

Student Strategies in Maintaining a Balance Between Academic Work, Organizational Activities, and Personal Life (A Study of Master of Management Students at Pertiba University)

Juhaini Juhaini^{1*}, Sumiati Sumiati², Juhari Juhari³

^{1,2,3}Program Studi Magister Manajemen, Universitas Pertiba, Bangka Belitung, Indonesia.

*Corresponding author email address: juhainisalehkuliah2@gmail.com

Abstract : Master's students face high academic demands, involvement in organizational activities, and the need to maintain a balanced personal life. These conditions require effective strategies so that students can perform various roles without causing excessive stress. This study aims to analyze students' strategies in maintaining a balance between academic work, organizational activities, and personal life among Master of Management students at Pertiba University. This study uses a quantitative approach with a survey method by distributing questionnaires to 72 students as respondents. The research variables consisted of student strategies as the independent variable and life balance as the dependent variable. The research instrument was tested for validity and reliability, which showed that all statement items were valid with a calculated r value greater than the table r value (0.232) and reliable with a Cronbach's Alpha value above 0.70. Data analysis techniques included descriptive statistics and linear regression analysis to test the influence between variables. The results of the study indicate that students' strategies fall into the good category, as reflected in their ability to manage time, set priorities, and control academic stress. Students' life balance also falls into the good category, as demonstrated by their ability to complete academic assignments, carry out organizational activities proportionally, and maintain their health and personal lives. The results of the regression analysis show that students' strategies have a significant effect on life balance. These findings indicate that the better the strategies implemented by students, the higher the level of balance between academic, organizational, and personal life demands. This study has important implications for students, study program managers, and educational institutions in designing policies and support programs that encourage the creation of sustainable student life balance. Thus, self-management strategies are a key factor in improving the quality of academic experience and well-being of master's students.

Keywords : Student strategies; Work-life balance; Time management; Organizational activities.

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1. Introduction

Master's degree students in Management are faced with complex and intensive academic demands as higher education quality standards increase. The learning process at the master's level emphasizes not only theoretical mastery, but also critical analysis skills, research, and the practical application of managerial concepts. These conditions require students to allocate their time, energy, and concentration optimally in order to successfully complete their academic obligations. However, in reality, master's students often have dual

roles outside of their academic activities, making the balance between various aspects of life an important issue to examine (Arham, 2024).

In addition to academic requirements, many Master of Management students are active in various student organizations, professional communities, and social activities. Involvement in organizations provides benefits in the form of soft skills development, leadership, professional networking, and managerial experience relevant to their field of study. Organizational activities also serve as a means of self-actualization and the formation of adaptive leadership character. However, the high intensity of organizational activities has the potential to cause role conflicts if not managed effectively. These conflicts can have an impact on the decline in academic performance and personal well-being of students (Yolanda et al., 2024).

On the other hand, students' personal lives are often neglected due to their busy academic and organizational activities. Personal life includes physical health, mental health, family relationships, as well as rest and recreation time. An imbalance in these aspects can trigger stress, emotional exhaustion, and decreased motivation to study. In the long term, these conditions have the potential to hinder students' academic achievement and personal development. Therefore, maintaining a balance between academics, organizations, and personal life is a necessity that cannot be ignored (Rohmah & Mahrus, 2024).

The main issue in this study stems from the increasing complexity of the roles played by Pertiba University Master of Management students. Students are not only required to achieve optimal academic performance but also to be active in organizations and maintain the quality of their personal lives. This situation often causes role conflicts due to limited time, energy, and focus. An imbalance between these three aspects has the potential to reduce academic performance and increase student stress levels. This problem becomes even more significant when students also have work and family responsibilities. Therefore, a deep understanding of how students deal with and manage these role conflicts is needed (Nugraha et al., 2025).

The next issue relates to the lack of clearly identified effective strategies used by students in maintaining a balance between academic work, organizational activities, and personal life. Each student tends to apply different strategies based on their experiences, self-management abilities, and environmental support. However, there has been no empirical study that specifically examines these strategy patterns among Master of Management students at Pertiba University. The absence of this data makes it difficult for the institution to design targeted policies and support programs. As a result, efforts to improve student welfare and performance are not fully based on real needs in the field. This problem indicates a gap between student practices and institutional support (Anwar et al., n.d.).

