“Navigating work and study: The interplay of time-spatial flexible work arrangements, workload, and work-life integration among undergraduate working students”

AUTHORS	Ahyar Yuniawan Nasikh Rosaly Franksiska

ARTICLE INFO	Ahyar Yuniawan, Nasikh and Rosaly Franksiska (2025). Navigating work and study: The interplay of time-spatial flexible work arrangements, workload, and work-life integration among undergraduate working students. *Problems and Perspectives in Management*, *23*(2), 319-330. doi:10.21511/ppm.23(2).2025.22
DOI	http://dx.doi.org/10.21511/ppm.23(2).2025.22
RELEASED ON	Wednesday, 23 April 2025
RECEIVED ON	Tuesday, 12 November 2024
ACCEPTED ON	Thursday, 10 April 2025

JOURNAL	"Problems and Perspectives in Management"
ISSN PRINT	1727-7051
ISSN ONLINE	1810-5467
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”

NUMBER OF REFERENCES	NUMBER OF FIGURES	NUMBER OF TABLES
57	2	4

BUSINESS PERSPECTIVES

LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10,
Sumy, 40022, Ukraine

www.businessperspectives.org

Ahyar Yuniawan (Indonesia), **Nasikh** (Indonesia), **Rosaly Franksiska** (Indonesia)

NAVIGATING WORK AND STUDY: THE INTERPLAY OF TIME-SPATIAL FLEXIBLE WORK ARRANGEMENTS, WORKLOAD, AND WORK-LIFE INTEGRATION AMONG UNDERGRADUATE WORKING STUDENTS

Abstract

The growing number of undergraduate students juggling jobs and studies poses problems for attaining work-life integration. Understanding the factors influencing this integration is critical, especially in the context of flexible work arrangements (FWA) and workload. The purpose of this study is to investigate the impact of FWA and workload on work-life integration among working students in Indonesia, focusing on the contradiction that flexibility promotes balance and increases job demands. Data were obtained from 125 working students in the service industry on Indonesia's two most populous islands, Java and Sumatra, using structural equation modeling partial least squares (SEM-PLS). The study found that FWA considerably increases workload (β = 0.846, p = 0.000) and improves work-life integration (β = 0.638, p = 0.000). Workload is a mediator between FWA and work-life integration (β = 0.540, p = 0.000), indicating that flexibility increases job demands but improves work-life integration. Workload has an adjusted R^2 of 0.714, explaining 71.4% of the variance. Work-life integration is explained by workload and FWA combined, accounting for 83.0%. These findings emphasize that, while a higher workload may appear contradictory, it promotes better time management and financial stability, improving well-being and work-life integration. Institutions and employers must ensure that task expectations remain moderate to prevent stress from negating the benefits of flexibility. This study presents empirical evidence to support policies that promote flexibility while avoiding excessive job demands.

Keywords work, life, flexibility, workload, students, employment, well-being

JEL Classification M50, J22, I23, A22

Received on: 12th of November, 2024
Accepted on: 10th of April, 2025
Published on: 23rd of April, 2025

Ahyar Yuniawan, Doctor of Science, Associate Professor, Department of Management, Faculty of Economics and Business, Diponegoro University, Indonesia. (Corresponding author)

Nasikh, Doctor of Science, Professor, Department of Economics Development, Faculty of Economics and Business, State University of Malang, Indonesia.

Rosaly Franksiska, MBA, Assistant Professor, Department of Management, Faculty of Economics and Business, Satya Wacana Christian University, Indonesia.

Conflict of interest statement:
Author(s) reported no conflict of interest

INTRODUCTION

Balancing work and academic responsibilities is a growing challenge for undergraduate students worldwide. While achieving work-life integration is often framed as a concern for full-time employees, working students face unique obstacles beyond traditional work-life balance. Many students choose to work due to financial necessity, which remains a primary driver of student employment (Okuputra & Nasikh, 2022). However, managing academic workloads alongside employment commitments significantly strains time allocation, well-being, and future career outcomes.

In Indonesia, a demographic shift has led to a substantial increase in young individuals engaging in work and study. A 2017 survey reported that 44% of undergraduate students in Indonesia were employed,

and this number continues to rise (Mardelina & Muhson, 2017). However, existing labor policies lack clear regulations regarding student employment, potentially leading to higher dropout rates, academic underperformance, and labor market inefficiencies. According to 2020 labor statistics (BPS-Statistics Indonesia, 2020), 6.98% of Indonesians aged 10–24 were employed, with 72.61% of urban youth working in the service sector. These trends raise critical concerns about the long-term implications of student employment on academic and economic productivity.

Despite the increasing prevalence of working students, the complexities of managing work and academic responsibilities remain underexamined, particularly concerning workload and flexible work arrangements. While flexibility is often perceived as beneficial, it can inadvertently increase job demands, creating new challenges for students trying to balance their commitments. Understanding these dynamics is essential for addressing potential risks and ensuring that employment does not come at the cost of students' educational success or long-term well-being.

1. LITERATURE REVIEW AND HYPOTHESES

The increasing number of students engaging in employment during their academic years has raised concerns regarding workload management, time allocation, and psychological well-being. Student employment is often driven by financial necessity and aspirations for career readiness (Balroo & Al-Duwaile, 2018; Okuputra & Nasikh, 2022). However, balancing work and academic responsibilities creates time management challenges, leading to increased stress and role conflict (Dine & Kaoud, 2023; Sprung & Rogers, 2021). The heightened prevalence of mental health concerns among students further underscores the need for strategies that promote well-being while maintaining academic performance (Udin & Yuniawan, 2020).

Adapting work structures in a post-pandemic environment characterized by continuous change is pivotal for promoting work-life integration and employee well-being (Bello et al., 2024; Dinibutun, 2024; Maula et al., 2023). However, despite growing research on work-life integration (WLI) among professionals, fewer studies explore the specific challenges of undergraduate working students, and those that do tend to overlook flexible work arrangements (FWA) as a potential solution (Haider & Dasti, 2022; Picton, 2021). Prior research has examined students' preferences for work-life integration (Abdallah & Hammoud, 2020) and the challenges they face (Tetteh & Attiogbe, 2019), but the role of FWA in managing workload remains underexplored. This study extends the works of Koshkin et al. (2014) on students' ability to juggle work and life and Beatson et al. (2021) on balancing activities outside formal education.

