

The Influence of Work-Life Balance and Motivation on the Learning Spirit of RPL Students in the Management Study Program at Indragiri Islamic University

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ABSTRACT

At Indragiri Islamic University, we have the Recognition of Prior Learning (RPL) Management Study Program, and we want to know how much of an impact work-life balance and intrinsic motivation have on our students' desire to learn. Using a purposive selection approach, 113 respondents, specifically RPL students who had worked, were chosen from a pool of 157 current RPL students. The researchers in this study used SPSS's multiple linear regression analysis as part of their quantitative strategy for providing explanations. The findings demonstrated that learning excitement was positively and significantly impacted by both work-life balance and motivation. The Management Study Program at Indragiri Islamic University's RPL students showed a good and substantial influence of motivation on their learning passion, however work-life balance had no effect at all.

INTRODUCTION

Human Resource Management (HRM) constitutes a vital component within an organization, as human resources serve as the primary determinant of organizational effectiveness, productivity, and long-term sustainability (Maulana, et al., 2023). The practice of HRM is not merely limited to administrative functions; rather, it also emphasizes the development of individual potential to ensure that each member can contribute optimally to organizational goals (Rahayu et al., 2020). In today's dynamic environment, HRM assumes a strategic position in fostering human resources that are competent, adaptive, and capable of competing in an increasingly competitive landscape. According to Pahira and Rinaldy (2023), the effective implementation of HRM practices significantly influences organizational performance, enhances individual motivation, and increases overall productivity.

Human resources are the most important factor in educational institutions when it comes to the success of organized and efficient learning processes and the results they create (Wahyuni, 2025). Students, in this regard, are regarded as valuable human capital that must be continuously nurtured and developed to achieve academic excellence, professionalism, and readiness to enter the workforce (Fakhri et al., 2023). Consequently, the success of higher education institutions is not solely dependent on curriculum design, concerning not only the academic performance of students but also their emotional health and enthusiasm for learning (Hartati et al., 2024).

One of the initiatives aimed at developing human resources in higher education is the Recognition of Prior Learning (RPL) program, which offers opportunities for individuals with prior work experience to pursue formal education (Raciti et al., 2024). Typically, RPL students are adult learners who simultaneously manage dual roles as employees and students (Supraptiningsih & Jannah, 2024). This dual responsibility creates distinct characteristics and challenges that differentiate them from regular students (Kamal et al., 2024).

Based on preliminary observations, RPL students in the Management Study Program at Indragiri Islamic University are required to manage multiple responsibilities simultaneously, including professional duties, academic tasks, and personal commitments. These overlapping roles may lead to various challenges, such as fatigue, limited time allocation for studying, and reduced concentration during lectures. If these conditions are not supported by effective role management, they may ultimately contribute to a decline in students' enthusiasm for learning (Qian & Saidin, 2025).

From a human resource perspective, work-life balance and motivation are key factors that influence the learning enthusiasm of working RPL students. An imbalance between work, academic responsibilities, and personal life can trigger stress and diminish the energy needed for learning activities (Darmawan, 2023). Conversely, maintaining a proper balance among these roles can help students sustain focus and remain enthusiastic in their studies (Simangunsong et al., 2025). In addition, motivation plays a significant role in driving effort, discipline, and academic resilience (Febrina & Rahmat, 2024). Therefore, low levels of motivation

may further exacerbate the decline in students' learning enthusiasm (Mendari & Kewal, 2015).

Table 1. Data on RPL Management Students at Indragiri Islamic University

No	Status	Gender		Age Range (Years)		Information
		Man	Woman	Man	Woman	
1	Entrepreneur	15	10	30 – 53	28 – 49	Businessman
2	Non-ASN	46	34	25 – 49	24 – 47	
3	Freelance	5	10	22 – 25	22 – 29	Young Age
4	ASN	32	20	33 – 52	31 – 50	
Total		98	74			

Source: Faculty of Economics and Business, Indragiri Islamic University (2025)

Based on existing empirical conditions, RPL students in the Management Study Program at Indragiri Islamic University who simultaneously carry out roles as workers and students often encounter various challenges. These include limited time availability, physical and mental fatigue, as well as difficulties in prioritizing between occupational responsibilities, academic demands, and personal life. Such circumstances may lead to an imbalance between professional and academic roles (work-life balance) and potentially influence the level of students' learning motivation.

