

The Role Of Social Support And Resilience In Reducing Stress With Work-Life Balance As A Mediating Variable In Students In Jakarta

Theressa Gunawan Wijaya¹, I Gede Adiputra^{2*}

^{1,2}Faculty of Economics and Business, Tarumanagara University Jakarta.

*Corresponding author: gedea@fe.untar.ac.id

Abstract

The phenomenon of students juggling dual roles as students and part-time workers is becoming increasingly common with increasing economic demands and the need for early work experience. This dual role poses psychological challenges, particularly in maintaining a balance between academic and work responsibilities, which can potentially trigger stress. This study aims to analyze the effect of social support and resilience on stress, with work-life balance as a mediating variable. The sampling technique used was non-probability sampling with a purposive sampling method. The respondents in this study were 213 active students from various universities in Jakarta. Data were collected through an online questionnaire and analyzed using the Partial Least Squares (PLS)-based Structural Equation Modeling (SEM) method using the SmartPLS 4 application. The results showed that social support and resilience had a significant positive effect on work-life balance and a significant effect on stress. However, work-life balance did not have a significant effect on stress and did not mediate the relationship between social support and resilience on stress. These findings emphasize the important direct role of social support and resilience in reducing stress in students who work part-time. This research has implications for educational institutions and the workplace to create an environment that supports students in carrying out their dual roles in a healthy and sustainable manner.

Keywords: Social Support, Resilience, Work-Life Balance, Stress



INTRODUCTION

In this era of globalization, many students choose to work part-time to gain money or gain experience before starting a full-time job. However, choosing to work while studying often presents its own challenges, particularly when it comes to balancing work and school. The sheer volume of work and schoolwork can make it difficult for part-time students to balance their work and personal lives, leading to excessive stress.

Students and part-time workers often worry about the concept of "work-life balance." Greenhaus & Allen (2022) state that work-life balance means a person can divide their time and energy between work and personal life in a healthy manner. If there is a mismatch between the two, role conflict can arise. This can lead to more stress and a lower quality of life. Long-term anxiety will inevitably damage students' physical and mental health, ultimately impairing their academic performance. Robbins & Judge (2021) state that stress is how a person reacts to expectations perceived as dangerous or beyond their capabilities. Stress can lead to fatigue, anxiety, and even illness if not managed properly.

One thing that can help students manage their work and personal lives better and feel less stressed is social support. Social support from family, friends, or coworkers is an important part of how people cope with the stress and demands of daily life. Students who juggle dual roles as students and workers often face time pressure, physical exhaustion, and high mental burdens. Piling up coursework, busy work schedules, and responsibilities at home can make them vulnerable to feeling overwhelmed. This is where social support becomes crucial, as it can help them balance their academic, work, and personal lives.

Social support usually comes from those closest to them, such as family, friends, and coworkers. This support can take various forms, from helping with homework, providing academic assistance like providing copies of course materials, or simply offering encouragement when they're feeling tired. Support can also take the form of emotional support, such as offering encouragement, listening to concerns, and showing concern.

Furthermore, social support can also reduce the stress that arises from role conflict. When stress is reduced, students can think more clearly and make better decisions. Ultimately, all of this has a direct impact on improving work-life balance. They become better able to adapt to life's demands without having to sacrifice any of their roles. Kim & Beehr (2021) also state that social support can function as a buffer, helping individuals cope with stress. When someone is in a demanding situation, the presence of

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support from others can mitigate the negative impact of perceived stress. In other words, social support can strengthen an individual's resilience to various burdens, thus maintaining a balance between personal life and work. This can help students cope with work stress and improve their well-being. Adequate social support can provide a sense of comfort, increase self-confidence, and help students better manage their time and responsibilities, thereby reducing excessive stress.

Along with social support, resilience is another factor that can help achieve a better work-life balance and reduce stress. Being resilient means being able to cope with stress and challenges that arise in everyday life (Masten, 2021). Students who exhibit resilience are generally better able to handle the stress of school and work. This helps them maintain a better work-life balance and reduce stress.

A study by Wang & Chen (2022) found that social support and resilience both improve work-life balance and exacerbate stress. This means that individuals with more social support and greater resilience tend to help students find a better work-life balance and reduce stress. Some students are able to manage work and school better and reduce stress when they have more social support and are highly resilient. However, there are still differences in the effectiveness of the type of social support received, whether emotional, instrumental, or informational. Furthermore, the role of resilience in this study, which can strengthen the relationship between work-life balance and stress, also needs further study.