1.1. Work-life integration and time-spatial flexible work arrangements

Work-life integration refers to an individual's ability to harmonize professional and personal responsibilities, particularly in fluid work environments (Aruldoss et al., 2022). Among working students, these responsibilities expand to include academic tasks, making it more challenging to balance multiple domains (Clark, 2000). One widely proposed solution is flexible work arrangements, such as flextime and remote work, which allow individuals to adjust work schedules and locations to meet their academic and personal needs (Nerobkova et al., 2022).

Extensive research highlights the positive effects of FWA on WLI. For example, Hayman (2009) found that schedule flexibility enhances perceived work-life integration, while Gunawan and Franksiska (2020) suggest that greater control over work hours reduces role conflict. However, blurring boundaries between work and personal life can unintentionally increase stress and workload, reducing the benefits of flexibility (Boeri et al., 2020; Stamm et al., 2023). Vanajan et al. (2020) also emphasize that greater autonomy in task management can lead to overcommitment, reinforcing the need to investigate how FWA affects workload and WLI among working students. Furthermore, Harb and Keyrouz (2022) emphasize the necessity

http://dx.doi.org/10.21511/ppm.23(2).2025.22

of institutional support for students with flexible work arrangements, as inadequate guidance can lead to ineffective work-life integration strategies.

The shift toward remote and flexible work environments, driven by technological advancements and digital collaboration, has altered traditional work-life boundaries (Itam & Warrier, 2024; Pillai & Prasad, 2023). While flexibility offers opportunities for better balance, it also presents challenges such as communication barriers, increased cognitive load, and greater role overlap (Chaudhuri et al., 2022; Smit & Lawson, 2023). As such, work-life integration is increasingly shaped by organizational policies and individual strategies for managing work expectations (Gao et al., 2025; Tran et al., 2022).

1.2. Flexible work arrangements and workload

Workload, commonly defined as the total volume of tasks assigned within a given period, is a significant factor affecting work-life integration (Thomsen et al., 2006). While FWA is often assumed to reduce workload by allowing better time efficiency, research shows mixed findings. Pedersen and Lewis (2012) found that employees with flexible schedules tend to work longer hours, as flexibility can encourage extended availability and higher expectations for productivity. Similarly, Stamm et al. (2023) found that workload often remains unchanged or intensifies, even with flexible arrangements, mainly when organizational expectations are unclear. A preliminary survey of 30 working students in this study supports prior research, indicating that students highly value flexible work arrangements but report increased work expectations. This survey suggests that flexibility may unintentionally lead to increased workload without proper boundaries. Additionally, Ilori and Akerele (2024) highlight that students with flexible schedules often report difficulties setting clear time boundaries, making them more susceptible to extended work hours and heightened academic pressure.

Studies on work-from-anywhere (WFA) models further indicate that while flexibility increases autonomy, it also raises concerns about workload spillover, stakeholder coordination, and burnout (Edeh et al., 2024; Tiwari et al., 2024; Tran et al., 2022). The potential for work-life blurring in such environments can increase pressure, especially when performance expectations remain high despite flexible scheduling (Blumentritt et al., 2024). Moreover, findings from studies on gig workers and remote employees suggest that workload management in flexible settings requires clear performance structures and supportive policies (Dilmaghani, 2021; Gao et al., 2025).

1.3. Workload as a mediator of work-life integration

Traditional views of work-life balance suggest that increased workload reduces integration, as excessive responsibilities limit time for personal activities (Brauner et al., 2020). However, emerging research suggests that higher workloads can sometimes enhance time management skills and structured routines (Detaille et al., 2020; Grant & Dutton, 2012). This result may be especially relevant for unmarried students without dependents, who may integrate work responsibilities into their daily routines more easily (Kumar et al., 2023; Tiwari et al., 2024).

Additionally, Hsu et al. (2024) emphasize the role of proactive employees in leveraging FWAs to reduce work-family conflict. Their study suggests that individuals with a proactive mindset use flexibility strategically, benefiting from its advantages while avoiding excessive workload spillover into personal life. This study aligns with previous findings that the effectiveness of FWAs depends on their availability and individual work management strategies. Furthermore, Dilmaghani (2021) provides empirical evidence from a large-scale Canadian study, showing that the combination of flextime and flexplace produces the best work-life balance outcomes. However, the study also finds that offering flexibility in location without flexibility in schedule can diminish well-being benefits, particularly among workers with high workloads.

Additionally, workload has been identified as a key mediator between FWA and WLI. Stamm et al. (2023) suggest that while FWA may increase workload, it can also enable more effective role integration, depending on how work expectations are managed. These findings challenge the assumption that workload negatively affects integra-

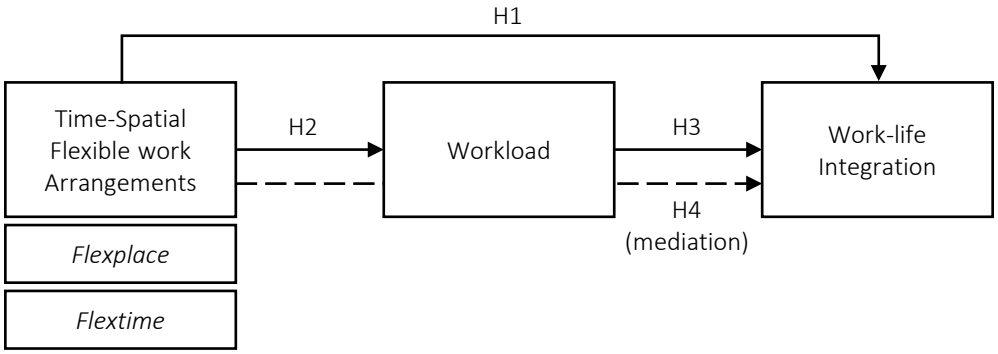

Figure 1. Conceptual framework

tion in all cases, highlighting the importance of contextual factors such as time management and organizational support.

