

Flexible Working Arrangement, Stress, Worklife Balance And Motivation: Evidence From Postgraduate Students As Worker

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Abstract

The purpose of this research is to examine the effect of Flexible Working Arrangement (FWA) and Stress toward Work-Life Balance (WLB). The effect of those two variables, however, is strengthened by motivation. The goal is to provide a better understanding of the Work-Life Balance of Postgraduate students who fulfil multiple roles in their life, managing between academic, work, and family life. The survey used questionnaires for data collection in this research. A quantitative approach uses to analyze the data. The subjects of our sample were postgraduate students at a private university, with a total of 96 respondents. To analyze the data, PLS (Partial Least Square) analysis technique was used through the SmartPLS software. Also, to test the second and third hypotheses, a robustness test was performed to assess between items in the independent, dependent, and moderator variables. **Findings.** The results indicated that the Flexible Working Arrangement (FWA) is not proven to have a significant effect on the Work-Life Balance of postgraduate students. This research suggests the need to see the role of motivation, and the present of motivation in individual who fulfils multiple roles in life.

1. Introduction

Nowadays, people who work required to have additional knowledge. One of the things taken in order to increase knowledge is by following a different study program, or what is known as postgraduate. Postgraduate programs will usually be attended by someone who feels there is an interest in adding to their titles because careers will change with title changes, and postgraduate programs allow a variety of undergraduate scientific backgrounds followed in the not too distant future. Dishman (2016) quotes from the CareerBuilder survey in 2016 that almost one-third of the total employees surveyed undertook further studies because they wanted to raise their career status, and what was interesting was that the impetus for the further study came from the insistence of the company. Some companies require an advanced study certificate that employees must have in order to occupy certain positions. Looking at the situation of postgraduate programs in Indonesia, there are several models of postgraduate programs offered by the University to the community; some are part-time, full-time, held in the morning, held on weekends and might also hold at night. The phenomenon of employees taking advanced studies takes place from time to time and proliferates in various universities in Indonesia. Where most of the postgraduate's students in Indonesia also actively work before or during their academic activities.

However, when an individual decides to study, there are several challenges he faces. Yasmin, Saeed and Ahmad (2018) relate to the obstacles faced by individuals to achieve academic achievement, where an individual will face challenges in terms of learning and related to communication skills which is one of the impacts of the ability to collaborate in the classroom. The study conducted by Yasmin et al. (2018) still raises the problems faced by a student who happens to have no activities outside of learning activities. When students that also work, will undoubtedly lead to different things. Jamaludin (2016) found that there are differences in final grade results between full-time students compared with students that actively work, where full-time students achieve a better grade than those who actively work.

Students, as workers classified as people who are experiencing multiple roles. Multiple roles may lead to stress, where there is a possibility of the inability of adjusting between personal and other matters, for instance, work. Although the effect of multiple roles possible to create frustration within a person, people might work hard to perceive that they have able to keep the work and personal life balanced or in other word known as work-life balance (Greenhaus, Collins, and Shaw, 2003).

Work-life balance became an exciting topic among scholars for years. Kahn et al., (1964) concludes that conflicts between life and work are a source of considerable stress for employees. Work-life balance is an important primary want in order to attain a good standard of living (Breitenecker & Shah, 2018). Balance is achieved when the connection between work and life is harmonious (Semlali & Hassi, 2016).

Over the last decade, the work-life balance concept has been fundamental for organisations, as well as individuals. It contributes to increased employee productivity which has a positive impact on organisational performance (Guthrie, 2012). Effective policies of a balanced life are adopted by organisations to enable employees to be able to socialise within the community, as well as ensuring costs and turnover increases which are under control and productivity (Helmle et al., 2014). Koubova and Buchko (2013) state that employees are more likely to be satisfied with their job when they feel good and face less stress with their work, whereby this will affect their well-being and the organization significantly (2013). These employees are often more efficient and have a high readiness to provide healthcare and to demonstrate wise relationships with each other, while still displaying a propensity of being loyal to others with time. Scholars and practitioners alike, along with employee's engagement are their main primary. Shaffer et al. (2016) state the fact that committed employees tend to have a higher degree of engagement and a higher level of participation in their job and company, as it is attributed to employees commitment in being inspired and having a higher level of involvement in their job and organization, leading to their organization's sustainability and success (Shaffer et al., 2016).

Although receiving much attention, not many studies have been made on balanced work-life and happiness. Relevance employees spend most of their time working. However, the study view within the management domain showed a lack of commitment to employees' welfare had become a crucial gap in the research. Employees malicious behaviour might trigger work stress (Emslie and Hunt, 2009). Failure to perform duties, turnovers, and absences are more common now in the workplace, and all these come at the expense of organisational effectiveness and development (Mullen and Kelloway, 2010) would be the opportunity for an organisation to play a significant role in reaching and retaining a healthy, trained, and capable employees in the long-run (Nielsen et al., 2008).

