

ABSTRAK

Penelitian ini dilatarbelakangi oleh kondisi mahasiswa/i kelas Reguler Sore Fakultas Ekonomi dan Bisnis Universitas Pasundan Bandung yang menjalankan peran ganda sebagai pekerja dan mahasiswa. Kondisi tersebut menuntut mahasiswa mampu mengelola waktu, energi, dan perhatian antara pekerjaan, kehidupan pribadi, serta aktivitas akademik. Ketidakseimbangan dalam menjalankan berbagai peran dapat memunculkan *Work Study Conflict* yang berpotensi menghambat proses pembelajaran dan pencapaian Prestasi Belajar. Penelitian ini bertujuan untuk mengetahui dan menganalisis *Work Life Balance*, *Work Study Conflict*, dan Prestasi Belajar, serta mengetahui pengaruh *Work Life Balance* dan *Work Study Conflict* secara parsial maupun simultan terhadap Prestasi Belajar mahasiswa/i kelas Reguler Sore FEB Universitas Pasundan Bandung

Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif dan verifikatif. Populasi penelitian adalah mahasiswa/i kelas Reguler Sore FEB Universitas Pasundan yang bekerja, dengan sampel sebanyak 51 responden. Pengumpulan data dilakukan melalui kuesioner menggunakan skala Likert. Pengujian instrumen meliputi uji validitas dan reliabilitas, sedangkan analisis data menggunakan *Method of Successive Interval* (MSI), regresi linier berganda, analisis korelasi, koefisien determinasi, serta uji t dan uji F.

Hasil penelitian menunjukkan *Work Life Balance* berada pada kategori baik dengan rata-rata 3,564, *Work Study Conflict* pada kategori cukup baik dengan rata-rata 3,281, dan Prestasi Belajar pada kategori cukup baik dengan rata-rata 3,231. *Work Life Balance* berpengaruh positif dan signifikan terhadap Prestasi Belajar, sedangkan *Work Study Conflict* berpengaruh negatif dan signifikan terhadap Prestasi Belajar. Secara simultan, kedua variabel berpengaruh signifikan terhadap Prestasi Belajar, dengan kontribusi sebesar 54,2%. Dengan demikian, peningkatan keseimbangan peran dan pengurangan konflik pekerjaan-studi dapat mendukung pencapaian Prestasi Belajar mahasiswa di masa perkuliahan mereka.

Kata Kunci : *Work Life Balance*, *Work Study Conflict*, Prestasi Belajar, Mahasiswa Bekerja, Mahasiswa Kelas Reguler Sore.

ABSTRACT

This study was motivated by the condition of evening regular-class students at the Faculty of Economics and Business, Pasundan University, Bandung, who undertake dual roles as employees and students. This condition requires students to manage time, energy, and attention between work, personal life, and academic activities. An imbalance in managing these roles may generate Work-Study Conflict, which can hinder learning and Academic Achievement. This study aims to determine and analyze Work Life Balance, Work-Study Conflict, and Academic Achievement, and examine their partial and simultaneous effects on Academic Achievement. The study used a quantitative approach with descriptive and verificative methods.

The population consisted of working evening-class students, with a sample of 51 respondents. Data were collected through questionnaires using a Likert scale. Instrument testing included validity and reliability tests. Data analysis employed MSI, multiple linear regression, correlation analysis, coefficient of determination, t-test, and F-test.

The questionnaire was distributed to respondents who met the research criteria, and the collected data were processed statistically to test the proposed hypotheses. Work Life Balance was good (mean 3.564), while Work-Study Conflict and Academic Achievement were fairly good (means 3.281 and 3.231). Work Life Balance had a positive and significant effect on Academic Achievement, whereas Work-Study Conflict had a negative and significant effect. Simultaneously, both variables significantly affected Academic Achievement, with a contribution of 54.2%. Thus, improving role balance and reducing work-study conflict can support students' academic achievement. The findings indicate that managing competing role demands is important for maintaining students' learning engagement and academic outcomes.

Keywords: Work-Life Balance, Work-Study Conflict, Academic Achievement, Working Students, Evening-Class Students.