

THE EFFECT OF WORK-LIFE BALANCE AND WORKLOAD ON THE ACADEMIC PERFORMANCE OF WORKING POSTGRADUATE STUDENTS: THE MEDIATING ROLE OF BURNOUT

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Abstract

Growing number of postgraduate student carrying employment duty alongside academic study create greater challenge in balancing professional responsibility, personal commitment, and educational demand, ultimately affecting Academic Performance. This research aim at investigation of effect from Work-Life Balance and Workload upon Academic Performance among working postgraduate student, with Burnout included a mediating variable. Quantitative approach together with causal research design receive application. Study involve 80 working postgraduate student in Jakarta selected through purposive sampling. Data collection occur through online questionnaire and analysis utilize SEM PLS. Finding reveal positive effect from Work-Life Balance toward Academic Performance and negative effect toward Burnout. In contrast, Workload show negative influence upon Academic Performance and positive influence upon Burnout. Burnout itself produce negative impact upon Academic Performance and mediate connection between Work-Life Balance and Academic Performance, together with connection between Workload and Academic Performance. Proposed model account for 59.4% variation within Academic Performance. Alignment with JD-R Theory was reinforced through these percussions, while simultaneously emphasizing the necessity of sustaining Work-Life Balance and regulating Workload for facilitating Academic Performance among employed postgraduate learners.

1. INTRODUCTION

The amount of students pursuing postgraduate studies while also working follows to rise due to economic demands, advancement of career, and also enhance academic competencies. Working students face challenges to do balancing academic responsibilities and also professional commitments, which it can influence their *Academic Performance* (Saputra et al., 2025). *Academic Performance* can become important indicator of student success by way of educational process. It is getting influenced not only by intellectual capability but also by psychological factors and a supportive environment of learning. Marôco et al. (2020) student burnout and also engagement are related with academic effectiveness and can help influence *Academic Performance*. One important factor to help maintaining this *Academic Performance* is Work-Life Balance. Work-Life Balance can be related to someone's ability to help maintain balance of work and also individual life while also sustaining productivity and also well being. Previous studies have shown that balancing work demands and academic responsibilities contributes to better *Academic Performance* among working students, whereas unmanaged stress and burnout may reduce *Academic Performance* (Saputra et al., 2025; Madigan & Curran, 2021).

Workload is another factor that may influence the *Academic Performance* of working students. Saputra et al. (2025) found that increasing workload among working students tends to have a greater impact on *Academic*

Performance. This condition may also increase the risk of burnout. Burnout is a situation of exhaustion coming from chronic depression that has not been able to be managed and is type resulted by exhaustion, negative attitudes, and also ineffectiveness. Among students, burnout has been related to lower *Academic Performance* (Langgi & Pratiwi, 2024). Madigan and Curran (2021) also a negative correlation of this burnout and also students' *Academic Performance*.

Connection among variable receive explanation through Job Demands–Resource (JD-R) Theory proposed by Bakker and Demerouti (2017). Framework suggest that individual outcome emerge from balance between demand and resource. Within this study, Workload function a job demand capable of increasing Burnout, whereas Work-Life Balance operate a resource supporting maintenance of Academic Performance.

Previous study connect Academic Performance with Work-Life Balance, Workload, and Burnout. Research conducted by Saputra et al. (2025) identify Workload and Work-Life Balance a significant predictor of Academic Performance among working student. Winata (2022) report association between Work-Life Balance and Burnout level among employed learner, while Istikhomari et al. (2023) discover negative relationship between Work-Life Balance and emotional exhaustion.

For addressing existing gap, this study extend application of JD-R Theory through examination regarding influence from Work-Life Balance and Workload upon Academic Performance through Burnout. Accordingly, research objective focus on evaluation of Work-Life Balance and Workload effect toward Academic Performance, with Burnout functioning a mediating mechanism among employed postgraduate student in Jakarta. Contribution expected both theoretically for JD-R Theory development and practically for educational institution together with employer supporting individual holding academic and professional role simultaneously.

