

Mediation of Job Burnout and Gender Moderation: The Influence of Work-Study Conflict on the Work-Life Balance of Working Students

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Abstract

This study examines how Work-Study Conflict affects the quality of Work-Life Balance among working students, with job burnout serving as a mediator and gender as a moderator. Using a quantitative approach, data were collected from 114 employed students in the Management Program, Class of 2022, at Buana Perjuangan University in Karawang. The data were analyzed with SEM-PLS in SmartPLS 4. Results indicate that Work-Study Conflict significantly and negatively influences Work-Life Balance. Job Burnout serves as a mediator in this relationship, exacerbating the challenges to life balance that students face. Additionally, the moderation test showed that gender had no significant effect, indicating that both men and women experience similar levels of stress and challenges to their life balance. Overall, the study highlights that physical and emotional fatigue from balancing multiple responsibilities is a key obstacle to the well-being of working students. It recommends for students to manage their time effectively, promote mentorship programs and awareness of counseling services available at the university, and company supports more flexible scheduling policies to help sustain student productivity.

1. Introduction

The phenomenon of students attending college while working has become an increasing global trend. Students in various regions are increasingly encouraged to pursue higher education while working due to economic factors and the need for skills (Guo, 2025). This shows that the dynamics of higher education today involve the work world as an essential part of the academic experience.

This is supported by data from Statistics Indonesia (BPS) in March 2025, which shows that 40.76% of students aged 10-23 in Indonesia are studying while working, with the highest rate at the higher education level at 30.55% (Ridwan, 2025). This trend has grown since the pandemic, along with the increased flexibility of remote work that students can take advantage of.

The industrial area in Karawang is rapidly developing, with an industrial area of 13,756 hectares (Syaukat, 2022). This development has created many job opportunities and attracted more migrants, which increases the need for higher education to improve skills. Buana Perjuangan University (UBP) Karawang, with its flexible class schedule, is a good option for workers who want to continue their education without leaving their jobs. This explains why, in 2022, nearly half (45.93%) of the students in the Management Study Program cohort at UB

Karawang are working students. The high percentage underscores the importance of students balancing their jobs and education to prevent stress and disruptions to their personal lives.

Regulatory-wise, students who take on dual roles are subject to two different legal frameworks. Provisions regarding workload are regulated by Law Number 13 of 2003 on Labor, which specifies obligations regarding working-hour limits. Meanwhile, academic provisions are regulated by Law Number 12 of 2012 on Higher Education, which regulates the implementation of higher education, quality assurance, funding, and community participation.

Work-life balance is a crucial factor in the mental health of millennials and Gen Z in the modern era (Waworuntu et al., 2022). For working students, the boundary between work and academic responsibilities blurs, which, if not handled properly, can harm academic performance and mental wellbeing (Juniar et al., 2024; Waworuntu et al., 2022). This issue is especially relevant in industrial settings that require high performance. As a first step in evaluating real-world conditions, a preliminary survey was conducted among 30 employed Management students from the 2022 cohort at Buana Perjuangan University, Karawang.

The pre-survey data revealed that 82% of respondents had difficulty managing dual roles. Additionally, 86.7% reported challenges in achieving a work-life balance, citing physical and emotional fatigue as the main barriers. Meanwhile, symptoms of decreased motivation and cynicism were observed in 73.3% of working students. These findings support the idea that limitations in handling multiple role demands can lead to work-study conflict, affecting student well-being.

The emergence of work-study conflict arises from the difficulty in balancing academic demands and work, which ultimately drains an individual's mental energy (Karnia, 2025; Hadziq, 2024). Ongoing role conflicts can lead to job burnout due to excessive workloads and lack of appreciation (Arifah, 2023; Rahayu & Jatmiko, 2025). This physical and mental fatigue creates an obstacle to achieving work-life balance, making it hard for students to perform their roles effectively both in their personal and academic environments (Shafariah & Gofur, 2025).

The relationship between these variables is supported by several previous studies. Juniar et al. (2024) in their study of UBP Karawang students demonstrated that burnout has a direct negative effect on life balance. Conversely, Shafariah and Gofur (2025) highlighted burnout as a connecting element (missing link) that links role conflict to a decline in life well-being. However, this pressure is not experienced equally by everyone. Gender is believed to influence individual responses through differences in social roles and responsibilities between men and women (Khan, 2024; Edenia et al., 2025).

