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Students' Dual Commitment: Between Academic And Professional Responsibilities

Risdiamon¹

¹Sekolah Tinggi Ilmu Ekonomi IGI, Jakarta, Indonesia, risdiamon.s3unj@gmail.com

Corresponding Author: risdiamon.s3unj@gmail.com¹

Abstract: This study uses a quantitative approach with a causal research design to analyze the influence of work-life balance and competence on career development through compensation as an intervening variable. The subjects of this study were students who have dual roles as workers and students at a university in Jakarta. Data collection was conducted through questionnaires distributed to 92 respondents selected from a population of 120 students using the Krejcie and Morgan table. The data analysis technique used in this study was Structural Equation Modeling (SEM) based on SmartPLS to examine the direct and indirect relationships among variables. The findings indicate that work-life balance and competence have a significant positive effect on compensation, but do not directly influence career development. Meanwhile, compensation has a significant positive effect on career development and also serves as a mediating variable linking work-life balance and competence to career development. These findings highlight the importance of fair compensation in supporting the career advancement of students with dual roles, while emphasizing the need for balanced management between academic responsibilities and professional demands.

Keywords: Work Life Balance, Competence, Compensation, Career Development.

INTRODUCTION

Not all students have the opportunity to continue their education at public universities, which generally offer more affordable tuition fees. Others must pursue their education at private university which tend to require higher costs. For students from economically disadvantaged families, this presents a unique challenge. Many of them are driven to seek additional income to finance their education independently. This situation highlights that pursuing higher education is not only about intellectual ability but also about resilience in facing financial burdens and time pressures.

In recent years, the role of students has undergone a significant shift. Today, they are no longer solely focused on academic activities but must also allocate time for work. This phenomenon is becoming increasingly prevalent, particularly among students striving for financial independence, seeking professional experience, or meeting daily living expenses. Students in this situation are faced with the challenge of balancing their academic

responsibilities with their work obligations, which often leads to physical and mental stress and tests their commitment to both roles.

Many students not only play the role of students, but also work part-time jobs to meet their daily needs. This situation is not only a choice, but has become a necessity, especially amid rising living costs. Many students work to pay for tuition fees, support their families' finances, or avoid debt burdens (Wright et al., 2025).

From the results of the study, it appears that students' motivation to work is not solely due to career aspirations, but rather economic pressures. Although some hope that their jobs will support their professional goals, in reality only a small percentage feel that their jobs are in line with their fields or expertise (Wright et al., 2025).

In this context, students face a major challenge in balancing academic obligations and work demands. They must carefully manage their time so as not to interfere with their studies, while maintaining their mental and physical health. Some students even work more than 18 hours per week, far exceeding the recommended average working hours, which can lead to stress, fatigue, and decreased social engagement on campus (Wright et al., 2025).

Based on data from detik.com related to the 2024 Student Cost of Living Survey conducted by one of Indonesia's universities, UPN Veteran Yogyakarta, it is known that more than 25% of students attend college while working. This can be seen based on the following analyzed data :

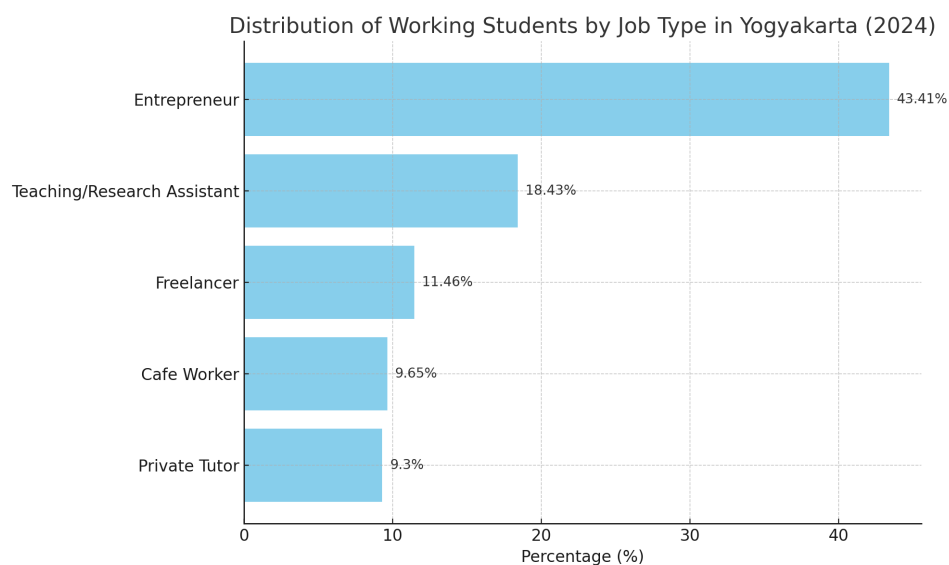


Figure 1. Distribution of Professions Among Students Studying While Working in 2024

In detail, from the image above, 43.41% of working students are entrepreneurs, 18.43% are laboratory assistants or lecturers, 11.46% are freelancers, 9.65% work in cafes, and 9.30% are course instructors.

Research (Hamra & Widiasih, 2024) shows that students who study while working face various challenges in maintaining a balance between academic tasks and work. However, most are able to adapt through strategies such as time management, choosing flexible jobs, and setting priorities.

In addition, based on data showing that entrepreneurship ranks first as a source of additional income for students who study while working, according to Hoge and Renzulli in the journal (Somi et al., 2024), entrepreneurial competence is seen from how students assess themselves in terms of the extent to which they feel they have the knowledge, skills, and

abilities to start, maintain, or develop a business. This belief is an important part of how they view themselves as a whole, as their perception of their entrepreneurial abilities also shapes their self-image as independent and productive individuals.

Many students who work while studying have high salary expectations as part of their future career goals. These expectations are often influenced by their work experience during college, which indirectly shapes their views on the value of work and fair compensation. In this context, compensation becomes an important aspect because, in the eyes of students, financial rewards are not only a form of appreciation for performance but also a symbol of early success in building a professional future (Gu & Zhu, 2023).