The literature thus reveals a dual effect of FWA on work-life integration. While flexibility provides scheduling benefits, it can also increase workload when boundaries are unclear. Moreover, although higher workload is typically associated with lower integration, some studies suggest that it may, in certain contexts, encourage structured routines and better time allocation. Given these insights, examining how FWA and workload interact is crucial to shaping work-life integration among undergraduate working students.

This study investigates the effects of flexible work arrangements on workload and their role in shaping work-life integration among undergraduate working students (Figure 1). It seeks to identify how workload mediates the relationship between flexible work arrangements and work-life integration, addressing intermediate factors such as time management and perceived job demands. So, the following hypotheses were investigated:

H1: Flexible work arrangements positively affect work-life integration.

H2: Flexible work arrangements positively affect workload.

H3: Workload positively affects work-life integration.

H4: Workload mediates the relationship between flexible work arrangements and work-life integration.

2. METHODS

This paper focuses on two of Indonesia's most populous islands, Java and Sumatra, which account for 55.97% and 21.68% of the country's total population, respectively. By concentrating on these regions, the study aims to provide a representative understanding of the dynamics of working students and their ability to reconcile academic and professional responsibilities.

The study employs structural equation modeling partial least squares (SEM-PLS) to explore the complex relationships among variables, offering a robust framework for analyzing their effects (Figure 2). Purposive sampling ensured that participants met specific eligibility criteria, including undergraduate students actively enrolled in universities while working jobs with flexible work arrangements. Following guidelines by Hair et al. (2019), which recommend a minimum sample size of 100 for analyses involving five or fewer variables, the study targeted 200 participants. Of these, 125 responses met the criteria and were deemed suitable for analysis.

Participation was voluntary, and respondents were informed of their right to withdraw at any time. A cover letter accompanied the survey, outlining the study's objectives to help participants provide informed responses. Oral consent was obtained before questionnaire completion.

Data were collected using an online survey distributed via Google Forms and messaging apps, ensuring efficient participation across Java and Sumatra. Including respondents from these

http://dx.doi.org/10.21511/ppm.23(2).2025.22

densely populated regions provides a comprehensive understanding of the working student population. The sample was predominantly male (92.8%), aged 18–27 years, with 57.6% in their senior year. The majority (52.8%) had been employed for less than one year, reflecting a student workforce with relatively short employment tenures. The sectoral distribution of student employment revealed a strong presence in Indonesia's digital economy. 87.9% of respondents were engaged in the online transportation industry (e.g., Gojek, Grab, and Maxim), while 12.1% worked in digital operational support, including fashion, food, and administrative services. This employment pattern underscores the dominance of platform-based gig work among students. Table 1 presents detailed demographic and employment characteristics of respondents.

Table 1. Respondents' characteristics

Category		Frequency	%
Age	≤ 18	3	2.4
	19–21	34	27.2
	22–24	69	55.2
	25–27	19	15.2
Gender	Male	116	92.8
	Female	9	7.2
Category	Freshman	11	8.8
	Sophomore	19	15.2
	Junior	23	18.4
	Senior	72	57.6
Status	Active	122	97.6
	Leaves of Absence	3	2.4
Length of Employment	≤ 1	66	52.8
	2–4	47	37.6
	> 5	12	9.6
Division	Java Island	78	62.4
	Sumatra Island	47	37.6
University Category	Private University	74	59.2
	State University	51	40.8

Work-life integration is measured using indicators modified from Fisher et al. (2009) consisting of 12 items. Sample items include, "My job can help my personal life" and "My personal or academic life is neglected due to my job." Flexible working arrangements are measured using indicators modified from Carlson et al. (2010), consisting of five items: two flexplaces and three flextimes. Sample items include "I am free to choose where I work" and "I am free to arrange my work schedule." Last, the workload is measured using indicators modified from Rubio et al. (2004), consisting of seven items. Sample items include, "In doing my work, I often am in one position (for example, standing or sitting) for a long time" and "I find it hard to concentrate with too much work."

The analysis was conducted in three main stages. First, descriptive statistics were used to summarize the demographic and employment characteristics of the respondents, providing a clear overview of the sample distribution. Second, reliability and validity testing was performed using Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE) to ensure that the measurement scales were both internally consistent and conceptually valid. Finally, hypothesis testing was carried out by analyzing path coefficients (β), p-values, and R^2 values to assess the significance and strength of the relationships between FWA, workload, and WLI. This structured approach allowed for a comprehensive evaluation of the proposed model, ensuring statistical rigor in interpreting the study's findings.

3. RESULTS

The measurement model was examined based on construct reliability and validity. First, construct reliability was evaluated using Cronbach's alpha and composite reliability values. Table 2 displays that all Cronbach's alpha and composite reliability values were above 0.7, suggesting an acceptable level of reliability. Second, convergent validity entails items measuring the sample construct to be highly correlated. Thus, factor loadings and the average variance extracted (AVE) should correspondingly be greater than 0.7 and 0.5. Table 2 presents the factor loadings and AVE values, supporting convergent validity, while Table 3 shows that the AVE values for all constructs exceed their inter-construct correlations, confirming discriminant validity based on the Fornell-Larcker criterion.