With this in mind, the aim of this study is to determine how social support and persistence can help students in Jakarta who work part-time manage their work and personal lives better and feel less stressed.

LITERATURE REVIEW

The stress coping theory by Lazarus & Folkman (1984) was used to support this research. This theory explains how people deal with stressful situations by examining the appraisal process and the coping strategies they use to deal with them. Stress coping refers to the actions people take or attempt to take to manage stress or pressure from within or outside themselves. Lazarus & Folkman (1984) stated that stress decreases as stress coping improves. Similarly, anxiety increases when people don't cope well. This theory emphasizes that stress is not solely the result of external events but is also influenced by how individuals assess and respond to the situations they face.

According to Lazarus & Folkman (1984), stress coping theory consists of two main components: the appraisal process and coping strategies. The appraisal process consists

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of primary appraisal, where individuals evaluate whether a situation threatens their well-being. Situations can be categorized as dangerous, challenging, or irrelevant. If an individual perceives a situation as risky or threatening, stress will arise. Secondary appraisal, where individuals assess their resources to cope with stressful situations. These resources can include social support, previous experiences, or personal skills. Meanwhile, coping strategies include Problem-Focused Coping, which focuses on solving problems by changing the stressful situation. For example, students experiencing stress due to a busy work and study schedule might try to manage their time better or find a job with more flexible hours. Emotion-Focused Coping, which focuses more on how individuals regulate their emotions in the face of stress. For example, someone might seek social support from friends and family or use relaxation techniques to reduce anxiety.

Social Support

In this study, social support is crucial for students working part-time. Social support from those around them, such as parents, friends, partners, superiors, and the right environment, can boost their morale. Researchers Sarafino et al. (2020) define social support as when someone receives comfort, attention, praise, or assistance from another person or group.

According to Sarafino & Smith (in Mahardina & Setyawan, 2020:301), social support is an individual's perception of the attention, care, and assistance provided by others to help them. Meanwhile, according to Demaray & Malecki (in Listiyani, 2019:11), social support is actions from others in the form of care, assistance, and attention.

Wijaya and Pratitis (in Gunandar & Utami, 2017:101) also offer ideas on how to define social support. They define social support as when people in a person's social environment help and support them, building trust and a sense of well-being so they can overcome their problems. In line with this theory, Bastaman (in Da'awi & Nisa, 2021:69) defines social support as a form of assistance and support from certain people by providing encouragement, advice, and guidance in resolving problems faced by individuals so they can achieve their goals.

From what has been explained thus far, it is clear that social support occurs when other people or the social environment do something to help someone and show that they are loved, cared for, and supported to improve their lives.



Resilience

Missasi and Izzati (2019) state that resilience is the ability to cope and change when negative events occur in life. In psychology, resilience means the ability to adapt to new situations and overcome negative feelings (Amelasasih et al., 2019). Becoming resilient is a complex process that encompasses many aspects of the individual, their family, and society as a whole. Resilience is also considered to change over time (Meichenbaum, in Hendriani, 2018). People may be resilient at one point in their development but not at another. Furthermore, safety is crucial in this change as children grow.

Personal traits that help people bounce back when things get tough are part of resilience (Connor & Davidson, in Roellyana & Listiyandini, 2016). It is the ability to cope with pain and change, or the ability to maintain the state needed to remain competent in the face of various life stresses (Greene et al., in Hendriani, 2018). A person's resilience is how well they can deal with problems or stress in a healthy and beneficial way. Overall, resilience encompasses the ability to face problems, remain strong under pressure, and bounce back from traumatic events (Revich & Shatte, in Hendriani, 2018).

Resilience is crucial because it is a crucial component of achieving success and happiness in life (Reivich & Shatte 2002, in Novianti, 2019). Researcher Suci Novianti (2019) examined the resilience of adolescents whose parents abused them as children. This research demonstrates the importance of resilience in living and starting a new, better life. Strong people have the strength to bounce back and are more likely to be able to return to a new, better life. Resilient people can avoid Post-Traumatic Stress Disorder (PTSD) and find greater value in their lives. Resilient people can build and improve their self-defense factors, which can help them fight negative thoughts such as suicide (Novianti, 2019). Someone with a healthy mind will also have a strong body, which allows them to stay busy in useful ways. People who are experiencing problems in their lives need to be strong.

