


THE INFLUENCE OF TIME MANAGEMENT ON WORK-LIFE BALANCE IN ENTREPRENEURSHIP STUDENTS

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<p>Info Article</p> <p>Received : 01 April 2026</p> <p>Revised : 04 Mei 2026</p> <p>Accepted : 02 Juni 2026</p> <p>Publication : 30 Juni 2026</p> <hr/> <p>Keywords: <i>Time Management, Work-Life Balance, Entrepreneurship Students.</i></p> <p>Kata Kunci: Manajemen Waktu, Work-Life Balance, Mahasiswa Wirausaha</p> <hr/> <p><i>Licensed Under a Creative Commons Attribution 4.0 International License</i></p> 	<p>Abstract: <i>This study aims to examine the effect of time management on work-life balance among student entrepreneurs. The research employed a quantitative method with a purposive sampling technique involving student entrepreneurs at Universitas Negeri Semarang who had been running their businesses for at least three months. Data were collected using the Time Management and Work-Life Balance instruments, both of which had undergone validity and reliability testing. Hypothesis testing was conducted using linear regression analysis with a bootstrapping technique in IBM SPSS Statistics version 23. The results indicate that time management has a positive and significant effect on work-life balance. The ability to set priorities, organize schedules, and manage activities effectively plays an important role in helping student entrepreneurs balance academic demands, business activities, and personal life.</i></p> <p>Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh manajemen waktu terhadap Work-Life Balance pada mahasiswa wirausaha. Penelitian menggunakan metode kuantitatif dengan teknik pengambilan sampel secara purposive pada mahasiswa wirausaha Universitas Negeri Semarang yang telah menjalankan usahanya minimal tiga bulan. Data dikumpulkan menggunakan instrumen Time Management dan Work-Life Balance yang telah melalui uji validitas dan reliabilitas. Pengujian hipotesis dilakukan menggunakan regresi linear dengan teknik bootstrapping menggunakan IBM SPSS Statistics versi 23. Hasil penelitian menunjukkan bahwa manajemen waktu berpengaruh positif dan signifikan terhadap Work-Life Balance. Kemampuan menetapkan prioritas, mengatur jadwal, dan mengelola aktivitas secara efektif berperan dalam membantu mahasiswa menyeimbangkan tuntutan akademik, kegiatan usaha, dan kehidupan pribadi.</p>
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INTRODUCTION

Entrepreneurship has become an increasingly discussed topic among university students due to the growing emphasis on entrepreneurship development within higher education in Indonesia (Budiati et al., 2012). In several universities, entrepreneurship education has become a compulsory subject, reflecting the importance of educational institutions in encouraging entrepreneurial interest among younger generations. Entrepreneurship is not only considered a career option but also a pathway to developing independence, innovation, and economic opportunities. Students engage in entrepreneurship for various reasons, including the desire for independence, innovation, financial improvement, and personal and social motivations (Budiati et al., 2012).

Pursuing entrepreneurial activities while studying presents unique challenges, particularly in managing the demands of academics, business operations, and personal life simultaneously. This situation is closely associated with the concept of Work-Life Balance (WLB), which describes an individual's capacity to effectively manage work-related and personal responsibilities while minimizing conflict and stress (Anwar et al., 2013). Various scholars have proposed different frameworks for understanding Work-Life Balance. Fisher et al. (2009) identified four dimensions, namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL), which reflect both negative and positive interactions between work and personal life domains. In contrast, Greenhaus et al. (2003) emphasized three key components of balance, including time balance, involvement balance, and satisfaction balance across work and non-work roles. The present study adopts the framework developed by Fisher et al. (2009) because it offers a broader understanding of Work-Life Balance by incorporating both conflict and enrichment perspectives. Student entrepreneurs are particularly vulnerable to role conflict as they are required to meet academic expectations while simultaneously managing the demands of running a business (Lenaghan & Sengupta, 2007). Compared to students engaged in internships or part-time employment, student entrepreneurs typically bear greater autonomy and responsibility in decision-making and business management, which requires ongoing innovation and self-regulation (Hipjillah, 2015). As a result, maintaining balance across these multiple roles can be challenging and may lead to negative consequences such as reduced academic performance, fatigue, delayed graduation, or even discontinuation of studies.