Although much research has examined role conflict, there remains a research gap in testing the simultaneous mediation of job burnout and gender moderation within a single framework. Therefore, this study aims to analyze how work-study conflict affects work-life balance through the mediating role of job burnout and to examine how gender moderates the relationship between work-study conflict and work-life balance among working management students in the 2022 cohort at Buana Perjuangan University, Karawang.

2. Literature Review

2.1 Human Resource Management

Human resource management is a managerial function (planning, organizing, leading, supervising) focused on effectively managing employees (Prasetyo et al., 2025). Quoting Juniar et al. (2024), human resource management is a series of processes that involve planning, organizing, coordinating, and implementing actions to ensure that tasks within an organization are carried out effectively and in a controlled manner. A similar perspective is shared by Ananda (2025), who states that human resource management involves improving the workforce through recruitment, evaluation, and training to boost organizational performance. It can be concluded that human resource management not only manages and develops employees but also optimizes human resources to ensure the organization's performance and objectives are achieved efficiently and systematically.

2.2 Conservation of Resources (COR) Theory

According to Hobfoll (1988, 1989), in Qassim (2025), the Conservation of Resources (COR) Theory defines stress as a process that causes individuals to experience a reduction or increase in resources such as time, energy, and social support. Similarly, in the same literature, COR Theory states that individuals strive to acquire, maintain, and develop resources, whether personal, social, or material (Qassim, 2025). This idea is reinforced by Treadway et al. (2005) in Bon & Shire (2022), which states that individuals actively seek to obtain and maintain valuable things categorized as objects, conditions, personal characteristics, and energy. Conservation of Resources Theory emphasizes that threats or losses of resources, such as time, energy, mental, and social resources, are the main triggers of stress for individuals.

2.3 Work-Study Conflict

Work-study conflict is a situation where a person's job responsibilities interfere with meeting academic requirements (Hadziq, 2024). Quoting Bialocerkowski (2022) in Hadziq (2024), work-study conflict is an internal issue that occurs when work demands and academic obligations conflict, leading to poor performance in both areas. It can also be described as a condition in which workplace pressure and anxiety negatively affect a person's ability to manage emotions and fulfill their role in the classroom (Markel & Frone, 1998, as cited in Karnia et al., 2025). When someone cannot balance their roles as a worker and a student, it causes emotional stress that disrupts focus and academic success, which is known as work-study conflict.

Based on the theory of Markel and Frone (1998) in Hadziq (2024), this variable is measured through three main dimensions. (1) Time-based conflict, which involves time constraints caused by overlapping schedules, is characterized by indicators of work schedules conflicting with class times. (2) Strain-based conflict, which refers to physical or mental tension from one role that carries over to another role, with indicators of physical or mental fatigue from work that interfere with concentration on studying. (3) Behavior-based conflict, which is the incompatibility of behavior patterns between roles, with indicators of inability to adjust behavior both at work and in an academic environment.

2.4 Job Burnout

Job burnout is mental exhaustion and psychological stress resulting from workloads and work environments (Salama et al., 2022). According to Nabi Khan (2013), in cited in Salama et al. (2022), job burnout is a set of physical and psychological health problems resulting from ongoing stress in the workplace stress. Job burnout is a psychological syndrome that develops as a long-term response to stressors in social interactions at work (Maslach & Leiter, 2016, in Malta et al., 2024). It involves physical and mental fatigue stemming from work stress, heavy workloads, and constant social interactions in the workplace.

According to the Maslach Burnout Inventory (MBI) by Maslach and Jackson, as described in Karnia (2025), the job burnout variable consists of three dimensions. (1) Emotional exhaustion, which is the extreme depletion of emotional energy, is measured through indicators of feelings of depletion of psychological resources and energy in the morning. (2) Cynicism, which is a cold and distant attitude towards the environment, is indicated by cold, negative attitudes and withdrawal from tasks. (3) Reduced professional efficacy, which is a decline in self-competence, is indicated by a decrease in competence and students' confidence in their ability to complete academic tasks and work effectively.