Concern for the importance of this work-life balance increases not only around the lives of employees, but also in the lives of individuals who take further education. Several research based on the concept of work-life balance (Bubb and Earley, 2004), Doherty & Murphy (2017) reveal that issues in work-life balance may be faced in any work or people's background pursuing further studies (Tausig and Fenwick, 2001), thus undergraduate students (Doble and Supriya, 2010), and graduate students (Martinez et al., 2013).

Students who work will always have multiple roles in their life. Several studies have shown that multiple roles have a good impact on health (Verbrugge, 1986) and well-being (Baruch & Barnett, 1986). Sieber (1974) states that role accumulation can provide more positive impacts than negative impacts. Nevertheless, Doble and Supriya (2010) state that time management may result in work-life balance, although apart from that, it requires proper nutritional intake, life-supporting activities, and determining goals and priorities.

According to Doble and Supriya (2010), these goals must rank accordingly to priorities based on the commitments on social, family, and work. However, in their study, Doble and Supriya (2010) see that a person trapped in a state of imbalance due to limited time and busy activities (Matinez et al., 2013) such as responsibilities (Misra and McKean, 2000), work at home that takes up time, unclear task directions, facilities that do not support work (Frazer and Kohn 1986), and finally related to task deadlines (Misra and McKean, 2000). The conditions mentioned can harm health (Murphy and Archer, 1996), or in other words, work-life balance is challenging to achieve if these conditions exist. Challenge in work is seen as a dual role, where Work-life is a two-way relationship. There are both positive and negative influences in the relationship between life and work, and vice versa.

One of today's most prominent campus trend is the incorporation of technology into classrooms and the exponential development in distance education (Allen and Seaman, 2014). Nationally, there had been a decrease from 17.3 million in 2014 to 17 million in 2015 for undergraduate enrollment. Within the same time, an increase for distance programs enrollment was shown from 27.7% to 29%, and enrollments primarily in online programs had increased from 12.1% to 12 (McFarland et al., 2017; Snyder, De Brey, & Dillow, 2018). Allen and Seaman (2007) emphasise on the main reason for online education growth is due to the provision of greater autonomy and flexibility for students in choosing suitable courses to their schedule. Adults are usually full-time employees, as well. Employees, carers for their children and parents, have a role as leaders in the community, and also as volunteers. Online learning participants are unique, but they also share some things in common. Traditional education participants usually seek education due to administrative criteria, rather than going for activities such as social or athletic (O'Connor, 1994). They carry out education independently without any age groupings (Benshoff and Lewis (1992). Adults are usually attracted in continuing higher education due to the belief of obtaining back the investment on their time, money, and effort (Tharp, 1988). Adults fund their education (O'Connor, 1994) to secure their investment that was put into a high degree of achievement and motivation (Benshoff, and Lewis, 1992). Adults attend classes, work committed (Graham and Donaldson, 1999) and appreciate opportunities as to incorporate their academic life with personal and professional experience (Benshoff and Lewis, 1992).

There are several studies on online learning and work-life balance, or work-life balance. Berry and Hughes (2019), examined the relationship between online learning and work-life balance from the viewpoint of online learning participants. The results of the study indicate that online learning participants feel that their work-life balance is getting better. The participants can work and study whenever they see fit. Due to online learning's flexibility, the convenience that this flexibility creates is a major critical factor regarding online learning compared with the traditional education system where there is no time flexibility like, online learning, can result in the inability of participants to attend classes, which will result in learning processes and values, causing mental stress. Traditional universities or schools are not designed to for adults (Benshoff and Lewis, 1992). The emergence of online learning is to help adults who want to learn while studying.

Employees that work will face family constraints, work, and social activities that go ahead of each other. Work-life balance aims to obtain a balance of work and family vacation (Bratton and Gold, 2003). Martinez et al. (2013) stated that stress on online learning participants who are also working is still something that has not been tested. For example, the existence of a conflict in a particular domain, can increase stressful situations for online learning participants who are also working, and this has an impact on decreasing satisfaction, for example in a domain outside of

work. Hale (2013), in his research, found that traditional lecture participants have a higher satisfaction rate in life compared to online learning participants. The Work-Life Balance (WLB) term applies to a balanced combination of career, personal, and academic activities.