Findings (Jackson, 2024) show that many students work during their studies, and the type of work they do has a different impact on their readiness for the world of work. The work that students do is not only about earning an income, but can also influence the extent to which they are involved in various curriculum development programs on campus related to their own career expectations. Work experience integrated into the curriculum has proven to provide tangible benefits, as it helps students gain an advantage when entering the job market, regardless of the type of work they do during their studies.

Literature Review

Work-life balance

Work-life balance is a condition in which a person is able to manage and balance their responsibilities and time between work and personal life harmoniously. This balance is important because it can create comfort in carrying out roles as a worker and family member, as well as preventing negative impacts on overall physical and mental well-being (Anisha & Melvin, 2020). Work-life balance is also interpreted as a condition in which individuals are able to create equilibrium between work demands and personal life, enabling them to achieve satisfaction and meaningful accomplishments in their daily activities (Padmanabhan & Kumar, 2016).

From an employee's perspective, work-life balance is viewed as an effort to manage responsibilities between work and personal or family life. Meanwhile, from a company's perspective, work-life balance represents a challenge in creating a supportive work culture that allows employees to remain focused and productive in the workplace (Mahiruddin et al., 2025). Based on these perspectives, work-life balance can be understood as an ideal condition where individuals are able to harmoniously balance professional and personal responsibilities in a meaningful way.

The uniqueness of this study lies in its focus on students who simultaneously carry dual roles as workers and students, a context that is still relatively underexplored in previous studies. Unlike most prior research that primarily examines employees in formal organizations, this study highlights the experiences of working students who must balance academic obligations and professional responsibilities at the same time. This contemporary context provides a different perspective in understanding how work-life balance influences compensation and career development among individuals who are still pursuing higher education.

In addition, this study introduces compensation as an intervening variable connecting work-life balance and competence with career development. The use of this mediating variable provides added value by offering a more comprehensive explanation of how career development is influenced indirectly through compensation. This approach expands previous studies that generally focused only on direct relationships between variables.

Competence

Competence reflects various aspects of an individual, such as characteristics, motivation, personality, values, self-perception, and the knowledge and skills possessed by a high-performing individual. Competence is also often considered part of an employee's personal qualities that enable them to achieve outstanding work results (Pangestuti, 2019). Competence describes an employee's capacity to complete tasks based on standards set by the company, including aspects such as motivation, character, self-perception, knowledge, and expertise (Hayatullah et al., 2021). Based on these definitions, competence can be understood as a set of characteristics inherent in an individual that collectively shape the ability to perform tasks according to organizational standards. Individuals with higher competence are more likely to demonstrate optimal work performance and positive work behavior.

The uniqueness of competence in this study lies in the integration between the academic knowledge gained by students during their university education and its alignment with their professional work responsibilities. In this context, competence is not only viewed from the perspective of technical work skills, but also from how students apply theoretical knowledge, analytical thinking, and problem-solving abilities acquired through higher education into their workplace practices. This creates a distinctive perspective because students with dual roles have the opportunity to directly connect academic learning with real work experiences simultaneously.

The novelty of this study is also reflected in the integration of competence with work-life balance and compensation in explaining career development among working students. Previous studies generally examined competence in the context of employee performance or organizational outcomes, whereas this research specifically explores how competence contributes to compensation and career advancement for individuals managing both academic and work responsibilities simultaneously. Therefore, this study offers a more contextual and contemporary understanding of competence by emphasizing the relevance between educational experiences and professional careers among working students.

Compensation

Compensation plays an important role in encouraging improved employee performance because it represents recognition for employee contributions. When employees perceive that the compensation they receive is proportional to their workload, responsibilities, and competencies, they tend to demonstrate higher motivation, loyalty, and dedication in their work. Conversely, inadequate compensation may reduce morale and productivity (Handoko et al., 2019). Compensation is also defined as a reward provided by companies to employees in return for the time, effort, and expertise devoted to work (Mardiyah & Purba, 2019). Furthermore, compensation is an essential component of human resource management because it helps organizations attract, retain, and motivate employees (Mabaso & Dlamini, 2017).

In the context of students who have dual roles as both workers and students, compensation has a broader meaning beyond financial rewards from employment. Compensation becomes an important supporting factor that helps students fulfill various financial responsibilities related to academic needs, family obligations, and daily living expenses. Students who work while studying generally aim to increase their income in order to support tuition fees, administrative academic costs, personal living expenses, and even family financial responsibilities. Therefore, adequate compensation can reduce financial pressure and help students maintain balance between their academic and professional responsibilities.

The uniqueness of compensation in this study lies in its role as a supporting mechanism for students in managing dual responsibilities simultaneously. Compensation is not only associated with work performance, but also with the ability of working students to sustain their educational process, maintain family responsibilities, and achieve career advancement. In this regard, fair and appropriate compensation can strengthen motivation, improve work

commitment, and support students in completing their higher education successfully while continuing their professional careers.

In this study, compensation is not only examined as an outcome variable but also as a strategic mediating factor that bridges work-life balance and competence with career development. This perspective provides a broader understanding of the importance of fair compensation in supporting the professional growth of students with dual roles. By positioning compensation as an intervening variable, this study offers a more current and relevant viewpoint regarding career development in the modern educational and professional environment.

Career Development

Career Development is a series of interconnected work experiences and activities that form a continuous process of growth and achievement throughout an individual's productive life (Devindi & Rajapaksha, 2022). Career development reflects how individuals achieve work outcomes aligned with organizational goals and how competencies support employees in performing their responsibilities effectively (Pangestuti, 2019). Organizations generally facilitate career development through training, mentoring, and promotion opportunities that encourage employees to continuously improve their professional capabilities (Mahar et al., 2025).