Work-Life Balance

Work-life balance is when a person can manage and balance work or school duties with their personal life without too much conflict (Greenhaus & Allen, 2020). The level of work-life balance indicates how happy a person is and how well they can perform their duties in various areas of their life. Finding a good work-life balance is particularly challenging for students who work part-time. Students must choose how to spend their time and energy between work, classes, and family and friends. Poor time management

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can lead to anxiety, burnout, and poor work and school performance (Clark, 2021). To support emotional and physical health, maintaining a balance between school, work, and home life is crucial. Greenhaus and Beutell (2020) state that work-life balance can be assessed by how well a person can manage their responsibilities in various areas of their life.

This imbalance can manifest in two ways: work-life conflict (when work interferes with personal life) and work-life conflict (when personal life interferes with work). In line with this, Clark (2021), using border theory, explains that work-life balance occurs when a person can adjust the boundaries between their work and personal life with sufficient flexibility and control. Individuals who are able to manage these boundaries tend to experience better well-being.

Frone (2020) states that work-life balance means that a person's work and personal life do not conflict too much, allowing them to manage the needs of both in a healthy manner. Taking a broader perspective, Guest (2021) adds that work-life balance is not only related to time allocation but also to the level of satisfaction an individual feels in carrying out their roles in both areas. Hill, Hawkins, Ferris, & Weitzman (2020) emphasize that an individual's ability to meet work demands while maintaining a quality of personal life is greatly influenced by work flexibility and the social support they receive. Further supporting this, Kalliath and Brough (2021) state that work-life balance occurs when people feel they have a good balance between their personal and professional lives and are happy doing both.

Stress

Stress is a condition where the body experiences excessive tension or worry, which can affect a person's physical, mental, social, and psychological well-being. Stressed people may be less productive. Greenberg (2002) states that stress is a condition where something occurs that makes a person feel useless and puts pressure on them, which can cause negative effects such as dizziness, stomach upset, and difficulty sleeping. Stress can also be thought of as a force that causes someone to feel pressured from within. In this case, stress occurs when the pressure experienced is too high (Lubis, 2015).

People feel stressed when they are unable to cope with threats to their mental, physical, social, or spiritual health, which can ultimately affect their physical health. Stress can be divided into two groups: good stress and bad stress. There is good stress and bad stress. Positive stress is good stress and negative stress is bad stress. There are two

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types of bad stress: immediate stress and ongoing stress (Widyastuti Palupi, 2004). The WHO (2003) states that stress is the body's response to psychological factors, such as mental pressure or the burdens of daily life.

A college assignment schedule that doesn't align with work hours can be stressful for students who also have jobs. It's often difficult to decide what to do, as not completing assignments can be detrimental to the company. Furthermore, college assignments are crucial because they can help advance in one's career and shape one's future. Lazarus (1977) stated that psychological stress can occur when people are faced with a potentially difficult situation, perceive it as a significant risk, and are unable to cope.

The Link Between Social Support and Work-Life Balance

Greenhaus & Allen (2021) state that balance means a person can juggle work and home life without undue strain. Several studies support the importance of social support in helping students maintain work-life balance. Research conducted by Sari & Kartika (2022) on working-class students in Bandung showed that social support has a positive influence on work-life balance. Students who receive social support from those closest to them tend to be better able to manage their time and are less burdened by conflicts between study and work. Similarly, research by Faradila et al. (2021) in Yogyakarta found that students who feel supported, especially by peers and family, experience lower stress levels and can be calmer in carrying out their daily activities.

Prameswari & Nurhayati (2023) also found similar results in Surabaya, indicating that social support has a positive influence on work-life balance. Students with sufficient social support are better able to maintain a balance between study and work compared to those without a strong support system. Social support plays a role in improving work-life balance because individuals with a strong support system find it easier to manage their time, reduce psychological burdens, and receive assistance when facing difficulties. For example, students who receive support from their families will feel more comfortable navigating their work and academic activities, knowing that there are people who can assist them emotionally and practically. Social support also serves as a stress reducer. When students face the demands of both college and work, the presence of supportive people can help them feel less alone. This gives them more strength to manage their time, complete responsibilities more efficiently, and maintain a stable psychological state.



