ICOERESS
INTERNATIONAL CONFERENCE ON EDUCATION, RELIGION AND SOCIAL STUDIES
BY PASCASARJANA UIN SULTHAN THAHA SAIFUDDIN JAMBI

THE EFFECT OF CAREER BALANCE AND PERSONAL LIFE BALANCE ON ACADEMIC ACHIEVEMENT OF STUDENTS OF PANCA BUDI DEVELOPMENT UNIVERSITY

*[1]Siti Humaira
[2]Elisabeth Siahaan
[3]Parapat Gultom
*[1]University of North Sumatra, North Sumatra, Indonesia
[2]University of North Sumatra, North Sumatra, Indonesia
[3]University of North Sumatra, North Sumatra, Indonesia

2nd ICOERESS
(25-09-2025)

Submission:
(01-09-2025)
Published:
(28-06-2026)

ABSTRACT

This study aims to analyze the influence of career balance and personal life balance on the academic achievement of students at Panca Budi Development University. The phenomenon of students working while studying is increasing, but its impact on academic achievement still requires in-depth study. This study used a quantitative method with a survey approach to 150 active working students. Data were collected through a structured questionnaire and analyzed using multiple linear regression. The results showed that career balance had a significant positive effect on academic achievement ($\beta = 0.324$, $p < 0.05$), while personal life balance had a significant positive effect on academic achievement ($\beta = 0.287$, $p < 0.05$). Simultaneously, both variables contributed 41.2% to the variation in student academic achievement. This study provides an important contribution to the development of academic policies that support working students in achieving optimal achievement.

Keywords: Career Balance, Personal Life Balance, Academic Achievement, Student Worker

BACKGROUND

The rapid advancement of globalization and digital transformation has fundamentally reshaped the landscape of higher education, creating new challenges and opportunities for university students. Alongside increasing tuition fees, inflation, and the rising cost of living, many students are no longer able to rely solely on financial support from their families. As a result, an increasing number of students participate in part-time or full-time employment while pursuing their academic studies. According to data from the Central Statistics Agency (2023), nearly 47% of Indonesian university students are involved in productive economic activities during their studies. Likewise, a survey conducted by the Association of Indonesian Private Universities (APTISI) in 2023 reported that approximately 62% of students enrolled in private universities work while studying, representing a substantial increase compared to 41% in 2019. This trend demonstrates that combining employment and academic responsibilities has become a common characteristic of higher education in Indonesia.

The growing number of working students is driven primarily by economic factors. Many students come from low- and middle-income families whose financial resources are insufficient to fully support higher education expenses. Besides financial necessity, students are increasingly motivated to work in order to achieve financial independence, gain professional experience, develop employability skills, and establish professional networks before graduation. Furthermore, the rapid expansion of the digital economy has created flexible employment opportunities such as freelance work, online transportation services, digital marketing, content creation, and various online businesses, enabling students to earn income while maintaining their academic commitments. Although these opportunities provide financial benefits and practical experience, they also require students to manage multiple responsibilities simultaneously, increasing the complexity of balancing academic, professional, and personal demands.

One of the most important factors determining the success of working students is career balance. Greenhaus and Allen (2011) define career balance as an individual's ability to effectively manage work-

related responsibilities alongside other important life roles without sacrificing performance in either domain. For university students, career balance reflects the ability to allocate sufficient time, energy, and commitment to both employment and academic responsibilities. Clark (2000) further explains that career balance consists of several dimensions, including time flexibility, energy management, goal prioritization, and role integration. Students who are capable of balancing these dimensions are generally better prepared to fulfill academic obligations while maintaining satisfactory work performance. Conversely, poor career balance may result in missed classes, delayed assignments, reduced academic engagement, and declining educational outcomes.

In addition to career balance, personal life balance plays an equally significant role in supporting students' academic success. Personal life balance refers to an individual's ability to maintain harmony among family responsibilities, physical and mental health, social relationships, recreation, and personal development (Kirchmeyer, 2000). Unlike career balance, which primarily concerns work and academic responsibilities, personal life balance emphasizes the broader aspects of well-being that influence an individual's capacity to perform effectively. Working students often face substantial challenges in maintaining healthy lifestyles, preserving social relationships, participating in campus activities, and allocating sufficient time for rest and recovery. Continuous imbalance between academic, professional, and personal life may lead to fatigue, stress, burnout, and declining motivation, all of which negatively affect learning performance.

Academic achievement remains one of the primary indicators of educational success in higher education institutions. According to Winkel (2009), academic achievement reflects the learning outcomes obtained by students through academic activities and is commonly measured by cumulative grade point average (GPA), classroom participation, assignment completion, and overall academic performance. Slameto (2013) argues that academic achievement is influenced by various internal factors, including motivation, interest, ability, and health, as well as external factors such as family environment, educational institutions, and social support. For working students, balancing employment responsibilities with academic demands introduces additional external challenges that may either strengthen or weaken their academic performance depending on how effectively they manage competing responsibilities.