2. LITERATURE REVIEW

Literature review function a foundation for theoretical and empirical understanding underlying relationship among Work-Life Balance, Workload, Burnout, and Academic Performance. Section discuss major concept relevant to study and review previous finding concerning employed postgraduate student. Through utilization of JD-R Theory and related empirical evidence, review provide conceptual foundation explaining interaction among demand, resource, and performance outcome. Moreover, examination of previous study facilitate identification of recurring pattern and unresolved issue, later guiding formulation of hypothesis concerning effect from Work-Life Balance and Workload upon Academic Performance through Burnout.

2.1 Theoretical and Conceptual Background

2.1.1 Job Demands–Resources Theory (JD-R Theory)

Theoretical framework within this study originate from Job Demand–Resource (JD-R) Theory developed by Bakker and Demerouti (2017). According to this perspective, individual outcome emerge through interaction between demand and resource. Job demand refer to work aspect requiring sustained physical or psychological effort and potentially generating stress, whereas resource represent factor facilitating goal attainment, reducing stress, and supporting performance. Within this framework, Workload receive interpretation a demand capable of increasing strain and triggering Burnout, while Work-Life Balance function a resource allowing individual management of multiple role while maintaining well being and Academic Performance.

2.1.2 Work-Life Balance

Work-Life Balance may receive understanding condition where individual effectively manage occupational obligation and personal responsibility without experiencing role conflict capable of harming well-being or performance. Haar et al. (2021) define Work-Life Balance a capability for harmonization of professional and personal commitment in manner enhancing productivity and well-being. For postgraduate student simultaneously employed, achievement of such balance hold particular importance because fulfillment of employee role and student role occur concurrently. Imbalance may contribute toward stress, emotional fatigue, and declining engagement within academic activity. In accordance with JD-R Theory, adequate personal and environmental resource assist individual in coping with demand and minimizing psychological strain. Therefore, Work-Life Balance function a valuable resource enabling allocation of time, energy, and attention effectively across academic and occupational domain. Higher balance level expected to reduce Burnout and strengthen Academic Performance (Bakker & Demerouti, 2017; Haar et al., 2021).

2.1.3 Workload

Workload can be defined as many of tasks or responsibilities a person should do and nish within a given period time. Here for education and also work, a high *Workload* is able to drain physical and psychological energy, thus influencing capability of person to perform numerous roles optimally. Bakker and Demerouti (2017), *Workload* is important in job demands, that potential to rise psychological stress and trigger *Burnout* if demands exceed person's available resources. Job Demands–Resources Theory (JD-R Theory), excessive demands that has no sufficient resources may follow to resource depletion and also rise psychological fatigue. For those working postgraduate students, excessive Workload may minize concentration, limit time to study, and Iso rise emotional pressure, that

ultimately contributes to Burnout and also lower Academic Performance (Bakker & Demerouti, 2017; Saputra et al., 2025).

2.1.4 Burnout

Burnout may be characterized as a condition involving emotional, mental, and physical depletion originating from prolonged depression that remains inadequately regulated. WHO characterizes Burnout through severe exhaustion, diminished motivation, and reduced capacity for executing activities. Arising from chronic stress, Burnout develops progressively and influences both physical and psychological conditions of an individual (Edú-Valsania et al., 2022). An inverse association between Burnout and student Academic Performance was documented by Madigan and Curran (2021). Viewed through JD-R Theory, Burnout emerges whenever demands persistently surpass available resources. Extended exhaustion may diminish engagement, weaken concentration, and restrict academic effectiveness, ultimately producing reduced Academic Performance (Edú-Valsania et al., 2022; Madigan & Curran, 2021).

