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THE INFLUENCE OF MOTIVATION AND WORK-LIFE BALANCE ON THE PRODUCTIVITY OF FINAL STUDENTS OF THE BACHELOR OF MANAGEMENT PROGRAM IN THE EMPLOYEE CLASS

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Abstract

This study aims to analyze the effect of motivation and work-life balance on the productivity of final year students of the Bachelor of Management Program in the employee class at Bina Bangsa University, Serang, Banten. The study used a quantitative approach with an associative causality design. The study population was 537 final year students of the Bachelor of Management Program in the employee class in the 2025/2026 academic year. Based on the Slovin formula with a 10% error rate, a sample of 85 respondents was obtained. Data were collected through a questionnaire using a Likert scale and analyzed using multiple linear regression, t-test, F-test, and coefficient of determination. The results showed that motivation had a positive and significant effect on student productivity, with a regression coefficient of 0.192, t-test of 2.216, and a significance of 0.029. Work-life balance also had a positive and significant effect on productivity, with a regression coefficient of 0.462, t-test of 6.127, and a significance of 0.000. Simultaneously, motivation and work-life balance had a significant effect on student productivity with an F-test of 87.368 and a significance of 0.000. The R-square value of 0.681 indicates that 68.1% of the variation in productivity can be explained by these two variables. Work-life balance is the most dominant variable with a Beta value of 0.632. This finding emphasizes the importance of role balance and strengthening motivation in increasing the productivity of employee-level students.

Keywords: Motivation; Work-Life Balance; Student Productivity; Employee Class Students; Management.

INTRODUCTION

Management is a crucial process for directing and optimizing various resources to achieve goals effectively and efficiently. In the context of higher education, management principles relate not only to institutional management but also to an individual's ability to manage time, energy, responsibilities, and achieve academic goals. Changes in the work environment and demands for increased competency have led to an increasing number of individuals choosing to pursue higher education while continuing their work. This situation makes the ability to manage multiple roles a crucial aspect in supporting student academic achievement and productivity.

The productivity of final-year undergraduate students in the Bachelor of Management program is a crucial concern because students in their final years of education face increasingly complex academic demands, such as completing final assignments, fulfilling graduation requirements, conducting academic consultations, and completing various coursework. For students in the employee class, these demands must be met simultaneously with work responsibilities. Višnjić et al. (2024) explain that working students can benefit from practical

experience and the ability to connect theory with practice, but the increased time allocated to work can negatively impact academic achievement.

This situation is relevant to the employee class of the Bachelor of Management Program students at Bina Bangsa University, Serang, Banten. A preliminary survey, conducted through observation and initial communication with students, revealed a tendency for some students to experience difficulty balancing their time between work and academic activities. Several students reported delays in completing assignments, inadequate study time, post-work fatigue, and difficulty maintaining consistency in completing their final assignments. This phenomenon suggests that student productivity is not solely determined by academic ability, but also by psychological well-being and the ability to manage the demands of work and academic life.

One factor suspected of being related to productivity is motivation. Liu et al. (2024) found that intrinsic and extrinsic motivation are related to student academic achievement, including through emotional engagement in the learning process. Stavropoulou et al. (2025) also emphasized the importance of motivational factors in explaining student academic achievement. Students with strong motivation tend to have a greater drive to complete assignments, maintain effort, and achieve academic goals.

Work-life balance is a relevant factor for working-class students. In the context of working students, the concept of work-learning balance demonstrates the importance of balancing work activities and self-development through education. Lackéus (2024) explains that a good balance between work and learning can increase motivation, engagement, and the quality and efficiency of activities, while an imbalance can hinder motivation and productivity. Demir and Budur (2023) also show that the dimensions of work-life balance are related to individual motivation and performance. Thus, the phenomena of late assignment completion, limited study time, fatigue, difficulty completing final assignments, and suboptimal academic consistency are important issues to examine.

Previous research has shown that motivation and work-life balance play a significant role in student achievement. Liu et al. (2024) demonstrated that learning motivation is associated with improved student academic performance. Shobichah (2024) found a positive and significant relationship between learning motivation and academic achievement. Stavropoulou et al. (2025) emphasized the importance of motivation in predicting academic success. Višnjić et al. (2024) demonstrated that students' work-life balance can influence academic achievement. Meanwhile,

Lackéus (2024) explained that a good work-study balance can increase motivation, meaning, and productivity.