The contribution and uniqueness of this study lie in presenting a more contextual understanding of career development among students who work in professional fields aligned with their academic majors. Unlike previous studies that generally focused on employees within organizations without considering educational alignment, this research emphasizes the relationship between academic background and professional work experience simultaneously. Students in this study are not merely working while studying, but are employed in fields that are relevant and connected to their university disciplines, allowing them to directly apply theoretical knowledge gained in the classroom to real workplace situations.

This alignment between academic learning and professional practice creates a distinctive perspective on career development, as students are able to build competencies, practical experience, and professional networks while still pursuing higher education. By combining work-life balance, competence, and compensation within one integrated research model, this study provides a more comprehensive understanding of how students with dual roles develop their careers in line with their educational backgrounds. Therefore, this research contributes not only to the theoretical development of human resource management and career development literature, but also offers practical implications for employers and higher education institutions in supporting students who pursue careers relevant to their academic disciplines.

Table 1. Previous Research

No	Nama Autor	Result
The influence of work-life balance on compensation		
1	(Fitrah & Prasetyo, 2024)	The indirect effect of compensation can strengthen the relationship between work-life balance and employee performance. When an employee is able to balance their time between work and personal life, such as family matters, personal activities, or social engagements, This study focuses on the relationship between work-life balance and employee performance through compensation, but has not yet examined its impact on career development among students who juggle the dual roles of worker and student.

		combined with high motivation and a supportive work environment, their work performance tends to improve. This is reflected in a more enthusiastic attitude toward work, better concentration levels, and more optimal and high-quality work outcomes.	
2	(Azhar & Khan, 2024)	Work-life balance contributes positively to the compensation received by employees. When someone is able to manage their work responsibilities and personal life well, it creates high morale. This enthusiasm not only affects the individual themselves, but also spreads positive energy to other colleagues, encouraging them to be more enthusiastic in completing tasks that are their shared responsibility.	This study examines work-life balance in the context of employees within organisations in general. Meanwhile, this study focuses on students who work in fields related to their academic studies and use their earnings to support their academic, family and work commitments.
The Influence of Competence on Compensation			
3	(Handoko et al., 2019)	Work competencies have a significant positive effect on compensation.	Previous research has focused solely on employees' work-related competencies, whilst the relationship between students' academic competencies and their direct application in professional roles relevant to their degree programmes has not yet been explored in depth.
The influence of work-life balance on career development			
4	(Mahiruddin et al., 2025)	Work-life balance also has a positive and significant impact on individual career development.	This study examines only the direct effect of work-life balance on career development, without considering compensation as an intervening variable in supporting the career development of working students.
5	(Yunita et al., 2023)	Work-life balance does not have a significant effect on career development, even though the direction of the effect is positive. This shows that work-life balance does not necessarily directly encourage career development in the context of this study.	Discrepancies in the findings of previous studies indicate inconsistencies in the relationship between work-life balance and career development; consequently, a more specific research context is required, focusing on working students who undertake both academic and professional activities simultaneously.

The Influence of Competence on Career Development		
6	(Muzakky & Wulansari, 2024)	This study presents a conceptual framework that emphasizes the importance of career development as a key element in the relationship between training and competence. From the complex interaction between these factors, it can be concluded that although competence and training are the main foundations for career advancement, the success of both depends heavily on the amount of attention given to the career development process itself. This study remains conceptual in nature and has not yet empirically tested the relationship between competence, compensation, work-life balance and career development among students working in fields aligned with their degree programmes.
7	(Bocciardi et al., 2017)	Although still exploratory in nature, these findings provide insights for practitioners in the field of training and career development that improving competencies and shaping attitudes among workers can be an effective strategy for dealing with situations of uncertainty and instability. Strong competencies can be an important asset for individuals in maintaining the direction and sustainability of their career development amid uncertain challenges. Previous research has focused primarily on workers in general, whereas the relationship between students' academic competencies, professional work experience and career development relevant to their field of study has not been a key focus of previous research.
The Influence of Compensation on Career Development		
8	(Pangestuti, 2019)	Competence does not appear to have a significant influence on career development. Career development within organizations is carried out as an effort to ensure the availability of individuals with the appropriate qualifications and experience when the organization needs them. Previous research has shown that competence does not have a significant effect on career development; therefore, a model needs to be developed that includes compensation as a mediating variable in the context of working students pursuing careers in their academic fields.

The conceptual framework in this study is designed as a conceptual basis for explaining the relationships among the variables being investigated. Through this framework, the researcher seeks to describe the logical flow of the underlying theories that lead to the formulation of hypotheses to be tested in the study. The framework also serves as a guide in understanding how each variable is interconnected and influences one another in the context of students who simultaneously carry dual roles as learners and workers.

This study focuses on students who work in professional fields that are aligned with their academic majors, allowing them to directly apply the knowledge, theories, and competencies gained during their studies to their professional responsibilities. In this context, work-life

balance becomes important as students are required to manage academic demands, work responsibilities, and personal or family life simultaneously. Competence is reflected not only through technical work abilities, but also through the integration of academic knowledge and practical work experience relevant to their field of study.

Furthermore, compensation is viewed not only as financial remuneration from employment, but also as a supporting factor that helps students fulfill academic expenses, family responsibilities, and work-related needs at the same time. Through the integration of work-life balance, competence, compensation, and career development within a single research model, compensation is positioned as an intervening variable that explains the indirect relationship between work-life balance and competence toward career development. This framework illustrates how the balance between academic and professional life, supported by relevant competencies and fair compensation, can contribute to career development and professional growth among working students.