The development of more up to date forms of technology and a new shape of innovation, the environment has created a fun and intrigued to support learning and education. Subsequently, in order to develop learning equip with technology, a blended learning approach was adopted. This method employs multi-mode strategies (Luaran et al., 2015). Blended learning is 'the thoughtful fusion of face-to-face and online learning experience' (Garrison & Vaughan, as cited in Lam, 2015). Research conducted by Lam (2015) found some barriers and problems in the blended learning method. Kaur (2013) note three challenges in blended learning, 1) technical challenges, 2) organisational challenges, and 3) instructional design challenges, and none of Kaur (2013) results in point to problems perceived by students as participants. Lam (2015) found, problems perceived by students such as insufficient instructions provided in the online learning activities, technical problems, insufficient instant feedback by the lecturer, not enough teaching time, and also difficulty in approaching the lecturer to ask questions before the examination. These barriers could lead to more stress as students might need to study harder to fulfil their role in academic life. These barriers and the need to balance Work-Life Balance is interesting to study.

In this paper, we introduce the implications of WLB in the relationship between individuals and external factors for students enrolled in a blended learning method of education. From the observation in blended learning situations, temporal flexibility implies higher requirements for students' timing competency regarding planning and academic assignments, as well as the ability to maintain the focus of activities in the context of increased temporal permeability between work, personal life, academic activities and multitasking.

Study shows the correlation between multiple roles and variables examined in this research. From the perspective of role strain, an increasing number of roles in person's life will lead to an overload and strained, meaning this will lead into adverse effects on individual's physical and psychological well being (Goode, 1960; Marks as cited in Ahrens and Ryff; 2006). Multiple roles divided into two categories; the role stress theory, and the role expansion theory (Nordermark, 2004). Nordermark (2004) further explains that the role stress theory supports multiple social roles as a burden on the individual. The mix of family and work also produces greater burdens than one can cope with – this contributes to overload of tasks. However, reviews indicate that those who perform multiple roles in their lives report lower levels of mental and physical health issues and higher levels of personal well-being compared with those with few roles (Barnett and Hyde as cited in Ahrens and Ryff; 2006).

Guthrie (2012) explains that over the last decade, the concept of Work-Life Balance is considered to be fundamental for an organisation, besides being able to contribute to increasing employee productivity, positively impacting the performance of the organisation. Nwagbara and Akanji (2012) main topic regard Work-Life-balance commitments is to focus on organisational performance and commitment to work. Roberts (2007) argues that Work-Life Balance primarily occurs in a competitive work environment and continues to proliferate today, as well as demands on the personal life and a high level of some people try to implement multiple roles and create an environment as a form of awakening in applying a balance between life and work.

According to Lockwood (2003), Work-Life Balance is a condition where two demands between work and individual personal life are balanced. Work-Life balance in the view of employees is a choice in obtaining work and personal obligations or family responsibilities. Meanwhile, according to the company's view, work-life balance is a challenge that can create a culture to support a company where employees can focus on their work while in the workplace. Further explained by (Singh and Khanna, 2011) Work-Life Balance is a broad concept, involving individuals to define their best priorities between work (career and ambition) and life (happiness, leisure, family and spiritual development).

Another study by Khaled (2019) regarding Work-Life Balance puts forward two different concepts, namely job satisfaction and affective organisational commitment. Helmle et al., (2014) report a result showing that Work-Life Balance has positively impacted employees significantly. In particular, Helmle et al., (2014) provide an impact on employee's comfort (both physically and mentally) and the importance of organisational success. This work-life balance is essential because it has a widespread impact on organisational performance, and has a particular impact on increasing employee productivity, as well as employee career and personal life.

Mattis (2005) states that flexible working hours can increase job satisfaction and increase employees to stay in an organisation. Then Mattis (2005) also argues that organisations need to pay close attention to the connection for flexibility in working hours and the financial performance of the organisation. The benefits of flexible working arrangements are increasing job satisfaction and employee retention (Matis, 2005), reducing conflict (Pandiangan, 2018).

Pandiangan (2018) defines flexible working as being able to reduce conflicts between work and family, reduce work stress which can affect individual performance. Flexible working arrangements change the time at work regularly in a manageable and predictable manner by the company and employees. Hooks and Higgs (2000) say that a flexible working arrangement is a change in the working atmosphere, such as not having to work the same hours or as many hours as set by the company and not requiring a reduction in total working hours. Flexibility in working hours, in this case, is also known as a flexible working arrangement.

Doherty and Murphy (2017) research on the effect of flexible working arrangements showed how an impact of flexible working hours in the application of a balance between employees' personal and professional life. Doherty and Murphy (2017) also saw that phenomena could increase the possibility of individuals in managing their lives and improve their skills which will be needed by a company through further study, they can ensure that the learning documentation provided to employees can be stored systematically and in detail. Therefore, it can be concluded that the benefits of a flexible working arrangement can affect employees' work-life balance.

