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THE EFFECT OF WORK STRESS AND MOTIVATION ON WORK-LIFE BALANCE OF STUDENTS WORKING IN A COFFEE SHOP IN SURABAYA

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Abstract

This research is motivated by the increasing phenomenon of students working in coffee shops and facing the demands of dual roles between work, study, and personal life. This study aims to analyze the influence of work stress and motivation on the work-life balance of students working in coffee shops in East Surabaya. The research method used is a quantitative approach with a purposive sampling technique on 108 respondents. Data were collected through a questionnaire using a Likert scale and analyzed using the Partial Least Square (PLS) method through SmartPLS. The results show that work stress has a positive and significant effect on work-life balance, so the first hypothesis that suspected a negative effect is rejected. Motivation also has a positive and significant effect on work-life balance, so the second hypothesis is accepted. These findings indicate that good management of work stress and motivation can help students maintain role balance.

Keywords: Motivation; Work Stress, Work Life Balance

INTRODUCTION

Higher education serves not only as an academic process to obtain a degree, but also as a means of developing quality human resources through the development of competence, discipline, independence, and readiness to face the world of work. Amidst increasing competition and demands of the world of work, some students begin building work experience during their studies as a strategy to increase their competitiveness after graduation while also meeting their economic needs during their studies. This phenomenon is common in urban areas, including Surabaya, because the availability of job opportunities in the service sector is relatively wider and easier for students to access. In line with this, according to (Putri et al., 2025), some students begin working during their studies to strengthen their work experience and maintain sustainable economic needs.

Surabaya, as the center of economic and service activities in East Java, shows a fairly dominant development in the service sector. Data from the Surabaya City Statistics Agency (2025) shows that in August 2023, 77.55% of the working population was in the service sector, then increased to 80.01% in August 2025. The service sector is also a primary employment sector, filled by many young workers, including flexible and part-time jobs commonly accessed by students. One of the rapidly growing service subsectors is the food and beverage (F&B) industry, particularly coffee shops. According to data from the Surabaya Statistics Agency (2025), there are 745 cafes or coffee shops spread across Surabaya. Coffee shops are characterized by work shifts, fast service rhythms, direct contact with customers, and demands for accuracy and speed of service. These conditions make coffee shops one of the workplaces chosen by many students, but at the same time, they have the potential to cause work pressure due to the ongoing academic demands that must be met.

The phenomenon of students working in coffee shops is increasingly evident in East Surabaya. This area is known as an educational hub due to its numerous universities and high student concentration. The presence of these universities has also encouraged the development of the service industry, including coffee shops around campuses. This situation creates job opportunities for students, particularly jobs with shift systems and relatively flexible working hours. However, on the other hand, students who work must juggle the dual roles of both student and employee, potentially experiencing role conflict, limited study time, physical and mental exhaustion, and difficulty maintaining a work-life balance. According to (Wahyuni et al., 2025), the main challenges for part-time students include suboptimal time management, limited study time, conflicting work and study schedules, and an increased risk of physical and emotional exhaustion.

These issues are reinforced by the results of a pre-survey of 30 students working in coffee shops in Surabaya. The pre-survey results showed that 86.7% of respondents stated that work often reduces study or rest time, 70% of respondents felt that they were not optimally functioning as both students and workers, and 90% of respondents felt physically and mentally exhausted due to simultaneously fulfilling their roles as students and workers. These findings indicate that the work-life balance of students working in coffee shops has not been optimally achieved. In addition, the pre-survey regarding work stress showed that 73.3% of respondents felt that the workload was heavy and tiring, 66.7% of respondents stated that long working hours made it difficult for them to divide their time between work and study, and 53.3% of respondents often experienced conflict between their work schedules

and their study schedules. These conditions indicate that work pressure, time management, and role conflict are the main problems that have the potential to disrupt students' work-life balance.

