

## The influence of workload, work-life balance, and role conflict on the performance of employee students (DLC) at Stikubank University Semarang



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### **ABSTRACT**

*This study examines the influence of workload, work-life balance, and role conflict on the performance of student employees at Stikubank University. In the context of increasing academic and occupational demands, student employees often face challenges related to balancing educational responsibilities and work commitments, which may affect their overall performance. Employing a quantitative research design, data were collected through structured questionnaires distributed to 100 respondents selected using purposive sampling techniques. The data were analysed using IBM SPSS Statistics. The findings reveal that workload and work-life balance exert positive and significant influences on employee performance, with work-life balance emerging as the most dominant factor in enhancing the performance of student employees. These results indicate that effective management of time, personal well-being, and work responsibilities contributes substantially to maintaining productivity and performance among working students. In contrast, role conflict was found to have no significant effect on performance, suggesting that student employees were generally capable of managing their dual roles without substantial disruption to their work outcomes. The study highlights the strategic importance of balancing academic and occupational responsibilities and contributes to the broader literature on student employment, work-life balance, and human resource management in higher education contexts.*

**Keywords:** *Workload; Work-Life Balance; Role Conflict; Performance*



## INTRODUCTION

In the era of globalization, organizations must continually adapt and formulate strategies to remain competitive. One key area supporting organizational success is human resource management (Farisi et al., 2020). Human resources (HR) are considered a central factor in achieving organizational goals, as the quality and performance of employees directly influence outcomes (Endarwita et al., 2021). Thus, improving human resource quality, particularly through employee performance, becomes essential for sustaining competitiveness (Sajad & Safrizal, 2024; Nasution et al., 2021).

One factor that significantly affects employee performance is workload. Excessive workload can lead to physical and mental fatigue, resulting in decreased job performance (Hassan et al., 2024). High workloads often stem from increasing demands without a corresponding reduction in existing responsibilities (Jomuad et al., 2021). Prior studies have confirmed the existence of a significant relationship between workload and employee performance (Arsintescu et al., 2020; Rashid et al., 2022). However, other findings, such as those from Hassan et al. (2024), indicate that workload may not have a significant influence in all contexts, particularly among university employees in the Maldives.

In addition to job demands, personal life pressures can also affect motivation and performance, making it important to maintain a balance between work and personal responsibilities commonly referred to as work-life balance (Lubis et al., 2024). Studies by Rashid et al. (2022) and Lubis et al. (2024) found a significant positive effect of work-life balance on employee performance. Conversely, research by Saifullah (2020) found no significant relationship, showing that the impact of work-life balance may vary across different professional contexts.

Role conflict is another important factor influencing performance. Individuals balancing multiple roles such as work and education may experience internal tension that hinders performance (Lubis et al., 2024). Üngüren and Arslan (2021) found that role conflict had a negative impact on hotel employees' performance in Turkey, while Lubis et al. (2024) found similar results in a banking institution in Indonesia. However, contrasting findings from Fahmi et al. (2019), using SEM analysis in an Indonesian government agency, suggest that role conflict can also have a positive influence on organizational performance.

This study focuses on working students or DLC students at Stikubank University Semarang. These students are required to manage their time, energy, and responsibilities across academic and professional domains. The context of dual roles often creates stress and challenges that can negatively impact their performance.

Although previous studies have examined the effects of workload, work-life balance, and role conflict on employee performance, research focusing specifically on students who work particularly in the Indonesian context remains limited. This study therefore addresses a relevant research gap by exploring the impact of these variables on working students' performance.

Accordingly, this study aims to analyze the influence of workload, work-life balance, and role conflict on the performance of working students. By analyzing these variables, the research is expected to provide empirical insights into the challenges faced by student-workers and to offer recommendations for improving their performance both academically and professionally.

## LITERATURE REVIEW, RESEARCH FRAMEWORK, AND HYPOTHESIS

Performance is a measure of a person's success in completing assigned tasks over a specific period, typically measured against established work standards set by the organization (Ramadhan & Suhana, 2022). To achieve optimal performance, individuals require motivation to drive them to carry out their tasks, ensuring that the results achieved align with predetermined expectations (Mangkunegara, 2005). Performance indicators include work quality, work quantity, work accuracy, and work attitude. Work quality indicates thoroughness and successful task completion, while work quantity relates to work volume. Work accuracy reflects accuracy, and work attitude demonstrates an individual's responsibility and dedication in carrying out their duties (Mangkunegara, 2011).