The Link Between Social Support and Stress

Stress is a form of psychological pressure often experienced by students, especially those who work part-time. Pressure comes from various directions: mounting coursework, a busy work schedule, lack of rest, and expectations from the environment. If left untreated, stress can negatively impact students' mental and physical health.

In situations like these, social support plays a crucial role. Social support extends beyond material assistance to emotional support, information, and appreciation from those closest to them, such as family, friends, partners, or even coworkers. This support can provide a sense of comfort, make students feel valued, and foster a sense of confidence that they are not facing their problems alone.

Research by Nurfadillah & Aini (2020) shows that social support negatively impacts stress. Students who perceive social support from their environment have lower stress levels. They tend to be better able to manage their emotions when facing academic or work pressures. Similar results were found by Rahmayanti & Hartini (2021), who stated that social support negatively impacts stress. Social support plays a crucial role in reducing anxiety and stress experienced by working students in Malang. Meanwhile, a study by Purwanti & Sugiarto (2022) emphasized that support from family and close friends can increase students' self-confidence and inner peace when facing the pressures of college and work assignments. Students who feel cared for tend to have healthier coping mechanisms and are less easily overwhelmed.

From these three research findings, it can be concluded that social support functions as a kind of "buffer" that reduces the impact of life stress on a person's mental health. The greater and stronger the support received, the less likely stress is to develop into a more serious disorder. Social support also makes individuals more willing to seek solutions, share their stories, and feel understood.

For students who work part-time, social support is crucial because they shoulder dual responsibilities. With this support, they can navigate busy days more easily and maintain their mental health. Therefore, having a strong social support system can be a protective factor against excessive stress they may experience.

The Link Between Resilience and Work-Life Balance

Individuals with high resilience tend to be better able to achieve a balance between work and academic life (Masten, 2021). Resilience enables students to manage their time better, face pressure with a positive attitude, and adapt to changing situations. Research by Andriani & Fitria (2021) shows that resilience has a positive influence on work-life

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balance. Students with high levels of resilience tend to be better able to maintain work-life balance because they can better manage stress and time. A similar finding was conveyed by Hidayati & Utami (2022), who found that resilience plays a crucial role in helping students remain productive without neglecting their personal lives. Meanwhile, according to Santosa & Dewi (2023), resilience can make individuals more flexible and less prone to stress when facing dual demands. Resilient students are also more flexible in prioritizing work and study, thus minimizing conflict between the two. Resilience has a positive relationship with work-life balance, where the higher a person's resilience, the better their ability to balance work and academic life.

The Relationship Between Resilience and Stress

Students who work part-time often face pressure from various directions, such as academic demands, work responsibilities, and personal issues. In these circumstances, resilience is crucial because it enables individuals to remain resilient, think clearly, and resist easily falling apart when faced with pressure.

Research by Sari & Nugroho (2021) shows that resilience has a negative effect on stress. Highly resilient students tend to be less prone to stress. This is because they can view problems more positively and adapt easily in their approach to them. The results of Dewi & Prasetya's research indicate that resilience has a negative effect on stress because resilience can help counteract the negative effects of stress. Meanwhile, research by Oktaviani & Fadhilah (2023) shows that resilience has a negative impact on stress. Resilient students recover more quickly from mental stress and are less easily swayed by emotions.

Simply put, resilience can be likened to mental endurance. Students who possess it are less likely to falter when faced with difficulties and are able to bounce back more quickly. Therefore, resilience plays a significant role in reducing stress levels in students juggling dual roles as students and workers.

The Relationship Between Work-Life Balance and Stress

Work-life balance is a person's ability to manage the demands of both work and personal life. For students who work part-time, maintaining this balance is a particular challenge because they must divide their time and energy between academic activities and work. When this balance is disrupted, the potential for stress increases.

Greenhaus & Allen (2021) stated that individuals with a low work-life balance tend to experience higher emotional distress, difficulty concentrating, and feel mentally

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exhausted more quickly. Conversely, if someone feels their life is well-balanced, they are better able to manage stress, have adequate rest, and are more emotionally stable. Furthermore, research by Siregar and Prasetyo (2021) also shows that work-life balance has a negative effect on stress. Students with a good work-life balance tend to have lower stress levels. This is supported by the findings of Larasati & Kusumawati (2022), who explained that work-life balance has a significant negative relationship with stress levels in working students.