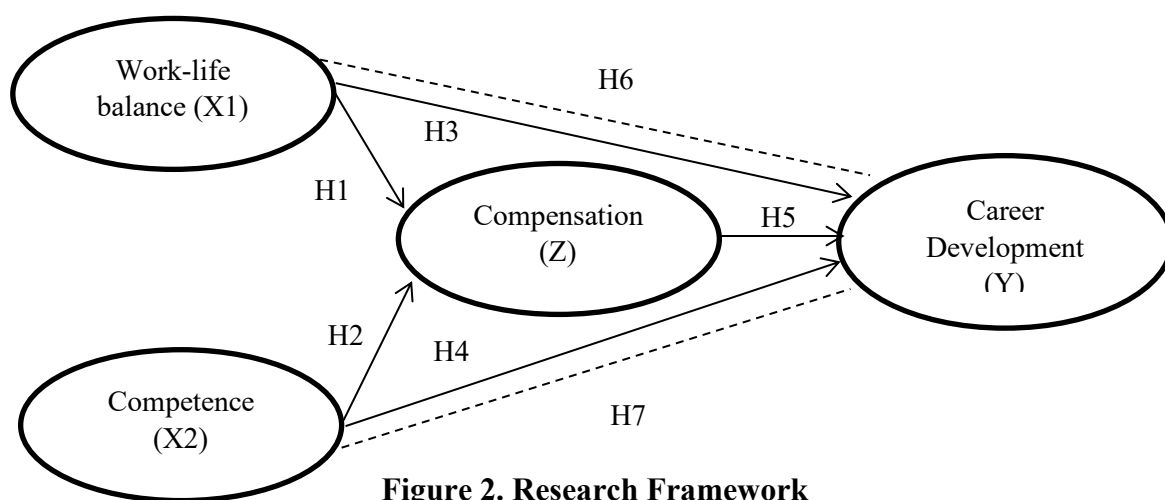


Figure 2. Research Framework

METHOD

This study employed a quantitative approach to examine the causal relationships among work-life balance, competence, compensation, and career development using numerical data and statistical analysis. The quantitative method was selected because it enabled the researcher to obtain objective and measurable results regarding the relationships among the variables under investigation. The data were analyzed using Structural Equation Modeling (SEM) based on Partial Least Square (PLS-SEM) with SmartPLS software. This analytical technique was chosen due to its capability to evaluate complex models involving multiple latent variables and indicators without requiring strict assumptions of normal data distribution.

The population of this study consisted of students from a private university in Jakarta who simultaneously carried dual roles as active students and part-time or full-time workers. The total population included 120 respondents who met the inclusion criteria, namely active students with at least third-semester status and having work experience during their studies.

The sample size was determined using the Krejcie and Morgan (1970) table to ensure representativeness of the population in quantitative research. Based on the population size, 92 respondents were selected as the research sample. The sampling process applied proportional random sampling, which allowed each member of the population to have an equal opportunity to be selected while considering the proportional distribution of respondents based on their study program, semester level, and type of employment.

Data collection was conducted through questionnaires developed from the indicators of each research variable, including work-life balance, competence, compensation, and career

development. The questionnaires were distributed both online and offline to respondents who fulfilled the research criteria. After the data had been collected, the analysis process was carried out using the latest version of SmartPLS software, including validity testing, reliability testing, outer model evaluation, inner model evaluation, and hypothesis testing.

Table 2. Operational variables

No	Autor	Variable	Indicator
1	(Ramdhani & Rasto, 2021) and (Wicaksana et al., 2020)	Work-life balance	1. Measure the extent to which work interferes with personal life 2. Measure the extent to which personal life interferes with work. 3. Measure whether a positive personal life enhances dual roles. 4. Measure whether work experience helps personal life. 5. Measure the ability to divide time between work and personal life. 6. Measuring the level of emotional and psychological involvement in both roles.
2	Pamela into (Wijayanto et al., 2011)	Competence	1. Ability to plan, organize, and manage data and numbers effectively. 2. Attitudes and behaviors that reflect moral values and professionalism. 3. Ability to lead, influence, and guide others positively. 4. Ability to think critically and solve problems based on available information. 5. Ability to manage non-numerical information, such as ideas, concepts, and communication. 6. Personal qualities that support productivity and performance in work and learning. 7. Ability to adapt to changing environments and situations. 8. Ability to accept and understand new information or knowledge. 9. Drive to achieve optimal targets and work results.
3	Badriah into (Ardini & Pradana, 2021)	Compensation	1. Regular salary payments as compensation for work performed while juggling academic commitments. 2. Additional compensation for high performance despite the dual burden of being a student.

		3. Additional financial rewards received for success in work while studying. 4. Supportive compensation such as health benefits or relevant leave for working students. 5. Work support facilities that help students complete their work assignments while continuing to attend classes.
4	(Aditya et al., 2024)	Career Development
		1. Perception of fairness in the organization's treatment of career development. 2. The organization's concern for the work-life balance and education of its employees. 3. Career development opportunities offered to employees who are also studying. 4. The organization's interest and efforts in promoting high-performing employees, including those who are students. 5. Level of satisfaction with work experience and career development potential.