Another issue is the limited understanding of the factors that influence students' success in maintaining a balanced life while pursuing a master's degree. Internal factors such as motivation, self-discipline, and stress management skills often interact with external factors such as academic workload, organizational culture, and family and campus support. The interaction of these factors has not been comprehensively studied in the context of master's students at Pertiba University. Without adequate understanding, the potential for academic fatigue and a decline in students' quality of life will continue. Therefore, this study considers it important to examine these issues systematically and structurally (Zaiha, 2025).

This phenomenon of role imbalance is increasingly relevant in the context of Master of Management students, most of whom are also professional workers. The demands of work, family responsibilities, and academic obligations often overlap and cause significant time pressure. Students are required to have good self-management skills in order to perform all roles effectively. Without the right strategy, students risk experiencing academic burnout and a decline in quality of life. This condition highlights the importance of scientific studies on student strategies for managing these various roles (Sholeha & Alifia, 2025).

Student strategies for maintaining life balance encompass various aspects, such as time management, priority setting, stress control, and the ability to make rational decisions. Each student has a different approach to managing their activities, influenced by internal and external factors. Internal factors include motivation, self-discipline, and adaptability, while external factors include support from the academic environment, family, and organizations. Understanding these strategies is important for identifying best practices that can be widely applied. Thus, this research has strong practical and academic relevance. (My et al., 2025). Pertiba University, as a higher education institution, has Master of Management students with diverse characteristics in terms of educational background, work experience, and organizational involvement. This diversity creates a unique dynamic in the way students manage their life balance. A study of Pertiba University Master of Management students is expected to provide an empirical picture of the strategies used in dealing with these multidimensional demands. The results of this study can be used as a reflection for the institution in designing more responsive academic policies. In addition, this study can also be a reference for students in developing effective self-management strategies.

Research on the work-life balance of students has so far focused more on undergraduate students, while studies at the master's level are still relatively limited, even though the complexity of the roles of master's students tends to be higher than that of undergraduate students. This research gap indicates the need for more in-depth studies related to the experiences and strategies of master's students. By examining the context of Master of Management students, this study aims to contribute to the development of educational management literature, thereby reinforcing the urgency of the research conducted (Satria, 2023).

From a human resource management perspective, an individual's ability to maintain a balance between work and academic life is an important indicator of self-management effectiveness. Master of Management students, as future leaders and professionals, need to have these competencies from an early stage. The strategies applied during their studies will influence their work patterns and decision-making in the professional world. Therefore, understanding students' life balance strategies has long-term implications. This study is expected to reveal sustainable and applicable strategic practices. The framework of this study is based on the assumption that Master of Management students simultaneously play various roles, namely as students, organizational activists, professional workers, and individuals in their personal lives. Each role has different demands and has the potential to cause role conflict if not managed effectively. In this context, a balance between academic work, organizational activities, and personal life is an ideal condition that needs to be achieved so that students can function optimally. This balance does not occur automatically but is influenced by the self-management strategies applied by students. Therefore, student strategies are seen as a key factor in maintaining harmony between roles (Sari, 2023).

Student strategies for maintaining life balance include time management skills, priority setting, stress management, and adaptive decision-making abilities. These strategies are influenced by internal factors such as learning motivation, self-discipline, and role awareness, as well as external factors such as support from the academic environment, organizations, work, and family. The interaction between these internal and external factors shapes different strategic patterns for each student. Effective strategies are expected to minimize role conflicts and improve academic performance and personal well-being. Thus, student life balance is positioned as the result of applying appropriate self-management

The main objective of this study is to analyze in depth the strategies applied by Master of Management students at Pertiba University in maintaining a balance between academic work, organizational activities, and personal life. This study seeks to identify the forms of self-management strategies used by students in managing time, setting priorities, and managing diverse role demands. Through this understanding, this study is expected to provide a comprehensive picture of student behavior patterns in dealing with the complexity of activities during their studies. This objective is important to determine the extent to which students are able to effectively manage their academic and non-academic roles. Thus, this study focuses on the strategic aspects that students actually implement in their daily lives (Zulfiana et al., 2025).