The consequences of these conditions can be observed in the declining enthusiasm for learning, which is reflected in low levels of academic participation, delays in completing assignments, and reduced concentration during the learning process. Since these factors are important, the researcher is thinking of doing a study with the working title *"The Effect of Work-Life Balance and Motivation on the Learning Spirit of RPL Students of the Management Study Program at Indragiri Islamic University."*

LITERATURE REVIEW

Human Capital Theory

The concept of human capital was introduced and widely popularized by Gary Becker and Theodore Schultz in 1964. In this perspective, human capital is reflected in factors such as education level, knowledge, work competence, and individual productivity (Schultz in Arifin, 2023). The value of human capital, therefore, can be seen in formal education, training and development activities, work experience, as well as both technical and non-technical skills possessed by individuals (Maulana, 2021).

Furthermore, Sukoco and Prameswari in Arifin (2023) classify human capital as an intangible asset, as its value does not diminish with use, instead, it tends to grow alongside experience and continuous learning. In addition, humans possess the capability to transform data into meaningful information and to transfer knowledge and experience to others (Tholib, et al., 2024). Based on this perspective, the indicators of human capital according to Sukoco and Prameswari include the ability to learn and develop, the capacity to process information, the ability to share knowledge, as well as creativity and innovation (Maulana, 2021).

Work-Life Balance

One definition of work-life balance is the ability to successfully juggle and balance one's many responsibilities in life. It is defined by Akinrole and Ojo (2020) as the capacity to balance one's personal and professional responsibilities. Allocation of time and responsibilities, energy or physical balance, mental health, adaptability, and self-control are all manifestations of this idea. Consistent with this, according to Greenhaus and Allen (as referenced in Hidayat et al., 2025), a person achieves work-life balance when they are able to meet their personal and professional obligations in a manner that increases their happiness and decreases their stress. Based on this perspective, the indicators include balance between work and personal roles, low levels of role conflict, fulfillment of personal needs, and a sense of life satisfaction.

Furthermore, Wulandari and Hadi in Alfianto and Hadi (2024) explain that work-life balance is achieved when individuals are able to carry out both professional and personal roles proportionally without neglecting either, thereby increasing satisfaction and engagement in both domains. The indicators include effective time management, absence of role sacrifice, satisfaction in performing dual roles, and active involvement in each role undertaken. Lumunon et al. in Nurdiah (2021) offers a different perspective on work-life balance. They argue that it is all about managing time and demands effectively between work and family life. Overall, they say that it's about achieving well-being, which can be measured by things like managing role demands, managing one's own well-being, and having a good work-life balance. Further, in Nurdiah (2021), Fisher et al. identify four important aspects of work-life balance: personal life interference with work, personal life enhancing work, work enhancing personal life, and work enhancing personal life.

Motivation to learn

Rahmi & Neviyarni (2022) explain that learning motivation is an internal psychological drive that functions to encourage, direct, and regulate individual behavior, including attitudes and actions within the learning process. This concept is reflected through several indicators, such as intrinsic and extrinsic motivation, orientation toward learning goals, persistence and perseverance, as well as expectations of outcomes. Similarly, Djamarah in Anisa and Rustina (2018) define motivation as a psychological condition in the form of an impulse that arises from within an individual, either consciously or unconsciously, which motivates an individual to take steps toward accomplishing predetermined goals. In line with this perspective, Purwanto in Anisa and Rustina (2018) views motivation as a driving force that stimulates individuals to engage in certain activities. Based on these views, indicators of motivation include internal drive, awareness of goals, willingness to act, and initiative in carrying out activities.

Furthermore, Mc. Donald in Herwati et al. (2023) describes motivation as a change in energy within an individual, characterized by the emergence of feelings and responses directed toward achieving particular goals. In this sense, motivation serves as an internal force that guides, sustains, and directs behavior. The indicators include changes in enthusiasm, emotional encouragement, goal orientation, and persistence in behavior. From the perspective of Human Resource Management, motivation is also regarded as a strategic element that influences individual attitudes and behavior in both work and educational contexts (Sulistiani et al., 2024). This perspective highlights indicators such as the need for achievement, the need for affiliation, the development of positive learning habits, and individual curiosity toward learning materials or goals.