Thus, work-life balance plays an important role in reducing stress levels, especially in working students. When students are able to maintain a balance between academic work and part-time work, they tend to have better control over their time and emotions, resulting in lower stress. These three studies consistently show that the better a person's work-life balance, the lower their likelihood of experiencing excessive stress.

Work-Life Balance as a Mediator between Social Support and Stress

The social support students receive from their environment, such as family, friends, professors, or superiors, can help them manage the pressures of juggling two roles simultaneously. This support can take the form of emotional support, information, or even instrumental support such as flexible work schedules. When students feel they are not alone in their daily lives, they can provide a sense of security and calm. This sense of calm is the starting point for establishing a more balanced life between academics and work. Through social support, students find it easier to organize their time, determine priorities, and adapt to the workload. By managing their time and workload effectively, students are able to reduce conflict between their academic and work roles. This creates a sense of balance, known as work-life balance. When work-life balance is achieved, students tend to feel more satisfied and less overwhelmed by work or academic pressures.

Research conducted by Lestari & Harahap (2023) shows that work-life balance can act as a mediating bridge between social support and stress levels experienced by working students. This means that while social support can contribute directly to reducing stress, its effect is much stronger when it improves work-life balance. Students who feel supported and are able to maintain work-life balance tend to have lower stress levels than those who only have one or the other.



Work-Life Balance as a Mediator between Resilience and Stress

Resilience is an individual's ability to persevere, bounce back, and remain adaptive in the face of life's challenges or pressures. Students who work while studying face dual challenges, both academically and professionally. Resilience helps them remain calm and resist giving in when faced with these pressures. A resilient individual recovers more quickly from fatigue and is less likely to let stress interfere with their productivity.

One tangible form of resilience is the ability to manage time and maintain boundaries between academics and work. Students with high resilience are typically able to create flexible yet structured schedules so that study and work activities do not interfere with each other. This enables them to create a good work-life balance. When balance is achieved, students feel more organized in their lives, have sufficient rest time, and are better able to control their emotions.

Fadhilah & Rahayu (2023) found that work-life balance is an important factor explaining the relationship between resilience and stress levels. While resilience itself can directly reduce stress, its impact is more pronounced when students are also able to maintain a balance in their lives. In other words, resilience will help reduce stress more effectively if students also have the ability to maintain a good work-life balance.

Framework and Hypothesis

Work-life balance acts as a mediating variable that can bridge the relationship between social support and resilience and the level of stress or anxiety experienced by students. Individuals with high social support and strong resilience tend to achieve a better balance between academic and work demands. This balance will certainly impact the level of stress and anxiety experienced by individuals. Therefore, the following research model can be concluded:

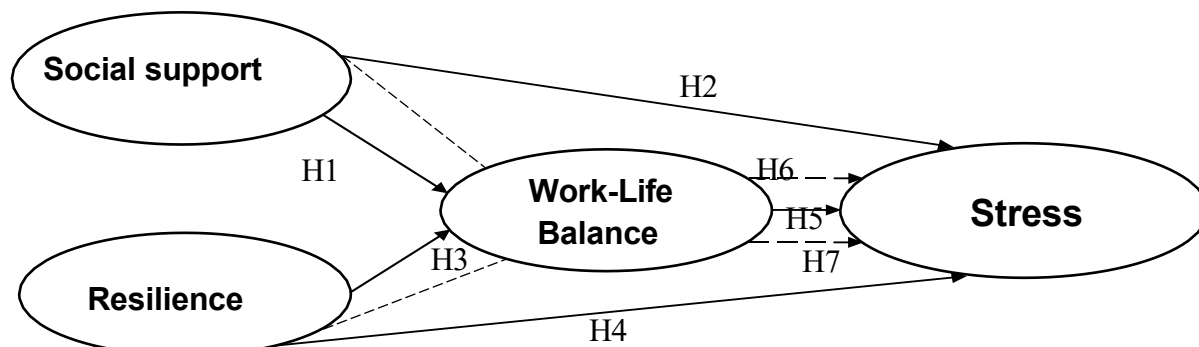


Figure 1: Research Model

Hypothesis

Based on the research model presented in Figure 2.1, the following hypotheses are formulated in this study:

- H1: Social support influences work-life balance among part-time students in Jakarta.
- H2: Social support influences stress among part-time students in Jakarta.
- H3: Resilience influences work-life balance among part-time students in Jakarta.
- H4: Resilience positively influences stress among part-time students in Jakarta.
- H5: Work-life balance influences stress among part-time students in Jakarta.
- H6: Social support influences stress, with work-life balance as a mediating variable, among part-time students in Jakarta.
- H7: Resilience influences stress, with work-life balance as a mediating variable, among part-time students in Jakarta.