On the other hand, workload is a major factor influencing performance. Workload is additional or excessive responsibility assigned to an individual within a specific time frame, which, if not managed properly, can reduce productivity (Conley & Woosley, 2000). If the workload becomes too high, it can trigger psychological pressure and stress, negatively impacting work morale. In some cases, excessive workload is actually the primary cause of decreased performance because individuals are unable to optimally fulfill all their responsibilities (Mazloum et al., 2008).

According to Koesomowidjojo (2017), workload indicators consist of three main aspects. First, job conditions, which refer to the clarity of roles and responsibilities that enable employees to perform their tasks optimally. Second, time use, which relates to the efficiency in utilizing working hours in accordance with applicable standard operating procedures. Third, target achievement, which indicates the level of pressure employees experience due to organizational performance targets where overly high targets can significantly increase workload.

Work-life balance holds significant importance in human resource management. When an individual successfully maintains a balance between professional obligations and personal life responsibility, their psychological state will be more stable, thus supporting productivity (Turner et al., 2009). In practice, organizations that fail to address work-life balance among employees can create negative perceptions among their employees. The perception that the organization doesn't care about employee well-being will impact employee loyalty and motivation (Siegel et al., 2005).

Indicators that indicate the level of work-life balance include time balance, involvement balance, and satisfaction balance. These three are closely related to how an individual allocates their time, their emotional involvement, and their level of satisfaction with their role (McDonald et al., 2005).

Role conflict occurs when individuals face two or more role demands originating from different sources, as described in role theory by Kahn et al., (1964). The theory states that a person will experience role conflict when confronted with two or more pressures simultaneously. Consequently, fulfilling one of these demands often makes it difficult or even impossible to meet the others (Riyanto & Puspa, 1999). Greenhaus and Beutell (1985) identify three indicators of role conflict. First, time-based conflict refers to a situation in which the time develop to one role diminishes the capacity to perform responsibilities in another role. Second, strain-based conflict arises when stress from one role affects performance in another. Finally, behavior-based conflict refers to a situation in which the patterns of behavior expected in one role are inconsistent with those expected in another role.

Workload reflects the volume of tasks that must be completed within specific time constraints and available resources (Moekijat, 2004; Johari et al., 2018). Excessive and

poorly managed workloads can cause both physical and mental exhaustion, ultimately resulting in decreased employee performance (Dhelvia, 2018). Result from earlier research, such as those by Manalu (2022), Lestari et al. (2020), and Santoso & Rijanti (2022), support this view by showing that workload has a negative and significant effect on performance. Based on this, the hypothesis in this study is :

*H1 : Workload negatively affects student employee performance at Stikubank Semarang University.*

Work-life balance is defined as an individual's ability to maintain a balance between occupational responsibilities and personal life obligations (Daipuria & Kakar, 2013). Achieving this balance can enhance job satisfaction and employee loyalty, both of which contribute positively to overall performance (Kalliath & Brough, 2008). Previous studies by Lubis et al. (2024), Al-Alawi et al. (2021), and Zaenha et al. (2024) has consistently shown that work-life balance positively and significantly affects employee performance. Based on these findings, the hypothesis in this study is :

*H2 : Work-life balance positively affects student employee performance at Stikubank Semarang University.*