Eager to Learn

According to Fakhri et al. (2022), a student's level of engagement, perseverance, and interest in learning is impacted by learning excitement, which is a mix of internal and external forces. This condition is reflected in various behaviors, such as enthusiasm in attending lectures, discipline in learning activities, persistence in completing assignments, the ability to maintain concentration, and active participation in academic activities. In a similar vein, Umam and Masyithoh (2025) define learning enthusiasm as a form of student eagerness and active involvement in learning activities aimed at achieving predetermined learning objectives, which can be measured through enthusiasm, participation, and sincerity in pursuing these goals.

Within the student context, Kamal, Rahman, and Qibtiyah (2021) describe learning enthusiasm as the level of student involvement in academic activities that can be observed empirically. This is indicated by students' readiness to engage in learning, their active participation during lectures, and their consistency or perseverance in the learning process. Moreover, Harahap et al. (2023) highlight that learning enthusiasm is strongly influenced by internal factors, particularly motivation and the drive to achieve. In this regard, learning enthusiasm emerges from an individual's desire to improve and attain better academic outcomes, which is reflected in indicators such as learning motivation, achievement drive, and the willingness to develop both personally and academically.

Previous Research

Previous studies have examined the relationship between work-related determinants and the academic performance of students from many angles. While Adelia et al. (2025) discovered that part-time students' academic performance is significantly impacted by workload and work-life balance, they neglected to take into account motivation, an internal aspect that might impact students' desire for learning. The emphasis was on work engagement rather than learning passion as a critical academic variable, despite the fact that Wulandari (2023) found that work-life balance impacts the work engagement of working students. In addition, Lubis et al. (2025) showed that students' productivity in learning is affected by their work-study balance, but they neglected to include motivation, a characteristic that might enhance students' passion for learning, in

their analysis. Academic performance, rather than learning enthusiasm—a measure of attitudes and behaviors toward learning—was used as the dependent variable in the study by Patria et al. (2021), which further verified the impact of work-life balance and motivation on academic achievement. Furthermore, Simangunsong et al. (2025) emphasized the significance of work-life balance in promoting individual well-being from the viewpoint of human resource management. However, their study was limited to the employee context and did not specifically address RPL students who simultaneously carry dual roles as workers and students. From this review of the literature, we can deduce that more investigation into the impact of students' work-life balance and motivation on their interest in learning is warranted. Because of the special difficulties they encounter as both students and workers, RPL students at Indragiri Islamic University's Management Study Program are a particularly good example of how this disparity manifests itself.

Research Hypothesis

This study's hypothesis is based on the previously stated theoretical framework and reads as follows:

- a. It is believed that the motivational factors and work-life balance significantly impact the learning passion of RPL students in Indragiri Islamic University's Management Study Program.
- b. Among the RPL students enrolled at Indragiri Islamic University's Management Study Program, there is a strong suspicion that work-life balance has a favorable and substantial impact on their motivation to study.
- c. It is believed that the level of motivation among RPL students at Indragiri Islamic University's Management Study Program is positively and significantly correlated with their excitement for studying.

Conceptual Framework

This research aims to provide an explanation for the relationship between the variables of work-life balance (X_1) and motivation (X_2) and the learning enthusiasm of RPL students in the Management Study Program at Indragiri Islamic University (Y), drawing on a framework that is based on a review of previous theories and research. This study's framework is best shown by the following:

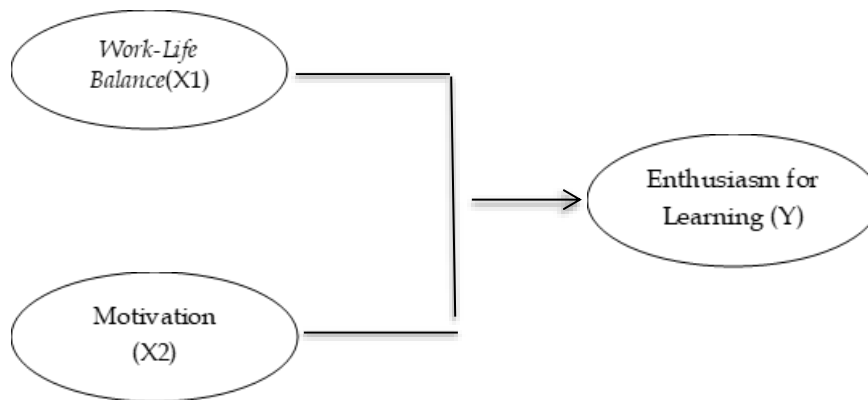


Figure 1. Conceptual Framework

Work-Life Balance and Motivation on Learning Enthusiasm (Patria, et al., 2021)

