can be used for further analysis.

Coefficient of Determination (R^2)

Table 11. Results of the Coefficient of Determination Test (R^2)

R square
0,274

The coefficient of determination (R^2) measures the extent to which the independent variables explain variation in the dependent variable (Artha & Intan, 2021). The coefficient of determination analysis yielded an R-square value of 0.274. This suggests that academic stress and work-life balance explain 27.4% of the variation in non-academic productivity. In comparison, the remaining 72.6% is affected by other factors beyond the scope of this study.

The Effect of Work-Life Balance on Non-Academic Productivity

The analysis found that work-life balance affects non-academic productivity. These findings show that improving the balance between students' personal lives and their activities can optimally increase non-academic productivity. Under certain conditions, this balance has a real impact on individuals' involvement in extracurricular activities. Theoretically, this study introduces role conflict theory, introduced by Robert L. Kahn (1964), which explains that each individual in social life performs more than one role at a time. Work-life balance emphasizes individuals' ability to manage multiple roles to create harmony among work, personal life, and other activities. However, the effectiveness of this balance is determined not only by the division of time but also by how individuals use that time productively. In the context of this research, students are believed to be fully capable of optimizing their balance to support non-academic activities.

This phenomenon can be explained by students' ability to balance academic demands with their personal lives, thereby increasing productivity and comfort across various activities. Students who can maintain work-life balance tend to manage their time and energy more effectively, enabling them to achieve optimal results. In addition, a balance between academic and personal life activities also helps students reduce stress and increase focus in carrying out their responsibilities. These findings are consistent with several previous studies showing that work-life balance has a positive and significant effect: the better the work-life balance, the higher respondents' productivity or performance. From the perspective of Role Conflict Theory, balancing multiple roles can reduce interference between academic and employment responsibilities. When role demands are managed effectively, students can maintain their time, concentration, and emotional resources, which supports their ability to complete work tasks, meet targets, maintain quality of work, and consistently fulfill employment responsibilities.

These findings are consistent with previous research, including Karania et al. (2025) and Saputra & Kusumawati (2025), which found that work-life balance positively affects the non-academic productivity of working students. The results of this study show a statistically significant positive influence, in line with previous research. This indicates that the relationship between Work-Life Balance and Non-Academic Productivity is positive and statistically significant. However, statistical

significance alone does not indicate the magnitude of the effect. The positive direction indicates that students with better Work-Life Balance tend to have higher productivity in their part-time employment. This condition suggests that the ability to balance academic responsibilities, employment demands, and personal life can support students' effectiveness and achievement in carrying out their part-time work. Therefore, Work-Life Balance is an important factor affecting students' productivity in their part-time employment.

The Effect of Academic Stress on Non-Academic Productivity

The analysis found that academic stress did not significantly affect students' non-academic productivity. This shows that the high and low levels of academic stress experienced by students are not the main factors determining student productivity in non-academic activities. Students can still engage in activities outside academia despite facing various academic demands. Based on the descriptive analysis, the academic stress variable indicated that respondents were still in the fairly controlled category. This condition indicates that students can adjust to the academic pressures faced so that non-academic activities can still be carried out properly. In addition, students' non-academic productivity is also quite good, indicating that they are still able to maintain involvement in extra-academic activities despite experiencing pressure during lectures. Theoretically, the stress coping theory (Lazarus & Folkman, 1984) posits that individuals can manage the stress they experience.

Students with good coping skills tend to manage academic stress so it does not affect other activities outside lectures too much. In this study, students can still engage in organizational, social, and other activities because they can balance academic demands with their non-academic lives. In addition, non-academic activities can also be a means for students to reduce academic boredom and pressure. Extracurricular activities can provide entertainment, social support, new experiences, and help students maintain emotional balance. Therefore, even though students experience academic stress, these conditions do not directly affect students' non-academic productivity. The findings of this study indicate that students' non-academic productivity is likely influenced more by factors such as personal motivation, time management skills, social environment, and students' ability to maintain a balance between academic and non-academic activities (Amalia et al., 2022). Thus, academic stress is not the dominant factor that affects the non-academic productivity of non-academic students. These findings reinforce previous research, such as that of Fiqih & Ratnawati (2022), which stated that academic stress harms various aspects of student life, including productivity outside the academic field.

CONCLUSION

The results show that Work-Life Balance has a positive and significant effect on Non-Academic Productivity, supporting H1. In contrast, Academic Stress does not have a significant effect on Non-Academic Productivity, so H2 is not supported. Simultaneously, Work-Life Balance and Academic Stress have a significant effect on Non-Academic Productivity, supporting H3. The R^2 value of 27.4% indicates that Work-Life Balance and Academic Stress explain 27.4% of the variation in Non-Academic Productivity. In comparison, the remaining 72.6% is related to other factors not included in this study. The findings suggest that maintaining Work-Life Balance is relevant to supporting part-time students' productivity. Therefore, students may benefit from managing their academic responsibilities, work schedules, and personal activities in a more balanced way. However, the practical implications should be considered within the scope of the variables examined in this study.

Limitations

This study has several limitations. First, the use of accidental sampling may limit the generalizability of the findings because respondents were selected based on their availability and willingness to participate. Second, the study was conducted in a single institutional setting, which may limit the applicability of the findings to students from other institutions. Third, the cross-sectional design limits the ability to observe changes in the relationships between variables over time. Fourth, the use

of self-reported questionnaires may be influenced by respondents' perceptions and response tendencies. Finally, the R^2 value of 27.4% indicates that the model has limited explanatory capacity, suggesting that other factors may also be associated with Non-Academic Productivity.

Future Research

Future research may consider probability or census sampling to improve the generalizability of the findings and longitudinal designs to examine changes over time. Further studies may also include factors such as working hours, coping, social support, time management, motivation, and burnout. Moderation or mediation models may also be considered to deepen understanding of the relationships among academic demands, Work-Life Balance, and Non-Academic Productivity

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