2.1.5 Academic Performance

Academic Performance can be defines to students' capability to help reaching learning objectives, complete academic task, and also attain satisfactory academic results. In higher education, Academic Performance is getting influenced by both internal and also external factors related to psychological well-being and also the environment of learning. Marôco et al. (2020), psychological conditions as like this Burnout can somehow influene students' academic effectiveness and are related with lower engagement and also minizied Academic Performance. Therefore, maintaining role balance and also managing depression or stress are important factors to help supporting Academic Performance for those working students. Looking from Job Demands–Resources Theory (JD-R Theory), Academic Performance can be maintained when they can possess sufficient resources to help cope with academic and work-related demands. (Bakker & Demerouti, 2017; Marôco et al., 2020).

2.2 Empirical Review and Hypothesis

Earlier scholarly inquiries disclosed that Work-Life Balance, Workload, and psychological well-being occupy crucial positions in determining Academic Performance among learners simultaneously undertaking employment and study responsibilities. Saputra et al. (2025) identified Work-Life Balance and Workload as determinants shaping Academic Performance among employed learners. Those percussions interpreted such capability as maintenance of equilibrium between occupational obligations and academic activities. Winata (2022) documented an association connecting Work-Life Balance with Burnout intensity among employed learners. Those observations conveyed that stronger capability in coordinating role equilibrium corresponded with diminished Burnout intensity. Similar patterns appeared within Istikhomari et al. (2023), where an inverse association between Work-Life Balance and emotional exhaustion among employed learners was documented.

Furthermore, meta-analysis involving more than 100,000 student conducted by Madigan and Curran (2021) demonstrate negative association between Burnout and Academic Performance. Burnout may reduce engagement, energy, and effectiveness during academic task completion. Despite such evidence, relatively limited study examine Burnout a mediating variable among working student. Consequently, this study propose framework investigating influence from Work-Life Balance and Workload upon Academic Performance through Burnout among employed postgraduate student. Existing finding suggest Burnout may represent important explanatory mechanism connecting those variable.

According to theoretical studies and also previous research, the proposed hypotheses are said as follows:

H1: *Work-Life Balance* gives a positive effect on *Academic Performance*.

H2: *Work-Life Balance* gives a negative effect on *Burnout*.

H3: *Workload* has a negative influence toward *Academic Performance*.

H4: *Workload* has a positive influence toward *Burnout*.

H5: *Burnout* has a negative influence toward *Academic Performance*.

H6: *Burnout* mediates the influence of *Work-Life Balance* on *Academic Performance*.

H7: *Burnout* mediates the influence of *Workload* on *Academic Performance*.

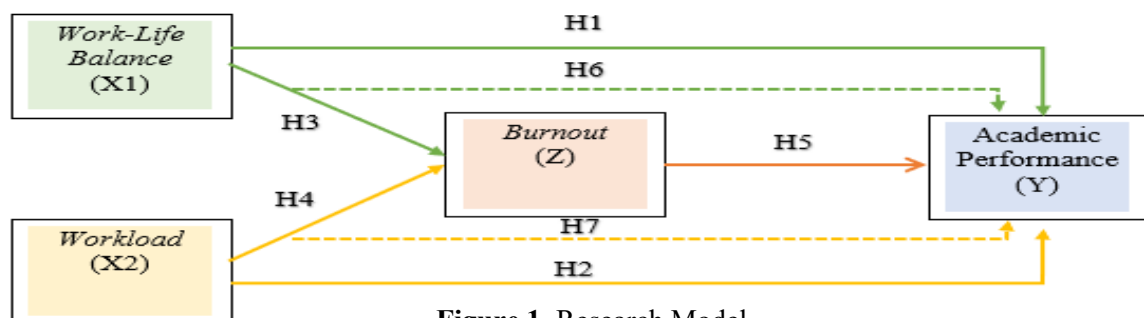


Figure 1. Research Model

Source: Processed by the authors (2026)

3. RESEARCH METHODOLOGY

3.1 Research Design

This research adopt quantitative approach together with causal research design. Abdullah et al. (2022) describe quantitative research a method centered upon numerical data collection, measurement instrument, and statistical analysis for hypothesis testing. Meanwhile, Sahir (2022) explain causal research a method seeking identification of cause and effect relationship among variable. Guided by this approach, present study examine influence from Work-Life Balance and Workload upon Academic Performance among employed postgraduate student while incorporating Burnout a mediating variable.