2.5 Work-Life Balance

Work-Life Balance can be defined as a balance between work and personal life without conflict, from both employees' and companies' perspectives (Nurpadilah et al., 2024). Work-Life Balance is defined as a strategy to maintain employee loyalty through a good work environment, so that employees can balance work demands and personal matters (Larastrini and Adnyani, 2019, in Juniar et al., 2024). According to Nurhasanah et al. (2023) in Rahayu & Jatmiko (2025), work-life balance is a measure of an individual's psychological well-being, encompassing their sense of independence and ability to maintain social relationships with family, colleagues, and the community. Work-life balance is the harmony between work and personal life as a strategy to maintain loyalty through a good work environment and good relationships with family, colleagues, and society.

Wicaksana et al. (2020), cited in Juniar et al. (2024), divide Work-Life Balance into four main dimensions that influence each other. (1) Work Interference with Personal Life (WIPL), which examines how aspects of work can interfere with personal life quality, with indicators including (a) time constraints, (b) excessive workload, and (c) work stress. (2) Personal Life Interference with Work (PLIW), with indicators such as (a) family responsibilities and (b) personal problems that drain energy and distract individuals at work. (3) Personal Life Enhancement of Work (PLEW) explains how indicators like (a) family support, (b) healthy social relationships, and (c) a good mood at home can increase work enthusiasm. (4) Work Enhancement of Personal Life (WEPL) shows the role of work in improving social and personal life through indicators such as (a) acquisition of new skills, (b) valuable experiences, and (c) opportunities for self-development that can be applied outside the work environment (Nafis, Chan, and Raharja 2020, in Juniar et al., 2024).

2.5 Gender

Gender is a social and cultural understanding that shapes the differences in roles, characteristics, and responsibilities society assigns to men and women (Edenia et al., 2025). Gender is a social construct within culture that differentiates the roles of men and women (Nurvitasari et al., 2021, in Edenia et al., 2025). According to Berry (2000:165), in Kurniawan & Rukma (2023), gender is the identity of men and women in a social setting, influenced by physical differences and social roles, and observable in social life. It can be understood that gender is a social and cultural construct that establishes standards for differences in roles, characteristics, and responsibilities between men and women in society. The gender dimension is measured

categorically based on an individual's sex (Vokić & Bilušić, 2021). The primary indicator is the classification of individuals into male and female categories.

3. Research Framework

This study is based on the idea that working students often have limited energy and time to manage their dual roles. This situation leads to work-study conflict, which directly damages work-life balance by causing scheduling issues and draining physical and mental energy (Markel Frone, 1998, in Hadziq, 2024; Vokić & Bilušić, 2021). These negative effects are exacerbated by job burnout. Emotional exhaustion and students' indifference toward their tasks are seen as the main reasons why role conflicts ultimately disrupt students' work-life balance (Karnia et al., 2025; Shafariah & Gofur, 2025). Additionally, the connection between role conflict and life balance is believed to differ between men and women. Gender is considered an important factor because of differences in how individuals respond to the pressure of double burdens, which are often shaped by environmental demands and social responsibilities in society (Artz 2022; Khan 2024). Through this framework, deep mental fatigue is understood as the cause of a disruption in the balance between education, work, and personal life for working students.

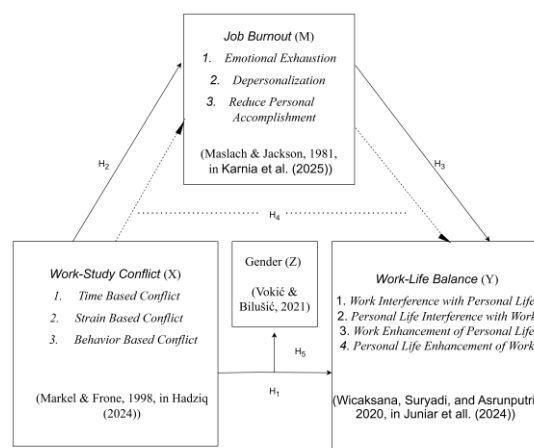


Figure 1 Research Framework

H₁: It is suspected that Work-Study Conflict has a negative and significant effect on Work-Life Balance.

H₂: It is suspected that Work-Study Conflict has a positive and significant effect on Job Burnout.

H₃: It is hypothesized that Job Burnout has a negative and significant effect on Work-Life Balance.

H₄: It is suspected that Job Burnout mediates the effect of Work-Study Conflict on Work-Life Balance.

H₅: It is hypothesized that Gender moderates the effect of Work-Study Conflict on Work-Life Balance.