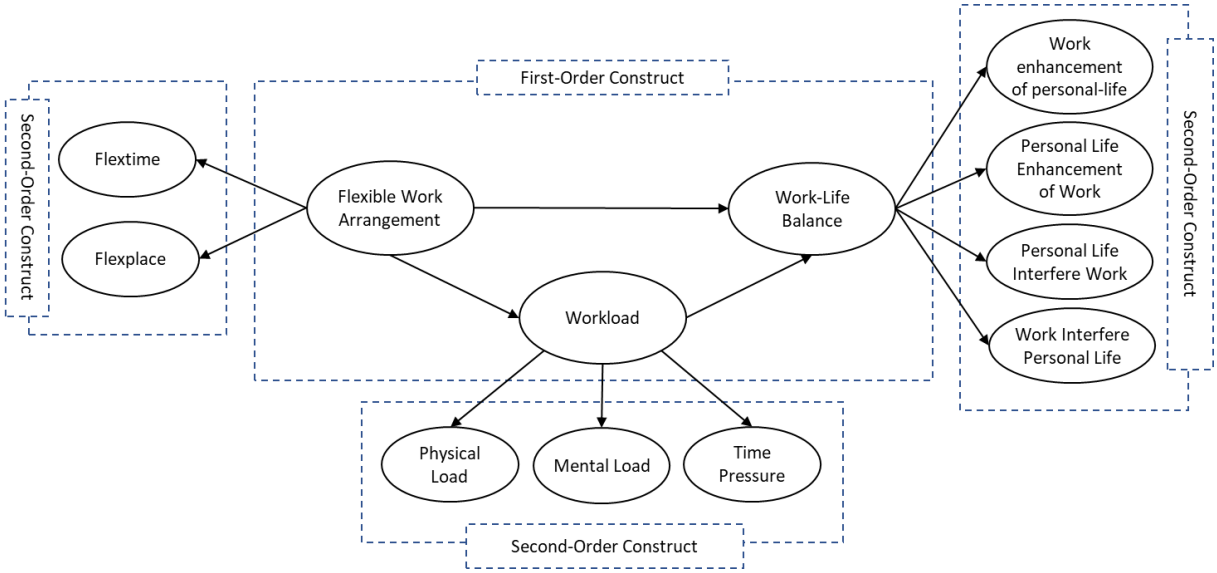

Figure 2. Structural and measurement model

Table 2. Factor loadings, convergent validity, and reliability

Level of Constructs	Constructs	Items	Loadings	Alpha	CR	AVE
First Order	Flexplace	FP1	0.946	0.886	0.946	0.898
		FP2	0.949			
First Order	Flextime	FT1	0.949	0.914	0.946	0.853
		FT2	0.911			
		FT3	0.911			
Second Order	Flexible Work Arrangement	Flexplace	0.973	0.952	0.963	0.838
		Flextime	0.897			
First Order	Physical Load	PL1	0.908	0.790	0.905	0.827
		PL2	0.911			
First Order	Mental Load	ML1	0.859	0.783	0.874	0.698
		ML2	0.868			
		ML3	0.777			
First Order	Time Pressure	TP1	0.908	0.766	0.895	0.810
		TP2	0.893			
Second Order	Workload	Physical Load	0.859	0.888	0.913	0.600
		Mental Load	0.868			
		Time Pressure	0.777			
First Order	WEPL	WEPL1	0.938	0.923	0.951	0.866
		WEPL2	0.940			
		WEPL3	0.914			
First Order	PLEW	PLEW1	0.906	0.909	0.943	0.847
		PLEW2	0.941			
		PLEW3	0.913			
First Order	PLIW	PLIW1	0.896	0.898	0.936	0.830
		PLIW2	0.917			
		PLIW3	0.921			
First Order	WIPL	WIPL1	0.938	0.929	0.955	0.876
		WIPL2	0.934			
		WIPL3	0.934			
Second Order	Work-Life Integration	WEPL	0.896	0.962	0.967	0.707
		PLEW	0.922			
		PLIW	0.924			
		WIPL	0.898			

Note: WEPL means Work-Enhancement of Personal Life; PLEW means Personal Life Enhancement of Work; PLIW means Personal Life Interfere Work; WIPL means Work Interfere Personal Life.

http://dx.doi.org/10.21511/ppm.23(2).2025.22

Table 3. Discriminant validity

Constructs	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
FWA (1)	0.916	–	–	–	–	–	–	–	–	–	–	–
Flexplace (2)	0.873	0.948	–	–	–	–	–	–	–	–	–	–
Flextime (3)	0.887	0.923	0.924	–	–	–	–	–	–	–	–	–
Mental (4)	0.764	0.747	0.751	0.836	–	–	–	–	–	–	–	–
PLEW (5)	0.800	0.790	0.781	0.736	0.920	–	–	–	–	–	–	–
PLIW (6)	0.713	0.711	0.691	0.739	0.788	0.911	–	–	–	–	–	–
Physical (7)	0.806	0.825	0.766	0.665	0.773	0.795	0.909	–	–	–	–	–
Time Pressure (8)	0.661	0.607	0.678	0.790	0.646	0.601	0.513	0.900	–	–	–	–
WEPL (9)	0.841	0.833	0.819	0.734	0.845	0.723	0.792	0.623	0.931	–	–	–
WIPL (10)	0.727	0.720	0.709	0.784	0.722	0.855	0.683	0.702	0.690	0.936	–	–
WLI (11)	0.847	0.840	0.825	0.823	0.822	0.824	0.836	0.707	0.896	0.898	0.841	–
Workload (12)	0.846	0.827	0.832	0.747	0.817	0.810	0.817	0.866	0.815	0.826	0.798	0.774

Note: WEPL means Work-Enhancement of Personal Life; PLEW means Personal Life Enhancement of Work; PLIW means Personal Life Interfere Work; WIPL means Work Interfere Personal Life.

After approving the measurement quality, the PLS algorithm and bootstrapping results were examined. The results can be seen in Table 4. Flexible work arrangement was found to have a significant positive relationship with work-life integration ($\beta = 0.307$, $p = 0.001$), supporting *H1*. Flexible work arrangement positively affects workload ($\beta = 0.846$, $p = 0.000$). The workload was found to have a significant positive relationship with work-life integration ($\beta = 0.638$, $p = 0.000$); thus, *H2* and *H3* were also supported. Workload also acts as a mediator for flexible work arrangement and work-life integration ($\beta = 0.540$, $p = 0.000$), so hypothesis 4 is also accepted. Adjusted *R* Square for workload was 0.714. Thus, 71.4% of the workload can be explained by flexible work arrangements. The value of the adjusted *R* Square of work-life integration was 0.830, so the variation in flexible work arrangements and workloads influenced work-life integration by 83.0%, and other variables outside the research model influenced the rest.