METHODOLOGY

Types of Research

A quantitative technique with an explanatory focus is used in this investigation. Since this study aims to investigate potential causal correlations between variables by collecting numerical data and processing and analyzing it statistically, a quantitative method is appropriate (Syafirinadina, 2025).

Time and Location of Research

This study was carried out at Campus II of Indragiri Islamic University, focusing on students enrolled in the Recognition of Prior Learning (RPL) program within the Management Study Program. From December 2025 to March 2026, the study was carried out.

Population and Sampling Techniques

a. Population

A total of 157 students enrolled in the Management research Program at Indragiri Islamic University who are actively participating in the RPL during the current academic year made up the population of this research.

b. Sample

Researchers used purposive sampling, which entails picking study subjects according to established criteria, to compile their data. This study's criteria were developed with working RPL students in mind, as the research investigates how factors like work-life balance and motivation affect learning excitement in people who juggle both jobs and school. Based on these criteria, the total sample obtained for this study amounted to 113 respondents.

c. Sampling Techniques

Here is how the Slovin formula, with a 5% margin of error (e), is used to get the sample size:

$$n = \frac{N}{1 + N(e)^2}$$

Information:

- n = number of samples
- N = population size
- e = error rate (5%)

With a population (N) of 157 people, the number of samples obtained is:

$$n = \frac{157}{1 + 157(0,05)^2} = 113$$

So, 113 people participated as samples in this research.

Data Collection Technique

Two primary methods, namely documentation and questionnaires, were used to gather data for this study:

- The questionnaire was developed based on the indicators of each research variable, including work-life balance, motivation, and learning enthusiasm.
- Documentation techniques were utilized to obtain secondary data that support the research.

Data Analysis Tools and Techniques

The impact of Work-Life Balance and Motivation on the Learning Enthusiasm of RPL students in the Management research Program at Indragiri Islamic University was investigated in this research, which used statistical methods with the use of SPSS software.

Operational Definition of Variables

Table 2. Operational Definition of Variables

Energi	Variables	Operational Definition	Energi	Scale
1	Work-Life Balance (X_1)	Work-life balance refers to a condition in which an individual is capable of effectively organizing and harmonizing work-related demands with aspects of personal life, so that both domains can be managed in a balanced manner (Akinrole and Ojo, 2020).	1. Time balance 2. Role balance 3. Energi balance/physical condition 4. Psychological balance 5. Flexibility and self-control	Like rt
2	Motivation (X_2)	Motivation is a mental drive that is able to move, direct, and guide human behavior, including attitudes and behavior in the learning	1. Intrinsic motivation 2. Extrinsic motivation 3. Learning goal orientation 4. Perseverance and tenacity	Like rt

		process (Rahmi & Neviyarni, 2022).	5. Expectations regarding results	
3	Enthusiasm for Learning (Y)	Learning enthusiasm is an internal and external drive that influences students' involvement, persistence, and enthusiasm in participating in the learning process (Fakhri et al., 2022).	1. Enthusiasm in attending lectures 2. Learning discipline 3. Perseverance in doing tasks 4. Concentration and focus on learning Learning initiative and participation	Like rt

RESEARCH RESULT

Validity Test

Table 3. Validity Test

No	Variables	Item	r count	r table	Information
1	<i>Work-Life Balance</i>	Item 1	0.847	0.185	Valid
		Item 2	0.838	0.185	Valid
		Item 3	0.805	0.185	Valid
		Item 4	0.796	0.185	Valid
		Item 5	0.761	0.185	Valid
2	Motivation	Item 1	0.917	0.185	Valid
		Item 2	0.881	0.185	Valid
		Item 3	0.851	0.185	Valid
		Item 4	0.864	0.185	Valid
		Item 5	0.801	0.185	Valid
3	Eager to learn	Item 1	0.903	0.185	Valid
		Item 2	0.789	0.185	Valid
		Item 3	0.824	0.185	Valid
		Item 4	0.822	0.185	Valid

Source: SPSS Data Processing Output (2026)

Each research variable item had a computed r-value that was higher than the r-table value, suggesting that all items used in this study are valid, according to the validity test findings.