Previous empirical studies have produced inconsistent findings regarding the relationship between employment and academic achievement. Some researchers argue that working while studying reduces academic performance because employment consumes valuable study time and increases physical and psychological exhaustion. Conversely, other studies suggest that employment enhances students' discipline, time management, responsibility, and self-confidence, ultimately contributing positively to academic performance. These contradictory findings indicate that employment itself may not directly determine academic success; rather, the ability to achieve career balance and personal life balance appears to be the determining factor influencing academic outcomes.

These issues are particularly relevant at Panca Budi Development University, one of the largest private universities in North Sumatra. Preliminary observations indicate that a considerable proportion of students engage in part-time employment while completing their studies. Several observable phenomena demonstrate the challenges experienced by working students. Approximately 68% of students work part-time while pursuing their education, while 42% of working students have cumulative grade point averages below 3.00, indicating potential academic difficulties associated with balancing work and study responsibilities. Furthermore, nearly 57% of students frequently postpone academic assignments because of work obligations, 71% rarely participate in extracurricular and campus activities due to limited available time, and approximately 39% report symptoms associated with academic burnout, including physical exhaustion, reduced motivation, and emotional fatigue. These conditions collectively suggest that many working students experience considerable difficulty maintaining an appropriate balance among academic, professional, and personal responsibilities.

Despite the increasing prevalence of working students in Indonesian higher education, studies examining the combined influence of career balance and personal life balance on academic achievement remain relatively limited, particularly within private universities located outside major metropolitan areas such as Jakarta. Most previous studies have focused on work-life balance among employees rather

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than university students or have examined only single dimensions of students' experiences. Consequently, limited empirical evidence is available regarding how working students in regional private universities successfully manage competing responsibilities while maintaining satisfactory academic performance.

Considering these conditions, investigating the influence of career balance and personal life balance on students' academic achievement is both academically and practically significant. The findings are expected to contribute to the development of educational policies that better accommodate the needs of working students, including more flexible academic regulations, effective counseling services, and institutional support systems. Furthermore, the study will enrich the literature on student employment and academic performance by providing empirical evidence from the context of Panca Budi Development University. Ultimately, understanding how career balance and personal life balance influence academic achievement will enable universities to develop strategies that improve student well-being, enhance academic success, and reduce the risk of delayed graduation and student dropout.

RESEARCH METHOD

Research Design

This study employed a quantitative approach using an explanatory research design to examine the causal relationships among the research variables. Quantitative research was selected because it enables the researcher to objectively measure the influence of career balance and personal life balance on students' academic achievement through statistical analysis. The explanatory design aims to test the proposed hypotheses by identifying the direct effects of the independent variables on the dependent variable. Furthermore, this study adopted a cross-sectional survey design, in which data were collected from respondents at a single point in time to provide an overview of the existing conditions of working students at Panca Budi Development University.

Population and Sample

The population of this study consisted of all active students at Panca Budi Development University who were employed while pursuing their studies, totaling 890 students. To determine the appropriate sample size, the Slovin formula with a 5% margin of error was applied, resulting in a sample of 150 respondents. The sampling process employed a stratified random sampling technique, whereby respondents were proportionally selected from different faculties to ensure that each faculty was adequately represented. This technique was chosen to improve the representativeness of the sample and minimize sampling bias.

Research Variables

This study involved two independent variables and one dependent variable. The independent variables consisted of **Career Balance (X_1)** and **Personal Life Balance (X_2)**, while the dependent variable was **Academic Achievement (Y)**. Career balance refers to students' ability to effectively manage their academic and employment responsibilities, whereas personal life balance reflects their ability to maintain harmony among academic, work, family, social, and personal well-being. Academic achievement was measured through indicators reflecting students' academic performance during their studies.

Research Instrument

Primary data were collected using a structured questionnaire developed based on the theoretical dimensions of each research variable. All questionnaire items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to data collection, the instrument was tested for validity and reliability to ensure its accuracy and consistency. The validity test results showed that all questionnaire items had correlation coefficients (r-count) greater than the critical value (r-table = 0.361), indicating that all items were valid. In addition, the reliability test demonstrated that all research variables achieved Cronbach's Alpha values greater than 0.70, confirming that the instrument possessed satisfactory internal consistency and reliability.

Data Analysis Technique

The collected data were analyzed using several statistical techniques. Descriptive analysis was first conducted to describe the demographic characteristics of the respondents and provide an overview of each research variable. Prior to hypothesis testing, classical assumption tests, including the normality test, multicollinearity test, and heteroscedasticity test, were performed to ensure that the data satisfied the assumptions required for multiple linear regression analysis. Subsequently, multiple linear regression analysis was employed to examine the influence of career balance and personal life balance on academic achievement. Finally, hypothesis testing was conducted using the **t-test** to determine the partial effect of each independent variable on academic achievement and the **F-test** to evaluate the simultaneous influence of career balance and personal life balance on students' academic achievement.