Concerning the initial and second hypotheses, the outcomes of this study suggest that flexible work arrangements have a robust and statistically significant effect on both work-life integration and workload. The *p*-values of 0.001 and 0.000, along with the *t*-values of 3.549 and 33.851, demonstrate the significant influence of such arrangements. This result is due to the intrinsic nature of flexibility, which allows for more seamless transitions between activities such as jobs, studies, and personal life. Integrating various factors is simplified, allowing workers to maintain a more harmonious balance. These findings are consistent with those of Onken-Menke et al. (2018), who underline that flexible work arrangements enable individuals to customize their schedules to their demands, improving their overall well-being and work-life integration.

On the other hand, a closer look at the workload aspect reveals a unique facet. While flexible work arrangements allow employees to handle their duties more fluidly, the study finds that the amount of labor necessary to meet workplace objectives increases compared to those purely involved in academics. This finding is consistent with Allen et al. (2018), who found that the pressures of jobs and studies can potentially lead to an increased workload, which can have consequences for stress and overall health. The findings highlight the importance of institutions and employers ensuring that an excessive workload does not offset the benefits of flexibility. Employers must balance flexibility and realistic workload expectations to avoid unfavorable effects of increased job demands.

The third hypothesis was confirmed, with a *p*-value of 0.000 and a *t*-value of 7.769, revealing an unexpected finding: increased workload is associated with improved work-life integration. This surprising conclusion necessitates a more thorough investigation of probable underlying variables. According to Grant and Dutton (2012), people who play several roles, such as students who work, frequently have better time management

Table 4. Path coefficients

Constructs	Original sample	STDEV	T statistics	P values	Remarks
First order					
H1: FWA → WLI	0.307	0.087	3.549	0.001	Accepted
H2: FWA → WL	0.846	0.025	33.851	0.000	Accepted
H3: WL → WLI	0.638	0.082	7.769	0.000	Accepted
H4: FWA → WL → WLI	0.540	0.068	7.949	0.000	Accepted
Second order					
FWA → Flexplace	0.973	0.005	203.994	0.000	Accepted
FWA → Flextime	0.987	0.002	403.449	0.000	Accepted
WLI → PLEW	0.922	0.020	47.141	0.000	Accepted
WLI → PLIW	0.924	0.014	65.327	0.000	Accepted
WLI → WEPL	0.896	0.024	37.365	0.000	Accepted
WLI → WIPL	0.898	0.019	46.541	0.000	Accepted
WL → Mental	0.947	0.009	104.659	0.000	Accepted
WL → Physical	0.817	0.039	20.785	0.000	Accepted
WL → Time Pressure	0.866	0.022	39.518	0.000	Accepted

and prioritization skills. The increased workload may need greater discipline, which may unwittingly flow over into other aspects of their lives, encouraging better organization and time allocation for personal and social hobbies. In addition, this result is consistent with a study by Detaille et al. (2020), which stresses that engaged and purposeful persons frequently have greater levels of overall well-being, including a balanced work-life integration. The financial side of working as a student may lead to a more enriched life integration by allowing them to participate in social activities and meet a variety of personal duties.

4. DISCUSSION

Economic pressures often drive students to work while studying, influencing their ability to balance academic and professional responsibilities. This study found that higher workloads in specific industries contribute to increased income, which, in turn, enhances economic stability and social well-being. This result supports the idea that work demands and financial rewards shape work-life integration (WLI) rather than workload alone being a negative factor. Additionally, the respondents' unmarried status played a role in reducing work-family conflict, allowing them to manage professional and academic roles with fewer competing obligations (Talukder, 2019).

This study examined how flexible work arrangement (FWA) influences workload and WLI among working students. The findings indicate that while FWA tends to increase workload, it also enhances WLI, particularly for students with strong financial incentives to maintain both work and study commitments. These results align with Campion et al. (2019), who challenge the notion that higher workloads inherently reduce well-being, suggesting that workload outcomes depend on individual adaptability and economic motivation.

Similarly, Subramaniam et al. (2015) observed that businesses increasingly adopt FWA to improve employee satisfaction, yet these arrangements often lead to increased workloads, particularly for employees managing irregular work hours. This study's findings support this view, showing that while students benefit from scheduling autonomy, higher workloads remain an inevitable trade-off. Likewise, Pedersen and Lewis (2012) found that flexibility often results in greater work demands, which aligns with this study's finding that FWA increases workload while improving WLI. However, these findings diverge from Nizam and Kam (2018), who emphasized that increased workloads generally disrupt work-life balance, suggesting that student workers may develop unique coping strategies compared to full-time employees.

The findings suggest that financial stability plays a significant role in how students perceive and manage their workload, which may help explain variations in WLI outcomes. While previous studies, such as Toffoletti and Starr (2016), emphasized the negative impact of heavy workloads on work-life balance, this study indicates that students with

http://dx.doi.org/10.21511/ppm.23(2).2025.22

strong financial motivations may integrate work into their routines more effectively, leading to better overall well-being. Additionally, the absence of family obligations allows student workers to blend academic, work, and social commitments more flexibly, a trend also noted by Talukder (2019).

This study also reinforces findings by S. Tripathi and D. Tripathi (2023), who argued that employees have different preferences for work flexibility – some prioritize flexible hours to balance personal responsibilities, while others value remote work for autonomy and comfort. Here, respondents highlighted that flextime and flexplace arrangements work together to support WLI, a finding consistent with Brauner et al. (2020), who noted that flexibility can reduce stress and improve satisfaction when implemented effectively. However, this raises concerns about the potential for excessive autonomy to result in increased self-imposed workloads (Brauner et al., 2020).