Failure to achieve Work-Life Balance may negatively affect academic outcomes. Limited time allocation between academic and entrepreneurial activities can reduce academic performance, limit learning engagement, and decrease physical and psychological well-being. One important factor associated with achieving Work-Life Balance is effective time management. According to Poulouse and Sudarsan, time management is one of the major contributors to Work-Life Balance (Pratiwi & Silvianita, 2020), while Chansaengsee (2017) emphasized that good time-management skills contribute positively to life balance.

Time-management refers to the process of evaluating, planning, prioritizing, and monitoring activities to achieve effectiveness and productivity (Green, P., & Skinner, D. 2005). Various researchers have identified different dimensions of time management. Macan (1994) proposed three main dimensions, namely setting goals and priorities, mechanics of time management, and preference for organization. These dimensions emphasize planning, scheduling, and organizing activities to improve effectiveness. In contrast, Britton and Tesser (1991) conceptualized time management through short-range planning, long-range planning, and time attitudes, focusing on individuals' planning behaviors and perceptions of time use. The present study adopts Macan's (1994) framework because it provides dimensions that are directly related to behavioral strategies for managing multiple responsibilities, which are particularly relevant to entrepreneurial students. Macan (1994) explains that time management includes setting goals and priorities, applying time-management techniques, and maintaining organization. Similarly, previous studies emphasize that effective time management is not simply completing many tasks quickly but focusing on priorities and performing tasks efficiently. In entrepreneurial students, these abilities are essential because they enable students to allocate time between academic and entrepreneurial responsibilities more effectively.

A number of previous studies have highlighted the important role of time management in achieving Work-Life Balance across different groups. Chansaengsee (2017) reported that effective time-management practices were associated with better study-life and work-life balance. Similarly, Chian (2024) found that working students with stronger time-management skills tended to experience higher levels of Work-Life Balance. Evidence from the workplace context also supports this relationship, as Shaikh et al. (2023) demonstrated that time management significantly influenced employees' ability to maintain balance between their professional and personal lives. In addition,

Melinda (2024) revealed that both Work-Life Balance and time management contributed positively to the academic achievement of students engaged in part-time employment. Although these findings consistently indicate a positive association between time management and Work-Life Balance, studies examining this relationship among entrepreneurial students are still relatively scarce.

Therefore, this study addresses this gap by examining the influence of time-management on Work-Life Balance among entrepreneurial students. Entrepreneurial students face unique challenges because they simultaneously carry out academic and entrepreneurial roles, making time-management a crucial factor in maintaining a healthy balance between study and business activities. This study aims to determine whether time-management significantly influences Work-Life Balance in entrepreneurial students and contribute to expanding the literature regarding student entrepreneurship and life balance.

METHOD

This study employs a quantitative research method with an associative approach and a survey design to measure the extent to which time management influences work-life balance among entrepreneurial students at Semarang State University. Data were collected via an online questionnaire consisting of measurement scales for time management and work-life balance

Time-Management Scale

This study employed a Time Management Scale developed based on Macan's (1990) theory and adapted by Liza Sera (2020). The instrument consisted of 28 items measuring three dimensions: Goal Setting and Prioritization, Time Management Techniques, and Preference for Organization. Responses were rated on a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The instrument was subjected to validity and reliability testing prior to data analysis to ensure that it accurately and consistently measured the construct of time management.

Table 1 Blue-print of Time-Management

No	Aspect	Indicator	Item
1	<i>Penetapan tujuan dan prioritas</i>	<i>Menetapkan tujuan sesuatu yang ingin dicapai</i>	1, 4, 5, 13
		<i>Membuat skala prioritas dari tugas yang penting</i>	9, 17, 21, 24
2	<i>Teknik Manajemen waktu</i>	<i>Membuat daftar program</i>	2,18, 6, 14
		<i>Membuat perencanaan Program</i>	10, 22

		<i>Melakukan pekerjaan secara terorganisir</i>	25, 27
		<i>Pekerjaan dapat diselesaikan tepat waktu</i>	20, 26, 15, 28
3	<i>Preferensi terhadap pengorganisasian</i>	<i>Menerapkan kegiatan atau pekerjaan secara teratur</i>	3, 19, 7, 23
		<i>Tidak merusak kegiatan yang sudah disusun</i>	11, 16
		<i>Berusaha mencapai tujuan yang sudah ditetapkan</i>	12, 8