RESEARCH METHOD

This study used a quantitative approach using a survey method processed using PLS SEM. The core of this study was to determine how well part-time students manage their work and personal lives, and how much stress they experience. This design allows for the measurement of predetermined variables and then statistically analyze the relationships between them.

This study used a non-probability sampling technique, specifically the purposive sampling method. This technique was chosen because it allows researchers to select research subjects based on specific criteria relevant to the research objectives. According to Etikan et al. (2020), purposive sampling is a non-probability sampling method in which researchers deliberately select participants based on knowledge or understanding of population characteristics that align with the research needs. The sample was selected based on certain factors that align with the research objectives. These criteria are:

- a. Students actively enrolled at several universities in Jakarta.
- b. Students working part-time with a minimum work time of 6 hours per week. Hair et al. (2021) stated that in analysis using Structural Equation Modeling- Partial Least Squares (SEM-PLS), there are general guidelines regarding the minimum sample size required. Based on these guidelines, the recommended minimum sample size is ten times the number of indicators or items that lead to the dependent variable in the research model. Based on this study's 21 indicators, the minimum number of respondents required is 10×21 , or 210. Therefore, data was

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obtained by distributing an online questionnaire to 213 students. Each item in the questionnaire was scored using a Likert scale.

Operationalization of Variables

This study has independent variables and dependent factors. In the research model, the independent variable is the variable that influences the dependent variable. There are two separate factors in this study: perseverance and social support. Stress and work-life balance are interdependent factors. The operationalization of each variable is as follows:

a. Social Support

Social support is when other people or the social environment do something to help someone and show that they are liked and cared for, which can improve their health.

Table 1: Operationalization of Social Support Variables

Variable	Statement	Code	Scale
Social Support	I have coworkers who can encourage me when I'm feeling down or having difficulties at work.	DS1	Interval
	I have coworkers with whom I can work well.	DS2	
	I feel happy when I spend time with coworkers who play an important role in my work environment.	DS3	
	When I need help with my work, I can easily find coworkers who are willing to help.	DS4	
	When I'm stressed or having problems at work, talking to coworkers can help me feel better.	DS5	

Source: Al-Alawi *et al.* (2025)

b. Resilience

A person's resilience is how well they can cope with problems or stress in a healthy and beneficial way. Several key traits define resilience: the ability to overcome problems, how well someone handles stress, and how quickly they recover from injury.



Table 2: Operationalization of Resilience Variables

Variable	Statement	Code	Scale
Resilience	When I experience failure or setbacks at work, I can quickly bounce back and continue working.	RS1	Interval
	I have effective strategies for overcoming difficulties I encounter at work.	RS2	
	I can work independently without much guidance from superiors or coworkers when needed.	RS3	
	I can remain calm and think clearly when faced with pressure or stress at work.	RS4	
	I can overcome challenges at work because I have faced difficulties before.	RS5	
	I am able to handle multiple tasks simultaneously without feeling overwhelmed.	RS6	

Source: Quy & Dinh (2023)

c. Work-Life Balance

Work-life balance indicates how happy people are with their lives and how well they can perform their jobs across various areas of their lives.

Table 3: Operationalization of Work-Life Balance Variables

Variable	Statement	Code	Scale
Work-Life Balance	I am able to manage my time well between my part-time job and my study commitments.	WLB1	Interval
	My part-time job will not interfere with my studies and academic activities.	WLB2	
	I am able to maintain a balance between my studies, my part-time job, and my personal life, allowing me to still spend time with friends and family.	WLB3	
	I feel that my part-time job can help me develop skills that will be useful for my personal life and future career.	WLB4	

Source: Natanael *et al.* (2023)



d. Stress

Stress is a state of physical tension or excessive anxiety that affects a person's physical, psychological, emotional, and mental state. Stress can decrease a person's productivity.