H1: Flexible Working Arrangement increases Work-Life Balance

According to Robbins (2004), stress is an excessive workload, feelings of distress and emotional tension that hinders individual performance. Meanwhile, work stress, according to Mangkunegara (2008), is a feeling of pressure experienced by employees in facing work. According to Mangkunegara (2008), work stress can be seen from attitudes, including unstable emotions, feeling uneasy, like being alone, sleeping problem, excessive smoking, unable to relax, anxious, tense, nervous, increased blood pressure and experiencing digestive disorders.

Kaur (2013) examines the connection between work-life balance and stress, mental health, as well as life and work contentment. Kaur (2013) explains that the stress a person experience refers to how much a person feels the situation is, to an extent at which it is burdensome and cannot be controlled. It is reported that those who report with a high level of stress exhibit several symptoms, such as restlessness, frustration, irritability, and anxiety. From the research, Kaur discovers that there is a strong connection between work-life balance, mental health, along with career and personal contentment. It is also reported that employees who are experiencing difficulty in having a balance between their work and non-work demands tend to have a high level of stress (Googins, 1991; Frone, Russell and Cooper, 1997; Quick et al., 1997 and Duxbury, Higgins and Lee, 1994). Sauter and Hartung (2002) state that workers with a balanced lifestyle are healthier, and they tend on being more productive and contributing better quality work. Thus, based on Sauter and Hartung (2002) and Kaur (2013), it can be concluded that workers who have a lifestyle closer to stress will affect their life and work balance, or called as work-life balance. Therefore, it can be predicted that there is a positive connection between work-life balance and the stress within workers. The higher the level of stress will result in lower work stress, vice versa, the lower the stress, the higher the work-life balance.

H2: Lower stress will create higher work-life balance

Coetsee (2002) divides motivation into two categories, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is when someone is comfortable in performing tasks/activities with the reasons that motivate them coming from their desire. According to Coetsee (2002), intrinsic motivation must start from the individual himself. Johnson (2004) defines motivation as anything related to arousing and encouraging the enthusiasm of people to carry out their jobs more effectively and efficiently. Motivation can also define as an employee's effort to achieve organisational goals and to believe that some individuals get and achieve some personal needs.

Moessenlechner et al., (2015) mentioned that the expectations of the challenges and difficulties faced by blended learning students in managing and balancing their education, work, and motivation in learning. In his research, he explained that the attrition rate in online education is higher than traditional education. Some literature identifies several factors will influence the success in studying with blended learning method, one of the most critical factors is motivation in carrying out blended learning education is usually the cause of drop-out of participants from participating in online education. In essence, blended learning participants who are highly motivated do not need to work harder than those who are less motivated.

Manivannan (2019), in his research, found that motivation has a positive influence on work-life balance. According to Manivannan, a person must first be motivated by himself and family members; therefore, they will get positive energy to balance their work and family life. Therefore, motivation is the top priority in balancing work-life balance.

Berry and Hughes (2019), in their research, also found that in blended learning systems, the need for self-motivation is necessary than in traditional learning systems. Participants in the blended learning system benefit from the flexibility of time in running this learning system, but motivation factors still have a big influence in increasing the significant work-life balance of participants in the online learning system. This means motivation acts as a moderator towards the relationship of Flexible Working Arrangement and Work-Life Balance.

H3: Motivation strengthens the effect of flexible working arrangement toward work-life balance

Stress will bring negative impact to individuals (Sverke, Hellgren and Naswell (2002), especially when individuals unable to manage their responsibility toward family with work (Hayes and Wealthington, 2007). Nevertheless, surprisingly when employees felt motivated when doing work, they will achieve work-life balance (Razak, Yusof, Azidin, Latif, and Ismail, 2014). As an individual felt motivated, then they will gain a work-life balance (Suhendro, 2018).

The results of this study are in line with the research of Helmle et al., (2014) emphasized findings that employees who felt well and had lower stress level at work and home showed more possibilities in gaining more satisfactory experience in their work. There is an interaction. Moreover, between stress and motivation, and it gives the result that the effect of stress toward work-life balance strengthened because motivation is present. Which means motivation as a moderating relationship between Stress Pressure and Work-Life Balance strengthen Work-Life relationship between Stress Pressure and WLB.