Based on previous studies, there are still gaps that require further investigation. Studies on working students have primarily focused on the relationship between work and academic achievement, while studies that simultaneously examine motivation and work-life balance on the productivity of final-year students are still limited. Višnjić et al. (2024) emphasize the diverse impacts of work activities on academic achievement, while Lackéus (2024) introduces the concept of work-learn balance in the context of education and the workplace. However, neither study specifically examines the productivity of working-class students in Bachelor of Management programs at Indonesian universities.

The novelty of this research lies in the integration of motivation and work-life balance as factors explaining the productivity of final year students who play dual roles as both workers and students. This focus places productivity not solely as academic achievement, but as the student's ability to manage task completion, time, responsibilities, and educational targets amidst the demands of work. Contextually, this research also provides a specific focus on final year students of the Bachelor of Management Program in the employee class at Bina Bangsa University, Serang, Banten, thus producing an empirical understanding that is more in line with the characteristics of working students.

LITERATURE REVIEW

Motivation - Self-Determination Theory

Self-Determination Theory (SDT) explains that individual motivation develops through the fulfillment of basic psychological needs, namely autonomy, competence, and relatedness. In the context of final-year employee-level students, motivation can encourage students to direct effort, maintain perseverance, and complete academic demands despite facing workloads. Liu et al. (2024) showed that learning motivation is related to student academic achievement, while Mukhoiyaroh and Aziz (2024) found that intrinsic and extrinsic motivation significantly influence student academic ability.

Work-Life Balance - Work-Family Border Theory

Work-Family Border Theory explains that individuals live their lives in several domains with different demands, boundaries, and characteristics, particularly work and personal life. For working-class students, these boundaries can be extended to the academic domain, requiring students to manage their time, energy, and engagement in a balanced manner. Lackéus (2024) explains the concept of work-learn balance as a balance between work and learning activities, while Demir and Budur (2023) suggest that work-life balance is related to individual motivation and performance. Therefore, role balance is crucial for working-class students.

Productivity - Goal-Setting Theory

Goal-Setting Theory explains that individual productivity can be increased through clear, specific, and challenging goals, accompanied by commitment and feedback. In final-year students, productivity is reflected in the ability to set priorities, complete tasks, meet academic targets, and consistently complete final assignments. Candrawati (2024) demonstrated that self-determination plays a role in boosting student academic performance through learning satisfaction, while Basileo and Otto (2024) demonstrated that motivation and self-efficacy are related to academic achievement.

Thinking Framework

The framework for this research is based on the conditions of final year students in the Bachelor of Management Program in the employee class who carry out two roles at once, namely as workers and students.so that they are required to be able to manage time, energy, and responsibilities optimally. In this condition, motivation (X1) is seen as an internal and external drive that can increase students' perseverance, enthusiasm, and orientation in completing academic demands, while work-life balance (X2) describes students' ability to balance the demands of work, personal life, and academic activities. These two factors are thought to be able to increase student productivity (Y) which is reflected in the ability to complete assignments, organizetime, achieving academic targets, and completing final assignments. Therefore, the higher the motivation and better the work-life balance, the higher the productivity of final-year employee students at Bina Bangsa University, Serang, Banten.

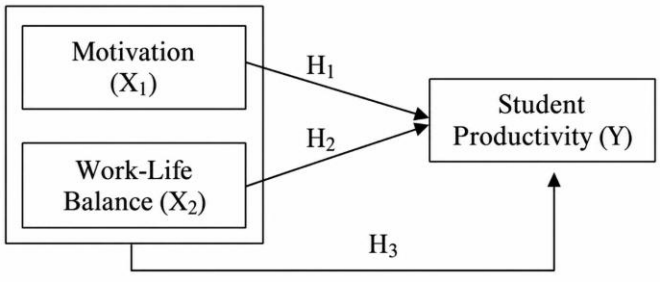

Figure 1. Thinking Framework

METHOD

Research methods are crucial to ensuring that data collection and analysis are conducted systematically and meet the research objectives. This study uses a quantitative approach to examine the influence of motivation and work-life balance on the productivity of final-year students. The use of structured instruments and statistical analysis allows for objective measurement of relationships between variables and the generation of conclusions based on empirical data (Creswell & Creswell, 2023).

Research Design

This study employed a quantitative design with an associative causality approach. This approach was used to analyze the influence of independent variables, namely motivation (X1) and work-life balance (X2), on student productivity (Y). Data were collected in the form of numerical scores through a questionnaire, then analyzed using inferential statistics. A quantitative design is appropriate when researchers want to test the relationship between variables based on formulated hypotheses and obtain measurable conclusions (Creswell & Creswell, 2023).