4. Research Method

To examine the relationship between variables, this study uses a quantitative approach with an explanatory survey design. The research was conducted at Buana Perjuangan University in Karawang from November 2025 to January 2026, with a population of 159 active Management students from the 2022 class (SIPT UBP Karawang). Sugiyono (2019) states that a significance level of 5% is a sufficient standard for balancing data accuracy and sample size feasibility in social science research. The Slovin formula with a 5% margin of error was used to determine the sample size, resulting in 114 respondents selected through non-probability sampling methods, including purposive sampling. Primary data were collected via Google Forms questionnaires using a 1-5 Likert scale. Specifically, for the Work-Life Balance variable, reverse coding was applied to the Work Interference with Personal Life (WIPL) and Personal Life Interference with Work (PLIW) dimensions so that all scores would be consistent in indicating the level of balance (Hair & Alamer, 2022). Data analysis was performed using PLS-SEM (SmartPLS 4), with gender moderation assessed via an interaction effect approach using the Two-Stage Approach.

Table 1 Operational Variable

Variables	Dimensions	Indicators	Theoretical Source
Work-Study Conflict	Time-Based Conflict Strain-Based Conflict Behavior-Based Conflict	Schedule Conflicts Work fatigue hinders learning Inability to adapt behavior	Markel & Frone (1998) in Hadziq (2024)
Job Burnout	Emotional Exhaustion Depersonalization Reduced Personal Accomplishment	Emotional and physical exhaustion Cynical attitude and withdrawal Decreased sense of competence and self-confidence	Maslach & Jackson (1981) in Karnia (2025)
Work-Life Balance	Work Interference with Personal Life (WIPL)* Personal Life Interference with Work (PLIW)* Work Enhancement of Personal Life (WEPL) Personal Life Enhancement of Work (PLEW)	a. Time b. Workload c. Work stress a. Family responsibilities b. Personal problems reduce work focus a. Acquisition of new skills b. Valuable experience c. Opportunities for self-development a. Good mood b. Healthy social relationships c. Family support	Wicaksana (2022), in Juniar et al. (2024)
Gender		a. Male b. Female	(Vokić & Bilušić, 2021)

Note: (*) reverse coding item

5. Result

5.1 Respondent Characteristic

Data was collected through distributing questionnaires to working Management students from the 2022 class at Buana Perjuangan University, Karawang. The respondents' characteristics are as follows.

Table 2 Respondents Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	58	50.88
	Female	56	49.12
	Total	114	100
Age	21 – 22 years	30	26.32
	23 – 24 years	54	47.37
	≥ 25 years old	30	26.32
	Total	114	100
Working Hours/ Week	≤ 20 hours	11	9.65
	20 – 30 hours	35	30.7
	≥ 30 Hours	68	59.65
	Total	114	100
Length of Employment	≤ 6 Months	13	11.4
	6 –12 months	28	24.56
	≥ 1 Year	73	64.04
	Total	114	100

Based on Table 2, most respondents were male (50.88%) and aged 23–24 years. A significant workload is also observed, with 59.65% of students working more than 30 hours per week, and most having worked for over a year. These findings suggest that respondents have ample experience in dual-role work.

5.2 Descriptive Analysis

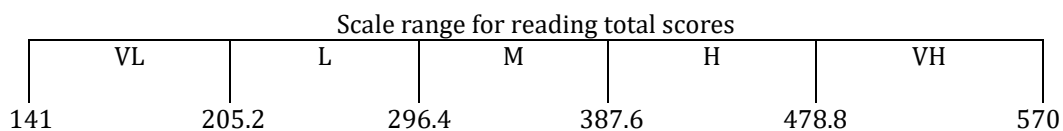
Descriptive analysis shows how respondents evaluate each research indicator by summing answer scores, as shown in the table below. These criteria were established using a scale-range formula that divides the gap between the highest and lowest scores into several categories (Sugiyono, 2019). Before aggregating the scores, reverse coding was applied to the unfavorable indicators (WLB1-WLB6) according to the data preparation procedure by Hair & Alamer (2022) to ensure the aggregated scores accurately reflect respondents' perceptions of their *work-life balance*, as detailed in the following table.