H4: Motivation strengthens the effect of stress toward work-life balance

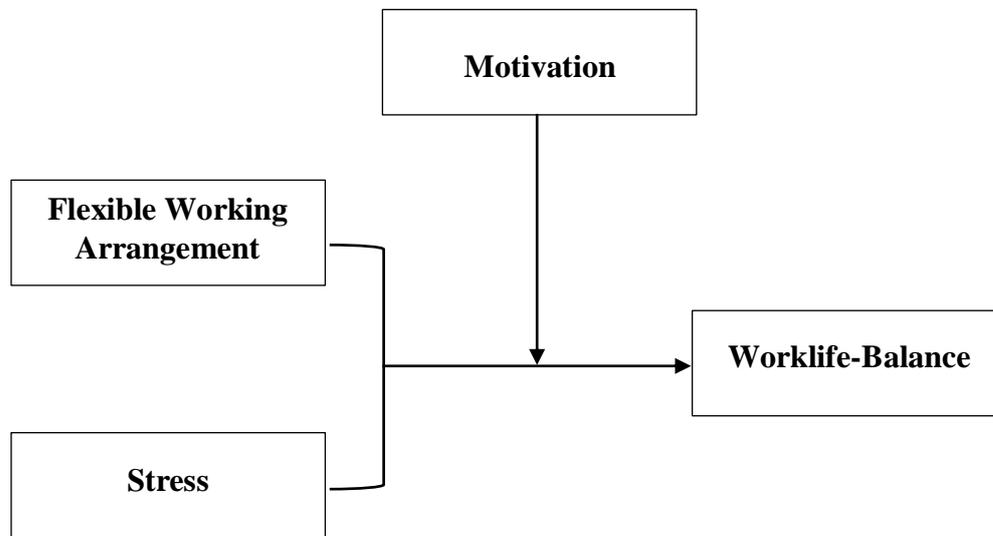


Figure 1. Proposed Framework

Based on the picture above, explained that the flexible working arrangement and stress pressure as an independent variable would affect the work-life balance. Then, motivation becomes a moderator between flexible working arrangements, pressure and work-life balance.

2. Research Method

2.1 Measurement

Measurements used in research intend to capture phenomena associated with the tested variables. The Flexible Working Arrangement refers to Thompson et al (2015), consists of five items; Stress refers to Kamarck and Mermelsteim (1983), consists of nine items; Motivation refers to Uno (2010), consists of ten items and Worklife-Balance referring to Rincy and Panchanatham (2010), consists of four items.

2.2 Data Collection and Analysis

This research approach is quantitative; the type of research is correlational because the level of intervention of researchers is minimal. This study used a survey method, namely a one-time survey using closed-ended online survey quizzes using a semantic scale (Friborg et al., 2005). We consider the semantic differential response format to be used as an alternative in negotiation to reduce consent bias. The semantic differential model can effectively reduce consent bias without decreasing psychometric qualities in assessing positive psychological constructs. The unit of analysis of this research is the individual. We will look at the data collected from each individual and treat the responses of each employee as an individual data source (Sekaran and Bougie, 2016). The time horizon in this study is cross-sectional, where data is only collected once, perhaps over several days, weeks, or months as to answer research questions (Sekaran and Bougie, 2016). Research design selected based on the consideration of who would be the research target and how the data from this study would be collected.

In our study, the target subjects of our sample were students at a private university in Jakarta - Indonesia that has a postgraduate program conducted using the blended learning method, with a total sample of 96 students studying at Blended Learning Master Program. Respondents filled out

moderator variables. Our model based on reflective measurement models, and therefore, we rely on outer loadings result to see whether items contribute to assigned construct. During testing, outer loading contained items that did not meet and not included in the regression testing or result shows $< 0,07$), then we decided to drop it, to improve composite reliability (Hair, et al. 2010). Which then, the results reveal that our items are mostly weak, and only few may proceed to later analysis, they are 1) four items for flexible working arrangement (FWA1, FWA2, FWA3, FWA4, FWA 5), 2) six items for stress (STRESS 1, STRESS 2, STRESS 3, STRESS 6, STRESS 8, STRESS 9), 3) three items for motivation (MOTIVINT 4, MOTIVINT 5, MOTIVINT 6), 4) two items for work-life balance (WLB 1, WLB3). We conduct bootstrapping for 5000 samples. Before proceeding to hypothesis testing, we should check our reflective measurement model (Hair et al. 2010), through 1) composite reliability, 2) indicator reliability (outer loading), 3) convergent validity (average variance), 4) discriminant validity.

Table 2. Evaluation of the measurement model (Composite Reliability and AVE)

	Item	Cronbach's Alpha	AVE	CR
Flexible Working Arrangement_	FWA1	0,802	0,575	0,867
	FWA2			
	FWA3			
	FWA4			
	FWA5			
Motivation	MOTIVINT 4	0,716	0,603	0,818
	MOTIVINT 5			
	MOTIVINT 6			
Stress	STRESS 1	0,810	0,514	0,863
	STRESS 2			
	STRESS 3			
	STRESS 6			
	STRESS 8			
	STRESS 9			
Worklife-Balance	WLB 1	0,822	0,848	0,918
	WLB 3			

Based on the table above, all results meet the criteria. As the AVE value meets the criteria of at least 0.5 and then the Cronbach Alpha value and composite reliability are considered to meet the criteria if the value is > 0.7 . Thus, the construct reliability of this study fulfils, where the data held in this study meet convergent validity and have good discriminant validity.