Reliability Test

Table 4. Variable Reliability Test

Variables	Cronbach's Alpha	N of Items
<i>Work-Life Balance</i>	,868	5
Motivation	,911	5
Eager to learn	,843	4

Source: SPSS Data Processing Output (2026)

Table 4 displays the results of the reliability tests. The work-life balance variable had a Cronbach's Alpha of 0.868, the motivation variable made it to 0.911, and the learning excitement variable came in at 0.843. These values indicate that all variables meet the reliability criteria, as their Cronbach's Alpha coefficients fall within the acceptable range, demonstrating consistent and dependable measurement instruments.

Normality Test

Table 7. Shapiro-Wilk One Sample Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Unstandardized Residual	,313	113	,000	,576	113	,000

a. Lilliefors Significance Correction

Source: SPSS Data Processing Output (2026)

The results of the normalcy test show that the data follow a normal distribution; specifically, the Asymp. Sig. (2-tailed) value is 0.576, which is greater than the significance level of 0.05.

Multicollinearity Test

Table 8. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	WLB_total	,996	1,004
	MOT_total	,996	1,004

Source: SPSS Data Processing Output (2026)

No evidence of multicollinearity among the independent variables was found in the tests. The work-life balance and motivation variables' tolerance values, which are 0.996 and higher than the minimal threshold of 0.10, imply this. In addition, the VIF values for both variables are 1.004, which are below the maximum limit of 10. Therefore, all independent variables meet the multicollinearity assumptions and are suitable for use in the regression model.

Heteroscedasticity Test

Table 9. Glesjer Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,401	,520		-,770	,443
	WLB_total	-5.063E-5	,021	,000	-,002	,998
	MOT_tota l	,038	,019	,182	1,942	,055

Source: SPSS Data Processing Output (2026)

Table 9 displays the results of the Glejser heteroscedasticity test, which indicate that the regression model does not include any heteroscedasticity. The work-life balance and motivation independent variables both have significance values higher than the 0.05 cutoff, indicating this. The work-life balance variable has a significance value of 0.998 while the motivation variable has a significance value of 0.055.

Multiple Linear Regression Equation

Table 10. Output Coefficients Multiple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,012	,593		,021	,983
	WLB_total	,022	,024	,025	,905	,367
	MOT_total	,775	,022	,957	35,171	,000

Source: SPSS Data Processing Output (2026)

Here is the equation that is produced for multiple linear regression:

$$Y = 0.012 + 0.022X_1 + 0.775X_2$$

Information:

Y = Enthusiasm for Learning

X₁ = Work-Life Balance

X₂ = Motivation

When we suppose that Work-Life Balance and Motivation are both set to zero, the regression equation yields a value of 0.012, which reflects the amount of learning excitement. Assuming all other factors stay the same, a one-unit increase in Work-Life Balance will result in a 0.022-unit increase in learning excitement (regression coefficient for Work-Life Balance = 0.022). At the same time, under the same assumptions, a one-unit rise in Motivation will improve learning excitement by 0.775 according to the regression coefficient for Motivation, which is evaluated at 0.775.

t-test (Partial)

Table 11. Partial t-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,012	,593		,021	,983
	WLB_total	,022	,024	,025	,905	,367
	MOT_total	,775	,022	,957	35,171	,000

Source: SPSS Data Processing Output (2026)

After determining the significance threshold ($\alpha/2 = 0.05/2 = 0.025$), the t-table value is derived from the degrees of freedom (df) which are calculated as $113 - 2 = 111$ using the formula $n - 2$. The t-table value is determined to be 1.981 using these data.

According to the t-test findings, the Work-Life Balance variable has a computed t-value of 0.905, which is less than the t-table value of 1.981. This demonstrates that there is no statistically significant partial influence of work-life balance on interest in learning. Motivation, on the other hand, has a statistically significant partial influence on interest in learning; its computed t-value of 35.171 is higher than the t-table value of 1.981.