3.2 Population and Sample

Target population consist of postgraduate student in Jakarta simultaneously involved in employment and academic study. More specifically, population include active master degree student carrying dual role a employee and learner. Participant selection occur through purposive sampling, a non-probability technique allowing recruitment according to predefined criterion aligned with study objective. Eligible participant require active enrollment within postgraduate education and minimum one year work experience. Final sample contain 80 respondent. According to Hair et al. (2022), SEM-PLS remain suitable for study involving multiple latent variable and relatively small sample size. Considering inclusion of four latent construct and twenty-three indicator, sample size receive consideration a sufficient amount for model estimation and hypothesis testing, thereby fulfilling minimum requirement for SEM-PLS analysis.

3.3 Data Collection Method

Data collection occur through online survey administered via Google Form. Questionnaire development rely upon indicator representing four examined construct: Work-Life Balance, Workload, Burnout, and Academic Performance. Instrument contain 23 item, including six indicator for Work-Life Balance, five indicator for Burnout, six indicator for Workload, and six indicator for Academic Performance. Compared with original instrument, one Burnout indicator receive removal after failure in meeting validity criterion during validation process. Indicator development adapt established theory and previous research. Work-Life Balance measurement derive from Haar et al. (2021), Burnout indicator adapt from Edú-Valsania et al. (2022), and Academic Performance indicator develop from relevant prior study.

Employment of a five point Likert scale spanning from 1 (strongly disagree) to 5 (strongly agree) facilitated data quantification, allowing capture of participant agreement intensity toward every statement. Selection of the survey procedure occurred because systematic information gathering became achievable while simultaneously enabling quantitative representation of participant perceptions.

Participation was voluntary and also respondents were delivered of objectives before completing the questionnaire. Respondent anonymity and also confidentiality were getting maintained throughout the process of research.

3.4 Data Analysis Method

Utilization of SEM-PLS through SmartPLS supported information processing within this inquiry. Hair et al. (2022) characterized SEM-PLS as a multivariate procedure enabling simultaneous examination of latent construct interconnections, including linkages between indicators and constructs together with interconstruct pathways contained within the conceptual framework. SEM-PLS processing encompassed two phases, namely measurement framework appraisal (outer model) and structural framework appraisal (inner model). Indicator dependability, convergent validity, discriminant validity, and construct consistency became the focus of outer model appraisal. Meanwhile, structural pathways among latent constructs were inspected through path coefficients, coefficient of determination (R^2), effect magnitude, predictive relevance, and proposition evaluation within inner model appraisal.

Subsequently, structural framework appraisal proceeded for examining interconnections among constructs and evaluating proposed propositions. Framework appraisal employed the coefficient of determination (R -Square or R^2) for gauging explanatory capacity of dependent constructs, with classifications comprising substantial (0.75), moderate (0.50), and weak (0.25). Furthermore, effect magnitude (f^2) received appraisal through the following benchmarks: medium = 0.15, small = 0.02, and large = 0.35. Proposition evaluation utilized a bootstrapping procedure incorporating 5,000 resamples through inspection of Path Coefficient Assessment (β), t-statistic, and p-value.

4. RESULT AND DISCUSSION

Data analysis utilize SEM-PLS with assistance from SmartPLS software. Model evaluation include assessment of measurement model (outer model) and structural model (inner model) for ensuring instrument quality and examining relationship among latent construct.

4.1 Result

Presented within this section are percussions derived from information processing performed through SEM-PLS. Included components encompass participant characteristics, measurement framework appraisal, structural framework appraisal, and proposition evaluation for inspecting the proposed interconnections among constructs.