Table 2 Time Management Scale Validity Test

Item-Total Statistics		
Code	Item	Corrected Item-Total Correlation
TM1	<i>Setiap perkuliahan yang saya lakukan mempunyai tujuan yang jelas</i>	,529
TM2	<i>Saya membuat daftar belajar harian agar dapat mempelajari materi dengan baik</i>	,706
TM3	<i>Saya teratur dalam segala hal baik segi pekerjaan atau menyelesaikan tugas</i>	,744
TM5	<i>Saya tidak mempunyai tujuan khusus dalam belajar (R)</i>	,839
TM6	<i>Saya tidak suka membuat daftar belajar harian (R)</i>	,790
TM7	<i>Saya bukan tipe orang yang teratur, karena saya senang kebebasan. (R)</i>	,692
TM8	<i>Terkadang target yang sudah saya buat tidak sesuai dengan harapan (R)</i>	,590
TM9	<i>Saya selalu menetapkan prioritas yang hendak saya capai.</i>	,482
TM10	<i>Saya membuat daftar rencana sebelum melakukan kegiatan</i>	,831
TM11	<i>Saya tidak mengabaikan kegiatan yang sudah disusun, ketika ada kegiatan lain yang mendesak</i>	,500
TM12	<i>Saya sudah mengatur strategi bagaimana cara mencapai IPK yang bagus ke depan</i>	,904
TM13	<i>Tidak ada tujuan yang jelas dari kegiatan yang saya lakukan (R)</i>	,777
TM14	<i>Membuat daftar kegiatan yang akan dilakukan itu hal yang merepotkan bagi saya (R)</i>	,825
TM15	<i>Terlambat menyelesaikan tugas menurut saya hal yang Biasa (R)</i>	,529
TM16	<i>Saya tidak fokus mengerjakan tugas, jika banyak kegiatan di luar kampus (R)</i>	,483
TM17	<i>Sudah menjadi kebiasaan saya menggunakan waktu lebih banyak untuk kegiatan yang saya anggap penting (prioritas).</i>	,532
TM18	<i>Saya menyusun jadwal kuliah sesuai semester yang akan berlangsung</i>	,606
TM20	<i>Kemampuan saya menyelesaikan tugas tepat waktu mendapat apresiasi lebih dari teman-teman saya</i>	,508
TM21	<i>Saya bingung tugas mana yang hendak saya lakukan terlebih dahulu (R)</i>	,611
TM22	<i>Saya sering lupa membawa bahan kuliah karena meletakkanya secara sembarangan (R)</i>	,834
TM23	<i>Saya orang yang cenderung tidak teratur, baik dari segi pekerjaan atau dalam menyelesaikan tugas kuliah (R)</i>	,872
TM24	<i>Waktu luang saya seringkali terisi dengan hal yang tidak penting/tidak mendesak (R)</i>	,672
TM25	<i>Saya mengatur kegiatan harian serapi mungkin agar tidak ada yang terlewatkan</i>	,314
TM26	<i>Saya orang yang jarang terlambat karena saya orang yang tepat waktu</i>	,718
TM27	<i>Saya tidak terbiasa melakukan sesuatu dengan teratur (R)</i>	,646
TM28	<i>Saya merasa kurang mampu jika harus menyelesaikan pekerjaan tepat waktu (R)</i>	,553

Note. (R) indicates reverse-scored items.

The validity test results indicated that items 4 and 19 had Corrected Item-Total Correlation values below the threshold of 0.300 and were therefore removed from the scale. Following the established criteria, items with a Corrected Item-Total Correlation value below 0.300 or a Cronbach's Alpha if Item Deleted value below 0.700 were considered invalid. Accordingly, a second-round validity analysis was performed after excluding these items to improve the overall validity of the instrument. After conducting the second-stage validity analysis and excluding items 4 and 19, all remaining items satisfied the validity criteria and were deemed valid for measuring the construct of time management in this study.

Table 3 Time Management Scale Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,954	26

The reliability analysis yielded a Cronbach's Alpha coefficient of 0.954 for the Time Management Scale, indicating excellent internal consistency. Since the obtained value exceeded the recommended threshold of 0.700, the scale was deemed reliable and appropriate for use in this study.

Work-Life Balance Measurement Scale

According to Fisher (2002), work-life balance is a multidimensional construct that encompasses the allocation of time and energy, the achievement of goals, and the management of tensions between work and personal life. The Work-Life Balance Scale employed in this study consisted of 17 items and was measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The scale assessed four dimensions of work-life balance: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Work Enhancement of Personal Life (WEPL), and Personal Life Enhancement of Work (PLEW). Prior to data analysis, the instrument underwent validity and reliability testing to ensure its suitability for measuring work-life balance among the study participants.