The next objective is to examine the internal and external factors that influence students' success in maintaining a balance between academics, organizations, and personal life. Internal factors include learning motivation, self-discipline, time management skills, and stress management. While external factors include campus environment support, organizational culture, job demands, and family support. This study aims to understand how the interaction between these factors shapes students' life balance strategies. By identifying the dominant factors, this study is expected to provide an empirical basis for the development of student support policies and programs. This objective also strengthens the relevance of the study in the context of education management.

In addition, this study aims to provide constructive recommendations for students, study program administrators, and higher education institutions in an effort to improve the balance between academic and non-academic life. These recommendations are expected to serve as a reference in designing academic policies that are more flexible and responsive to the needs of Master of Management students. For students, this study is expected to serve as a guide in developing more effective and sustainable self-management strategies. For institutions, this research can be used as evaluation material in providing academic and non-academic assistance services. Thus, the objectives of this research are not only academic in nature but also have significant practical benefits.

Based on the results of the study, the recommendations that can be given are the need to strengthen institutional support in helping students maintain a balance between academics, organizational activities, and personal life. Study programs and universities are advised to develop more flexible academic policies, such as adaptive study load management and the provision of counseling and self-management assistance services. Students are advised to consciously develop time management strategies, prioritize tasks, and manage stress as part of their professional competencies. Student organizations are also expected to foster a culture of activities that supports the balance of their members' roles. With the implementation of these recommendations, it is hoped that a healthy, productive,

and sustainable academic environment will be created for Master of Management students at Pertiba University.

2. Method

This study uses a quantitative approach with a descriptive and explanatory research design, which aims to analyze students' strategies in maintaining a balance between academic work, organizational activities, and personal life. The quantitative approach was chosen because it allows researchers to measure students' perceptions and strategies objectively through structured instruments. The explanatory design was used to explain the relationship between students' strategies and the level of life balance achieved. This research was conducted on students of the Master of Management Program at Pertiba University as the research object. With this approach, it is hoped that a comprehensive and measurable empirical description will be obtained (Amarulloh & Julianda, 2025). The population in this study was all active students of the Pertiba University Master of Management Program in the current academic year. The sampling technique used was purposive sampling, with the criteria being students who actively attended lectures and were involved in organizational activities or had other non-academic activities. The sample size was determined by considering the adequacy of data for statistical analysis. This technique was chosen so that the respondents truly represented the characteristics of the study, thereby ensuring that the data obtained was relevant and able to describe the actual conditions of master's students (Lestari et al., 2025).

Data collection was conducted using a closed questionnaire with a five-point Likert scale, which was used to measure student strategy variables and life balance levels. The research instrument was developed based on relevant theoretical studies and previous research. Student strategy variables were measured through indicators of time management, priority setting, and stress management. while the life balance variable was measured through perceptions of academic, organizational, and personal life balance. Before use, the research instrument was tested for validity and reliability to ensure data quality. The data analysis techniques used in this study were descriptive and inferential statistical analysis. Descriptive analysis was used to describe the characteristics of the respondents and the trends in their responses to each research variable. while inferential analysis is used to test research hypotheses, such as linear regression tests or correlation analysis, in accordance with the research objectives. Classical assumption testing is conducted to ensure the validity of the analysis model. The entire data analysis process is carried out with the help of statistical software. With this analysis, the relationship between variables can be explained objectively.

To ensure the validity of the research, tests were conducted on the validity, reliability, and ethics of the research. The validity of the instruments was tested using item-total correlations, while reliability was tested using Cronbach's Alpha coefficient. This study also considered ethical aspects, such as the confidentiality of respondent identities and the use of data solely for academic purposes. Respondents were given an explanation of the research objectives before completing the questionnaire. By considering methodological

and ethical aspects, this study is expected to produce findings that are valid, reliable, and scientifically accountable (Amalia & Arthur, 2023).