4.1.1. Measurement Model Evaluation (*Outer model*)

Before inspecting interconnections among constructs within the proposed framework, measurement framework appraisal (outer model) was undertaken to verify whether the investigative instrument satisfied required validity and reliability standards. This phase incorporated Convergent Validity Assessment for examining the degree to which indicators represented corresponding constructs, Discriminant Validity Assessment for verifying empirical distinctiveness across constructs, and reliability appraisal for determining consistency exhibited by the measurement instrument.

4.1.1.1 Convergent Validity Assessment

Convergent validity received appraisal through outer loading and AVE values. Measurement benchmarks required outer loading values exceeding 0.70 together with AVE values surpassing 0.50.

Table 1. Convergent Validity Results (Outer Loadings > 0.70)

	X1	X2	Y	Z	Status
X1.1	0.915				Valid
X1.2	0.889				Valid
X1.3	0.906				Valid
X1.4	0.876				Valid
X1.5	0.901				Valid
X1.6	0.831				Valid
X2.1		0.847			Valid
X2.2		0.905			Valid
X2.3		0.911			Valid
X2.4		0.907			Valid
X2.5		0.900			Valid
X2.6		0.907			Valid
Y.1			0.862		Valid
Y.2			0.863		Valid
Y.3			0.899		Valid
Y.4			0.877		Valid
Y.5			0.926		Valid
Y.6			0.876		Valid
Z.1				0.886	Valid
Z.2				0.903	Valid
Z.3				0.912	Valid
Z.4				0.936	Valid
Z.5				0.909	Valid

Source: Authors' calculation using SmartPLS (2026)

According Table 1, every indicators has values of outer loading exceeding 0.70, showing that each indicator was valid in to represent its construct of corresponding.

4.1.1.2 Average Variance Extracted (AVE) Assessment

Appraisal of AVE was undertaken for quantifying each construct's capability in accounting for variance. Fulfillment of convergent validity requirements occurred whenever a construct attained an AVE value exceeding 0.50. From appraisal percussions, every construct produced AVE, Cronbach's Alpha, and Composite Reliability values beyond the prescribed benchmark. Consequently, all constructs satisfied validity and reliability requirements and were deemed appropriate for subsequent examination.

Table 2. Convergent Validity Results (AVE > 0.50)

	Average Variance Extracted (AVE)
X1	0.786
X2	0.803
Y	0.782
Z	0.827

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 2, AVE values exceeding 0.50 were attained by every construct, thereby confirming fulfillment of convergent validity requirements.

4.1.1.3 Discriminant Validity Assessment

Discriminant validity testing receive implementation for confirmation that every construct remain empirically distinct from other construct. Evaluation employ HTMT criterion together with cross-loading analysis.

Table 3. Discriminant Validity Results (HTMT < 0.90)

	X1	X2	Y	Z
X1				
X2	0.287			
Y	0.607	0.619		
Z	0.515	0.473	0.651	

Source: Authors' calculation using SmartPLS (2026)

Presented within Table 3, every HTMT value remain below recommended threshold of 0.90, indicating successful fulfillment of discriminant validity requirement for all construct included within model.

Table 4. Cross Loadings

	X1	X2	Y	Z
X1.1	0.915	-0.253	0.562	-0.451
X1.2	0.889	-0.275	0.591	-0.480
X1.3	0.906	-0.310	0.490	-0.421
X1.4	0.876	-0.161	0.488	-0.385
X1.5	0.901	-0.158	0.516	-0.479
X1.6	0.831	-0.300	0.419	-0.392
X2.1	-0.234	0.847	-0.441	0.366
X2.2	-0.254	0.905	-0.508	0.442
X2.3	-0.315	0.911	-0.601	0.534
X2.4	-0.263	0.907	-0.522	0.333
X2.5	-0.182	0.900	-0.563	0.388
X2.6	-0.206	0.907	-0.533	0.347
Y.1	0.528	-0.500	0.862	-0.646
Y.2	0.501	-0.499	0.863	-0.500
Y.3	0.520	-0.544	0.899	-0.504
Y.4	0.451	-0.442	0.877	-0.494
Y.5	0.590	-0.578	0.926	-0.558
Y.6	0.477	-0.569	0.876	-0.574
Z.1	-0.455	0.428	-0.533	0.886
Z.2	-0.377	0.396	-0.520	0.903
Z.3	-0.457	0.456	-0.566	0.912
Z.4	-0.525	0.382	-0.619	0.936
Z.5	-0.415	0.409	-0.575	0.909