Furthermore, the growing influence of technology and digital labor platforms in shaping work-life balance aligns with findings by Santoso et al. (2020), who noted that economic pressures push younger workers toward gig economy roles. This study adds to this discussion by showing that Gen Z students often engage in flexible employment not only for financial reasons but also to maintain social and lifestyle expectations (Sun et al., 2022). This statement reinforces Clark's (2000) work/family border theory, which suggests that individuals navigate multiple domains by integrating rather than strictly separating work and personal life. These findings further illustrate the complex interplay between FWA and workload, where increased workload might traditionally pose challenges to work-life balance. However, the ability to exercise scheduling autonomy, maintain financial stability, and adapt to work demands moderate these effects, allowing students to integrate work and academic responsibilities more effectively. This suggests that student workers may navigate heavy workloads differently than traditional employees, with economic motivation and flexible work structures playing a crucial role in shaping their work-life integration experience.

CONCLUSION

This study examined how flexible work arrangements (FWA) affected workload and work-life integration (WLI) among working students who had to balance academic, professional, and personal commitments. The findings show that, while flexible work arrangements increase burden by blurring the lines between work and personal life, they also improve work-life integration by allowing students to manage their financial and academic responsibilities better. These findings call into question traditional ideas that larger workloads impede integration, implying that students with substantial financial incentives and efficient time management tactics can maintain or even enhance work-life integration in the face of rising work demands.

These findings lead to numerous crucial conclusions. First, flexible work arrangements bring both potential and problems, providing more autonomy while raising task constraints when not appropriately managed. Second, the efficacy of flexible work arrangements is dependent on explicit institutional and employer support, which ensures that flexibility does not result in excessive work encroaching on academic and personal time. Third, while this study was undertaken in metropolitan Indonesia, its relevance to rural people or other international contexts is unclear, emphasizing the need for additional comparative research.

This study advances one's knowledge of work-life integration among student workers, particularly in emerging economies, by demonstrating how flexible work arrangements interact with workload dynamics and economic incentives. However, its metropolitan concentration restricts its broader relevance, underlining the need for further study on rural students, those in various occupations, or those who care for others. Furthermore, additional research might look into other flexible work models, such as job sharing or reduced workweeks, and analyze their influence on student well-being and productivity.

Recognizing that work and home life are inextricably linked, corporations and academic institutions should aim to create rules that combine flexibility with workload sustainability. Establishing structured workload evaluations, encouraging open communication, and providing employer support can assist student workers in navigating the complexity of work-life integration, allowing flexibility to function as a tool for improved well-being rather than a burden.

AUTHOR CONTRIBUTIONS

Conceptualization: Ahyar Yuniawan, Nasikh, Rosaly Franksiska.
Data curation: Ahyar Yuniawan, Nasikh.
Formal analysis: Ahyar Yuniawan.
Investigation: Rosaly Franksiska.
Methodology: Ahyar Yuniawan, Nasikh.
Project administration: Rosaly Franksiska.
Resources: Ahyar Yuniawan, Nasikh, Rosaly Franksiska.
Supervision: Ahyar Yuniawan, Nasikh.
Validation: Ahyar Yuniawan, Nasikh, Rosaly Franksiska.
Visualization: Nasikh, Rosaly Franksiska.
Writing – original draft: Ahyar Yuniawan.
Writing – review & editing: Ahyar Yuniawan, Nasikh, Rosaly Franksiska.

REFERENCES

1. Abdallah, J., & Hammoud, K. (2020). An exploratory analysis of work-life balance preference in the case of Lebanese students. *Review of International Comparative Management*, *21*(1), 60-70. Retrieved from https://rmci.ase.ro/no21vol1/06.pdf
2. Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review, 30*(1), 1-34. https://doi.org/10.1007/s10648-016-9389-8
3. Aruldoss, A., Berube Kowalski, K., Travis, M. L., & Parayitam, S. (2022). The relationship between work-life balance and job satisfaction: Moderating role of training and development and work environment. *Journal of Advances in Management Research, 19*(2), 240-271. https://doi.org/10.1108/JAMR-01-2021-0002
4. Balroo, S. A., & Al-Duwaile, A. A. (2018). Work life and learning balance in working MBA students in Saudi Arabian context. *World Engineering & Applied Sciences Journal, 9*(1), 21-41. Retrieved from https://idosi.org/weasj/9(1)18/5.pdf
5. Beatson, N. J., de Lange, P., & Oosthuizen, H. (2021). A question of balance: Study-work-life, perspectives from accounting students. *Pacific Accounting Review, 33*(3), 257-273. https://doi.org/10.1108/PAR-09-2020-0137
6. Bello, B. G., Tula, S. T., Omotoye, G. B., Kess-Momoh, A. J., & Daraojimba, A. I. (2024). Work-life balance and its impact in modern organizations: An HR review. *World Journal of Advanced Research and Reviews, 21*(1), 1162-1173. https://doi.org/10.30574/wjarr.2024.21.1.0106
7. Blumentritt, T., Randolph, R., & Marchisio, G. (2024). Balancing work and family when family is work: A reconceptualization of work-family integration, burnout and detachment in family business. *Journal of Family Business Management, 14*(6), 1119-1135. https://doi.org/10.1108/JFBM-03-2024-0067
8. Boeri, T., Giupponi, G., Krueger, A. B., & Machin, S. (2020). Solo self-employment and alternative work arrangements: A cross-country perspective on the changing composition of jobs. *Journal of Economic Perspectives, 34*(1), 170-195. https://doi.org/10.1257/jep.34.1.170
9. BPS-Statistics Indonesia. (2020). *Statistik pemuda Indonesia [Statistics of Indonesian youth]*. (In Indonesian). Retrieved from https://www.bps.go.id/publication/2020/12/21/4a39564b84a1c4e7a615f28b/statistik-pemuda-indonesia-2020.html
10. Brauner, C., Wöhrmann, A. M., & Michel, A. (2020). Congruence is not everything: A response surface analysis on the role of fit between actual and preferred working time arrangements for work-life balance. *Chronobiology International, 37*(9-10), 1287-1298. https://doi.org/10.1080/07420528.2020.1803897
11. Campion, E. D., Caza, B. B., & Moss, S. E. (2019). Multiple jobholding: An integrative systematic review and future research agenda. *Journal of Management, 46*(1), 165-191. https://doi.org/10.1177/0149206319882756
12. Carlson, D. S., Grzywacz, J. G., & Kacmar, M. K. (2010). The relationship of schedule flexibility and outcomes via the work-family interface. *Journal of Managerial Psychology, 25*(4), 330-355. https://doi.org/10.1108/02683941011035278

http://dx.doi.org/10.21511/ppm.23(2).2025.22

13. Chaudhuri, R., Chatterjee, S., Vrontis, D., & Alessio, I. (2022). Work from anywhere and employee psychological well-being: Moderating role of HR leadership support. *Personnel Review, 51*(8), 1967-1989. https://doi.org/10.1108/PR-02-2022-0086

14. Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations, 53*(6), 747-770. https://doi.org/10.1177/0018726700536001

15. Detaille, S. I., de Lange, A., Engels, J., Pijnappels, M., Hutting, N., Osagie, E., & Reig-Botella, A. (2020). Supporting double duty caregiving and good employment practices in health care within an aging society. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.535353

16. Dilmaghani, M. (2021). There is a time and a place for work: Comparative evaluation of flexible work arrangements in Canada. *International Journal of Manpower, 42*(1), 167-192. https://doi.org/10.1108/IJM-12-2019-0555

17. Dinibutun, S. R. (2024). Enhancing adaptive performance through structural empowerment and employee motivation: The case of the Turkish services sector. *Journal of Chinese Human Resource Management, 15*(1), 64-78. https://doi.org/10.47297/wspchrmWSP2040-800505.20241501

18. Edeh, F. O., Zayed, N. M., Faisal-E-Alam, M., Nitsenko, V., & Bazaluk, O. (2024). Flexible working arrangements on employee well-being concerning the mobile telecommunication industry. *TQM Journal.* https://doi.org/10.1108/TQM-11-2023-0390

19. El Dine, N. A. A., & Kaoud, M. (2023). Impact of working while studying on university students' academic performance in Egypt during the COVID-19 pandemic and transition to online learning. *Journal of Education and E-Learning Research, 10*(4), 627-636. https://doi.org/10.20448/jeelr.v10i4.5018

20. Fisher, G., Bulger, C., & Smith, C. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology, 14*(4), 441-456. https://doi.org/10.1037/a0016737

21. Gao, J., Zhang, Y., Xu, S., & Ma, E. (2025). Rethinking work-life integration: Empowering talent in emerging hospitality and tourism work paradigms. *International Journal of Contemporary Hospitality Management, 37*(5), 1765-1783. https://doi.org/10.1108/IJCHM-05-2024-0736

22. Grant, A., & Dutton, J. (2012). Beneficiary or benefactor: Are people more prosocial when they reflect on receiving or giving? *Psychological Science, 23*(9), 1033-1039. https://doi.org/10.1177/0956797612439424

23. Gunawan, T. M. E., & Franksiska, R. (2020). The influence of flexible working arrangement to employee performance with work life balance as mediating variable. *Procuratio: Jurnal Ilmiah Manajemen, 8*(3), 308-321. Retrieved from https://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/698

24. Haider, Z., & Dasti, R. (2022). Mentoring, research self-efficacy, work-life balance and psychological well-being of doctoral program students. *International Journal of Mentoring and Coaching in Education, 11*(2), 170-182. https://doi.org/10.1108/IJMCE-07-2020-0036

25. Hair, J., Black, W., Babin, B., & Anderson, R. (2019). Multivariate Data Analysis. *Cengage, 50*(181).

26. Harb, A., & Keyrouz, N. (2022). A strategic assessment and evaluation of the major determinants of work-life balance for university student workers in Lebanon. *Macro Management & Public Policies, 4*(3), 29-38. https://doi.org/10.30564/mmpp.v4i3.5043

27. Hayman, J. R. (2009). Flexible work arrangements: Exploring the linkages between perceived usability of flexible work schedules and work/life balance. *Community, Work & Family, 12*(3), 327-338. https://doi.org/10.1080/13668800902966331

28. Hsu, Y. S., Chen, Y. P., & Shaffer, M. A. (2024). How do proactive employees reduce work-family conflict? Examining the influence of flexible work arrangements. *Personnel Review, 53*(9), 2332-2355. https://doi.org/10.1108/PR-09-2023-0750

29. Ilori, O. D., & Akerele, P. O. (2024). Challenges associated with working and studying as expressed by undergraduates in the University of Ilorin, Nigeria. *Ilorin Journal of Education (IJE), 44*(1), 344-355. Retrieved from https://ije.unilorinedu.sch.ng/index.php/ije/article/view/134

30. Itam, U. J., & Warrier, U. (2024). Future of work from everywhere: A systematic review. *International Journal of Manpower, 45*(1), 12-48. https://doi.org/10.1108/IJM-06-2022-0288

31. Koshkin, A., Katusheva, K., Bolvachev, A., & Yablochkina, I. (2014). Life balance of Russian students (by the example of students of the finance department of Plekhanov Russian university of economics). *Review of European Studies, 6*(4), 182-200. https://doi.org/10.5539/res.v6n4p182

32. Kumar, S., Sarkar, S., & Chahar, B. (2023). A systematic review of work-life integration and role of flexible work arrangements. *International Journal of Organizational Analysis, 31*(3), 710-736. https://doi.org/10.1108/IJOA-07-2021-2855

33. Mardelina, E., & Muhson, A. (2017). Mahasiswa bekerja dan dampaknya pada aktivitas belajar dan prestasi akademik [Students who work and the impact on learning activities and academic achievement]. *Jurnal Economia, 13*(2), 201-209. (In Indonesian).