Table 3 Descriptive Analysis Result

Work-Study Conflict				Job Burnout			
Indicators	Code	Total Score	Note	Indicators	Code	Total Score	Note
Attendance Issue	WSC1	392	H	Deep Fatigue	JB1	462	H
Time Constraints	WSC2	485	VH	Energy Loss	JB2	436	H
Work Hours Duration	WSC3	424	H	Difficulty Regaining Motivation	JB3	437	H
Learning Concentration	WSC4	466	H	Cynical Attitude	JB4	389	H
Academic Enthusiasm	WSC5	446	H	Avoiding Interaction	JB5	466	H
Academic Quality	WSC6	394	H	Decreased Empathy	JB6	424	H
Behavioral Inappropriateness	WSC7	363	M	Negative Self-Assessment	JB7	419	H
Procrastination	WSC8	407	H	Unachieved Goal	JB8	410	H
Role-Related Sacrifices	WSC9	425	H	Decreased Self-Confidence	JB9	417	H
Mode		422	H	Mode		428	H

Work-Life Balance							
Indicators	Code	Total Score	Note	Indicators	Code	Total Score	Note
Time	WLB1	232	L	Work Skills	WLB7	416	H
Workload	WLB2	273	L	Life Values	WLB8	424	H
Stress Level	WLB3	246	L	Self-Development	WLB9	415	H
Family Responsibility	WLB4	260	L	Family Support	WLB10	457	H
Personal Issues	WLB5	307	L	Personal Well-Being	WLB11	436	H
Energy Constraints	WLB6	257	M	Self-Recovery Rates	WLB12	464	H
Mode				Mode		349	M

* Note: VL (Very Low), L (Low), M (Moderate), H (High), VH (Very High)



Based on Table 3, the variables of work-study conflict and job burnout are primarily in the high category, with the highest scores in time constraints and reluctance to participation in other activities. This suggests that respondents pressure in dual roles. Meanwhile, results on work-life balance differ. Although time management and workload are relatively low, family support and self-recovery rates are strong. This indicates that, despite high role conflict, respondents receive considerable external support.

5.3 Convergent Validity Test

Convergent validity testing was performed to assess how accurately the indicators represented their respective research variable, with outer loadings required to exceed 0.70 (Hair & Alamer, 2022). At the model evaluation stage, indicators that were disruptive to the work-life balance variable were reverse-coded so that the loading direction of each indicator was consistent in representing its construct (Hair & Alamer, 2022). The initial results showed several indicators with outer loadings below 0.70, specifically WSC6 (0.639), WSC7 (0.659), JB5 (0.634), JB6 (0.689), JB7 (0.603), JB8 (0.685), JB9 (0.476), WLB7 (-0.700), WLB8 (-0.661), WLB9 (-0.732), WLB10 (-0.687), WLB11 (-0.625), and WLB12 (-0.669). These indicators were considered invalid and were removed from the model to improve accuracy and reduce measurement bias, ensuring that the theoretical essence of each variables remains unchanged, such as emotional exhaustion in job burnout and a balance between time and

psychological well-being in work-life balance. The remaining outer loading values after this removal are shown in the following table.

Table 4 *Convergent Validity Test of Outer Loading*

	Indicators	Code	Outer Loading
Work-Study Conflict	Attendance Issue	WSC1	0.727
	Time Constraints	WSC2	0.772
	Work Hours Duration	WSC3	0.727
	Learning Concentration	WSC4	0.753
	Academic Enthusiasm	WSC5	0.748
	Procrastination	WSC8	0.755
	Role-Related Sacrifices	WSC9	0.753
Job Burnout	Deep Fatigue	JB1	0.835
	Energy Loss	JB2	0.813
	Difficulty Getting Motivated	JB3	0.793
	Cynical Attitude	JB4	0.787
Work-Life Balance	Time	WLB1	0.739
	Workload	WLB2	0.804
	Stress Level	WLB3	0.820
	Family Responsibility	WLB4	0.733
	Personal Issues	WLB5	0.711
	Energy Limitations	WLB6	0.749
Gender	Gender	Z	100
	Gender x Work Study Conflict		1000

In Table 4, all indicators have values above 0.70. These results align with the criteria of Hair & Alamer (2022), which indicate that each remaining indicator not only has a strong contribution, but is also capable of representing the main dimensions of each research variable.