Table 4 Work-Life Balance Scale Blueprint

No	Aspect	Indicator	Item
1	Demands	Work Interference with Personal Life (WIPL)	1,2,3,4,5
		Personal Life Interference with Work (PLIW)	6,7,8,9,10,11
2	Resources	Work Enhancement of Personal Life (WEPL)	12, 13, 14
		Personal Life Enhancement of Work (PLEW)	15,16,17
		Work Interference with Personal Life (WIPL)	1,2,3,4,5
		Personal Life Interference with Work (PLIW)	6,7,8,9,10,11

Table 5 Work-Life Balance Scale Validity Test

Item-Total Statistics		
Code	Scale Mean if Item Deleted	Corrected Item-Total Correlation
WLB1	<i>Saya pulang ke rumah dari tempat usaha dalam keadaan terlalu lelah untuk melakukan berbagai hal-hal yang ingin saya lakukan (R)</i>	,441
WLB2	<i>Usaha saya membuat saya sulit mempertahankan jenis kehidupan pribadi yang saya inginkan (R)</i>	,649
WLB3	<i>Saya sering mengabaikan kebutuhan pribadi saya karena tuntutan usaha saya (R)</i>	,737
WLB4	<i>Kehidupan pribadi saya memburuk karena usaha saya (R)</i>	,651
WLB5	<i>Saya harus melewatkan aktivitas pribadi yang penting karena waktu yang saya habiskan untuk di tempat usaha (R)</i>	,426
WLB6	<i>Kehidupan pribadi saya menguras energi yang saya butuhkan, untuk melakukan usaha saya (R)</i>	,552
WLB7	<i>Usaha saya memburuk karena semua hal yang terjadi dalam kehidupan pribadi saya (R)</i>	,308
WLB9	<i>Saya terlalu lelah untuk bisa efektif di usaha saya karena hal-hal yang terjadi di dalam kehidupan pribadi saya (R)</i>	,627
WLB10	<i>Saat sedang bekerja, saya mengkhawatirkan hal-hal yang harus saya lakukan di luar pekerjaan (R)</i>	,650
WLB11	<i>Saya sulit menyelesaikan pekerjaan usaha saya karena saya terlalu kewalahan dengan urusan-urusan pribadi di tempat kerja (R)</i>	,640
WLB12	<i>Pekerjaan saya memberi saya tenaga untuk melakukan aktivitas di luar pekerjaan yang penting bagi saya</i>	,277
WLB16	<i>Kehidupan pribadi saya memberi saya energi untuk melakukan pekerjaan saya</i>	,619
WLB17	<i>Kehidupan pribadi saya membantu saya menjadi santai dan memberi saya kesiapan untuk melakukan pekerjaan keesokan harinya</i>	,535

Note. (R) indicates reverse-scored items.

Based on the validity test results, items 8, 13, 14, and 15 obtained Corrected Item-Total Correlation values below the threshold of 0.200 and were therefore excluded for failing to meet the validity criteria. This determination was based on the criterion that an item is considered invalid if it has a Corrected Item-Total Correlation value of less than 0.200 or a Cronbach's Alpha if Item Deleted value below 0.700. Consequently, a second-stage validity analysis was conducted by removing items 8, 13, 14, and 15 from the scale to improve the overall validity of the instrument and ensure its suitability for use in this study. After conducting the second-stage validity analysis and excluding items 8, 13, 14, and 15, all remaining items satisfied the established validity criteria and were deemed valid for measuring the construct of work-life balance in this study.

Table 6 Work-Life Balance Scale Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,872	13

The reliability analysis showed that the Work-Life Balance Scale achieved a Cronbach's Alpha coefficient of 0.872, indicating good internal consistency. Since the obtained value exceeded the minimum reliability criterion of 0.700, the scale was considered reliable and appropriate for use in this study.

Analysis Technique

This study employed a purposive sampling technique involving 151 entrepreneurial students at Universitas Negeri Semarang who had been running their businesses for at least three months. Data were analyzed using IBM SPSS Statistics version 23. The analysis began with descriptive demographic statistics to provide an overview of respondents' characteristics, followed by validity testing using Corrected Item-Total Correlation, with items considered valid if they met the minimum correlation value of 0.200. Reliability was then assessed using Cronbach's Alpha, with a minimum acceptable value of > 0.700 . After both instruments were confirmed to be valid and reliable, a normality test was conducted to determine data distribution and select the appropriate statistical technique. If the significance value exceeded 0.05, hypothesis testing was performed using simple linear regression; otherwise, linear regression with bootstrapping techniques was applied as a non-parametric approach.