F Test (Simultaneous)

Table 12. ANOVA F Test (Simultaneous)

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	535,785	2	267,892	623,307	,000b
	Residual	47,277	110	,430		
	Total	583,062	112			

Source: SPSS Data Processing Output (2026)

Table 12 displays the results of the F-test; the significance level is 0.000, which is lower than the accepted threshold of 0.05. Students' Learning Enthusiasm is significantly impacted by the independent variables of Work-Life Balance and Motivation, as shown by this result.

Coefficient of Determination (R²)

Table 13. Model Summary Coefficient of Determination R Square

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,959a	,919	,917	,65559

Source: SPSS Data Processing Output (2026)

According to Table 13, the independent variables, which are Work-Life Balance and Motivation, explain 91.7% of the variance in students' Learning Enthusiasm. The remaining 8.3% is attributable to factors that are not addressed in this study. The Adjusted R Square value is 0.917.

DISCUSSION

The Influence of Work-Life Balance and Motivation on the Learning Spirit of RPL Students in the Management Study Program at Indragiri Islamic University

The results of the multiple linear regression analysis suggest that the Learning Enthusiasm of RPL students in the Management Study Program at Indragiri Islamic University is positively and significantly impacted by both Work-Life Balance and Motivation. The fact that the F-test significance value is less than 0.05 (0.000) proves this. These results point to the importance of students' motivation and their capacity to manage their personal and academic lives in boosting their interest in studying.

In addition, the two independent variables account for a significant percentage of the variance in learning excitement (0.917, Adjusted R Square value). Hence, we endorse the hypothesis that Work-Life Balance and Motivation significantly and positively affect Learning Enthusiasm. This result is consistent with previous research by Patria et al. (2021) that found a favorable and substantial relationship between work-life balance, motivation, and interest in learning.

The Influence of Work-Life Balance on the Learning Spirit of RPL Students in the Management Study Program, Indragiri Islamic University

With a significance level of 0.367 (higher than 0.05), the t-test findings show that Work-Life Balance does not have a noticeable impact on the Learning Enthusiasm of RPL students in the Management Study Program at Indragiri Islamic University. Despite this, there is a positive regression coefficient for Work-Life Balance, which means that a better work-life balance is linked to a less robust but still favorable trend toward increased learning passion.

Because RPL students are often used to juggling both their academic and employment responsibilities, their personality traits may play a part in this issue. Therefore, it's possible that their level of motivation to study is not largely dependent on how well they manage their personal and academic lives. In addition, the research by Adelia et al. (2025) found that work-life balance positively and significantly affects learning enthusiasm, which contradicts our results.

The Influence of Motivation on the Learning Spirit of RPL Students in the Management Study Program at Indragiri Islamic University

With a significance level of 0.000, which is less than 0.05, the t-test findings show that motivation has a positive and statistically significant partial influence on the learning enthusiasm of RPL students in the Management Study Program at Indragiri Islamic University. The importance of motivation in enhancing pupils' passion for learning is supported by this research.

A lack of motivation may lead to a decrease in students' passion for studying, which in turn might impact their academic achievement. Fakhri et al. (2023) also found that motivation significantly affects learning excitement, therefore our results are in line with theirs.

CONCLUSION AND SUGGESTIONS

1. Indragiri Islamic University's Management Study Program RPL students' Learning Enthusiasm is positively and significantly impacted by work-life balance and motivation, lending credence to the first premise.
2. Secondly, the second hypothesis is not supported since there is no positive and significant relationship between Work-Life Balance and the Learning Enthusiasm of RPL students in the Management Study Program at Indragiri Islamic University.
3. Indragiri Islamic University's Management Study Program RPL students' Learning Enthusiasm is positively and significantly impacted by motivation, lending credence to the third theory.
4. According to the findings, the Management Study Program at Indragiri Islamic University can enhance learning strategies that target RPL students' motivation to learn. This is significant because research has shown that motivation is the most important factor influencing students' enthusiasm for learning.

5. It is recommended that RPL students in the Management Study Program at Indragiri Islamic University keep their learning motivation high and learn to efficiently manage their time so that they may retain their excitement for studying despite their many commitments.
6. To further understand the elements that impact students' passion for learning, future researchers should go beyond this study and analyze additional variabel

ADVANCED RESEARCH

Further understand the aspects that impact students' passion for learning, future studies should include other variables not included in this one, such as the learning environment, learning techniques, family support, and academic stress.

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