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 4, higher cross-loading values appear on intended constructs compared with alternative constructs for every indicator, thereby confirming fulfillment of discriminant validity requirements across all constructs.

4.1.1.4 Reliability Assessment

Reliability assessment employs Cronbach's Alpha and Composite Reliability values to evaluate internal consistency of measurement instrument in capturing latent construct. Reliability criterion consider acceptable when Cronbach's Alpha and Composite Reliability exceed 0.70. Result indicate that all construct achieve value above threshold. Accordingly, all construct classify as reliable and appropriate for further analysis.

Table 5. Reliability Assessment

	Cronbach's alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)
X1	0.946	0.951	0.957
X2	0.951	0.958	0.961
Y	0.944	0.947	0.955
Z	0.948	0.950	0.960

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 5, every construct produce Cronbach's Alpha and Composite Reliability values above 0.70, indicating that measurement instrument demonstrate satisfactory reliability and remain suitable for continued analysis.

4.1.1.5 Fornell–Larcker Criterion

As additional procedure intended to strengthen discriminant validity, Fornell–Larcker criterion receive application.

Table 6. Fornell–Larcker Criterion

	X1	X2	Y	Z
X1	0.887			
X2	-0.273	0.896		
Y	0.581	-0.593	0.884	
Z	-0.493	0.455	-0.620	0.909

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 6, square root of AVE for each construct exceed correlation values among constructs, thereby confirming fulfillment of discriminant validity requirement across all constructs.

4.1.2 Structural Model Evaluation

This stage conduct evaluation of model explanatory capability and examination of interconstruct relationships. Analysis include effect size (f^2), coefficient of determination (R^2), and path coefficient assessment using bootstrapping procedure.

4.1.2.1 Coefficient of Determination (R^2)

Table 7. Coefficient of Determination (R^2)

	R-square	R-square adjusted
Y	0.594	0.578
Z	0.354	0.337

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 7, Academic Performance (Y) yield R^2 value of 0.594, indicating that Work-Life Balance, Workload, and Burnout collectively explain 59.4% variation in Academic Performance, while remaining 40.6% attributed to external factor beyond proposed model. Meanwhile, Burnout (Z) produce R^2 value of 0.354, indicating that Work-Life Balance and Workload explain 35.4% variation in Burnout. Based on SEM-PLS evaluation guideline, Academic Performance show moderate explanatory power, whereas Burnout range from weak to moderate explanatory level.

4.1.2.2 Effect Size (f^2)

Effect size (f^2) assessment conduct to determine magnitude of contribution from each exogenous construct toward endogenous construct within proposed model.

Table 8. Effect Size (f^2)

	f-square
X1 -> Y	0.214
X1 -> Z	0.228
X2 -> Y	0.268
X2 -> Z	0.172
Z -> Y	0.128

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 8, effect size of Work-Life Balance toward Academic Performance reach 0.214, while toward Burnout reach 0.228, both indicate medium effect strength. Workload produce effect size 0.268 toward Academic Performance and 0.172 toward Burnout, also categorized as medium effect. Meanwhile, Burnout generate effect size 0.128 toward Academic Performance, indicating small-to-medium influence. These result suggest Work-Life Balance and Workload provide stronger explanatory contribution toward endogenous construct compared with Burnout within model.