Table 3. Evaluation of The Measurement Model Through Discriminant Validity (Heterotrait-Monotrait Ratio (HTMT))

VARIABLES	Flexible Working Arrangement_	Motivation	Stress	Work-life balance_
Flexible Working Arrangement_				
Motivation	0,216			
Stress	0,176	0,369		
Work-life Balance_	0,321	0,333	0,419	

The procedure to determine discriminant validity will be $HTMT < 0,9$, therefore according to Jörg Henseler Christian; M. Ringle; Marko Sarsted; 2015) all constructs considered having good discriminant validity. There are two exogen variables; therefore, we use R^2 adjusted result as it is 0,189, which interpreted that the model is weak since only 18,9 % the possibility of exogenous variables affect endogenous variable.

Table 4. Evaluation of the Structural Model (F)

	Flexible Working Arrangement_	Moderating Effect 1	Moderating Effect 2	Motivation	Stress	Work-life balance_
Flexible Working Arrangement_						0,062
Motivation						0,032
Stress						0,098
Work-life balance_						

Then the f^2 determined according to these criteria; if $f^2 > 0,02$ (Cohen and Mermelstein, 1988), the exogen variable has a weak effect toward endogen variable. As we may find in the table, flexible working arrangement and stress have a weak effect on work-life balance. Also, if we look at the moderating effect, between moderating effect one and moderating effect 2, shows that moderator unable to strengthen the effect of flexible working arrangement toward work-life balance nor strengthen the effect of stress toward work-life balance.