Table 4: Operationalization of the Stress Variable

Variable	Statement	Code	Scale
Stress	I often experience stress at work because I feel pressured to complete numerous tasks within a short and limited timeframe.	S1	Interval
	Tight deadlines can make me feel rushed and increase my stress levels at work.	S2	
	I feel confused when assigned tasks aren't accompanied by complete and comprehensive explanations.	S3	
	I often experience conflict or less than harmonious relationships with coworkers, which can increase my stress levels at work.	S4	
	I rarely receive support or assistance from my superiors or coworkers in completing tasks.	S5	
	When I encounter obstacles at work, I feel like I don't have anyone I can rely on to help.	S6	

Source: Natanael *et al.* (2023)

Data Analysis

Hair *et al.* (2019) explain that hypothesis testing in a study using the PLS-SEM analysis method can be performed by examining the t-statistic value found in the path analysis between variables using the bootstrapping method to test its significance level. Hypothesis testing in this study can be done by comparing the t-statistic value with the minimum threshold of 1.96 ($t\text{-value} > 1.96$, $\alpha = 5\%$).

Furthermore, if the t-statistic value is not examined, it can be done by examining the p-value found in the path analysis between variables using the bootstrapping method with p-values $< \alpha$. Therefore, with an alpha level of 5% ($\alpha = 5\%$), the hypothesis is not rejected if the p-value is < 0.05 .



RESULTS

Hypothesis testing was conducted using the bootstrapping technique. The data used for bootstrapping was the data already collected during the measurement stage. The hypothesis testing stage is based on three stages, namely the path coefficient (original sample), t-statistics, and p-value.

Table 5: Hypothesis Testing Results

Variable	Original Sample	t-Statistics	P-Values
The Effect of Social Support on Stress	0.347	3.035	0.003
The Effect of Work-Life Balance on Stress	-0.001	0.011	0.991
The Effect of Resilience on Stress	0.457	3.995	0.000
The Effect of Social Support on Work-Life Balance	0.381	4.469	0.000
The Effect of Resilience on Work-Life Balance	0.505	5.865	0.000

Source: SmartPLS Data Processing Results by Researchers (2025)

The test of social support on stress yielded a t-statistic of 3.035, which is greater than 1.96, and a p-value of 0.000, which is less than 0.05. This test indicates that social support has a significant effect on stress.

The test of social support on stress yielded a t-statistic of 0.011, which is less than 1.96, and a p-value of 0.991, which is greater than 0.05. This test indicates that work-life balance does not have a significant effect on stress.

The test of resilience on stress yielded a t-statistic of 3.995, which is greater than 1.96, and a p-value of 0.000, which is less than 0.05. This test indicates that resilience has a significant effect on stress. The test of social support on work-life balance yielded a t-statistic of 4.469, greater than 1.96, and a p-value of 0.000, less than 0.05. This test indicates that social support significantly influences work-life balance.

The test of resilience on work-life balance yielded a t-statistic of 5.865, greater than 1.96, and a p-value of 0.000, less than 0.05. This test indicates that resilience significantly influences work-life balance.



Table 6: Results of Indirect Effect Hypothesis Test

Variabel	Original Sample	t-Statistics	P Values
Social Support for Stress through Work-Life Balance	-0.001	0.011	0.991
Resilience to Stress through Work-Life Balance	-0.001	0.011	0.991

Source: SmartPLS Data Processing Results by Researchers (2025)

The test of social support on stress through work-life balance yielded a t-statistic of 0.011, which is less than 1.96, and a p-value of 0.991, which is greater than 0.05. This test indicates that social support does not significantly influence stress through work-life balance. Therefore, it can be concluded that work-life balance is unable to mediate the effect of social support on stress.

The test of resilience on stress through work-life balance yielded a t-statistic of 0.011, which is less than 1.96, and a p-value of 0.991, which is greater than 0.05. This test indicates that resilience does not significantly influence stress through work-life balance. Therefore, it can be concluded that work-life balance is unable to mediate the effect of resilience on stress.

DISCUSSION

All hypotheses in this study were accepted because they had t-statistics above 1.96 and P-values below 0.05. The only hypothesis that was not accepted was the hypothesis regarding the relationship between work-life balance and stress, which was not significant.

The first hypothesis (H1) stated that social support improves and enhances work-life balance. A study by Sari & Nugroho (2021) also reached a similar conclusion. They found that social support from family and coworkers can help working students find a better balance between work and personal life. They are more likely to be able to balance their time and energy between work and study if they feel socially and practically motivated.