5.4 Construct Reliability

Reliability criteria are met if Composite Reliability and Cronbach's Alpha are greater than 0.70, and Average Variance Extracted (AVE) exceeds 0.50 (Hair & Alamer, 2022).

Table 5 *Construct Reliability*

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Work-Study Conflict	0.867	0.869	0.897	0.555
Job Burnout	0.819	0.821	0.881	0.649
Work-Life Balance	0.846	0.849	0.887	0.567

In Table 5, the Composite Reliability and Cronbach's Alpha values for all variables are above 0.70, and the AVEs are also above 0.50. These results confirm that the indicators used are valid and can describe each of the variables studied.

5.5 Heterotrait-Monotrait Ratio (HTMT)

The Heterotrait-Monotrait Ratio measures the correlation between different constructs compared to the correlation within the same construct. The HTMT value should be below 0.90 (Hair & Alamer, 2022).

Table 6 *Heterotrait-Monotrait Ratio*

	Gender	Job Burnout	Work-Life Balance	Work-Study Conflict	Gender x Work Study Conflict
Gender					
Job Burnout	0.053				
Work-Life Balance	0.095	0.786			
Work-Study Conflict	0.107	0.878	0.792		
Gender x Work Study Conflict	0.060	0.644	0.628	0.834	

In Table 6, the highest HTMT value is 0.878, indicating that each variable in this model is distinct from the others and satisfies the criteria for good discriminant validity.

5.6 Fornell-Lacker Criterion

Fornell-Lacker criteria are used to test discriminant validity by comparing the square roots of the AVEs with the correlations among different constructs. According to Clark-Boucher & Miller (2023) in Junipriansa & Disastra (2025), the square root of AVE must be greater than the other correlation values in the same column.

Table 7 *Fornell-Lacker Criterion*

	Gender	Job Burnout	Work-Life Balance	Work-Study Conflict
Gender	1.000			
Job Burnout	0.044	0.806		
Work-Life Balance	-0.049	-0.658	0.753	
Work-Study Conflict	-0.092	0.745	-0.686	0.745

Table 7 shows that the square root of each variable's AVE is higher than its correlation with other variables below it. This confirms that each research variable is distinct and that discriminant validity is satisfied in this model.

5.7 R-square

The R-squared value measures how much of the variance in the dependent variable is explained by the independent variables in this model. The R-square criteria are classified into three levels: weak (0.25), moderate (0.50), and strong (0.75) (Hair & Alamer, 2022).

Table 8 *R-square*

	R-square	R-square Adjusted
Job Burnout	0.555	0.551
Work-Life Balance	0.530	0.512

Based on Table 8, the R-square values for the job burnout and work-life balance variable have moderate level. This indicates that the model has moderate predictive power, explaining 55.5% of the variance in job burnout and 53% in work-life balance, with the remaining variation influenced by factors outside this study's scope. The adjusted R-square values, which are not significantly different (job burnout: 0.551; work-life balance: 0.512), suggest that adding variables to the model does not increase its fit, indicating that the model is stable.

5.8 Predictive Relevance (Q^2)

Predictive relevance confirms that the research model effectively explains the data. The Q^2 predictive relevance values are listed below.

Table 9 *Predictive Relevance (Q^2)*

	Q^2 Predict
Job Burnout	0.551
Work-Life Balance	0.448

If the Q^2 value is greater than 0, the research model has predictive relevance (Setiaman, 2023, in Edenia, 2025). Based on Table 9, the Q^2 values for job burnout (0.551) and work-life balance (0.448) are above 0, indicating that the predictions are accurate.

5.9 Effect Size (f-square)

The magnitude of each independent variable's predictive contribution to the dependent variable is assessed using effect size, which is categorized into 3 levels: small (0.02), medium (0.15), and large (0.35) (Hair & Alamer, 2022).

Table 10 *f-square*

	f-square
Work Study Conflict → Job Burnout	0.087
Work Study Conflict → Work-Life Balance	1.247
Job Burnout → Work Life Balance	0.079
Gender x Work-Study Conflict → Work-Life Balance	0.010

The results of the f-square test in Table 10 reveal that work-study conflict has a very large effect (1.247 > 0.35) on work-life balance. The influence of gender as a moderator on work-life balance is very small (0.010 <

0.02). This suggests that work-study conflict is the primary factor affecting students' life balance, regardless of gender.