Time and Place of Research

The research was conducted at Bina Bangsa University, Serang, Banten, with final-year students of the Bachelor of Management Program in the employee class as the subjects. The study focused on students enrolled in the 2025/2026 academic year, and the research process was conducted from April to July 2026, encompassing instrument development, questionnaire distribution, data collection, data processing, analysis, and report preparation. The location was

chosen because Bina Bangsa University has employee class students who simultaneously meet academic and work demands.

Population and Sample

The study population was all final year students of the Bachelor of Management Program in the employee class of Bina Bangsa University, Serang, Banten, registered in the 2025/2026 academic year, totaling 537 students. The sample was determined using the Slovin formula with an error rate of 10%, resulting in:

$$n = \frac{N}{1+N(and)^2} = \frac{537}{1+537(0,10)^2} = 84,30$$

The results were rounded up to 85 respondents. This sample was used as a source of research data to represent the characteristics of the population.

Data Collection Techniques

Data collection was conducted through a questionnaire administered to final-year students of the Bachelor of Management Program in the employee class. The instrument was structured based on indicators for each variable, namely motivation, work-life balance, and student productivity. Measurements were made using a five-level Likert scale, ranging from strongly disagree to strongly agree. Before being used as the main instrument, the questionnaire was tested for validity and reliability to ensure each item was able to consistently measure the established construct. The use of a structured questionnaire is in accordance with the characteristics of quantitative research, which requires standardized data that can be analyzed statistically (Creswell & Creswell, 2023). In addition to primary data, supporting data was obtained through academic documentation relevant to the characteristics of the respondents.

Data analysis

Data analysis was conducted in stages using statistical software. The first stage included instrument validity and reliability testing. Next, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests. After the requirements were met, the data were analyzed using multiple linear regression with the equation $Y = \alpha + \beta1X1 + \beta2X2 + e$. Hypothesis testing was conducted using a t-test to determine the partial effect of motivation and work-life balance, and an F-test to determine the simultaneous effect of both

variables on productivity. Furthermore, the coefficient The R^2 test was used to determine the ability of independent variables to explain variations in student productivity. This analytical approach allows for measurable and objective testing of relationships between variables (Hair et al., 2023).

RESULTS AND DISCUSSION

Research result

The research results were obtained through data processing from 85 final year students of the Bachelor of Management Program in the employee class of Bina Bangsa University, Serang, Banten. The analysis was conducted to determine the effect of Motivation and Work-Life Balance on Student Productivity. Tests included validity, reliability, multiple linear regression, t-test, F-test, and coefficient of determination. The overall results showed that Motivation and Work-Life Balance had a positive and significant influence on Student Productivity. In addition, Work-Life Balance was the variable with the most dominant influence based on the Standardized Beta value.

Validity Test

Table 1. Results of the Motivation Validity Test,Work-Life Balance, and Productivity

Variables	Item	r count	r table	Sig.	Information
Motivation (X1)	X1.1	0,684	0,213	0,000	Valid
	X1.2	0,731	0,213	0,000	Valid
	X1.3	0,762	0,213	0,000	Valid
	X1.4	0,698	0,213	0,000	Valid
	X1.5	0,745	0,213	0,000	Valid
Work-Life Balance(X2)	X2.1	0,712	0,213	0,000	Valid
	X2.2	0,769	0,213	0,000	Valid
	X2.3	0,734	0,213	0,000	Valid
	X2.4	0,801	0,213	0,000	Valid
	X2.5	0,758	0,213	0,000	Valid
Productivity (Y)	Y1.1	0,706	0,213	0,000	Valid
	Y1.2	0,752	0,213	0,000	Valid
	Y1.3	0,783	0,213	0,000	Valid
	Y1.4	0,721	0,213	0,000	Valid
	Y1.5	0,766	0,000	0,000	Valid

Source: Processed primary data, 2026.

Based on Table 1, all statement items in the Motivation, Work-Life Balance, and Productivity variables have a calculated r value greater than the table r of 0.213. The lowest correlation value is found in item X1.1 at 0.684, while the highest value is found in item X2.4 at 0.801. All items also have a significance value of 0.000 < 0.05. Thus, all indicators are declared valid and can be used in data collection. The instrument is considered capable of representing the constructs of Motivation, Work-Life Balance, and Productivity used in the study.

Reliability Test

Table 2. Reliability Test Results

Variables	Cronbach's Alpha	Number of Items	Standard	Information
Motivation (X1)	0,821	5	0,700	Reliable
Work-Life Balance(X2)	0,861	5	0,700	Reliable
Productivity (Y)	0,844	5	0,700	Reliable

Source: Processed primary data, 2026.