The second hypothesis (H2) of this study stated that work-life balance does not mediate stress. However, this finding can still be explained by the fact that social support can create social pressure in the form of demands or feelings of greater responsibility from the surrounding environment. The results of this study indicate that work-life balance



does not significantly influence stress among part-time students in Jakarta, with a coefficient value of -0.001. This finding indicates that although students are able to manage their time between study and work, this does not directly reduce their stress levels. This result is consistent with research by Barage & Sudarusman (2021) which stated that work-life balance has a negative but insignificant influence on turnover intentions among millennials in Yogyakarta. Tasya Karania & Silaswara (2025) also found that although work-life balance influences student productivity, stress and burnout variables did not show a significant effect, indicating that time balance does not necessarily reduce stress directly. A similar finding was conveyed by Ifrelresearch (2024) who studied Gen Z and concluded that the relationship between work stress and work-life balance was insignificant. Therefore, in the reverse context, work-life balance may not necessarily be able to effectively reduce student stress.

However, the findings of this study differ from several previous studies that actually showed that work-life balance has a significant impact on stress. Greenhaus & Allen (2021) stated that individuals who are able to maintain a balance between their personal and work lives tend to have lower stress levels because they can better manage their time and emotions. Research by Siregar & Prasetyo (2021) also revealed that students with a good work-life balance experience less stress than those who do not. Furthermore, Larasati & Kusumawati (2022) found a significant negative relationship between work-life balance and stress in working students, where work-life balance plays a crucial role in stabilizing an individual's psychological state. These differences in results may be caused by several factors, such as high academic pressure and complex work demands. Therefore, even though students are able to manage their time well, this is not enough to reduce their stress. Furthermore, uneven social support, psychological resilience, or limited coping strategies can also affect the effectiveness of work-life balance in reducing stress. Thus, the results of this study reinforce the view that work-life balance is not the sole factor determining stress levels among working students, but rather needs to be viewed holistically along with other supporting variables. Prasetyo's (2020) research also states that strong social support can sometimes exacerbate stress when combined with expectations or negative influences from the outside world.

The third hypothesis (H3) states that resilience has a significant impact on work-life balance. According to Safitri & Hidayat (2022), people who are more resilient are better able to handle the pressures of work and school while maintaining emotional stability. The results of this study support these findings. Students who can handle stress



and bounce back from it are generally better able to manage their time, which helps them balance both roles.

This study also supports the fourth hypothesis (H4), which states that resilience has a significant influence on stress. These results align with research by Lestari & Rahmat (2019), which found that adaptive students can handle school stress and perform better without experiencing serious mental disorders. Being resilient is one way for students to cope with the stress that comes from the amount of work they have to do and the demands of school. In other words, children are less likely to experience as much anxiety if they are more resilient.

A comprehensive review of the data indicates that social support and resilience have a significant impact on the work-life balance and stress levels of part-time students. However, the lack of a strong relationship between work-life balance and stress suggests that other factors, such as school pressure, financial concerns, or social relationships, may be more important in determining stress levels. These results also suggest that working students' experiences cannot be explained solely by how well they plan their time. These experiences may also be explained by the amount of stress they experience in other areas of their lives. Therefore, the results of this study can help us understand that stress among working students is a complex issue that requires support from many sources, including school and the workplace.

CONCLUSION

Using the PLS-SEM method to analyze data from 213 part-time students in Jakarta for the study, the following findings were obtained: Social support significantly influences work-life balance. This means that the higher the social support students receive, the better their ability to maintain a balance between work and academic life. Social support has a significant negative effect on stress. This suggests that support from the social environment, whether from family, friends, or colleagues, can help reduce stress levels in working students. Resilience has a significant effect on work-life balance. Students with high levels of resilience are better able to manage stress and maintain balance in carrying out their roles as students and workers. Resilience has a significant negative effect on stress. The higher an individual's level of resilience, the lower their perceived stress levels, as they are able to adapt and cope with pressure more effectively. Work-life balance does not have a significant effect on stress. With an effect value of -0.001, this result indicates that the ability to maintain a balance between work and study does not directly reduce students' stress levels. Work-life balance does not mediate the

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relationship between social support and stress. This means that the effect of social support on stress occurs directly, not through work- life balance as an intermediary. Work-life balance does not mediate the relationship between resilience and stress. This suggests that the effect of resilience in reducing stress does not depend on how well an individual maintains a balance between work and academic life.

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