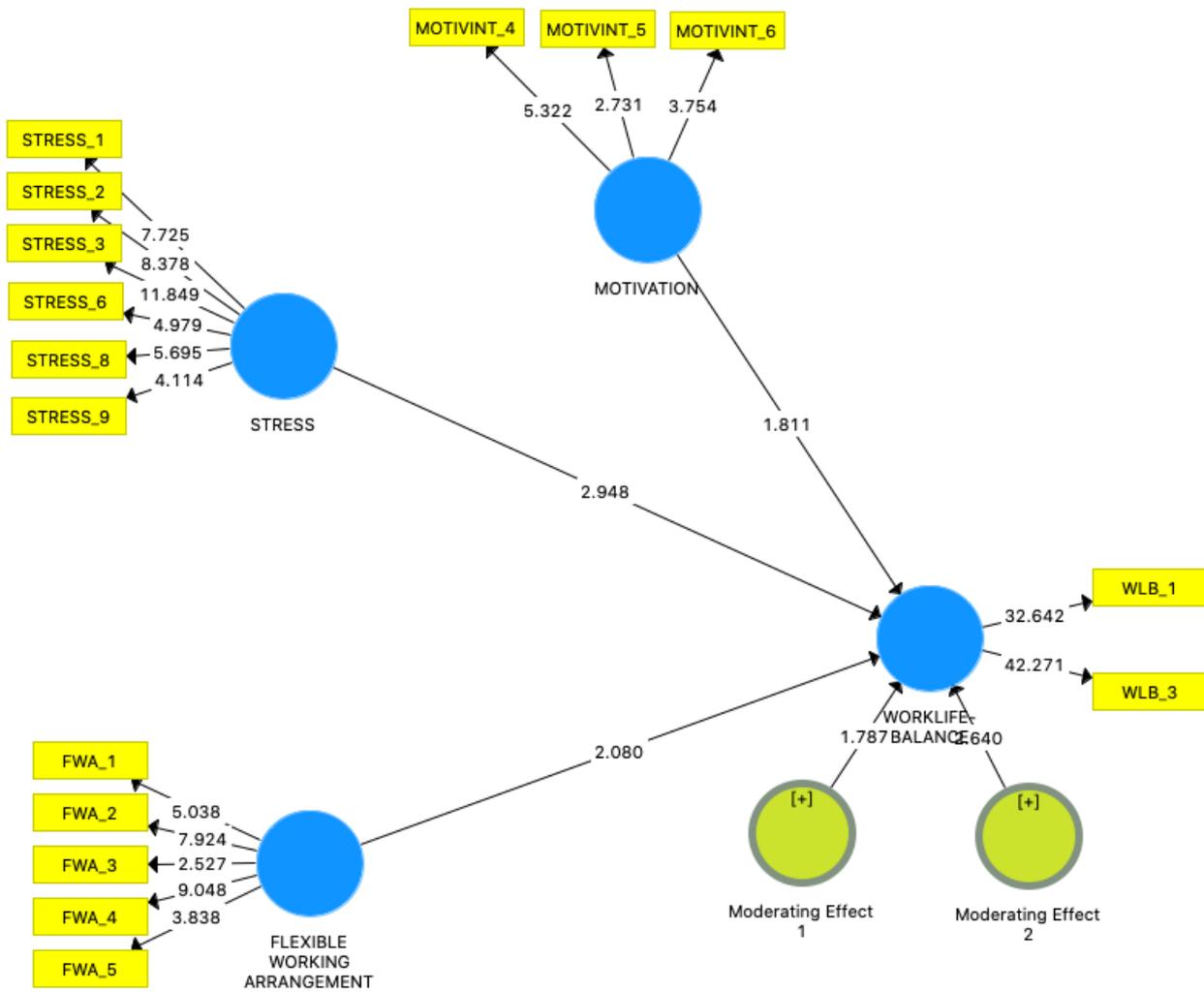


Figure 3. Structural Model

Based on the results, we are confident in working to next steps, whereas to conduct bootstrap with 5000 bootstrap sample, since this would result in robustness in confidence intervals and stable, in the structural model, motivation as moderator.

Table 5. Hypothesis Results

	STDEV	T-Stat	P-Values	Decisions
FLEXIBLE WORKING ARRANGEMENT -> WORKLIFE-BALANCE	0,102	2,080	0,038	Supported
STRESS -> WORKLIFE-BALANCE	0,087	2,948	0,003	Supported
Moderating Effect 1 -> WORKLIFE-BALANCE	0,113	1,787	0,074	Not Supported
Moderating Effect 2 -> WORKLIFE-BALANCE	0,118	2,640	0,008	Supported

We determine the significance of path coefficients if P-Values result <0,05. Results show that the exogen variable affects endogen variables positively (flexible working arrangement does affect work-life balance also stress does affect work-life-balance). However, motivation does not

moderates flexible working arrangement effect toward worklife-balance ($P\text{-values} = 0,085 > 0,05$), but motivation moderates stress effect toward worklife-balance ($P\text{-values} = 0,049 < 0,05$).

The results obtained from this research are interesting to study, although, in the discussion of the results, shows that this research model is weak. The weakness of this model can occur due to several reasons, which in principle will show that this model is less reliable, but on the other hand, the items used have met the validity standard.

Participants of this research, all respondents are taking further study through a postgraduate program in one private University in Jakarta - Indonesia. This University listed as one of many University ranks in between 801-1000 in World University Rankings 2020, respondent mostly in the group of age between 25 – 35 years old, most of them work in the service industry, and women and man almost evenly responded to the survey. They also have multiple roles as parents or parents' caretaker at the same time they work as employee and student. Later on, the results will portray those profile and personal characteristics of respondents significant in responding to statements they found in items.

The flexible working arrangement thus is seen from its benefit to productivity at work and personal increases work-life balance. From these results, shows that flexible working arrangement assumed to bring benefit to employees as student's work productivity, does meet hypothesis. The results confirmed Pandiangan (2018), Hooks and Higgs (2000) and Doherty and Murphy (2017) findings show that flexible working arrangement affects work-life balance empirically. Between respondents with particular characteristics given above, might experience their work-life balance as being affected by a flexible working arrangement since they work in the service industry. There is some background that might be possible cause this results, 1) respondents might experiencing flexible working arrangement affect their work-life balance, or 2) respondents perceive that flexible working arrangement will affect their work-life balance. Where work-life balance initiated by companies usually 1) child care, 2) job sharing, 3) care for sick children and employees, 4) on-site summer camp, 5) training supervisors to respond to work and employees' family needs, 6) flexible work scheduling, 7) sick leave policies, and 8) dropping children at school and making dinner reservations (Ivancevich, 20014). Respondents perceived the presence of work-life balance, and all of them are students of blended learning postgraduate program. From here, we may illustrate based on that conditions as a proxy to discuss these findings, where since challenged with multiple roles, they assume that time flexibility and support receive from the company they work for will help them consider improvement between the quality of life and work. However, on the other hand, this would also assume as interference between professional and personal life.