The reliability test results show that the Motivation variable has a Cronbach's Alpha of 0.821, Work-Life Balance of 0.861, and Productivity of 0.844. All of these values are greater than the 0.70 limit, thus the instrument is declared reliable. The highest reliability value is found in the Work-Life Balance variable, while the lowest value is found in Motivation. Thus, all items have good internal consistency and can be used as instruments to measure each research variable.

Multiple Linear Regression Test

Table 3. Multiple Linear Regression Test Results

Model	Variables	B	Std. Error	Beta	t	Sig.
1	Constant	1,854	1,108	-	1,673	0,098
	Motivation (X1)	0,192	0,087	0,228	2,216	0,029
	Work-Life Balance(X2)	0,462	0,075	0,632	6,127	0,000

Source: Processed primary data, 2026.

Based on Table 3, the regression equation is Y = 1.854 + 0.192X1 + 0.462X2 + e. The constant of 1.854 indicates the value of Productivity when Motivation and Work-Life Balance are considered constant. The Motivation coefficient of 0.192 indicates that every one-unit increase in Motivation will increase Productivity by 0.192 units. Meanwhile, the Work-Life

Balance coefficient of 0.462 indicates that every one-unit increase in Work-Life Balance will increase Productivity by 0.462 units. All independent coefficients have a positive direction.

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Table 4. Results of the t-Test (Partial)

Variables	B	Beta	t count	t table	Sig.	Results
Motivation (X1)	0,192	0,228	2,216	1,989	0,029	H1 accepted
Work-Life Balance(X2)	0,462	0,632	6,127	1,989	0,000	H2 accepted

Source: Processed primary data, 2026.

The t-test results show that Motivation has a t-count of 2.216 > 1.989 with a significance value of 0.029 < 0.05. Thus, H0 is rejected and H1 is accepted, so that Motivation has a positive and significant effect on Student Productivity. Furthermore, Work-Life Balance obtained a t-count of 6.127 > 1.989 with a significance value of 0.000 < 0.05. Thus, H0 is rejected and H2 is accepted. This means that Work-Life Balance has a positive and significant effect on Student Productivity.

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Table 5. F-Test Results (Simultaneous)

Model	Sum of Squares	df	Mean Square	F count	F table	Sig.
Regression	1.276,850	2	638,425	87,368	3,108	0,000
Residual	599,197	82	7,307	-	-	-
Total	1.876,047	84	-	-	-	-

Source: Processed primary data, 2026.

The F test results obtained an F count of 87.368, while the F table was 3.108. Because 87.368 > 3.108 and a significance value of 0.000 < 0.05, H0 is rejected and H3 is accepted. Thus, Motivation and Work-Life Balance simultaneously have a positive and significant effect on Student Productivity. The Sum of Squares Regression value of 1,276.850 indicates variations in Productivity that can be explained by the model, while the Residual value of 599.197 indicates variations that have not been explained by the two independent variables.

Coefficient of Determination

Table 6. Results of the Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,825	0,681	0,673	2,703

Source: Processed primary data, 2026.

The test results show an R value of 0.825, indicating a strong relationship between Motivation and Work-Life Balance with Student Productivity. The R Square value of 0.681 indicates that 68.1% of the variation in Student Productivity can be explained by Motivation and Work-Life Balance. Meanwhile, 31.9% is explained by other factors not included in the model. The Adjusted R Square of 0.673 indicates that after considering the number of variables and sample size, the model's ability to explain Productivity remains relatively strong.

Hypothesis Testing

Table 7. Summary of Hypothesis Testing Results

Hypothesis	Relationship between variables	Coefficient	Statistics	Sig.	Results
H1	Motivation → Productivity	0,192	t = 2,216	0,029	Accepted
H2	Work-Life Balance→ Productivity	0,462	t = 6,127	0,000	Accepted
H3	Motivation +Work-Life Balance→ Productivity	-	F = 87,368	0,000	Accepted

Source: Processed primary data, 2026.

Table 7 shows that all hypotheses proposed in the study were accepted. H1 was accepted because motivation had a positive and significant effect on productivity. H2 was accepted because work-life balance had a positive and significant effect on productivity. H3 was also accepted because motivation and work-life balance together had a significant effect on productivity. These results indicate that the productivity of final year employee class students is influenced by internal factors, namely motivation and the students' ability to manage the balance between the various demands of their lives.