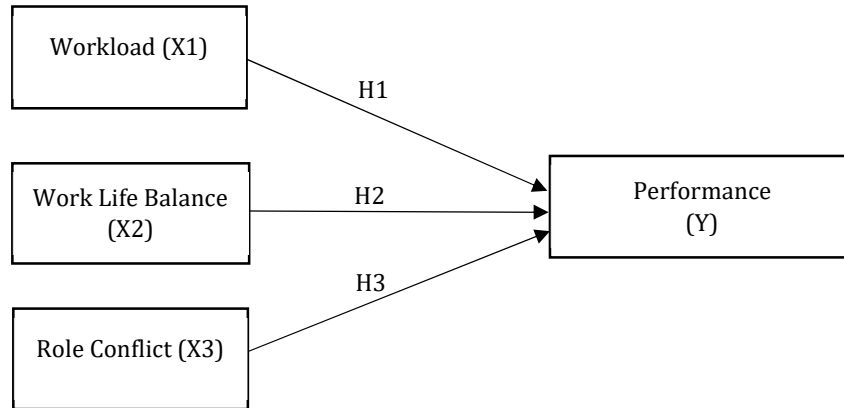
Meanwhile, role conflict occurs when an individual faces conflicting role demands, leading to pressure and stress (Winardi, 2003; Fisher, 2002). This condition can interfere with one's ability to perform effectively, especially when the demands from different roles are difficult to reconcile. Studies by Üngüren and Arslan (2021), Seidu et al. (2024), and Lubis et al. (2024) found that role conflict has a negative impact on performance, either directly or indirectly through job satisfaction as a mediating factor.

Based on these findings, the hypothesis in this study is :

*H3 : Role conflict negatively affects student employee performance at Stikubank Semarang University.*

### **Research Framework**

This research model explains that workload, work-life balance, and role conflict will be analyzed for their influence on performance. The graphical model shows how the three independent variables (workload, work-life balance, and role conflict) and the dependent variable (performance) relate to each other. The following is a graphical model of the research:



Source : Processed by the author, 2025

**Figure 1**  
**Research Graphic Model**

## METHOD

This study uses a quantitative approach to examine the effect of workload, work-life balance, and role conflict on the performance of employee student at Universitas Stikubank Semarang. The population includes all students at the university, with a sample of 100 respondents selected through purposive sampling, based on the criteria of being enrolled in the Digital Learning Class (DLC) and having worked for at least one year. According to Sugiyono (2023), purposive sampling is a sampling technique based on specific criteria determined by the research objectives, while the sample size of 100 respondents was considered sufficiently representative to describe the population characteristics and ensure optimal statistical power.

The research utilized structured questionnaires with a five-point Likert scale to collect primary data from respondents. In its implementation, the questionnaire was distributed online using platforms such as Google Forms easily accessible to respondents. The collected data were analyzed using multiple linear regression with the assistance of SPSS. Instrument testing included validity (KMO and factor loading) and reliability (Cronbach's Alpha). The regression model was evaluated using the coefficient of determination ( $R^2$ ), F-test, and t-test to assess the significance and influence of each independent variable on performance (Ghozali, 2021).

## RESULTS AND DISCUSSION

### Validity Test

Validity testing was conducted to ensure that the instrument used was appropriate for measuring the variables under study. The criteria for validity testing using factor analysis refer to the Kaiser-Meyer-Olkin (KMO) value, which must be  $>0.70$ , and the loading factor value used to assess item validity must be  $>0.40$  (Ghozali, 2021).

The validity test results are summarised in the subsequent table.

**Table 1**  
**Validity Test Results**

Variable	Indicator	KMO Value	Loading Factor > 0,40	Description
Performance (Y)	Y2	0,815	0,516	Valid
	Y3		0,726	Valid
	Y4		0,833	Valid
	Y5		0,723	Valid
	Y6		0,735	Valid
	Y7		0,715	Valid
	Y8		0,774	Valid
	Workload (X1)		X1.1	0,793
X1.2		0,766	Valid	
X1.3		0,673	Valid	
X1.4		0,817	Valid	
X1.5		0,606	Valid	
X1.6		0,797	Valid	
Work Life Balance (X2)	X2.1	0,790	0,774	Valid
	X2.2		0,639	Valid
	X2.3		0,650	Valid
	X2.4		0,746	Valid
	X2.5		0,594	Valid
	X2.6		0,806	Valid
	X2.7		0,517	Valid
	X2.8		0,599	Valid
Role Conflict (X3)	X3.1	0,832	0,761	Valid
	X3.2		0,826	Valid
	X3.3		0,810	Valid
	X3.4		0,774	Valid
	X2.5		0,785	Valid
	X3.6		0,753	Valid

Source: Processed Data, 2025

Validity testing used the Kaiser-Meyer-Olkin (KMO) measure and loading factor, with criteria of  $KMO > 0,70$  and loading factors  $> 0,40$ . All indicators for each variable met these thresholds, confirming construct validity. Indicators that failed initial testing (Y1 and X2.9) were excluded from further analysis.