Stress affects work-life balance. The more stress a person has, the less work-life balance that the person will have. If a person, tend to be quickly emotionally drained, and inability to control essential things in one's life, nervous and anxious, they will have troubled life between work and personal matter. There are stress factors related to self, family, surroundings, from this description, related to the dilemma faced by people who have multiple roles. As individuals, it is not uncommon for several roles to be played, and these roles must be played at unexpected times, for example when required to make immediate decisions about home decisions while in the office, and vice versa. The problem is, a person's condition cannot be stable all the time. As an illustration, if someone in the office is experiencing work pressure and at the same time, they have to think about something outside the office needs, then what might happen if someone cannot do self-regulate is anxiety. Anxiety is a symptom that is shown in someone when experiencing stress. When a person's anxiety increases, the balance between personal life and work becomes disturbed, and even worse, it can disturb other people around him. If it is related to respondents who are all students in the blended learning program, the respondents perceive that in the conditions they are experiencing, the stress feel can have an effect on their work-life balance whereby if they receive less stress, their work-life balance would feel better.

Motivation plays an essential role in strengthening relationships between flexible working arrangement and work-life balance. This research found that among internal motivation and

external motivation, all items that pass the validity process is internal motivation. Interestingly, this research shows that when there is a perception of stress, it will increase its effect on work-life balance higher if internal motivation exists. Internal motivation according to Coetsee (2002) is something that comes from within a person without coercion from outside; this also shows a person's enthusiasm for something, which is shown by the hard work that comes from a person facing something. Respondents of this research are workers who choose to set aside some of their time to take further studies, and the urge to take further study carried out independently, and voluntarily. Thus it can be concluded that all respondents have an intrinsic motivation to complete studies and live their lives both as workers and playing a role in domestic space. If a person has an inner motivation, even though he or she still has stress, he or she can balance their work and personal life. Then, if someone has an intrinsic motivation, the practice of flexible working arrangement experienced by a person can also affect a person's ability to maintain a balance in life as a worker and those who have a role in the context of personal life, and this found within respondent in this research.

4. Conclusions

This research aims to explore whether there are interesting dynamics of a flexible working arrangement, stress, work-life balance and motivation among employees who are also students of a private university. The results obtained indicate that the practice of flexible working arrangements is not proven to have any significant effect on their work-life balance among student workers. Workers who become students have their problems regarding multiple roles. However, if there is intrinsic motivation, there will be a significant effect of a flexible working arrangement on work-life balance. This research encourages the need to see how the role of intrinsic motivation is, and when this intrinsic motivation appears in someone who is serving multiple roles.

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APPENDIX

Table 1. Operationalisation

No.	Variables	Dimension	Indicators	Scales
1	Flexible working arrangement (Thompson et al., 2015)	a. Flexitime b. Flexplace	<ol style="list-style-type: none"> 1. Time flexibility provides good benefits for work productivity 2. With the flexible working arrangement, it can balance the time between work and family. 3. Companies where employees work provide flexible working arrangements 4. Flexible working arrangements increase employee effectiveness at work 5. Working from home provides a great flexible working arrangement 	This indicator measured on a Likert scale
2	Stress Pressure (Kamarck and Mermelstein, 1983).	a. Unpredictable feeling b. Feelings of being out of control c. Feelings of pressure	<ol style="list-style-type: none"> 1. Often angry about something that happened unexpectedly 2. Feelings of not being able to control important things in life 3. Feelings of nervousness and pressure 4. Feelings of confidence about the ability to deal with personal problems 5. Feeling that something is going your way 6. Feeling unable to face the things that need to be done 7. Ability to control resentment in life 8. Feelings of anger because things are out of control 9. Feeling too much trouble that you cannot handle it 	with a minimum value of 1-5 and there is a value of answer choices from Strongly Disagree, Disagree, Disagree, Agree, and Strongly Agree.
2	Work-Life Balance (Rincy and Panchanatham, 2010).	<ol style="list-style-type: none"> 1. Work interferes with personal life 2. Increased work 3. Improvement in personal life 	<ol style="list-style-type: none"> 1. Have a balance of time devoted to work and for activities outside of work. 2. Has difficulty balancing work activities and activities outside of work. 	

No.	Variables	Dimension	Indicators	Scales
		4. Personal life interferes with work	3. Feel that the balance between work demands and activities outside of work is quite good	
3	Motivasi (Uno, 2010)	<ol style="list-style-type: none"> 1. Internal Motivation 2. External Motivation 	<ol style="list-style-type: none"> 1. Internal Motivation: <ul style="list-style-type: none"> ▪ Responsible for carrying out duties ▪ Carry out tasks with clear objectives ▪ There is feedback for the work done ▪ Have a happy feeling at work ▪ Always try to be better than others ▪ Prioritizing performance at work 2. External Motivation <ul style="list-style-type: none"> ▪ Always trying to meet the needs of life and work needs ▪ Happy to compliment what is done ▪ Work with the hope of getting the attention of friends and superiors. 	