Dominant Variable

Table 8. Results of Dominant Variable Testing

Ranking	**Variables**	**B**	**Standardized Beta**	**t count**	**Sig.**
1	Work-Life Balance(X2)	0,462	0,632	6,127	0,000
2	Motivation (X1)	0,192	0,228	2,216	0,029

Source: Processed primary data, 2026.

Based on the Standardized Beta value, Work-Life Balance has a value of 0.632, while Motivation is 0.228. Thus, Work-Life Balance is the variable that most dominantly influences Student Productivity. This condition shows that for employee class students, the ability to manage the balance between work, lectures, personal life, and rest time has a stronger role than motivational drive. This finding is also evident from the Work-Life Balance t-value of 6.127 which is much higher than Motivation at 2.216.

Discussion

The results of the study indicate that the productivity of final-year employee-level students is influenced by two important aspects: motivational strength and the ability to maintain work-life balance. Both variables exert a positive and significant influence, both partially and simultaneously. These findings illustrate the characteristics of employee-level students who must balance their time, energy, attention, and responsibilities between work and education. The following discussion outlines each hypothesis by linking it to previous theories and findings.

The Influence of Motivation on Student Productivity

The test results show that motivation has a positive and significant effect on student productivity with a coefficient value of 0.192, Beta 0.228, t count 2.216, and a significance of 0.029. This means that the higher the student's motivation, the higher their productivity in completing academic obligations. Motivation provides the impetus to set goals, maintain effort, overcome obstacles, and complete the final assignment. This finding is in line with Liu et al. (2024) who showed that learning motivation is related to student academic performance. These results are also supported by González-Arias et al. (2025), who found a relationship between motivation, fulfillment of psychological needs, and academic performance of higher education students. Thus, motivation is an important internal factor in maintaining the productivity of employee class students.

The Influence Work-Life Balanceon Student Productivity

The results of the study indicate that Work-Life Balance has a positive and significant effect on Student Productivity with a coefficient of 0.462, Beta 0.632, t count of 6.127, and a significance of 0.000. The Beta value is the largest in the model so that Work-Life Balance is the

most dominant factor. This finding indicates that students who are able to manage their work time, lectures, personal life, and rest in a balanced manner have a greater opportunity to maintain productivity. This finding supports Lackéus (2024) who introduced the concept of work-learn balance as a balance between the world of work and learning. Višnjić et al. (2024) also showed that student work activities can have consequences for academic achievement, especially when the intensity of work takes up a large amount of time. Thus, role balance is an important aspect for employee class students.

The Influence of Motivation andWork-Life Balanceon Student Productivity

The simultaneous test results yielded an F count of 87.368 with a significance of 0.000, indicating that Motivation and Work-Life Balance together significantly influence Student Productivity. The R Square value of 0.681 indicates that 68.1% of the productivity variation can be explained by these two variables. These results demonstrate that the productivity of working-class students is not only determined by the desire to achieve academic goals, but also by the ability to manage various life demands. Višnjić et al. (2024) showed that working students face varying academic consequences depending on the intensity of their work, while Liu et al. (2024) emphasized the importance of motivation in supporting academic performance. Thus, the combination of motivation and work-life balance is an important factor in maintaining the productivity of final year students.

CONCLUSION

Based on the results of research on the influence of Motivation and Work-Life Balance on the Productivity of Final Year Students of the Bachelor of Management Program in the employee class at Bina Bangsa University, Serang, Banten, it can be concluded that Motivation has a positive and significant effect on Student Productivity. This is indicated by the calculated t value of 2.216 which is greater than the t table of 1.989, with a significance value of 0.029 <0.05. These results indicate that the higher the motivation of students in achieving academic goals, maintaining the spirit of learning, completing assignments, and completing education, the higher the resulting productivity.

Work-Life Balance has been shown to have a positive and significant effect on student productivity. The calculated t-value of 6.127 is greater than the t-table of 1.989, with a significance level of 0.000 < 0.05. This finding indicates that students' ability to balance work,

study, personal life, and rest plays a significant role in increasing productivity. Work-Life Balance is also the most dominant variable with a Standardized Beta value of 0.632.

Simultaneously, Motivation and Work-Life Balance have a significant effect on Student Productivity, as indicated by the calculated F of 87.368 with a significance of 0.000. The R Square value of 0.681 indicates that 68.1% of the variation in Student Productivity can be explained by these two variables, while 31.9% is influenced by other factors outside the model. Thus, increasing the productivity of employee class students needs to pay attention to strengthening motivation as well as managing the balance between work and academic life.

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