RESULTS AND DISCUSSION

Outer Loading Results

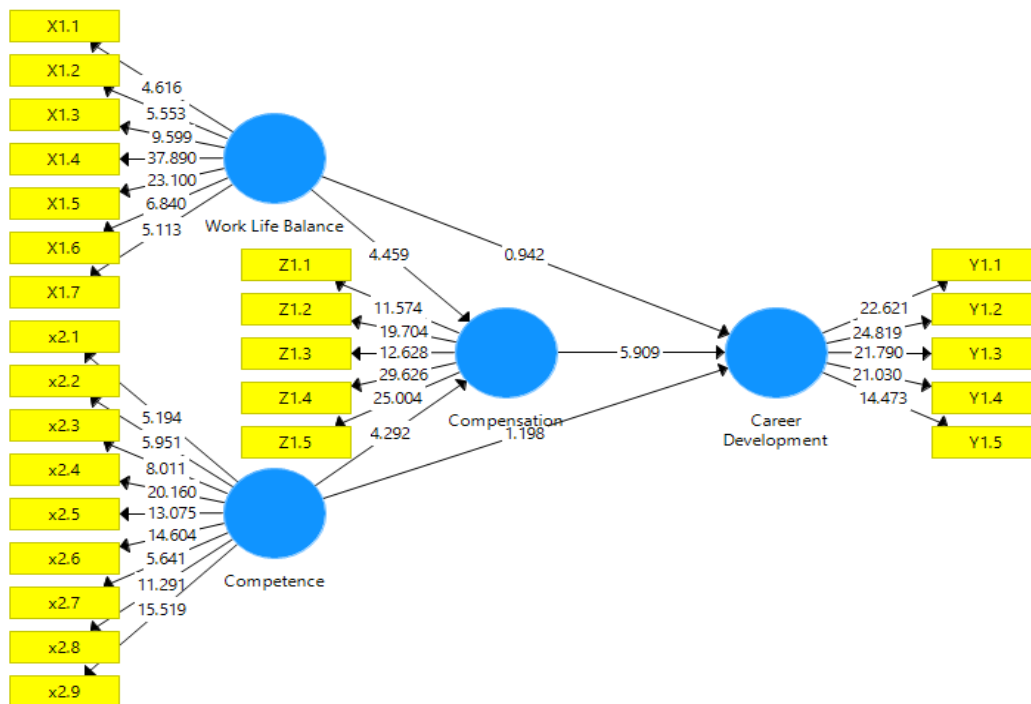


Figure 3. Outer Loading Results

Based on the results of outer loading testing on the measurement model, all indicators used in this study were found to be valid and significant in representing their respective constructs. This is indicated by the t-statistic values of all indicators being well above the critical value of 1.96 at a significance level of 5%, meaning that none of the indicators were eliminated from the model.

In the Work-Life Balance variable, all indicators had high t-statistic values, with the highest value in indicator X1.4 at 37.890, indicating a very strong contribution to forming the construct. Similarly, in the Competence variable, all indicators were significant, with indicator X2.4 obtaining the highest t-statistic value of 20.160. The Compensation variable also showed very good results, with indicator Z1.4 recording the highest value of 29.626. Meanwhile, in the Career Development variable, indicator Y1.2 made the largest contribution with a t-statistic value of 24.819.

Overall, these findings indicate that each indicator in this study has been able to accurately describe the latent variables, thereby ensuring that the measurement model possesses good convergent validity and is suitable for progression to the structural model analysis stage (inner model).

Construct Validity

Construct validity is the extent to which a set of indicators is truly capable of measuring the concept or latent variable intended in the study. By showing a value above the minimum standard of 0.70, it means that the indicators have a strong correlation with their respective constructs.

Table 3. Work-Life Balance Construct Validity Results

Variable	Original Sample	P Values	Description
1 st Work Life Balance	0,777	0,000	Validated
2 nd Work Life Balance	0,800	0,000	Validated

3 rd Work Life Balance	0,843	0,000	Validated
4 th Work Life Balance	0,895	0,000	Validated
5 th Work Life Balance	0,858	0,000	Validated
6 th Work Life Balance	0,771	0,000	Validated
7 th Work Life Balance	0,791	0,000	Validated

Table 4. Competence Construct Validity Results

Variable	Original Sample	P Values	Description
1 st Competence	0,746	0,000	Validated
2 nd Competence	0,777	0,000	Validated
3 rd Competence	0,801	0,000	Validated
4 th Competence	0,866	0,000	Validated
5 th Competence	0,825	0,000	Validated
6 th Competence	0,831	0,000	Validated
7 th Competence	0,745	0,000	Validated
8 th Competence	0,782	0,000	Validated
9 th Competence	0,813	0,000	Validated

Table 5. Compensation Construct Validity Results

Variable	Original Sample	P Values	Description
1 st Compensation	0,825	0,000	Validated
2 nd Compensation	0,879	0,000	Validated
3 rd Compensation	0,807	0,000	Validated
4 th Compensation	0,909	0,000	Validated
5 th Compensation	0,889	0,000	Validated

Table 6. Career Development Construct Validity Results

Variable	Original Sample	P Values	Description
1 st Career Development	0,892	0,000	Validated
2 nd Career Development	0,899	0,000	Validated
3 rd Career Development	0,909	0,000	Validated
4 th Career Development	0,860	0,000	Validated
5 th Career Development	0,864	0,000	Validated

Based on the results of the construct validity test on the variables of Work Life Balance, Competence, Compensation, and Career Development, all indicators showed outer loading values above the minimum threshold of 0.70 with a p-value of 0.000 (< 0.05), meaning that all indicators are valid and have a strong relationship with their respective constructs. This indicates that the instrument used is capable of accurately representing each variable, making it suitable for use in the next stage of analysis in this study.

Convergent Validity

Convergent validity is a type of validity used to assess the extent to which indicators in a construct (latent variable) truly measure the same concept. An AVE value ≥ 0.50 indicates that more than 50% of the variance in the indicators can be explained by the construct.

Table 7. Convergent Validity Results

Variable	Average Variance Extracted	Standard Value	Description
Work Life Balance	0,658	0,50	Validated
Competence	0,639	0,50	Validated
Compensation	0,744	0,50	Validated
Career Development	0,783	0,50	Validated

Based on the results of the convergent validity test in Table 7, all variables in this study meet the Average Variance Extracted (AVE) value criterion of ≥ 0.50 , indicating that the indicators in each construct are able to explain more than 50% of the variance of the construct being measured. The Work-Life Balance variable has an AVE value of 0.658, Competence of 0.639, Compensation of 0.744, and Career Development of 0.783. These results indicate that all variables have good convergent validity, meaning the indicators used can be considered consistent and relevant in measuring the concepts of each research variable.

Reliability

Reliability in SmartPLS refers to the extent to which the indicators used in the PLS-SEM model can measure constructs consistently. A standard value of ≥ 0.70 indicates good reliability.

