

THE EFFECT OF LIFE SATISFACTION ON WORK-LIFE BALANCE IN WORKING STUDENTS AT CAMPUS X

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ABSTRACT

Objective: This study aims to identify the influence of life satisfaction as a primary predictor of work-life balance (WLB) among students occupying dual roles. This study addresses the phenomenon of escalating work-life balance among working students at risk of experiencing role strain.

Method: A quantitative correlational approach was used, involving 110 working students at Campus X as a sample, determined using the Slovin formula and proportional purposive sampling technique. Data were collected using a Likert Scale instrument for the WLB variables (McDonald & Bradley) and Life Satisfaction (Neugarten et al.), then analyzed through simple linear regression using SPSS 25.

Findings: The results showed a positive and significant influence of life satisfaction on WLB with an equation model of $Y = 17.249 + 0.854X$ ($p < 0.05$). Life satisfaction was found to be the dominant determinant factor, contributing 78.3% ($R^2 = 0.783$).

Implications: These findings confirm that student-worker life balance is driven more by internal subjective well-being than simply technical time management. Higher education institutions need to strengthen psychological services and student life satisfaction as an investment in academic success.

Limitations: This study used a cross-sectional design and purposive sampling at a single location, so generalizing the results to the national population requires caution. There remains 21.7% of the variance in WLB influenced by other external factors outside this model.

Originality/Value: This study provides novelty by shifting the focus from job satisfaction to a more comprehensive view of life satisfaction (a positive psychology perspective) as a buffer for the stability of students' dual roles in the modern educational era.

 OPEN ACCESS

ARTICLE HISTORY

Received: 04-02-2026

Accepted: 10-04-2026

KEYWORDS

Life Satisfaction,
Work-Life Balance,
Student-Worker,
Positive Psychology,
Dual Roles.

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Introduction

The phenomenon of dual roles experienced by working students has become a crucial topic in modern educational and industrial psychology. Globally and nationally, the need for financial independence and the demand for pre-graduation work experience have shifted the profile of students from "pure learners" to "learner-workers." This topic is crucial because it concerns the sustainability of human resources. Students' inability to balance these two domains not only results in academic failure but also increases the risk of burnout, which can hinder their future productivity. This research contributes to the body of knowledge by integrating positive psychology concepts (life satisfaction) into the work-family-academic dynamic, an area rarely explored in depth compared to studies on corporate employee populations.

This research begins with empirical observations at Campus X Riau, where the majority of students in the Sharia Business Management (MBS) and Islamic Education Guidance and Counseling (BKPI) study programs are actively working. Population data shows that there are 150 working students, where the initial survey indicated that most of them work more than 40 hours per week. The researcher decided to investigate this topic because of a paradox: despite the very high workload, some students are still able to maintain stable academic performance. This sparked scientific questions about what internal factors act as buffers for them, which then led the researcher to the variable of Life Satisfaction.

Work-life balance (WLB) is broadly defined as a condition in which an individual is able to effectively negotiate role demands. McDonald and Bradley (2005) provide a more nuanced perspective by emphasizing the balance of time, engagement, and satisfaction. On the other hand, Life Satisfaction, according to Neugarten et al. (1961), is a subjective evaluation of overall quality of life.

In the literature, there is debate regarding the direction of the relationship between these variables. Some researchers, such as Fisher et al. (2014), tend to view WLB as a trigger for job satisfaction (an external-to-internal perspective). However, in this study, the researchers take a different position. They argue that internal factors (Life Satisfaction) are a prerequisite for WLB (an internal-to-external perspective). This position is supported by Diener's (2019) theory of subjective well-being, which states that individuals with high levels of happiness have better cognitive resources to manage role stress.

The primary hypothesis of this study is the positive and significant influence of life satisfaction on work-life balance. This may be considered controversial by some social scientists who believe that work-life balance is largely determined by external factors (such as salary or working hours). However, this study attempts to statistically demonstrate that an individual's internal perception of their own life is far more dominant in determining their success in managing multiple roles.

This article is structured systematically: the first section describes the background and urgency of the study; the second section details the quantitative methodology using the Slovin formula on 110 respondents; the third section presents the results of the

statistical analysis; and the final section synthesizes the results in a discussion. The primary objective of this work is to quantify the degree of influence of life satisfaction on work-life balance.

Literature Review

Life Satisfaction in Working Students Life satisfaction is a cognitive evaluation of a person's overall quality of life based on self-determined standards. According to Neugarten et al. (1961), life satisfaction encompasses the extent to which individuals enjoy their daily activities, feel that their lives have meaning, and have a positive view of themselves. Five key indicators of this concept include zest, resolution and fortitude, congruence between goals and achievements, a positive self-concept, and an optimistic mood. For working students, a high level of life satisfaction is crucial for maintaining motivation amidst the dual pressures of work and education.