5.10 Hypothesis Testing

Hypothesis testing examines the suitability of the conceptual framework with field data in order to strengthen or refute existing theories. The SmartPLS 4 data processing software was used to run the bootstrapping model, which produced the following output.

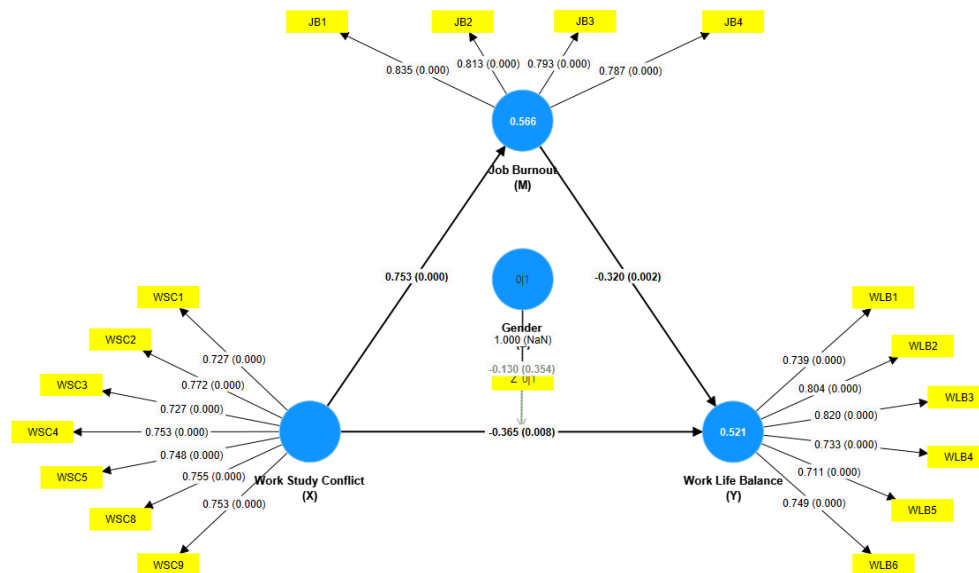


Figure 2 Bootstrapping Model Output Result

The criterion for considering hypothesis testing significant is a t-statistic >1.96 and a p-value <0.05 (at a 5% significance level) (Hair & Alamer, 2022).

Table 11 Bootstrapping Calculation Results for Research Data

Hypothesis	Original sample (O)	t statistics (IO/STDEVI)	p-values	Note
H ₁ Work-study conflict → Work-life balance	-0.308	2.964	0.003	Accepted
H ₂ Work-study conflict → Job Burnout	0.745	13.966	0.000	Accepted
H ₃ Job Burnout → Work-life balance	-0.379	2.736	0.006	Accepted
H ₄ Work-study conflict → Job Burnout → Work-life balance	-0.229	2.918	0.004	Accepted
H ₅ Gender x Work-study conflict → Work-life balance	-0.140	0.994	0.320	Rejected

The testing results in Table 11 showed that the direct relationships between work-study conflict and work-life balance, work-study conflict and job burnout, and job burnout and work-life balance all had p-values below 0.05 and t-statistics above 1.96. According to the 5% significance level outlined by Hair & Alamer (2022), all hypotheses regarding direct effects were deemed significant and accepted.

Furthermore, the results of the mediation test for the job burnout variable showed a p-value of 0.004 (<0.05) and a t-statistic of 2.918 (>1.96). These results indicate that job burnout is a significant mediating variable. Meanwhile, when testing the interaction effect using the indicator product method (interaction effect), the results of gender moderation in the relationship between work-study conflict and work-life balance actually showed a p-value of 0.320 (> 0.05). This means that gender does not moderate, so the hypothesis of moderation in this study is rejected.

6. Discussion

6.1 The Influence of Work-Study Conflict on Work-Life Balance

Work-study conflict has a significant negative effect on work-life balance, supporting the first hypothesis (H1) in this study. The original sample value of -0.308 and a t-statistic of 2.964 (> 1.96), along with a p-value of 0.003 (< 0.05), illustrate this. These figures indicate that a high level of time constraints directly lowers students' work-life balance. The limited time available to students who are also working is the most significant factor, making it challenging for them to maintain a balance among personal, work, and academic responsibilities.