If Cronbach's Alpha meets the standard limit, the construct is considered to have good reliability, meaning that the research instrument is consistent in measuring the intended variable.

Table 8. Reliability Results

Variable	Cronbach's Alpha	Standard Value	Description
Work Life Balance	0,914	0,70	Reliable
Competence	0,931	0,70	Reliable
Compensation	0,914	0,70	Reliable
Career Development	0,931	0,70	Reliable

Based on the reliability test results in Table 8, all research variables showed Cronbach's Alpha values above the minimum standard of 0.70, namely Work Life Balance (0.914), Competence (0.931), Compensation (0.914), and Career Development (0.931). These values indicate that each indicator used to measure each construct has very good internal consistency, making this research instrument reliable for measuring the variables under study.

Results Inner Loading

Path Analysis Results

Path Analysis Results are the output of path analysis that shows the direct relationship between variables in a research model. T-values or p-values are used to test the significance of the influence between variables, where the influence is considered significant if the p-value is < 0.05 or the t-value is > 1.96 . The direction of the effect is indicated by the sign of the coefficient, where a positive value (+) means that an increase in variable X will be followed by an increase in variable Y, while a negative value (−) indicates that an increase in variable X will actually decrease variable Y.

Table 9. Results Path Analysis

No.	Variable	Original Sample	T Statistics	P Values	Description
1.	Work Life Balance → Compensation (H_1)	0,402	4,459	0,000	Influential Positive and Significant
2.	Competence → Compensation (H_2)	0,378	4,292	0,000	Influential

3. Work Life Balance → Career Development (H ₃)	0,103	0,942	0,347	Positive and Significant Not affected and not significant
4. Competence → Career Development (H ₄)	0,130	1,198	0,232	Not affected and not significant
5. Compensation → Career Development (H ₅)	0,701	5,909	0,000	Influential Positive and Significant

Based on the path analysis results shown in the table, five main points can be concluded as follows :

1. Work-Life Balance on Compensation (H1)
Has a positive and significant influence ($\beta = 0.402$; $t = 4.459$; $p = 0.000$), meaning that the better the work-life balance of working students, the higher the compensation they receive.
2. Competence on Compensation (H2)
Shows a positive and significant influence ($\beta = 0.378$; $t = 4.292$; $p = 0.000$), meaning that the higher the competence of working students, the greater the compensation they can obtain.
3. Work-Life Balance on Career Development (H3)
No significant influence ($\beta = 0.103$; $t = 0.942$; $p = 0.347$), so work-life balance does not directly promote career development among respondents.
4. Competence on Career Development (H4)
Has no significant effect ($\beta = 0.130$; $t = 1.198$; $p = 0.232$), meaning that competence alone is insufficient to drive career development without other supporting factors.
5. Compensation on Career Development (H5)
Has a positive and significant effect ($\beta = 0.701$; $t = 5.909$; $p = 0.000$), meaning that the higher the compensation received, the greater the individual's motivation to develop their career.

Intervening Test Results

Intervening Test Results are test results used to determine whether an intervening or mediating variable plays a role in bridging the relationship between the independent variable (X) and the dependent variable (Y). If the p-value is less than 0.05, it indicates that the effect is significant. If the indirect effect is also significant, this indicates that the mediator variable plays a real role in bridging the relationship between the independent and dependent variables.

Table 10. Results Intervening Test

No.	Variable	Original Sample	T Statistics	P Values	Description
1.	Work Life Balance → Compensation → Career Development (H ₆)	0,282	4,764	0,000	Influential Positive and Significant
2.	Competence → Compensation → Career Development (H ₇)	0,265	3,039	0,002	Influential Positive and Significant

Based on the results of the intervening test, two important findings were obtained :

1. Work-life balance through compensation for career development (H6) has a positive and significant effect with a p-value of 0.000 (< 0.05) and a t-statistic of 4.764. This shows that compensation acts as an effective mediator in strengthening the relationship between work-

life balance and career development. The better the work-life balance of working students, the higher the compensation they receive, which ultimately drives career development.

2. Competence through Compensation on Career Development (H7) also shows a positive and significant effect with a p-value of 0.002 (< 0.05) and a t-statistic of 3.039. This means that the competence possessed by working students can increase the compensation they receive, and this compensation then becomes an important factor in driving career advancement.

R-Square Test Results

The R-Square test is conducted to determine the extent to which independent variables can explain dependent variables in a research model. The R-Square value indicates the proportion of variance in the dependent variable that can be explained by the independent variables. The higher the R-Square value (approaching 1), the stronger the model's ability to explain the relationship. In its interpretation, an R-Square value ≥ 0.75 is categorized as strong (substantial), between 0.50–0.74 as moderate, and between 0.25–0.49 as weak. The results of this test provide an indication of how well the research model used can predict the dependent variable based on the existing independent variables.

Table 11. Results R-Square Test

Variable	Adjusted R-Square	R-Square	Description
Competence	0,519	0,529	<i>Moderate</i>
Career Development	0,753	0,762	<i>Substantial</i>

Based on Table 11, the R-Square value indicates the ability of independent variables to explain dependent variables. The Compensation variable has an R-Square value of 0.529 with an Adjusted R-Square of 0.519, which is classified as moderate, meaning that Work Life Balance and Competence can explain approximately 52.9% of the variation in Compensation. Meanwhile, the Career Development variable has an R-Square value of 0.762 with an Adjusted R-Square of 0.753, which is classified as strong (substantial), indicating that Compensation, Work-Life Balance, and Competence can explain 76.2% of the variation in Career Development.

Discussion

1. Work Life Balance on Compensation

The findings of this study not only demonstrated several significant relationships among variables, but also revealed several results that were not in line with the proposed hypotheses. These negative findings became an important part of the discussion because they provided a more objective understanding of career development among students who simultaneously carried dual roles as workers and university students. The results showed that work-life balance and competence did not directly have a significant effect on career development, as indicated by the statistical results of work-life balance on career development (Original Sample = 0.103; $T = 0.942$; $p > 0.05$) and competence on career development (Original Sample = 0.130; $T = 1.198$; $p > 0.05$). These findings indicated that although students were able to balance academic and work responsibilities and possessed competencies relevant to their fields, those factors alone were not sufficient to directly encourage career advancement.

