

# DETERMINASI *WORK-LIFE BALANCE* PADA MAHASISWA PEKERJA GEN Z DI YOGYAKARTA : PERSPEKTIF TEORI KONFLIK PERAN

Hasna' Wildani Assyadza<sup>1</sup>, Wina Driyan Pradana, S.E, M.M<sup>2</sup>

## INTISARI

*Work-life balance* menjadi isu penting bagi mahasiswa Gen Z yang bekerja, khususnya di Yogyakarta. Peran ganda antara kuliah dan pekerjaan berpotensi menimbulkan konflik peran yang berdampak pada kesejahteraan. Penelitian ini bertujuan menganalisis pengaruh *flexibility & freedom*, *motivation*, *job satisfaction*, *feedback & support*, dan *technological adaptation* terhadap *work-life balance* mahasiswa pekerja Gen Z dari perspektif teori konflik peran. Penelitian menggunakan pendekatan kuantitatif dengan desain eksplanatori. Sebanyak 265 responden dipilih melalui *purposive sampling*. Data dikumpulkan menggunakan kuesioner dengan 26 item skala Likert dan dianalisis menggunakan regresi linear berganda. Hasil menunjukkan bahwa *feedback & support* ( $\beta = 0,268$ ;  $p < 0,001$ ), *flexibility & freedom* ( $\beta = 0,206$ ;  $p < 0,001$ ), *motivation* ( $\beta = 0,205$ ;  $p < 0,001$ ), dan *technological adaptation* ( $\beta = 0,159$ ;  $p = 0,002$ ) berpengaruh signifikan terhadap *work-life balance*. *Job satisfaction* ( $p = 0,319$ ) tidak signifikan. Temuan ini menegaskan bahwa dukungan dari lingkungan akademik maupun pekerjaan berperan penting dalam membantu mahasiswa pekerja Gen Z di Yogyakarta mengelola peran ganda secara seimbang.

**Kata Kunci :** *Work-Life Balance*, Mahasiswa Pekerja, Generasi Z, Konflik Peran

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<sup>1</sup> Mahasiswa Manajemen (S-1) Universitas Jenderal Achmad Yani Yogyakarta

<sup>2</sup> Dosen Manajemen (S-1) Universitas Jenderal Achmad Yani Yogyakarta

**DETERMINATION OF WORK-LIFE BALANCE AMONG WORKING  
GEN Z STUDEZNTS IN YOGYAKARTA : A ROLE CONFLICT THEORY  
PERSECTIVE**

Hasna' Wildani Assyadza<sup>1</sup>, Wina Driyan Pradana, S.E.,M.M.<sup>2</sup>

**ABSTRACT**

*Work-life balance is a key issue for Gen Z students who work, particularly in Yogyakarta. Balancing study and work may lead to role conflict and reduced well-being. This study analyzed the effects of flexibility & freedom, motivation, job satisfaction, feedback & support, and technological adaptation on the work-life balance of Gen Z working students using role conflict theory. A quantitative explanatory approach was applied. A total of 265 respondents were selected using purposive sampling. Data were collected through a 31-item Likert-scale questionnaire and analyzed using multiple linear regression. The analysis revealed that feedback & support ( $\beta = 0.268$ ;  $p < 0.001$ ), flexibility & freedom ( $\beta = 0.206$ ;  $p < 0.001$ ), motivation ( $\beta = 0.205$ ;  $p < 0.001$ ), and technological adaptation ( $\beta = 0.159$ ;  $p = 0.002$ ) significantly affected work-life balance. Job satisfaction ( $p = 0.319$ ) was not significant. These findings highlight the critical role of academic and workplace support in helping Gen Z working students in Yogyakarta manage dual roles and maintain a balanced life.*

**Keywords :** *Work-life balance, working students, Generation Z, role conflict*

<sup>1</sup> Student Management (S-1) Jenderal Achmad Yani University Yogyakarta

<sup>2</sup> Lecturer Management (S-1) Jenderal Achmad Yani University Yogyakarta