

ABSTRAK

Mahasiswa kelas reguler sore sering kali menjalani peran ganda sebagai pekerja dan pelajar, yang dapat memicu stres kerja dan *burnout*. Penelitian ini bertujuan untuk menganalisis pengaruh *self-efficacy* dan *work life balance* terhadap *burnout* dengan *job stress* sebagai variabel mediasi pada mahasiswa aktif FEB UNPAS. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain deskriptif-verifikatif melalui penyebaran kuesioner kepada 52 responden. Analisis dilakukan dengan teknik path analysis dan uji mediasi Sobel menggunakan LISREL 8.70. Hasil analisis deskriptif menunjukkan bahwa *self-efficacy* (4,21) dan *work life balance* (4,02) berada pada kategori tinggi, sedangkan *job stress* (3,02) dan *burnout* (2,75) berada pada kategori sedang. Hasil korelasi menunjukkan hubungan yang signifikan antara variabel: *job stress* dan *burnout* ($r = 0,773$), *self-efficacy* dan *job stress* ($r = -0,699$), serta *work life balance* dan *job stress* ($r = -0,678$). *Path analysis* menunjukkan bahwa *self-efficacy* dan *work life balance* tidak berpengaruh signifikan terhadap *job stress*, tetapi berpengaruh negatif signifikan terhadap *burnout*. *Job stress* berpengaruh positif signifikan terhadap *burnout*. Uji Sobel menunjukkan bahwa *job stress* memediasi secara signifikan pengaruh *self-efficacy* ($t = 2,970$) dan *work life balance* ($t = 2,790$) terhadap *burnout*. Nilai R^2 sebesar 0,620 menunjukkan bahwa 62% variabel *burnout* dijelaskan oleh model. Penelitian ini menyimpulkan bahwa peningkatan *self-efficacy* dan *work life balance* dapat menurunkan *burnout*, baik secara langsung maupun melalui penurunan *job stress*. Intervensi yang mendukung kepercayaan diri dan keseimbangan hidup perlu diupayakan untuk menjaga kesehatan mental mahasiswa pekerja.

Kata Kunci: *Self-Efficacy*, *Work Life Balance*, *Job Stress*, *Burnout*, Mahasiswa Pekerja

ABSTRACT

Students who take on dual roles as workers and learners face challenges in maintaining a balance between academic demands, work responsibilities, and personal life. This imbalance has the potential to cause job stress, which can eventually lead to burnout. This study aims to analyze the influence of self-efficacy and work-life balance on burnout with job stress as a mediating variable among active evening-class students of the Faculty of Economics and Business, Universitas Pasundan Bandung. The research method used is quantitative with a descriptive-verification approach through the distribution of questionnaires to 52 respondents. The analysis was carried out using path analysis techniques and the Sobel mediation test with the help of LISREL 8.70. Descriptive results show that self-efficacy (4.21) and work life balance (4.02) are in the high category, while job stress (3.02) and burnout (2.75) fall into the moderate category. The correlation analysis reveals significant relationships between variables: job stress and burnout ($r = 0.773$), self-efficacy and job stress ($r = -0.699$), and work life balance and job stress ($r = -0.678$). Path analysis indicates that self-efficacy and work life balance do not have a significant effect on job stress, but both have a significant negative effect on burnout. Job stress has a significant positive effect on burnout. The Sobel test confirms that job stress significantly mediates the influence of self-efficacy ($t = 2.970$) and work life balance ($t = 2.790$) on burnout. The R^2 value of 0.620 shows that 62% of the variation in burnout is explained by the model. This study concludes that enhancing self-efficacy and maintaining work life balance can reduce burnout, either directly or through reducing job stress. Interventions that support confidence and life balance are essential to promote mental well-being among working students.

Keywords: Self-Efficacy, Work-Life Balance, Job Stress, Burnout, Working Students