RESULTS AND DISCUSSION

Results

The demographic data of the sample in this study are presented in the following table.

Table 7 Demographic Frequency by Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-laki	60	39,7	39,7	39,7
	perempuan	91	60,3	60,3	100,0
	Total	151	100,0	100,0	

Table 8 Demographic Frequency by Students Cohort

		Cohort			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2022	91	60,3	60,3	60,3
	2023	54	35,8	35,8	96,0
	2024	6	4,0	4,0	100,0
	Total	151	100,0	100,0	

A total of 151 entrepreneurial students from Universitas Negeri Semarang participated in this study. The respondents were predominantly female (60.3%) compared to male participants (39.7%). Based on the year of entry, most respondents

were from the 2022 cohort (60.3%), followed by the 2023 cohort (35.8%), and the 2024 cohort (4.0%). These characteristics indicate that the majority of respondents were students with relatively longer academic experience and business operation duration.

The descriptive statistical results for the Time Management and Work-Life Balance variables are presented in the following table.

Table 9 Descriptive Statistics Result

Variable	Mean	Median	Minimum	Maximum
Time-Management	75.3841	76.0000	50.00	99.00
Work-Life Balance	36.7550	39.0000	26.00	46.00

The descriptive statistical analysis shows that the Time Management variable obtained a mean score of 75.3841 and a median of 76.0000. The minimum score recorded was 50.00, while the maximum score reached 99.00. These results indicate that the respondents' Time Management levels tend to be relatively high. Meanwhile, the Work-Life Balance variable yielded a mean score of 36.7550 and a median of 39.0000. The minimum score obtained was 26.00, and the maximum score was 46.00. These findings suggest that the respondents generally demonstrate a good level of Work-Life Balance based on the distribution of the obtained scores.

Table 10 Test of Normality

Tests of Normality			
	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
TOTAL_TM	,138	151	,000
TOTAL_WL B	,192	151	,000

Based on the normality test criteria, if the significance value (Sig.) < 0.05, the data distribution is considered not normally distributed. The results presented in the table show a significance value of 0.000; therefore, it can be concluded that the data are not normally distributed. Accordingly, a non-parametric test will be employed in the subsequent analysis.

Table 11 Model Summary of Linear Regression Analysis (Bootstrapping Method)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,781 ^a	,610	,608	3,21860

As presented in the table above, the R Square value was 0.610, indicating that 61% of the variation in the dependent variable (Y) can be explained by the independent variable (X). The remaining 39% of the variance may be attributed to other variables that

were not examined in the present study. This finding suggests that the regression model possesses substantial explanatory power, as higher coefficient of determination values indicate a greater contribution of the independent variable in explaining changes in the dependent variable.

Table 12 Signification Test of Linear Regression Analysis (Bootstrapping Method)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2416,389	1	2416,389	233,257	,000 ^b
	Residual	1543,544	149	10,359		
	Total	3959,934	150			

The bootstrapped linear regression analysis produced an F value of 233.257 with a significance value of 0.000 ($p < 0.05$), indicating that the regression model was statistically significant. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, suggesting that the independent variable (X) significantly predicts the dependent variable (Y).

Table 13 Coefficients of Linear Regression Analysis (Bootstrapping Method)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15,933	1,388		11,476	,000
	TOTAL_TM	,276	,018	,781	15,273	,000

Table 14 Bootstrap Confidence Interval Coefficients

Bootstrap for Coefficients							
Model	B	Bootstrap ^a					
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval		
					Lower	Upper	
1	(Constant)	15,933	-,021	1,230	,007	13,586	18,526
	TOTAL_TM	,276	1,415E-5	,018	,007	,239	,311

Results from the bootstrapped linear regression analysis showed that the independent variable (X) significantly and positively predicted the dependent variable (Y) ($B = 0.276$, $p = 0.000$). The positive coefficient indicates that increases in X are accompanied by increases in Y. Moreover, the 95% confidence interval (0.239, 0.311) excluded zero, confirming the statistical significance of the effect.