### Reliability Test

Reliability testing aims performed to assess the consistency of an instrument in measuring the research variable, with a variable is considered reliable when the Cronbach's Alpha value is  $\geq 0.70$  (Ghozali, 2021). The reliability test result are presented in the subsequent table.

**Table 2**  
**Reliability Test Results**

Variable	$\alpha$ Cronbach	Standart R	Description
Performance (Y)	0,835	0,70	Reliable
Workload (X1)	0,789	0,70	Reliable
Work Life Balance (X2)	0,807	0,70	Reliable
Role Conflict (X3)	0,875	0,70	Reliable

Source: Processed Data, 2025

Reliability was tested using Cronbach's Alpha, where all variables exceeded the 0,70 threshold: Performance (0,835), Workload (0,789), Work-Life Balance (0,807), and Role Conflict (0,875), confirming internal consistency and reliability of the instruments.

### Regression Analysis

In a research model, regression analysis is performed to determine the degree to which an independent variable. This approach measures the contribution of each independent variable and looks at the casual link between the variables involved (Ghozali, 2021).

Data analysis was performed using SPSS, and the result are presented in the following table.

**Table 3**  
**Results of Regression Analysis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,418	,395		3,592	<,001
Workload (X1)	,135	,067	,197	2,023	,046
Work Life Balance (X2)	,459	,076	,528	6,004	<,001
Role Conflict (X3)	-,022	,054	-,040	-,412	,681

a. Dependent Variable: Performance  
 Source: Processed Data, 2025

Based on the results presented in the table above, the multiple linear regression equation that illustrates the relationship between workload, work-life balance, role conflict, and performance is as follows:

$$Y_1 = 0,197X_1 + 0,528X_2 - 0,040X_3$$

This regression equation indicates that the variables workload ( $X_1$ ) and work-life balance ( $X_2$ ) have a positive influence on performance ( $Y$ ), with coefficients of 0,197 and 0,528, respectively. Meanwhile, the variable role conflict ( $X_3$ ) has a coefficient of  $-0,040$ , indicating a negative direction of influence on performance. However, role conflict does not have a significant effect on performance, as shown by its significance value of 0,681 ( $> 0,05$ ) and a t-value of  $-0,412$ .

### Determination Coefficient Test ( $R^2$ )

The coefficient of determination ( $R^2$ ) used to measure the extent to which the independent variables explain the variation in the dependent variable, where a value closer to 1 indicates a greater explanatory power of the regression model (Ghozali, 2021).

The subsequent table shows the result of the  $R^2$  calculation.

**Table 4**  
**Results of the Determination Coefficient Test(R<sup>2</sup>)**

<i>Model Summary<sup>b</sup></i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,535 <sup>a</sup>	,287	,264	,429

a. Predictors: (Constant), Meanx3, MeanX2, MeanX1

b. Dependent Variable: MeanY

Source: Processed Data, 2025

The adjusted R square of 0,264 indicates that 26,4% of the variance in performance can be explained by the three independent variables, with the remaining 73,6% explained by other factors not included in the model.

### F-Test

The F-test is utilized to evaluate the overall suitability of the regression model in explain the effect of the independent variable on the dependent variable. The F-test is contransting the significant value whith a confidence level of 0.05 (Ghozali, 2021). The subsequent table displays the findings of the F-test analysis.

**Table 5**  
**Results of F Test**

<i>ANOVA<sup>a</sup></i>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,085	3	2,362	12,852	<,001 <sup>b</sup>
	Residual	17,640	96	,184		
	Total	24,725	99			

a. Dependent Variable: MeanY

b. Predictors: (Constant), Meanx3, MeanX2, MeanX1

Source: Processed Data, 2025

Based on the results of the F-test analysis above, the significance value is < 0,001. Since the significance value is less than 0,05, it can be inferred that all independent variables simultaneously exert a significant effect on the dependent variable.