Objectively, this condition may have occurred because most respondents were still in the early stages of their careers and worked in part-time or entry-level positions with limited promotion opportunities and career pathways. In addition, students who worked while studying generally prioritized academic completion and financial stability rather than

long-term professional advancement. As a result, competencies and work-life balance were more likely to contribute indirectly to career development through compensation rather than directly influencing career growth. These findings strengthened the mediating role of compensation, where compensation became a bridge connecting work-life balance and competence with career development. This was evidenced by the significant mediation results of work-life balance through compensation on career development (Original Sample = 0.282; $T = 4.764$; $p < 0.05$) and competence through compensation on career development (Original Sample = 0.265; $T = 3.039$; $p < 0.05$).

From a theoretical perspective, the findings contributed to the development of human resource management and career development literature by providing a more contextual understanding of students who worked in professional fields aligned with their academic majors. The study demonstrated that compensation was not merely a financial reward but also an important mechanism that transformed work-life balance and competence into sustainable career development. This finding extended previous research by integrating work-life balance, competence, compensation, and career development into a single research model with compensation as an intervening variable.

Practically, the results implied that organizations and universities should provide stronger support systems for working students. Flexible working arrangements, competency development programs, career mentoring, and fair compensation systems are necessary to help students maintain productivity while pursuing higher education. The findings also highlighted the importance of aligning academic learning with workplace implementation so that students could apply theoretical knowledge directly in professional environments and receive organizational recognition through compensation and career opportunities.

Despite these contributions, this study also had several limitations that should be acknowledged objectively. First, the study only involved respondents from one private university in Jakarta, which may limit the generalizability of the findings to broader populations or different institutional contexts. Second, the use of self-administered questionnaires may have introduced subjective bias because respondents assessed their own perceptions regarding work-life balance, competence, compensation, and career development. Third, the study used a cross-sectional research design, meaning the data were collected at one specific point in time, so the long-term effects of work-life balance and competence on career development could not be observed comprehensively. Finally, this study focused only on students whose work aligned with their academic majors, meaning that the findings may differ for students working in unrelated professional fields. Therefore, future research is recommended to involve larger and more diverse samples, apply longitudinal approaches, and examine additional variables such as organizational support, work experience, job satisfaction, or professional commitment to obtain a more comprehensive understanding of career development among working students.

2. Competence on Compensation

The results revealed that competence had a positive and significant effect on compensation (Original Sample = 0.378; $T = 4.292$; $p < 0.05$). This indicated that students who possessed strong competencies, including technical skills, academic knowledge, professionalism, and work ethics, were more likely to receive higher compensation from their employers. In this study, competence was not only interpreted as workplace capability but also as the integration of academic understanding and practical work experience gained simultaneously through higher education and professional activities.

The findings suggested that students who worked in fields aligned with their academic majors were able to directly apply theoretical knowledge, analytical thinking, and problem-solving skills obtained from university learning into their professional

responsibilities. This alignment increased their contribution and value within the workplace, leading organizations to provide better compensation as a form of recognition for their competencies and performance.

These findings were consistent with the study conducted by (Handoko et al., 2019), which concluded that competence significantly influenced compensation. However, this study extended previous research by focusing specifically on working students rather than employees in general organizational contexts. The findings demonstrated that competencies acquired through higher education could directly contribute to financial rewards and professional recognition.

From a theoretical perspective, these results strengthened human resource management theories emphasizing the importance of competence in determining organizational appreciation and compensation outcomes. Practically, the findings implied that universities and employers should encourage stronger collaboration between academic learning and workplace implementation through internship programs, industry-based learning, and competency development initiatives to improve students' readiness and compensation opportunities in the labor market.

Despite these contributions, this study also had several limitations. The measurement of competence relied on self-reported questionnaire responses, which may have introduced subjective bias in respondents' evaluations of their own abilities. In addition, the study only involved respondents from one private university in Jakarta, which may limit the broader generalization of the findings across different educational and employment contexts.

3. Work Life Balance on Career Development

The findings showed that work-life balance did not have a significant direct effect on career development (Original Sample = 0.103; $T = 0.942$; $p > 0.05$). Although the relationship direction was positive, the effect was statistically insignificant. This unsupported or negative finding indicated that the ability of students to balance academic and work responsibilities did not automatically lead to direct career advancement.

Objectively, this condition may have occurred because most respondents were still in the early stages of their careers and prioritized academic completion over long-term professional advancement. In addition, many respondents worked in temporary or part-time positions with limited promotion opportunities and organizational authority. Consequently, even though students were able to maintain balance between study and work responsibilities, this balance alone was insufficient to significantly improve career progression without additional supporting factors such as compensation, professional recognition, or work experience.

These findings supported the study by (Yunita et al., 2023), which found that work-life balance did not significantly affect career development despite having a positive relationship direction. However, this study provided a more contextual understanding by focusing on students whose work aligned with their academic disciplines. The results suggested that career development among working students was more complex and depended on interconnected factors rather than work-life balance alone.

Theoretically, these findings contributed to career development literature by demonstrating that work-life balance may function indirectly rather than directly in influencing career growth. Practically, the results implied that organizations and educational institutions should provide mentoring systems, career development programs, and fair compensation policies to support working students in achieving sustainable career progress.

A limitation of this study was the cross-sectional research design, which only captured respondents' conditions at one specific point in time. Since career development

is a long-term process, future longitudinal studies are recommended to provide deeper insights into how work-life balance influences professional advancement over time.