Work-Life Balance (WLB) Work-life balance is defined as an individual's ability to manage and balance responsibilities between work, academics, and personal life to avoid role conflict that disrupts any of these aspects. McDonald and Bradley (2005) emphasize that this balance consists of three main dimensions: balance of time, balance of psychological involvement, and balance of satisfaction felt in each role. The realization of work-life balance in working students allows them to remain productive in the workplace while maintaining good academic performance without experiencing excessive emotional exhaustion.

Integration of Variables The integration of life satisfaction and work-life balance is based on the assumption that an individual's psychological state, namely satisfaction with their life, will influence their effectiveness in managing time and responsibilities. Students with high life satisfaction tend to have better emotional control and optimism, making them more capable of achieving an ideal work-life balance. Conversely, if life satisfaction is low, students may have difficulty dividing their focus and energy, which can ultimately disrupt their work-life balance. This study specifically examines how life satisfaction plays a role in determining the success of achieving work-life balance among working students in Indonesia.

Although the topic of work-life balance has been extensively researched, most previous studies tend to position this variable as an independent factor influencing well-being, or as a result of organizational policies and technical time management. There is limited literature that positions life satisfaction as a primary predictor or internal factor driving work-life balance, particularly in the working student population.

The phenomenon of working students at Campus X has unique characteristics, where they struggle not only with professional workloads but also high academic demands simultaneously. Most similar studies are conducted on formal workers or professionals, so the psychological dynamics of students who have dual roles are often overlooked. Therefore, this study aims to fill this gap by examining whether life satisfaction as a form of internal subjective well-being has a significant influence on students' success in achieving work-life balance. This is crucial to prove that work-life balance is not only about dividing working hours, but is also strongly influenced by an individual's positive perception of their life.

Hypothesis Development Based on the conceptual framework above, the hypotheses proposed in this study are:

- a. H1: Life satisfaction has a positive effect on work-life balance in working students.
- b. H2: Life satisfaction has no effect on work-life balance in working students.

Conceptual Framework This study positions life satisfaction as an independent variable that is predicted to influence work-life balance as the dependent variable.

Method

Research Design

This research uses a quantitative approach with a correlational design. This method was chosen to test the causal relationship or influence between the independent variable, namely Life Satisfaction (X), and the dependent variable, namely Work-Life Balance (Y). The researcher used a cross-sectional design, where data collection is conducted at a specific point in time to provide an objective picture of the phenomenon under study through inferential statistical analysis (Azwar, 2017).

Population and Sample

The population in this study was all active students who served dual roles as workers in the Sharia Business Management (MBS) Study Program and the Islamic Education Guidance and Counseling Study Program (BKPI) at Campus X. The total target population was 150 students. To obtain a representative sample, the researcher applied the Slovin Formula with a margin of error of 5% ($e = 0.05$), resulting in a sample size of 110 respondents. Proportional purposive sampling was used to ensure fair distribution, consisting of 62 MBS respondents and 48 BKPI respondents who met the inclusion criteria as working students.

Data Collection Techniques and Instrument Development

Primary data were collected using a survey method with a Likert-type psychological scale with four response options (Very Appropriate, Appropriate, Disagree, Very Disagree) to minimize bias in neutral responses.

- a. Work-Life Balance Scale: Developed based on the dimensions of McDonald and Bradley (2005), which include Time Balance, Involvement Balance, and Satisfaction Balance.
- b. Life Satisfaction Scale: Adapted from the dimensions of Neugarten, Havighurst, and Tobin (1961), which encompass five aspects: zest, resolution and perseverance, congruence between goals and achievements, positive self-concept, and mood pattern.

The instrument was distributed digitally via Google Forms for efficiency in reach, given that respondents were individuals with busy work schedules (averaging over 40 hours per week).

Equipment Specifications and Technical Procedures

In terms of data processing, this study utilized hardware (PCs) with high processor specifications to ensure calculation accuracy. The primary software used was IBM SPSS Statistics version 25. This software enabled researchers to transform raw data into precise inferential statistical results, including classical assumption testing and regression analysis.

Data Analysis

The entire data set was systematically processed using the following analysis protocol:

- a. Prerequisite Tests: Includes a Normality Test (One-Sample Kolmogorov-Smirnov) to ensure data is normally distributed, a Linearity Test to determine the linear relationship between variables, and a Heteroscedasticity Test using the Spearman's Rho correlation technique.
- b. Hypothesis Testing: Uses Simple Linear Regression Analysis to measure the effect of variable X on Y.
- c. Coefficient of Determination (R^2): Used to calculate the percentage contribution of life satisfaction to the variance in work-life balance among working students.