Discussion

The results of the bootstrapped linear regression analysis revealed that Time Management significantly and positively predicts Work-Life Balance among

entrepreneurial students at Universitas Negeri Semarang. The significance of the regression model was supported by an F value of 233.257 with a p-value of 0.000 ($p < 0.05$), indicating that the model is statistically significant and that Time Management serves as a meaningful predictor of Work-Life Balance. Furthermore, the model produced an R Square value of 0.610, suggesting that 61% of the variance in Work-Life Balance can be explained by Time Management, whereas the remaining 39% may be attributed to factors not examined in this study. This finding highlights the substantial role of Time Management in explaining differences in Work-Life Balance among entrepreneurial students. The regression coefficient ($B = 0.276$) further indicates that higher levels of Time Management are associated with higher levels of Work-Life Balance. Consistent with this result, the bootstrapped 95% confidence interval ranged from 0.239 to 0.311 and did not include zero, providing additional evidence that the observed effect is statistically significant.

The contribution of Time Management of 61% indicates that students' ability to manage their time is a dominant factor in maintaining a balance between their roles as students and entrepreneurs. However, 39% of the variation in Work-Life Balance is explained by other factors outside the scope of this study. These factors may stem from both internal and external aspects of students. Internal factors may include stress levels, self-regulation ability, entrepreneurial motivation, coping ability in dealing with academic and business pressures, physical and psychological health conditions, as well as self-efficacy in managing multiple roles simultaneously (Rahma & Suhermin, 2026). Meanwhile, external factors may include academic workload, assignment demands, class schedules, social support from family and peers, financial conditions, business environment, schedule flexibility, and institutional support for student entrepreneurial activities (Sa'diyah et al., 2026). These factors may influence how students perceive the balance between their personal life, academic responsibilities, and business activities, even when they possess good Time Management skills.

The 61% contribution of Time Management to Work-Life Balance can be explained through three main interrelated dimensions: goal and priority setting, time management techniques, and preference for organization. The ability to set goals and priorities enables entrepreneurial students to distinguish between activities that should be prioritized, allowing time to be allocated proportionally across academic demands, business responsibilities, and personal life. This condition supports the achievement of life balance, as individuals are able to manage their time use more effectively across multiple roles (Rahma & Suhermin, 2026). Meanwhile, the application of time

management techniques such as scheduling, deadline setting, and controlling distractions allows activities to be carried out in a more structured manner and reduces the burden caused by overlapping roles. The use of effective time management strategies also contributes to creating a more organized work and learning environment, thereby improving time-use efficiency (James et al., 2005). In addition, a preference for organization encourages students to maintain order in their tasks and daily activities, making it easier to adapt to changes in schedules or emerging demands. This ability helps individuals maintain flexibility in performing multiple roles while preserving balance between academic life, entrepreneurial activities, and personal well-being.

Overall, the findings of this study indicate that the better entrepreneurial students are in setting goals and priorities, applying time management techniques, and organizing their activities, the higher their ability to manage their work and learning environments, regulate time allocation, adjust activity flexibility, and utilize available support systems. Thus, Time Management emerges as a key factor that helps entrepreneurial students at Universitas Negeri Semarang maintain a balance between academic demands, entrepreneurial activities, and personal life, enabling them to achieve an optimal level of Work-Life Balance.

CONCLUSION

The present study provides evidence that Time Management is a significant positive predictor of Work-Life Balance among entrepreneurial students at Universitas Negeri Semarang. The findings imply that students who are more effective in planning, prioritizing, and organizing their activities are better able to maintain balance across academic, entrepreneurial, and personal domains. Therefore, effective time-management skills appear to be an important factor in supporting Work-Life Balance among student entrepreneurs.

For future research, it is recommended to consider other factors that may potentially influence Work-Life Balance, such as social support, academic stress, work flexibility, psychological well-being, and the characteristics of the entrepreneurial ventures being undertaken. This would provide a more comprehensive understanding of the dynamics of Work-Life Balance among entrepreneurial students. For entrepreneurial students, the findings of this study highlight the importance of developing time management skills through prioritizing tasks, creating structured schedules, and effectively organizing activities in order to maintain a balance between academic demands, business activities, and personal life. For higher education institutions,

particularly Universitas Negeri Semarang, these findings may serve as a basis for developing mentoring programs, time management training, and entrepreneurship development initiatives that not only focus on business growth but also emphasize students' ability to maintain Work-Life Balance, thereby supporting both academic success and the sustainability of their entrepreneurial ventures.

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