In the context of das sollen and das sein, ideally, working students should be able to maintain a balance between academic responsibilities, work, rest time, and personal life. Work-life balance is necessary so that individuals can carry out various roles proportionally, maintain physical and psychological well-being, and maintain academic and work performance. However, the actual conditions show that students who work in coffee shops still face various pressures, such as long working hours, shift work systems, exhausting workloads, limited schedule flexibility, and conflicts between class schedules and work schedules. The gap between the ideal and actual conditions indicates the need for further research on the factors that influence work-life balance, especially work stress and motivation in students working in coffee shops in Surabaya.

Job stress is an important factor that needs to be studied because it is related to the pressure that arises when work demands exceed an individual's capacity, resources, or ability to cope. (Kamarullah and Fitriana, 2025) state that high levels of job stress can be detrimental to health and reduce quality of life, including work-life balance. For working students, job stress stems not only from job demands but also from concurrent academic obligations. Therefore, job stress can impact students' ability to manage time, energy, and roles.

Besides work stress, motivation is also an important factor in maintaining work-life balance. Pre-survey results showed that 73.3% of respondents stated that family support encouraged them to continue working while studying, 90% of respondents stated that income from work significantly helped cover tuition fees and personal needs, and 70% of respondents continued working despite feeling exhausted due to economic pressures. These findings indicate that students' motivation to work in coffee shops is influenced by family support and economic needs. According to (Andini, 2025), family support is not only in the form of financial assistance, but also moral and emotional encouragement that strengthens students' resilience in carrying out dual roles. With strong motivation, students tend to have the drive to persist, set priorities, and carry out academic and work responsibilities more focused.

Previous research studies have shown differing results regarding the influence of job stress and motivation on work-life balance. (Megayani et al., 2023) and (Dayanti, 2024) found that job stress has a negative and significant effect on work-life balance, meaning that the higher the job stress, the lower the individual's ability to maintain work-life balance. Similar findings were also presented by (Kamarullah & Fitriana, 2025) who stated that high job stress can cause physical and emotional exhaustion, thus disrupting students' time and energy management. However, different results were shown by (Harahap et al., 2025) who found that job stress can have a positive impact on work-life balance if managed adaptively, because work pressure can encourage individuals to be more efficient in managing roles and priorities. These differences in results indicate a research gap that needs to be re-examined in the context of students working in coffee shops.

Differences in results were also found in motivation variables. Megayani et al. (2023) found that work motivation had a positive and significant effect on work-life balance among employed students. Harahap et al. (2025) also stated that motivation plays a role in improving students' ability to cope with work and academic pressures, thus maintaining a work-life balance. However, Mutsaqqof & Suyoto (2026) found that motivation had no significant

effect on work-life balance in the context of banking employees. These differences in results indicate that the influence of motivation on work-life balance can be influenced by individual characteristics, type of work, and the work environment studied.

The novelty of this study lies in its focus on active students working in coffee shops in East Surabaya. Previous studies have examined work-life balance among working students or employees, but have not specifically identified coffee shop workers as the primary target, with their work characteristics of high service intensity, shift systems, relatively long working hours, and dynamic time flexibility. Furthermore, this study examines two independent variables job stress and motivation on work-life balance in the context of the F&B service sector, which is closely related to urban student life. Therefore, this study is expected to provide an empirical contribution in understanding how job stress and motivation influence the work-life balance of students who play dual roles as students and employees in coffee shops in Surabaya.

Based on the description, this study is important to gain a deeper understanding of the role of work stress and motivation in influencing the work-life balance of students working in coffee shops. Students as a young age group who are physically and mentally active have high academic demands, so they have the potential to experience role conflict if they are unable to manage work pressure optimally. Therefore, the purpose of this study is to analyze the effect of work stress on the work-life balance of students working in coffee shops in Surabaya and analyze the effect of motivation on the work-life balance of students working in coffee shops in Surabaya.

REVIEW OF LITERATURE

Work-life balance is an individual's ability to balance the demands of work with personal life. (Rahmayati, 2021) explains that work-life balance is an individual's perception of their ability to integrate personal time, family responsibilities, and work demands with minimal role conflict. (Mubarak, 2023) states that work-life balance is an individual's effort to manage two or more roles simultaneously, both from work and personal life.