4.1.2.3 Path Coefficient Assessment

Path coefficient assessment employ bootstrapping procedure to determine direction and statistical significance of relationships among construct. Evaluation criterion require p-value below 0.05 for significance.

Table 9. Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O STDEV)	P values
X1 -> Y	0,340	0,339	0,079	4,315	0,000
X1 -> Z	-0,398	-0,401	0,080	5,000	0,000
X2 -> Y	-0,371	-0,372	0,078	4,765	0,000
X2 -> Z	0,346	0,350	0,090	3,832	0,000
Z -> Y	-0,283	-0,284	0,089	3,168	0,001

Source: Authors' calculation using SmartPLS (2026)

Referring to Table 9, every direct pathway among constructs generated p-values below 0.05, thereby confirming support for direct propositions (H1-H5). Work-Life Balance generated a favorable consequence toward Academic Performance and an unfavorable consequence toward Burnout. Conversely, Workload generated an unfavorable consequence toward Academic Performance and a favorable consequence toward Burnout. Additionally, Burnout generated an unfavorable consequence toward Academic Performance.

4.1.2.4 Mediation Analysis (Indirect Effect)

Mediation appraisal was undertaken for inspecting the function performed by Burnout as an intervening construct within pathways connecting Work-Life Balance with Academic Performance and connecting Workload with Academic Performance. Execution relied upon specific indirect effects estimated through a bootstrapping mechanism.

Table 10. Mediation Analysis (Indirect Effect)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O STDEV)	P values
X1 -> Z -> Y	0.113	0.116	0.045	2.511	0.012
X2 -> Z -> Y	-0.098	-0.100	0.045	2.204	0.028

Source: Authors' calculation using SmartPLS (2026)

Referring to specific indirect effect percussions, the indirect pathway connecting Work-Life Balance with Academic Performance through Burnout generated a coefficient value of 0.113, accompanied by a t-statistic of 2.511 and a p-value of 0.012 (< 0.05). Consequently, H6 received confirmation. These percussions indicate that Burnout performs an intervening function within the pathway linking Work-Life Balance and Academic Performance. Furthermore, the indirect pathway connecting Workload with Academic Performance through Burnout generated a coefficient value of -0.098, accompanied by a t-statistic of 2.204 and a p-value of 0.028 (< 0.05). Consequently, H7 received confirmation. These percussions indicate that Burnout performs a mediating function within the pathway linking Workload and Academic Performance.

4.2 Discussion

This section present empirical result aligned with JD-R Theory and previous literature. Focus placed on interpretation of relationships, explanation of findings, and identification of theoretical and practical implication.

4.2.1 The Effect of *Work-Life Balance* on *Academic Performance*

Positive and statistically significant effect toward Academic Performance among employed postgraduate student emerge from Work-Life Balance. This finding indicate that ability to balance personal life, work obligation, and academic responsibility contribute toward higher Academic Performance.

Such result support JD-R Theory proposed by Bakker and Demerouti (2017), where personal resource assist individual in managing demand while maintaining performance level. Within this context, Work-Life Balance function as resource that support student in handling dual role effectively.

Similar pattern report in Saputra et al. (2025), where Work-Life Balance identified as significant determinant of Academic Performance among working student. Their finding suggest that ability to manage multiple responsibility contribute to improved academic outcome.

4.2.2 The Effect of *Work-Life Balance* on *Burnout*

Negative and statistically significant effect toward Burnout appear from Work-Life Balance. This result indicate that higher level of balance across work, personal life, and academic activity associate with lower level of Burnout. This finding align with JD-R Theory, which state that sufficient resource reduce psychological strain arising from multiple role demand. Comparable result reported by Winata (2022), while Istikhomari et al. (2023) also identify inverse relationship between Work-Life Balance and emotional exhaustion.