Results

Instrumen testing

Validity

Table 1. Aitem Validity Summary

Scale	Number of Items	Valid Aitem	Range of Them Correlation
Life Satisfaction	20	17	0,382 - 0,691
Work-Life Balance	24	21	0,367 - 0,793

Reliability

Table 2. Reliability Statistic

Scale	Cronbach's Alpha	Interpretation
Life Satisfaction	0,848	High
Work-Life Balance	0,892	High

Descriptif Statistic

Table 3. Descriptif Statistik

Variabel	Number of Items	Empirical Score				Hypothetical Score			
		Min	Max	Mean	Std. D	Min	Max	Mean	Std. D
Life Satisfaction	17	34	66	52,05	6,172	17	68	42,5	8,5
Work-Life Balance	21	48	79	61,67	5,953	21	84	52,5	10,5

Assumption Testing

Table 4 Assumption Testing

Test	Result	Conclusion
Normality (K-S)	P= 0,93	Normal distribution
Linearity	p=0,185	Linear relationship
Heteroskedasticity	p=0,980	No heteroskedasticity

Simple Linear Regression Analysis

Table 5 ANOVA

Source	SS	DF	MS	F	Sig.
(Combined)	3253,110	25	130,124	17,945	,000
Linearity	3025,556	1	3025,556	417,244	,000
Deviation From Linearity	227,554	24	9,481	1,308	,185

Model Summary

Table 6 Model Summary

R	R ²	Adjusted R ²	Std. Error
,885 ^a	,783	,781	2,78332

Regression Coefficient

Table 7 Regression Coefficient

Predictor	B	SE	Beta	t	Sig.
Constant	17,249	2,264	-	7,620	,000
Life Satisfaction	,854	,043	,885	19,762	,000

Discussion

This study sought to evaluate the relationship between life satisfaction and work-life balance (WLB) among students managing dual roles. The findings provide strong empirical confirmation that the regression model is statistically significant, identifying life satisfaction as the primary driver of a student's ability to harmonize professional and academic spheres. While conventional wisdom often attributes balance to external factors like scheduling or workload, this study reveals that internal subjective well-being is, in fact, the dominant predictor.

Life Satisfaction as a Psychological Buffer

The results indicate that life satisfaction significantly predicts work-life balance. This finding aligns with the theoretical framework of Neugarten et al. (1961), who emphasize that life satisfaction stems from a positive "mood tone" and a sense of congruence between one's goals and achievements. Working students frequently encounter high-stress situations, social fatigue, and academic burnout. In this context, life satisfaction functions as a psychological buffer.

When students possess high morale and a positive self-concept, they are better equipped to reinterpret life's pressures constructively. Instead of viewing their dual roles as a zero-sum game or a conflicting burden, they perceive them as integrated parts of a meaningful life journey. This positive evaluation fosters "psychological resilience," which is essential for maintaining the emotional stability required to achieve the balance described by McDonald and Bradley (2005).

The Primacy of Internal Drivers over Technical Management

Interestingly, our findings provide a compelling counter-argument to traditional perspectives, such as those by Fisher et al. (2014), which often prioritize technical time allocation as the key to satisfaction. At Campus X, the evidence suggests the inverse: Life satisfaction drives the balance. The exceptionally high standardized beta coefficient and a coefficient of determination ($R^2 = 0.783$) indicate that 78.3% of the variance in WLB is dictated by how satisfied a student is with their life.

This suggests that for students in Indonesia, specifically in the Riau region, "inner happiness" acts as a vital form of psychological capital. This internal resource allows them to navigate professional environments often demanding more than 40 hours per week while simultaneously pursuing academic excellence. Without this foundational satisfaction, even the most rigorous time-management strategies may fail to prevent role conflict.

Unexplored Residuals and Psychosocial Context

Despite the high explanatory power of the model, 21.7% of the variance in work-life balance remains influenced by other factors. This residual indicates that while life satisfaction is paramount, other psychosocial resources such as organizational support, family validation, or religious meaning-making may serve as moderating variables.

Consistent with Diener's (2019) perspective on subjective well-being, life satisfaction does not exist in a vacuum; it is influenced by the environment. However, this study underscores that for the working student population at Campus X, the internal evaluation of one's life is a more immediate and tangible determinant of role harmony than external organizational structures.

Implications

These findings suggest that interventions aimed at improving the success of working students should prioritize psychological well-being over mere technical training. Universities should move beyond providing academic flexibility alone and begin fostering ecosystems that enhance student life satisfaction. Well-being workshops, mental health counseling, and career support systems are not just "extras" they are essential investments that directly impact a student's ability to maintain a balanced and productive life.

Conclusion

This study concludes that life satisfaction plays a very significant role in shaping work-life balance (WLB) among working students at Campus X. The analysis shows that life satisfaction contributes 78.3% to students' ability to balance their dual roles. This demonstrates that the success of the transition between work and academia is not solely determined by external factors such as technical time management, but is also strongly influenced by an individual's internal psychological state.

Students who exhibit enthusiasm, resilience, and a positive outlook on life (as indicated by Neugarten) tend to be more effective in managing engagement and satisfaction in both life domains. Conversely, without adequate life satisfaction, working students are more susceptible to role conflict. These findings provide important implications for educational institutions, which should focus not only on academic achievement but also on students' subjective well-being as a foundation for their success in navigating dual roles in society.

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