In this study, work-life balance was measured using indicators from (Afifaturochmah & Swasti, 2024), namely time balance, involvement balance, and satisfaction balance. Time balance indicates an individual's ability to divide time between work and personal life. Involvement balance relates to an individual's psychological involvement and commitment in carrying out both work and personal roles. Satisfaction balance indicates an individual's level of satisfaction in simultaneously carrying out their work and personal roles.

Work Stress

Job stress is a state of physical and psychological pressure that arises when work demands exceed an individual's capacity, resources, or ability to cope. Kasaga and Athoillah (2025) explain that job stress is a state of tension that arises when an individual faces work demands that exceed their abilities or resources. In the context of students working in coffee shops, job stress can arise due to workload, leadership attitudes, long working hours, conflicting work and study schedules, ineffective communication, and limited authority in setting work hours.

The work stress indicators in this study refer to (Harahap et al., 2025), namely workload, leadership attitudes, working hours, conflict, communication, and work authority.

Workload relates to the number and difficulty of tasks to be completed. Leadership attitudes relate to how superiors provide direction, supervision, and support. Working hours relate to the duration and pattern of work time. Conflict encompasses role clashes between work and study. Communication relates to the smooth delivery of information, while work authority indicates the level of individual control in making decisions related to their work.

Motivation

Motivation is the drive or energy that drives individuals to act, directs behavior toward specific goals, and maintains persistence in achieving desired outcomes. (Ena & Djami, 2020) explain that motivation is an internal, emotional drive within an individual to undertake and complete an activity. (Joni, 2024) states that motivation describes the strength of an individual's drive, direction of action, and persistence in achieving a goal.

In this study, motivation indicators refer to (Harahap et al., 2025), namely social support, economic conditions, and stress. Social support is encouragement from family, friends, partners, and coworkers. Economic conditions relate to an individual's need to earn income to cover educational expenses and personal needs. Stress is a motivating factor because students continue working to meet certain demands despite experiencing fatigue.

RESEARCH METHOD

This study uses a quantitative approach to explain the causal relationship between independent and dependent variables through hypothesis testing. The independent variables in this study are work stress and motivation, while the dependent variable is work-life balance. Data sources in this study consist of primary and secondary data. Primary data was obtained directly from respondents through questionnaires, while secondary data was obtained from books, journals, literature, websites, and other sources relevant to the research topic.

The population in this study were active students working in coffee shops in East Surabaya. The sampling technique used a non-probability sampling method with a purposive sampling approach. The respondent criteria in this study were active students currently working in coffee shops in East Surabaya and had a minimum work period of six months. The sample size in this study was 108 respondents, determined based on guidelines (Hair et al., 2020), namely a minimum sample size of 5–10 times the number of research indicators.

Data collection was conducted through a questionnaire using a Likert scale with a value range of 1 to 5, namely strongly disagree, disagree, neutral, agree, and strongly agree. The data analysis technique used was Partial Least Squares (PLS) with the help of SmartPLS software. The analysis stages included evaluation of the measurement model or outer model to test validity and reliability, as well as evaluation of the structural model or inner model to test the relationship between variables and research hypotheses.

Research Hypothesis

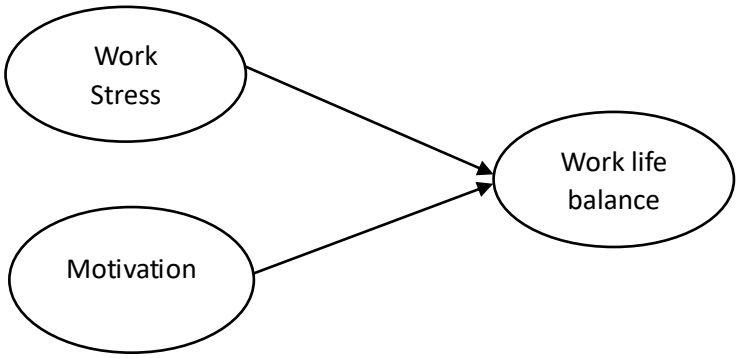
This study aims to the effect of work stress and motivation on work life balance. Based on the review of the literature and previous research, the hypothesis proposed in this study is as follows:

- H1: It is suspected that work stress has a negative effect on the work-life balance of students working in coffee shops in Surabaya.
- H2: It is suspected that motivation has a positive influence on the work-life balance of

students working in coffee shops in Surabaya.