4.2.3 The Effect of *Workload* on *Academic Performance*

Outcome indicate Workload give negative plus significant influence toward Academic Performance. Higher work demand are figure reduce student capability for achieve academic target plus maintain Academic Performance. These support JD-R Theory which explain excessive job demand may deplete people physical psychological resource plus consequently reduce performance. Outcome are in line Saputra et al. (2025), Workload is affect Academic Performance working student. High work demand may reduce student capability balance academic plus professional responsibility effectively.

4.2.4 The Effect of *Workload* on *Burnout*

Positive statistically meaningful consequence toward Burnout emerge Workload. Condition imply escalation occupational demand tend intensify exhaustion experience among employed postgraduate learner. Support pattern provide JD-R Theory where excessive job demand consume physical psychological resource together with increase susceptibility toward Burnout. Similar observation convey Madigan Curran (2021) explain accumulated pressure plus prolonged exhaustion may deteriorate student psychological condition Academic Performance. Percussions imply effective regulation occupational demand remain essential reduce exhaustion maintain Academic Performance among employed postgraduate learner.

4.2.5 The Effect of *Burnout* on *Academic Performance*

Negative statistically meaningful consequence toward Academic Performance emerge Burnout. Condition imply elevated emotional physical exhaustion weaken learner capability sustain Academic Performance. Such percussions reinforce JD-R Theory which propose prolonged demand gradually deplete individual resource foster Burnout ultimately produce lower performance. Similar observation document Madigan Curran (2021) meta-analytic examination identify inverse association Burnout Academic Performance among learner. Percussions imply effective

energy management, balanced distribution responsibility together sufficient support mechanism employed learner remain crucial maintain Academic Performance educational attainment.

4.2.6 The Mediating Role of Burnout in the Relationship between Work-Life Balance and Academic Performance

Mediation appraisal reveal Burnout perform statistically meaningful intervening function within pathway connecting Work-Life Balance Academic Performance among employed postgraduate learner. Condition imply Work-Life Balance not only strengthen Academic Performance directly also improve indirectly through reduction Burnout intensity. Such percussions align JD-R Theory which propose adequate resource assist individual coping demand while prevent psychological strain.

Finding say Work-Life Balance give contribution lower Burnout better performance finding Winata 2022 Istikhomari 2023. Moreover Madigan Curran 2021 lower level Burnout relate improved academic finding. So Burnout provide important psychological mechanism define how Work-Life Balance help contribute Academic Performance. These imply educational institution employer may support working postgraduate student promote balanced work arrangement reduce factor contribute prolonged exhaustion.

4.2.7 The Mediating Role of Burnout in the Relationship between Workload and Academic Performance

Mediation appraisal additionally reveal Burnout perform statistically meaningful intervening function within pathway connecting Workload Academic Performance among employed postgraduate learner. Condition imply Workload not only weaken Academic Performance directly also diminish indirectly through intensification Burnout intensity. Observation reinforce JD-R Theory which propose excessive demand consume physical psychological resource before generate reduced performance. Within framework Workload represent demand-oriented component intensify exhaustion weaken learner capability sustain academic effectiveness.

Finding are in line previous study Saputra et al. 2025 Madigan Curran 2021. This show Burnout play important role explain how excessive work demand influence Academic Performance working postgraduate student.

Practically outcome reveal manage work demand maintain adequate recovery opportunity are crucial method reduce Burnout support student achieve better Academic Performance.

5. CONCLUSION

According outcome research following conclusion stated:

1. Work-Life Balance positively affected Academic Performance and negatively affected Burnout.
2. Workload negatively affected Academic Performance and positively affected Burnout.
3. Burnout negatively affected Academic Performance.
4. Burnout mediated the effect of Work-Life Balance on Academic Performance and the effect of Workload on Academic Performance.
5. The findings support the Job Demands–Resources (JD-R) Theory, in which Work-Life Balance serves as a resource and Workload acts as a demand that influences academic outcomes.
6. Future research is recommended to involve a larger sample, expand the research scope, and incorporate additional relevant variables.

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