This finding aligns with research by Vokić et al. (2021), which states that work-study conflict is the primary obstacle to achieving life balance. Despite facing high pressure, the level of work-life balance among working students at UBP Karawang is adequate. This highlights the impact of the role of self-recovery through personal activities such as rest or pursuing hobbies which help reduce students' mental stress and maintain a stable quality of life and social support from family or coworkers, which was not included in the final research model. In Indonesian society, which has a strong sense of community, this support helps reduce students' mental burdens and maintains their quality of life.

6.2 The Influence of Work-Study Conflict on Job Burnout

The second hypothesis (H2) was confirmed by the original sample value of 0.745, a t-statistic of 13.966 (greater than 1.96), and a p-value of 0.000 (less than 0.05). This indicates that work-study conflict has a positive, significant impact on job burnout. Deep fatigue is the dominant factor, showing that the more students take on dual roles, the higher their risk of burnout. These results support the findings of Arifah and Sari (2023) and Karnia et al. (2025), which identified dual-role conflict as the main predictor of increased burnout among working students.

6.3 The Influence of Job Burnout on Work-Life Balance

Job burnout was found to have a significant negative influence on work-life balance (original sample coefficient of -0.379; t-statistic of 2.736; p-value of 0.006), thereby supporting H3. High stress levels emerged as the strongest indicator of students' psychological condition. This phenomenon shows how unaddressed fatigue can develop into deep stress that slowly destroys students' life balance. These results align with Juniar's (2024) research, which highlights that students' success in balancing work and academics heavily relies on effective stress management skills.

6.4 The Role of Job Burnout in Mediating Work-Study Conflict on Work-Life Balance

The mediation test results indicate that job burnout significantly mediates the relationship between work-study conflict and work-life balance (original sample: -0.229; p-value: 0.004; t-statistic: 2.918), confirming that H4 is accepted. This pathway shows that role conflict does not directly damage life balance; instead, it first causes mental fatigue and high stress. Job burnout serves as an important mediator, consistent with Shafariah and Gofur's (2025) research on how psychological conditions influence student welfare outcomes through burnout.

6.5 Gender as a Moderator in the Influence of Work-Study Conflict on Work-Life Balance

Regarding the role of gender as a moderator, a p-value of 0.320 (> 0.05) and a t-statistic of 0.994 (< 1.96) were obtained, indicating no significant effect; thus, the impact of work-study conflict is felt equally by both male and female students, which means H5 is rejected. Contrary to Khan's (2024) views on domestic role gaps, students at UBP Karawang tend to bear the same heavy academic and work responsibilities regardless of gender. This finding confirms Edenia's (2025) results, which also found that gender moderation is not significant in the context of role adaptation. This conclusion suggests that for working students at UBP Karawang, environmental factors and equal task loads render gender differences irrelevant in achieving work-life balance.

7. Conclusion

The study shows that work-study conflict is the primary obstacle to the quality of working students' work-life balance. This is clear when students have time constraints, upsetting the balance between their personal lives, work, and education. This situation not only causes time constraints, but also leads to job burnout due to continuous pressure from managing dual roles, resulting in high emotional exhaustion. Additionally, the data suggest that job burnout serves as a key mediator. In other words, students' psychological health tends to decline first, mainly from extreme fatigue, before their work-life balance is seriously affected. Regarding gender as a moderator, the study found similar responses among male and female students in handling dual-role pressures.

8. Implication

As practical advice, students should improve their time management to achieve a balance between different roles. Meanwhile, companies are expected to offer policy flexibility, such as special leave during exam periods or reduced overtime, to help minimize stress triggers for employees. Universities also need to actively provide more flexible access to materials to prevent declines in students' physical and mental health, implement flexible mentoring programs, and optimize the promotion of existing psychological counseling services to help working students manage emotional exhaustion. For further research, it is recommended to expand the sample size by involving various study programs and different locations, consider other variables, such as social support and marital status, or to use qualitative approaches to explore in greater depth the reasons behind gender similarities in responses.

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Conflict of Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

Author Contribution

The authors confirm their contributions to the paper as follows: study conception and design by Finka Ariani; data collection by Uus Muhammad Darul Fadli and Ery Rosmawati; analysis and interpretation of results by Uus Muhammad Darul Fadli and Ery Rosmawati; draft manuscript preparation by Uus Muhammad Darul Fadli and Ery Rosmawati. All authors reviewed the results and approved the final version of the manuscript.

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