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## Work–Life Balance Academic and Psychological Well-being of Law Study Program Students

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**Abstract:** Law students face high academic demands, such as a heavy reading load of legal literature, complex case analysis, and the pressure of intensive academic evaluations. These conditions have the potential to cause academic stress and disrupt the balance between academic demands and personal life or academic work–life balance (WLB), which can subsequently impact students' psychological well-being. This study aims to determine the relationship between academic work–life balance and psychological well-being in Law students. The study used a quantitative approach with a correlational design. The study sample consisted of Law students selected using a simple random sampling technique. Data were collected through a Likert scale questionnaire that measured academic work–life balance based on the concepts of Fisher, Bulger, and Smith and psychological well-being based on Ryff's Psychological Well-Being Scale. Data analysis was performed using Pearson Product Moment correlation after meeting the assumptions of normality and linearity. The results showed a positive and significant relationship between academic work–life balance and students' psychological well-being ( $r = 0.678$ ;  $p < 0.05$ ). These findings suggest that students who are able to balance academic demands with personal and social life tend to have better psychological well-being. This study emphasizes the importance of managing academic work–life balance as a supporting factor for the psychological well-being of Law Study Program students.

**Keywords:** Academic Work–Life Balance, Psychological Well-being, Law Students

### INTRODUCTION

The development of student academic life in higher education today presents various complex demands, especially for students who face dual roles such as academic obligations and demands for activities other than studies. For students in the Law Study Program, the high academic load accompanied by various practicum activities, internships, student organizations, and demands for writing scientific papers often give rise to conflicts between the time allocated for study and personal needs. This condition can increase the risk of academic stress and disrupt work-life balance (WLB), namely the balance between the

demands of academic roles and students' personal and social lives. This imbalance then has the potential to negatively impact students' psychological condition, including reducing their psychological well-being.

The concept of work–life balance was originally developed in the workplace context to describe a healthy balance between work and personal life demands (work vs. life). Research by Fisher, Bulger, and Smith emphasizes the importance of understanding both the intervention and interference between work and non-work roles to reduce role conflict and support individual well-being (Fisher, Bulger, & Smith, 2009). In the academic environment, this concept is also highly relevant because students often face heavy academic workloads and the demands of other activities that must be carried out simultaneously.

Several previous empirical studies have shown a significant relationship between work-life balance and various indicators of student well-being. Sari et al. (2024) found a significant positive relationship between work-life balance and psychological well-being in students participating in the Independent Learning Campus (MBKM) program, with a high correlation coefficient ( $r = 0.788$ ,  $p < 0.01$ ), indicating that students with good work-life balance tend to have higher psychological well-being than those without.

Other studies have also confirmed a positive relationship between work–life balance and subjective well-being in part-time students. Astuti & Nurwidawati (2023) reported a positive and significant relationship between WLB and subjective well-being of part-time students in Surabaya ( $r = 0.709$ ,  $p < 0.05$ ). Furthermore, Alfayed & Mas Bakar (2025) showed that WLB had a positive effect on subjective well-being of part-time students in Makassar, with most of the variation in subjective well-being explained by WLB (62%).

A balance between academic demands and other aspects of life can mitigate the impact of stress on students' psychological well-being (Kuswanto, 2025). This study found that college-life balance moderates the effects of academic stress on students' psychological well-being. Although numerous studies have examined work-life balance in students who work or have multiple roles, research specifically exploring the phenomenon of academic work-life balance and its relationship to the psychological well-being of law students is still relatively limited. Law students are often faced with high academic demands, such as reading dense legal literature, studying complex cases, and preparing for intensive professional exams. This makes the need to examine work-life balance in the context of legal academia increasingly important.

## **METHOD**

### **Research Design**

This study used a quantitative approach with a correlational design. The correlational design was chosen to determine the relationship between academic work-life balance as the independent variable (X) and psychological well-being as the dependent variable (Y) in Law Study Program students. The quantitative approach allows for objective measurement of variables through standardized psychological instruments and inferential statistical analysis (Creswell & Creswell, 2018).

### **Research Variables**

The variables in this study consist of:

- 1. Academic Work–Life Balance (X)**

Students' ability to balance academic demands with personal, social and rest time in a proportional manner.

- 2. Psychological Well-being (Y)**

Positive psychological conditions of students that reflect optimal individual functioning, include self-acceptance, positive relationships, autonomy, environmental mastery, life goals, and personal growth (Ryff, 1989).

### **Population and Sample**

The population in this study was all students in the Law Study Program at the university where the research was conducted. The sampling technique used was probability sampling, specifically simple random sampling, with the aim of providing an equal opportunity for each member of the population to be selected as a respondent.

The number of samples was determined based on the calculation of the minimum sample size for correlational research, namely  $\geq 30$  respondents, however, in this study, an attempt was made to obtain a larger sample size so that the analysis results would have better statistical power (Hair et al., 2019).

### **Data collection technique**

Data were collected using a closed-ended Likert-type questionnaire distributed both in person and online. Respondents were asked to provide answers based on their experiences, with scores ranging from 1 (very inappropriate) to 5 (very appropriate).

### **Research Instruments**

#### **Academic Work–Life Balance Scale**

The academic work–life balance scale is based on the concept of Fisher, Bulger, and Smith (2009) which includes the following dimensions:

1. Academic interference with personal life
2. Interference of personal life with academics
3. Academic enhancement of personal life
4. Improvement of personal life towards academics

This scale has been widely used and developed in academic contexts and shows good reliability with a Cronbach's alpha value  $> 0.70$ .