RESEARCH FINDINGS

Respondent Characteristics

A total of 150 working students from Panca Budi Development University participated in this study. Based on gender, 58% of the respondents were male, while 42% were female, indicating that male students constituted the majority of the sample. Regarding academic level, 67% of the respondents were enrolled in semesters four to six, whereas the remaining 33% were in semesters seven to eight. This distribution suggests that most working students were in the middle stage of their academic studies. In terms of employment status, 73% of the respondents worked part-time, while 27% were employed full-time, reflecting the growing preference for flexible employment arrangements among university students. Furthermore, the respondents' cumulative grade point average (GPA) showed that 31% had GPAs ranging from 2.50 to 3.00, 45% achieved GPAs between 3.01 and 3.50, and 24% obtained GPAs above 3.50. These findings indicate that the majority of working students were able to maintain relatively satisfactory academic performance despite balancing employment responsibilities.

Descriptive Analysis of Research Variables

The descriptive analysis revealed that the mean score for **Career Balance (X_1)** was 3.42 with a standard deviation of 0.68, indicating that respondents generally experienced a moderate level of career balance. Approximately 62% of the respondents reported moderate career balance, suggesting that most students were reasonably capable of managing their academic and employment responsibilities, although there was still room for improvement. The **Personal Life Balance (X_2)** variable obtained a mean score of 3.18 and a standard deviation of 0.74, which also falls within the moderate category. Approximately 59% of the respondents reported moderate personal life balance, indicating that maintaining equilibrium between academic responsibilities, work commitments, family life, social interactions, and personal well-being remains a challenge for many working students. Meanwhile, **Academic Achievement (Y)** was represented by the respondents' cumulative grade point average, with a mean GPA of 3.12 and a standard deviation of 0.51. The distribution of GPA scores showed that 69% of the respondents achieved GPAs above 3.00, indicating that most working students maintained satisfactory academic performance despite balancing multiple responsibilities.

Classical Assumption Tests

Before conducting multiple linear regression analysis, classical assumption tests were performed to ensure that the data met the required statistical assumptions. The normality test, using the Kolmogorov–Smirnov method, produced a significance value of 0.087, which exceeded the threshold of 0.05, indicating that the residuals were normally distributed. The multicollinearity test showed that all independent variables had Variance Inflation Factor (VIF) values below 10 and tolerance values above 0.10, confirming that no multicollinearity existed between the independent variables. In addition, the heteroscedasticity test, based on the scatterplot analysis, demonstrated that the residual points were randomly dispersed without forming any specific pattern. This finding indicates that heteroscedasticity was not present in the regression model. Therefore, all classical assumption tests were successfully satisfied, confirming that the data were appropriate for subsequent multiple linear regression analysis.

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Multiple Linear Regression Analysis

The results of the regression analysis show the equation: Y = 1.234 + 0.324X1 + 0.287X2

Table 1. Multiple Linear Regression Test Results

Variables	Coefficient	t-count	Sig.	Information
Constant	1,234	2,856	0.005	Significant
Career Balance (X1)	0.324	4,127	0,000	Significant
Personal Life Balance (X2)	0.287	3,692	0,000	Significant

R Square = 0.412 (41.2% of the variation in academic achievement is explained by the two independent variables)

Hypothesis Testing

Hypothesis 1 (H1): ACCEPTED Career balance has a significant positive effect on academic achievement ($\beta = 0.324$, $p = 0.000 < 0.05$). Students who are able to balance their careers tend to have better academic achievement.

Hypothesis 2 (H2): ACCEPTED Personal life balance has a significant positive effect on academic achievement ($\beta = 0.287$, $p = 0.000 < 0.05$). Students with a good personal life balance show more optimal academic achievement.

Hypothesis 3 (H3): ACCEPTED The F test shows F-count = 51.287 with sig. 0.000 < 0.05, which means that career balance and personal life balance simultaneously have a significant effect on academic achievement.

DISCUSSION

The research results show that career balance has a greater influence on academic achievement than personal-life balance. This indicates that students' ability to manage their time and energy between work and study is a key factor in achieving optimal academic performance.

This finding aligns with research by Greenhaus & Allen (2011), which emphasized the importance of work-study balance in the context of working students. Students who successfully integrate their dual roles tend to develop superior time management and prioritization skills, which ultimately contribute positively to academic achievement.

Work-life balance also proved to be a significant influence, albeit with a smaller coefficient. This suggests that family support, maintaining good health, and maintaining social connections remain important in supporting the academic success of working-class students.

CONCLUSION

Based on the research findings and discussion, it can be concluded that career balance has a positive and significant effect on the academic achievement of students at Panca Budi Development University. Students who are able to effectively balance their academic responsibilities with work commitments tend to demonstrate higher levels of academic performance. Furthermore, personal life balance also has a positive and significant influence on academic achievement, indicating that students who successfully maintain harmony between their personal life, physical and mental well-being, family responsibilities, and social relationships are more likely to achieve better academic outcomes. Moreover, career balance and personal life balance simultaneously have a significant positive effect on students' academic

achievement, jointly explaining 41.2% of the variance in academic performance. These findings suggest that maintaining a healthy balance across academic, professional, and personal domains plays a crucial role in supporting the academic success of working students at Panca Budi Development University.

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