### t-Test

The t-test is employed to evaluate the extent to which an individual independent variable influences the dependent variable. The partial effect of the independent variable on the dependent variable was evaluated using the t-test with a significance level of 0.05 (Ghozali, 2021). The subsequent table displays the t-test result.

**Table 6**  
**Results of t-Test**

Model	<i>Coefficients<sup>a</sup></i>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,418	,395		3,592	<,001
Workload (X1)	,135	,067	,197	2,023	,046
Work Life Balance (X2)	,459	,076	,528	6,004	<,001
Role Conflict (X3)	-,022	,054	-,040	-,412	,681

a. Dependent Variable: Performance

Source: Processed Data, 2025

Based on the results in Table 6, the hypothesis testing can be summarized as follows: Hypothesis 1, which proposed that workload has a negative effect on performance, is rejected because the significance value is  $0,046 < 0,05$  and the t-value is 2,023, indicating a positive and significant effect of workload on performance. Hypothesis 2, which states that work-life balance positively affects performance, is accepted, as it has a significance value of  $< 0,001$  and a positive t-value of 6,004, showing a strong positive and significant influence. Hypothesis 3, which suggested a negative effect of role conflict on performance, is rejected because the significance value is  $0,681 > 0,05$  and the t-value is  $-0,412$ , indicating that role conflict has no significant effect on performance.

## Discussion

The analysis shows that workload has a positive and significant impact on the performance of student employees. This finding illustrates that when students who also work are able to manage their workload efficiently, the workload does not become an obstacle, but rather contributes positively to performance achievement. The results of this study align with previous research findings on the effect of workload on performance conducted by Zysman & Costinot (2022), which found that workload had a positive and significant effect on employee performance in the California District of Health Services. Another study by Wisudawati & Pratama (2021) showed similar results, indicating that workload had a positive and significant effect on employee performance.

Meanwhile, the ability to maintain a balance between personal life and work, also known as work-life balance, has also been shown to significantly improve the performance of student employees. This balance allows individuals to divide their time and energy proportionally between their obligations as students and their responsibilities as employees, enabling them to fulfill both without sacrificing one or the other. This study's findings are supported by Sahay et al., (2024), who found that work-life balance positively and significantly affects the performance of female workers. Similarly, Sari and Indrawan (2023) reported a significant positive effect of work-life balance on employee performance at Social Security Administration Agency (BPJS Ketenagakerjaan) in Northern Sumatra.

Conversely, role conflict, which should be a challenge in simultaneously carrying out two roles, apparently does not significantly impact performance. This indicates that student employees possess adequate adaptive skills and coping mechanisms to deal with potential conflicts between roles, thus preventing a negative impact on the quality of their performance. This study aligns with previous findings by Purnomo et al., (2021), who found that role conflict had no effect on employee performance at the Banjarnegara Research and Development Agency (Baperlitbang).

## CONCLUSION AND SUGGESTION

Based on the results of research and discussions conducted on student employees at Stikubank Semarang University, it was found that workload has a positive and significant influence on performance. This indicates that the higher the workload carried by student employees, the higher the level of performance they can achieve, as long as the workload remains within limits that can be managed effectively.

Furthermore, the work-life balance variable was also shown to have a positive and significant influence on performance, even becoming the most dominant factor in this research model. This means that student employees' ability to manage a balance between personal, academic, and work life proportionally is a key determinant in achieving optimal performance. Interestingly, although student employees carry out dual roles, role conflict was not found to have a significant effect on performance.

This indicates that the respondents in this study have good adaptive capacity in dealing with complex role demands, so that the role conflict that arises does not reduce the quality of their performance. These findings demonstrate the existence of an effective self-management pattern in managing the pressures between roles, so that student employees can maintain stable performance amidst the burdens and responsibilities they carry simultaneously.

Given the limitations of this study particularly the relatively modest coefficient of determination and reliance on self-reported data future research is encouraged to include additional variables such as job stress, motivation, or job satisfaction to offer a more comprehensive view of performance drivers. Expanding the research population and conducting similar studies across multiple institutions would also help enhance the generalizability of the findings.

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