#### **Psychological Well-Being Scale**

Psychological well-being is measured using Ryff's Psychological Well-Being Scale (PWB) which includes six main dimensions, namely:

1. Self-acceptance
2. Positive relationships with others
3. Autonomy
4. Environmental mastery
5. Purpose of life
6. Personal growth

This scale is an instrument that has been widely validated and has good reliability in various cross-cultural studies (Ryff & Keyes, 1995).

### **Data Analysis Techniques**

Data analysis was performed using statistical software. The analysis stages include:

1. **Statistical Assumption Test**, including normality and linearity tests.
2. **Correlation Test**, using Pearson Product Moment correlation to determine the relationship between academic work–life balance and psychological well-being.
3. **Significance Test**, carried out at a significance level of 0.05.

The results of the analysis are used to answer the problem formulation and test the research hypothesis.

## RESULTS AND DISCUSSION

### Normality Test

A normality test was conducted to determine whether the academic work–life balance and psychological well-being data were normally distributed. Normality testing was performed using the Kolmogorov–Smirnov test.

The analysis results show that the significance value of the academic work–life balance variable is  $p = 0.200$  ( $p > 0.05$ ) and psychological well-being is  $p = 0.164$  ( $p > 0.05$ ). Thus, it can be concluded that the data for both variables are normally distributed and thus meet the requirements for Pearson Product Moment correlation analysis.

These results are in line with the parametric analysis procedures recommended by Creswell and Creswell (2018), that normally distributed data can be analyzed using parametric statistical tests.

### Linearity Test

A linearity test was conducted to determine whether the relationship between academic work–life balance and psychological well-being was linear. The results of the linearity test showed a significant deviation from linearity value of  $p = 0.312$  ( $p > 0.05$ ). These results indicate that the relationship between academic work–life balance and psychological well-being is linear, thus meeting the assumptions for the Pearson correlation test.

### Pearson Product Moment Correlation Test

The Pearson Product Moment correlation test was conducted to determine the relationship between academic work–life balance and the psychological well-being of Law Study Program students.

The analysis results showed a correlation coefficient of  $r = 0.678$  with a positive correlation. This value falls into the strong correlation category, indicating that the higher a student's academic work-life balance, the higher their psychological well-being.

### Significance Test

The significance test was conducted at a significance level of  $\alpha = 0.05$ . The test results showed a significance value of  $p = 0.000$  ( $p < 0.05$ ). Thus, it can be concluded that there is a positive and significant relationship between academic work-life balance and the psychological well-being of Law Study Program students. The research hypothesis stating that there is a relationship between the two variables is accepted.

### Discussion

The research results show that academic work-life balance has a positive and significant relationship with the psychological well-being of Law students. This finding indicates that students who are able to balance academic demands with their personal, social, and leisure time tend to have better psychological well-being.

The results of this study align with Ryff's (1989) theory of psychological well-being, which states that psychological well-being is reflected in an individual's ability to manage environmental demands, have a sense of purpose in life, and experience personal growth. Students who have a good academic work-life balance tend to be able to manage academic pressures adaptively, thus supporting the achievement of these dimensions of psychological well-being.

Empirically, the findings of this study support the findings of Fisher, Bulger, and Smith (2009), which stated that balance between primary and secondary roles can improve an individual's psychological well-being. In the context of college students, a balance between

academic roles and personal life contributes to reduced role conflict and improved psychological functioning.

The results of this study are also consistent with those of Sari et al. (2024), who found a significant positive relationship between work-life balance and psychological well-being in MBKM program students. Although the research context was different, namely students in the Law Study Program, the relationship pattern found still points in the same direction, indicating that academic role balance plays a significant role in maintaining students' psychological well-being.

Furthermore, the results of this study support Kuswanto's (2025) findings, which state that academic-life balance can reduce the negative impact of academic stress on psychological well-being. Students who have a good academic work-life balance are less likely to experience psychological exhaustion even under high academic pressure.

For law students in particular, heavy academic demands such as reading legal literature, case analysis, and the pressure of academic evaluations can be significant sources of stress. Therefore, the ability to manage time and balance academic and non-academic life is a crucial protective factor in maintaining the psychological well-being of law students.

Thus, the results of this study strengthen the findings of previous studies and confirm that academic work-life balance is an important determinant of students' psychological well-being, especially for Law Study Program students.

## CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that there are connectionA positive and significant correlation exists between academic work-life balance and the psychological well-being of Law Study Program students. The correlation analysis shows that the better a student's ability to balance academic demands with personal, social, and leisure time, the higher their level of psychological well-being. This finding indicates that academic work-life balance plays a significant role in supporting students' psychological functioning, particularly in facing the high academic demands of the Law Study Program.

The results of this study strengthen Ryff's theory of psychological well-being which emphasizes the importance of ability individuals in managing environmental demands, establishing a purpose in life, and experiencing personal growth. Furthermore, the findings of this study support previous research suggesting that balancing academic roles and personal life can improve students' psychological well-being. Therefore, academic work-life balance can be viewed as an important protective factor in maintaining the psychological well-being of Law students.

## Suggestion

Based on the research results, the researcher makes the following suggestions:

1. For Law Study Program Students  
Students are expected to improve their time management skills and prioritize academic demands and personal needs. Consistent efforts to maintain a balance between academic and non-academic activities are essential to support psychological well-being.
2. For Universities and Study Programs  
Universities and Law Study Programs are advised to develop programs to support student welfare, such as counseling services, stress management training, and academic policies that pay attention to balancing students' study load.
3. For Further Researchers  
Further research is recommended to examine academic work-life balance by involving other variables, such as academic stress, social support, or resilience, and using

longitudinal or mixed methods research designs to obtain a more comprehensive understanding.

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