Research Model

This research model describes the relationship between independent variables (work stress and motivation) to dependent variables (work life balance). This model can be illustrated as follows:



The research model illustrates that both independent variables have a direct relationship with work-life balance, a hypothesis to be tested using SmartPLS.. This study uses a quantitative approach with a survey method, where data is collected through a questionnaire with a Likert scale. The findings are expected to provide deeper insights for working students and coffee shop establishments, encouraging greater attention toward students who balance dual roles.

RESULTS AND DISCUSSION

The following are the research results obtained from the analysis using PLS, namely:

1. Validity Test

Table 1
Cross Loading

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1.1 <- Job Stress (X1)	0.898	0.893	0.095	9,406	0,000
X1.2 <- Job Stress (X1)	0.870	0.856	0.082	10,616	0,000
X1.3 <- Job Stress (X1)	0.767	0.739	0.116	6,636	0,000
X1.4 <- Job Stress (X1)	0.738	0.710	0.113	6,558	0,000
X1.5 <- Job Stress (X1)	0.910	0.893	0.095	9,610	0,000
X1.6 <- Job Stress (X1)	0.871	0.853	0.089	9,783	0,000

X2.1 <- Motivation (X2)	0.798	0.790	0.094	8,447	0,000
X2.2 <- Motivation (X2)	0.885	0.877	0.047	18,810	0,000
X2.3 <- Motivation (X2)	0.853	0.845	0.071	12,034	0,000
Y1.1 <- WLB (Y)	0.891	0.891	0.025	34,961	0,000
Y1.2 <- WLB (Y)	0.853	0.849	0.056	15,329	0,000
Y1.3 <- WLB (Y)	0.901	0.899	0.024	38,291	0,000

Source: SmartPLS 3 data processing results, 2026

The results of the outer loading test show that all indicators in the variables of work stress, motivation, and work-life balance have a factor loading value above 0.50. The factor loading value of the work stress variable is in the range of 0.738 to 0.910. The factor loading value of the motivation variable is in the range of 0.798 to 0.885. Meanwhile, the factor loading value of the work-life balance variable is in the range of 0.853 to 0.901. All indicators also have t-statistics values above 1.96 and p-values of 0.000, so all indicators are declared valid and meet the criteria of convergent validity.

2. Reliability Test

Table 2
Composite Reliability and Cronbach's Alpha

	Composite Reliability	Cronbach's Alpha	Information
Work Stress	0.937	0.923	Reliable
Motivation	0.883	0.801	Reliable
Work Life Balance	0.913	0.860	Reliable

Source: SmartPLS 3 data processing results, 2026

The reliability test results showed that all variables had composite reliability and Cronbach's alpha values above 0.70. These results indicate that all variables in this study are reliable and consistent in measuring the constructs studied.

Table 3
R-Square

	R Square	R Square Adjusted
Work Life Balance (Y)	0.316	0.303

Source: SmartPLS 3 data processing results, 2026

The results of the inner model test show that the R-Square value for the work-life balance variable is 0.316. This means that the work stress and motivation variables are able to explain 31.6% of the variation in work-life balance, while the remaining 68.4% is explained by other variables outside this research model. The Adjusted R-Square value of 0.303 indicates that after adjusting for the number of independent variables, the ability of work stress and motivation to explain work-life balance is 30.3%.

3. Hypothesis Testing

The results shown in this hypothesis test are used to determine whether variables X1 and X2 have an influence on variable Y or not. The test is carried out by looking at the coefficient value and P-value of each independent variable. If the P-value is smaller than the significance level of 0.05 (5%), it can be concluded that the variable has a significant influence on Y. Conversely, if the P-value is greater than 0.05, then the variable does not have a significant influence on Y.