The first hypothesis states that students' self-management strategies have a positive effect on the balance between academic work, organizational activities, and personal life. The better students apply time management, priority setting, and stress management strategies, the higher the level of life balance they feel. This hypothesis emphasizes the importance of an individual's ability to effectively manage various role demands (Ali & Ahmadi, 2024). The second hypothesis states that internal factors of students, such as learning motivation and self-discipline, have a significant effect on the effectiveness of strategies in maintaining life balance. Students with high motivation and discipline tend to be able to apply more structured and consistent strategies, which has an impact on their ability to reduce role conflicts and academic pressure. Thus, internal factors are considered important determinants in the success of life balance strategies (Julianda et al., 2025). The third hypothesis states that external factors, such as support from the campus environment, organizations, work, and family, have a significant effect on students' success in maintaining a balance between academics, organizations, and personal life. Adequate support from the surrounding environment can strengthen the strategies implemented by students. Conversely, a lack of external support can hinder students' efforts to achieve life balance. Therefore, external factors are positioned as supporting variables in this research framework (Permata & Laili, 2025).

3. Results and Discussion

Based on the results of descriptive statistical analysis of 72 students in the Master of Management Program at Pertiba University, it was found that students' strategies for maintaining life balance were in the high category. as indicated by a mean value of 3.98 for the student strategy variable with a standard deviation of 0.54, which indicates that the respondents' perceptions are relatively positive and homogeneous. These findings show that most students are aware of and capable of managing the various demands of their roles. Student strategies are an important factor in dealing with the complexity of academic, organizational, and personal life activities. These results reinforce the initial assumption of the study that master's students are required to have managerial skills in their daily lives.

Table 1. Descriptive Statistics of Research Variables

| Variable | Mean | Standard Deviation |
|-----------------------------|------|--------------------|
| Student Strategy (X) | 3,98 | 0,54 |
| Time Management | 4,12 | 0,51 |
| Priority Setting | 4,05 | 0,56 |
| Stress Management | 3,77 | 0,62 |
| Life Balance (Y) | 3,89 | 0,57 |
| Academic Balance | 4,01 | 0,53 |
| Organizational Balance | 3,85 | 0,59 |
| Work-Life Balance | 3,82 | 0,61 |

The mean value of all variables is above 3.50, indicating that respondents tend to agree that they have implemented good strategies and feel a high degree of life balance.

3.1 Validity and Reliability Test

Validity testing was conducted to determine the ability of each statement item to measure the variables under study. Validity testing used Pearson Product Moment correlation between item scores and total variable scores. The testing criteria stated that items were considered valid if the calculated r value was greater than the table r value at a significance level of 0.05. With a total of 72 student respondents, the r -table value was set at 0.232. Based on the test results, all items in the student strategy and life balance variables had an r -count value $>$ r -table, thus all statement items were declared valid and suitable for use as research instruments.

The reliability test aims to measure the level of consistency of the research instrument in collecting data. The reliability test was conducted using Cronbach's Alpha method with an alpha value criterion of $>$ 0.70. The test results show that the student strategy variable has a Cronbach's Alpha value of 0.874 and the life balance variable has a value of 0.889. These values are above the minimum limit set, so all instruments are declared reliable. This indicates that the instruments have good internal consistency and can be used repeatedly, therefore the research instruments are suitable for use in analyzing the relationship between variables.

Table 2. Results of the Validity Test of Student Strategy Variables (X)

| Item Code | Indicator | r-count | r-table | Description |
|-----------|--|---------|---------|-------------|
| X1 | Academic activity time management | 0,612 | 0,232 | Valid |
| X2 | Time allocation between activities | 0,645 | 0,232 | Valid |
| X3 | Consistency in following schedules | 0,671 | 0,232 | Valid |
| X4 | Setting activity priorities | 0,703 | 0,232 | Valid |
| X5 | Prioritizing academic obligations | 0,689 | 0,232 | Valid |
| X6 | Postponing less important activities | 0,658 | 0,232 | Valid |
| X7 | Academic stress management | 0,601 | 0,232 | Valid |
| X8 | Emotional management during busy periods | 0,574 | 0,232 | Valid |
| X9 | Problem solving when tired | 0,592 | 0,232 | Valid |

Table 3. Results of the Validity Test of Life Balance Variables (Y)

| Item Code | Indicators | r-count | r-table | Description |
|-----------|--|---------|---------|-------------|
| Y1 | Timely completion of academic assignments | 0,648 | 0,232 | Valid |
| Y2 | Maintained concentration in studying | 0,671 | 0,232 | Valid |
| Y3 | Satisfaction with academic achievement | 0,693 | 0,232 | Valid |
| Y4 | Organizational activities do not interfere with lectures | 0,702 | 0,232 | Valid |
| Y5 | Benefits of organizations for self-development | 0,716 | 0,232 | Valid |
| Y6 | Control over the intensity of organizational activities | 0,684 | 0,232 | Valid |
| Y7 | Availability of time for family/rest | 0,659 | 0,232 | Valid |
| Y8 | Maintained physical and mental health | 0,691 | 0,232 | Valid |
| Y9 | Satisfaction with personal life | 0,705 | 0,232 | Valid |