4. Competence on Career Development

The analysis demonstrated that competence did not have a significant direct effect on career development (Original Sample = 0.130; $T = 1.198$; $p > 0.05$). Although competence is theoretically considered an important factor for career advancement, the findings suggested that competencies possessed by students had not yet fully translated into immediate career growth.

This unsupported finding may have occurred because most respondents were still at the beginning stages of their professional careers and worked in entry-level or part-time positions with limited opportunities for promotion and career progression. Although respondents possessed competencies derived from academic learning and workplace experience, those competencies may not yet have been fully recognized within organizational structures.

These findings were in line with the conceptual framework proposed by (Muzakky & Wulansari, 2024), which emphasized that career development depended not only on competence and training but also on organizational support and structured career development systems. This study expanded previous findings by demonstrating that competence alone was insufficient to accelerate career advancement without compensation, organizational appreciation, and professional opportunities.

From a theoretical perspective, the findings strengthened the understanding that competencies require external recognition and support mechanisms before contributing significantly to career development. Practically, the results implied that employers should provide clearer career pathways, competency recognition systems, and professional development opportunities for working students to maximize their long-term career potential.

This study also had several limitations. Career development was measured based on respondents' perceptions rather than objective organizational promotion data, which may have influenced the accuracy of the results. Furthermore, differences in organizational culture and workplace systems among respondents were not specifically examined in this study.

5. Compensation on Career Development

The findings indicated that compensation had a positive and significant effect on career development (Original Sample = 0.701; $T = 5.909$; $p < 0.05$). This result demonstrated that compensation became one of the strongest factors encouraging career development among working students.

Students who received fair and adequate compensation tended to demonstrate higher motivation to improve performance, pursue professional achievements, and seek better career opportunities. In the context of this study, compensation was not only perceived as financial remuneration but also as a form of organizational appreciation and recognition for employees' contributions. For students with dual roles, compensation also functioned as financial support for tuition fees, academic administration costs, family responsibilities, and self-development activities such as training and certification programs.

These findings expanded previous studies by demonstrating that compensation played a strategic role in supporting career advancement among students whose academic learning aligned with their professional work. Compensation provided opportunities for students to improve competencies, build professional networks, and participate in career-supporting activities that contributed to long-term professional growth.

Theoretically, these findings strengthened human resource management and career development theories emphasizing the importance of financial rewards in increasing employee motivation and career sustainability. Practically, the results implied that organizations should implement fair compensation systems for working students because financial stability significantly contributes to productivity, professional commitment, and career progression.

However, this study also had limitations. The respondents were limited to one private university in Jakarta, which may reduce the broader applicability of the findings. In addition, compensation was measured mainly through respondents' perceptions, meaning that objective salary structures and organizational compensation policies were not directly analyzed.

6. Work Life Balance Through Compensation for Career Development

The mediation analysis demonstrated that compensation positively and significantly mediated the relationship between work-life balance and career development (Original Sample = 0.282; $T = 4.764$; $p < 0.05$). This finding indicated that work-life balance indirectly influenced career development through compensation.

Students who successfully balanced academic and professional responsibilities were more likely to maintain stable performance and productivity in the workplace, which subsequently increased opportunities to receive better compensation. The compensation received then supported career development by providing financial resources, professional motivation, and confidence to pursue greater career opportunities.

These findings explained why work-life balance did not directly influence career development but became meaningful when compensation acted as an intervening variable. The results demonstrated that career advancement among working students was more likely to occur when balance management produced tangible organizational rewards and financial appreciation.

From a theoretical perspective, these findings enriched mediation theory within human resource management and career development studies by demonstrating that compensation functioned as an important mechanism linking personal balance management with professional growth. Practically, the results implied that organizations and educational institutions should simultaneously support work-life balance policies and fair compensation systems to improve the sustainability of students' careers while maintaining academic achievement.

A limitation of this study was that only compensation was examined as a mediating variable. Other possible mediators, such as organizational support, work experience, job satisfaction, or career adaptability, were not included and may provide broader explanations in future research.

7. Competence Through Compensation for Career Development

The results further revealed that compensation positively and significantly mediated the relationship between competence and career development (Original Sample = 0.265; $T = 3.039$; $p < 0.05$). This finding demonstrated that competence contributed to career development indirectly through compensation.

Students who possessed higher competencies, including academic understanding, technical expertise, and professional skills, were more likely to receive better compensation because organizations valued their performance and contributions. The compensation received then became a supporting factor for career advancement by enabling students to invest in self-development activities such as professional training, certifications, and networking opportunities.

These findings suggested that competence alone was insufficient to directly encourage career development among working students. Instead, competencies became more impactful when they were recognized and rewarded through compensation systems. This result strengthened the argument that compensation acted as a strategic bridge connecting academic competence and long-term professional career progression.

Theoretically, this study contributed to the development of human resource management and career development literature by extending previous research through the inclusion of compensation as an intervening variable. Practically, the findings emphasized the importance of aligning academic competencies with workplace opportunities and fair compensation systems to support sustainable career growth among students who simultaneously pursued education and employment.

Nevertheless, this study also had several limitations. The use of self-administered questionnaires may have introduced response bias because respondents evaluated their own competencies and career conditions subjectively. In addition, the relatively limited sample size and focus on students whose work aligned with their academic majors may restrict the broader generalization of the findings to different groups of working students.

CONCLUSION

This study concludes that work-life balance (WLB) and competence have a positive and significant influence on the compensation received by students with dual roles as workers and students. This shows that students' ability to maintain a balance between academic and work responsibilities, as well as their skills and knowledge, contribute to financial rewards from the workplace. However, neither WLB nor competence directly has a significant impact on career development.

On the contrary, compensation has been proven to play an important and significant role in driving students' career development. Additionally, compensation also functions as a mediating variable linking WLB and competence to career development, making the role of compensation key to maximizing students' potential for advancement in the workplace. In other words, without adequate compensation, WLB and competence alone are insufficient to provide direct motivation for the career advancement of students with dual roles.

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