Table 4
Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
Work Stress -> Work Life Balance	0.454	0.489	0.067	6,738	0,000
Motivation -> Work Life Balance	0.449	0.455	0.088	5,127	0,000

Source: SmartPLS 3 data processing results, 2026

The results of the hypothesis test indicate that job stress has a positive and significant effect on work-life balance with an original sample value of 0.454, a t-statistic of 6.738, and a p-value of 0.000. Because the p-value is smaller than 0.05, the effect of job stress on work-life balance is declared significant. However, the direction of the influence found is positive, so the first hypothesis stating that job stress has a negative effect on work-life balance is not proven and is rejected.

The results of the hypothesis test also show that motivation has a positive and significant effect on work-life balance with an original sample value of 0.449, a t-statistic of 5.127, and a p-value of 0.000. Because the p-value is smaller than 0.05, the second hypothesis stating that motivation has a positive effect on work-life balance is proven and accepted.

The Influence of Work Stress on Work Life Balance

The results of the study indicate that work stress has a positive and significant effect on the work-life balance of students working in coffee shops in East Surabaya. These results indicate that work stress experienced by students is not always negative, but can encourage students to be more disciplined, structured, and responsible in dividing their time between work, lectures, and personal life. Therefore, the first hypothesis stating that work stress has a negative effect on work-life balance is not proven, so H1 is rejected.

This finding differs from research by Megayani et al., 2023, Dayanti, 2024, and Kamarullah & Fitriana, 2025, which found that work stress negatively impacts work-life balance. However, this study aligns with Harahap et al., 2025, who found that work stress can positively impact work-life balance if managed adaptively. In the context of students working in coffee shops, manageable work stress can encourage students to be more efficient in managing time, energy, and priorities. Based on the outer loading value, the communication indicator is the most dominant indicator reflecting the work stress variable, with a value of 0.910. This indicates that communication and coordination with superiors regarding work schedules are crucial for students who have dual roles. If communication is ineffective, students are more likely to experience stress in managing work and study schedules. However, if this stress can be managed, students can develop better adaptability in maintaining work-life balance.

The Influence of Motivation on Work Life Balance

The results of the study indicate that motivation has a positive and significant effect on the work-life balance of students working in coffee shops in East Surabaya. This means that the higher the motivation of students, the better their ability to maintain a balance between work, study, and personal life. Thus, the second hypothesis stating that motivation has a positive effect on work-life balance is proven and accepted. Motivation in this study is reflected in social support, economic conditions, and pressure needs. Students who have strong motivation tend to be able to persist in carrying out dual roles because they have clear goals, such as helping with education costs, meeting personal needs, gaining work experience, and building independence. Based on the outer loading value, the economic condition indicator is the most dominant indicator in reflecting the motivation variable with a value of 0.885. This indicates that economic needs are the main driving force for students to continue working while studying.

This finding aligns with research by Megayani et al., 2023 and Harahap et al., 2025, which found that motivation positively impacts work-life balance. Strong motivation helps students manage work and academic pressures, thus maintaining a better work-life balance. However, these results differ from those of Mutsaqqof & Suyoto, 2026, who found that motivation had no significant impact on work-life balance among banking employees. This discrepancy may be due to differences in respondent characteristics, job type, and work environment studied.

CONCLUSION

Based on the analysis and discussion, it can be concluded that work stress has a positive and significant effect on the work-life balance of students working in coffee shops in East Surabaya. These results indicate that work stress experienced by students does not always reduce work-life balance, but can be a driving force for greater discipline and adaptability in managing time, energy, and responsibilities between work, studies, and personal life. Therefore, the first hypothesis stating that work stress has a negative effect on work-life balance is not proven and is rejected. Motivation also has a positive and significant effect on work-life balance. The higher the motivation of students, the better their ability to maintain role balance. Motivation derived from social support, economic needs, and the drive to continue working helps students carry out their dual roles more purposefully. Therefore, the second hypothesis stating that motivation has a positive effect on work-life balance is

proven and accepted. Based on these findings, students working in coffee shops need to manage work stress adaptively and maintain motivation to be able to maintain a balance between academics, work, and personal life. Coffee shops also need to pay attention to work schedule flexibility, communication with student workers, and a supportive work environment so that students can carry out their dual roles more balanced.

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