Based on the validity test results, all items in the student strategy and life balance variables showed a calculated r value greater than the table r value of 0.232. These results indicate that each statement item has a significant relationship with the total score of the variable. With these validity criteria met, it can be concluded that the research instrument is statistically valid. Good validity is an important basis for ensuring the accuracy of research variable measurements, and all items are deemed suitable for use in the data collection process. In addition, the validity test results show that each indicator in the

student strategy variable is able to represent the concepts of time management, activity prioritization, and self-control in carrying out academic and non-academic activities. Similarly, in the life balance variable, each indicator has been able to describe the balance between academic demands, organizational activities, and students' personal lives. This indicates that the variable constructs have been well operationalized through the indicators used, thus the research instrument is conceptually appropriate for the research objectives that have been formulated.

The validity of the instruments also ensures that the data obtained reflects the conditions and perceptions of respondents objectively. Valid instruments minimize measurement errors so that the analysis results are more accurate and reliable. The reliability of these measurements is very important in supporting the statistical analysis process in the next stage. Therefore, all questionnaire items that have been tested can be used in further data analysis, both for testing the relationship and influence between research variables.

Table 4. Results of the Research Instrument Reliability Test

| Variables | Number of Items | Cronbach's Alpha | Description |
|----------------------|-----------------|------------------|-------------|
| Student Strategy (X) | 9 | 0,874 | Reliable |
| Life Balance (Y) | 9 | 0,889 | Reliable |

The reliability test results show that Cronbach's Alpha value for the student strategy variable is 0.874, while for the life balance variable it is 0.889. Both values are above the minimum reliability threshold of 0.70. This indicates that each item in the research instrument has a good level of consistency in measuring the variables under study. A reliable instrument is capable of providing stable and consistent measurement results when used under similar conditions. Thus, this research instrument has met the criteria for statistical reliability. The high Cronbach's Alpha values for both variables also indicate consistency between the items in a variable construct. each indicator supports each other in describing the concept of student strategy and life balance comprehensively. High internal consistency indicates that respondents provide relatively uniform answers to items that measure the same aspect. This condition strengthens the reliability of the instrument in accurately capturing the perceptions and experiences of respondents. Therefore, the research instrument can be used repeatedly without reducing the quality of the measurement results.

With the fulfillment of validity and reliability tests, this research instrument is declared suitable for use in the next stage of data analysis. Valid and reliable instruments are an important basis for testing the relationship and influence between research variables. The reliability of the instrument ensures that the statistical analysis results obtained are not affected by measurement errors. This provides confidence that the research findings are scientifically accountable, thus giving the research results a high level of credibility and relevance for the development of academic studies.

3.2 Linear Regression Test Results Regression Model

Table 5. Simple Linear Regression Test Results

| Variables | Coefficient (β) | t-count | Sig. |
|----------------------|-------------------------|---------|-------|
| Student Strategy (X) | 1,214 | 3,02 | 0,003 |
| Life Balance (Y) | 0,687 | 7,84 | 0,000 |

Table 6. Regression Model Summary

| R | R Square | Adjusted R Square |
|-------|----------|-------------------|
| 0,721 | 0,520 | 0,513 |

When viewed based on indicators, time management has the highest mean value of 4.12, which shows that students are relatively capable of organizing and carrying out activity schedules in a planned manner. This ability helps students in managing their lecture time, task completion, and involvement in organizational activities. Priority setting also shows a high mean value of 4.05, indicating that students tend to be able to determine the most important and urgent activities. However, the stress management indicator has a relatively lower mean value of 3.77, indicating that academic pressure and busy activities are still felt by some students. This finding indicates the need to strengthen stress management skills in student strategies.