34. Maula, F. I., Murwani, F. D., Hermawan, A., Nasikh, & Wardana, L. W. (2023). Challenges of business success in era of disruption. *Journal of Higher Education Theory and Practice, 23*(6), 216-230. https://doi.org/10.33423/jhetp.v23i6.5979

35. Nerobkova, N., Park, Y. S., Park, E. C., & Jang, S. Y. (2022). The association between working hours flexibility and well-being prior to and during COVID-19 in South Korea. *International Journal of Environmental Research and Public Health, 19*(14), Article 8438. https://doi.org/10.3390/ijerph19148438

36. Nizam, I., & Kam, C. (2018). The determinants of work-life balance in

the event industry of Malaysia. *International Journal of Management, Accounting and Economics, 5*(3), 140-168. Retrieved from https://dor.isc.ac/dor/20.1001.1.23832126.2018.5.3.2.4

37. Okuputra, M. A., & Nasikh, N. (2022). The effect of regional innovation on poverty. *Inovasi*, *18*(1), 159-166. https://doi.org/10.30872/jinv.v18i1.10379

38. Onken-Menke, G., Nüesch, S., & Kröll, C. (2018). Are you attracted? Do you remain? Meta-analytic evidence on flexible work practices. *Business Research, 11*(2), 239-277. https://doi.org/10.1007/s40685-017-0059-6

39. Pedersen, V. B., & Lewis, S. (2012). Flexible friends? Flexible working time arrangements, blurred work-life boundaries and friendship. *Work, Employment and Society, 26*(3), 464-480. https://doi.org/10.1177/0950017012438571

40. Picton, A. (2021). Work-life balance in medical students: Self-care in a culture of self-sacrifice. *BMC Medical Education, 21*, Article 8. https://doi.org/10.1186/s12909-020-02434-5

41. Pillai, S. V., & Prasad, J. (2023). Investigating the key success metrics for WFH/remote work models. *Industrial and Commercial Training, 55*(1), 19-33. https://doi.org/10.1108/ICT-07-2021-0053

42. Rubio, S., Díaz, E., Martín, J., & Puente, J. M. (2004). Evaluation of subjective mental workload: A comparison of SWAT, NASA-TLX, and workload profile methods. *Applied Psychology, 53*(1), 61-86. https://doi.org/10.1111/j.1464-0597.2004.00161.x

43. Santoso, P. B., Asbari, M., Purwanto, A., Wijayanti, L. M., Chi Hyun, C., Maesaroh, S., Fayzhall, M., Chidir, G., Mustofa, Hutagalung, D., & Yani, A. (2020). Working while studying at university in the self-management perspective: An ethnographic study on java ethnic employees. *International Journal of Control and Automation, 13*(2), 299-308.

44. Smit, B. W., & Lawson, K. M. (2023). Growth mindsets increase flexible work arrangement attractiveness: A policy-capturing study. *Personnel Review, 52*(1), 542-362. https://doi.org/10.1108/PR-10-2020-0793

45. Sprung, J. M., & Rogers, A. (2021). Work-life balance as a predictor of college student anxiety and depression. *Journal of American College Health, 69*(7), 775-782. https://doi.org/10.1080/07448481.2019.1706540

46. Stamm, I. K., Bernhard, F., Hameister, N., & Miller, K. (2023). Lessons from family firms: The use of flexible work arrangements and its consequences. *Review of Managerial Science, 17*(1), 175-208. https://doi.org/10.1007/s11846-021-00511-7

47. Subramaniam, A. G., Overton, B. J., & Maniam, C. B. (2015). Flexible working arrangements, work life balance and women in Malaysia. *International Journal of Social Science and Humanity, 5*(1), 34-38. https://doi.org/10.7763/IJSSH.2015.V5.417

48. Sun, Y., Wang, R., Cao, D., & Lee, R. (2022). Who are social media influencers for luxury fashion consumption of the Chinese Gen Z? Categorisation and empirical examination. *Journal of Fashion Marketing and Management, 26*(4), 603-621. https://doi.org/10.1108/JFMM-07-2020-0132

49. Talukder, A. K. M. M. H. (2019). Supervisor support and organizational commitment: The role of work-family conflict, job satisfaction, and work-life balance. *Journal of Employment Counseling, 56*(3), 98-116. https://doi.org/10.1002/joec.12125

50. Tetteh, E. N., & Attiogbe, E. J. K. (2019). Work–life balance among working university students in Ghana. *Higher Education, Skills and Work-Based Learning, 9*(4), 525-537. https://doi.org/10.1108/HESWBL-08-2018-0079

51. Thomsen, J. L., Jarbøl, D., & Søndergaard, J. (2006). Excessive workload, uncertain career opportunities and lack of funding are important barriers to recruiting and retaining primary care medical researchers: A qualitative interview study. *Family Practice, 23*(5), 545-549. https://doi.org/10.1093/fampra/cml034

52. Tiwari, M., Mathur, G., & Narula, S. (2024). Ramification of work and life integration on exhaustion and work-life balance due to Covid-19 in IT and academic institutions. *Information Discovery and Delivery, 52*(4), 400-413. https://doi.org/10.1108/IDD-11-2022-0113

53. Toffoletti, K., & Starr, K. (2016). Women academics and work-life balance: Gendered discourses of work and care. *Gender, Work and Organization, 23*(5), 489-504. https://doi.org/10.1111/gwao.12133

54. Tran, N. Q., Carden, L. L., & Zhang, J. Z. (2022). Work from anywhere: Remote stakeholder management and engagement. *Personnel Review, 51*(8), 2021-2038. https://doi.org/10.1108/PR-11-2021-0808

55. Tripathi, S., & Tripathi, D. (2023). When do employees manipulate? Investigating the interplay of power value, political will, and hierarchy. *International Studies of Management & Organization, 53*(4), 217-238. https://doi.org/10.1080/00208825.2023.2207920

56. Udin, U., & Yuniawan, A. (2020). Psychological capital, personality traits of big-five, organizational citizenship behavior, and task performance: Testing their relationships. *Journal of Asian Finance, Economics and Business, 7*(9), 781-790. https://doi.org/10.13106/JAFEB.2020.VOL7.NO9.781

57. Vanajan, A., Bültmann, U., & Henkens, K. (2020). Health-related work limitations among older workers – The role of flexible work arrangements and organizational climate. *The Gerontologist, 60*(3), 450-459. https://doi.org/10.1093/geront/gnz073

http://dx.doi.org/10.21511/ppm.23(2).2025.22