The results of descriptive statistical analysis on the variables of academic balance, organizational activities, and personal life show a mean value of 3.89 with a standard deviation of 0.57, which is in the fairly high category. In the academic balance dimension, the mean value reached 4.01, indicating that students felt able to meet academic demands despite having other activities. The organizational balance dimension obtained a mean value of 3.85, indicating that organizational involvement generally did not interfere with lectures. Meanwhile, personal life balance has a mean value of 3.82, which shows that students still strive to maintain their health and personal time amid their busy activities. These findings indicate that students' life balance is dynamic and requires continuous management.

The results of the linear regression test show that student strategies have a positive and significant effect on academic balance, organizational activities, and personal life. The regression coefficient value of 0.687 with a significance value of $0.000 < 0.05$ indicates that an increase in student strategies significantly improves the perceived level of life balance. The R Square value of 0.520 indicates that 52.0% of the variation in student life balance can be explained by student strategies, while the rest is influenced by other factors outside the research model. This finding confirms that self-management strategies are the main determinant in maintaining the balance of master's students' roles, thus the research hypothesis is accepted.

The discussion of the research results shows consistency with role balance and work-life balance theories, which emphasize the importance of time management, prioritization, and stress control. Master of Management students at Pertiba University have generally applied managerial principles in their academic and non-academic lives, but the high pressure of activities requires strengthening psychological aspects, particularly in stress management. Institutional support and the social environment are also important factors in

strengthening the effectiveness of student strategies. Thus, student life balance is not only determined by individual abilities, but also by the available support systems.

Overall, the results and discussion of this study confirm that student strategies play a strategic role in maintaining a balance between academic work, organizational activities, and personal life. Students who are able to manage their time, set priorities, and control stress effectively tend to have better academic quality of life. These findings have practical implications for students to continue developing self-management skills as part of their professional competencies. For educational institutions, the results of this study can be used as a basis for designing policies and support programs that promote balance in students' lives. Thus, this study provides relevant and applicable empirical contributions in the context of higher education.

4. Conclusion

Based on the results of the research and discussions that have been conducted, it can be concluded that student strategies play an important role in maintaining a balance between academic work, organizational activities, and personal life. Master of Management students at Pertiba University demonstrate considerable ability in managing their time, setting priorities, and controlling academic pressure. The right strategies enable students to remain productive without sacrificing other aspects of their lives, confirming that effective self-management is the key to achieving balance in the roles of students.

The results of descriptive statistical analysis show that the average perception of respondents regarding student strategies and life balance is in the good category. The relatively high mean value indicates that students are able to manage academic and non-academic activities proportionally. In addition, the relatively moderate data variation shows a uniformity of perception among respondents, reflecting that most students have a similar understanding and practice of strategies for maintaining life balance. Based on the results of regression analysis, student strategies were found to have a significant effect on life balance. These findings indicate that the better the strategies implemented by students, the higher the level of balance between academic, organizational, and personal life demands. These results are in line with time management and self-management theories that emphasize the importance of planning and self-control. Thus, student strategies can be used as a key factor in improving the quality of life of graduate students.

Based on these conclusions, it is recommended that Pertiba University Master of Management students continue to develop their time management and priority setting skills. Students need to create realistic schedules and be disciplined in following them so that all roles can be carried out in a balanced manner. In addition, the ability to manage stress and maintain physical and mental health also needs to be a primary concern. With the right strategy, students can improve their academic performance without neglecting their personal lives.

For academic programs and faculties, it is recommended to provide support through soft skills development programs, such as training in time management, stress management and work-life balance. Academic mentoring and counseling activities can also help students cope with the pressures of study and organization. This institutional support is expected to create a conducive academic environment, thereby enabling students to achieve optimal academic performance on a sustainable basis. This study also has implications for student organization administrators to pay more attention to the workload of their members.

Adjusting the organization's schedule to the academic calendar is an important step in maintaining student balance. Organizations are expected to be a means of self-development without causing excessive pressure. This will help students carry out their organizational roles in a healthy and productive manner. For future researchers, it is recommended to develop this study by adding other variables such as social support, learning motivation, or academic workload. Further research can also use mixed methods or qualitative approaches to gain a deeper understanding. In addition, expanding the research object to other study programs or universities can improve the generalization of the results, thereby enabling the study of student life balance to be developed comprehensively.

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