

## THE EFFECT OF WORK-LIFE BALANCE ON PSYCHOLOGICAL WELL-BEING AMONG STUDENTS PARTICIPATING IN INTERNSHIP PROGRAMS

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### Abstract

#### Keywords:

Work-Life Balance,  
Psychological Well-Being,  
Student Interns,  
Mental Well-Being

*This study aims to examine the effect of work-life balance on psychological well-being among students participating in internship programs, considering the complexity of their dual roles as both learners and workers. The research employed a quantitative approach with a correlational design. The sample consisted of 107 students selected through purposive sampling, specifically those who were actively enrolled in academic activities while undertaking internships. Data were collected using Likert-scale questionnaires measuring work-life balance and psychological well-being. The data were analyzed using simple linear regression with the assistance of SPSS version 25. The findings reveal that work-life balance has a positive and significant effect on psychological well-being, with a significance value of 0.000 ( $p < 0.05$ ) and a contribution of 20.3%. However, the strength of the relationship is relatively weak, indicating the presence of other factors influencing students' psychological well-being. These results suggest that the ability to manage academic and work demands plays an important role in maintaining students' psychological conditions during internships. The study provides practical implications for students, educational institutions, and internship providers to develop more adaptive strategies in supporting role balance and student mental health.*

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### INTRODUCTION

An internship program is an organized learning activity in which participants are directly engaged under the guidance of company mentors to acquire knowledge, skills, and attitudinal development. Internships have become a crucial compulsory course designed to prepare students as professional, work-ready human resources. The urgency of such programs is increasingly evident, considering data from the Statistics Indonesia

(2021), which reports that the number of university students in Indonesia reached 7.6 million, while the educated unemployment rate remained relatively high at 8.55%. One of the primary factors contributing to the high unemployment rate among university graduates is the lack of soft skills. In response, the government, through Regulation of the Minister of Education and Culture Number 3 of 2020, has facilitated initiatives such as the Kampus Merdeka and MSIB programs to provide comprehensive exposure to the professional world. Consequently, this has led to a phenomenon of intense competition among students to secure internship placements, with participation increasing by 40% in 2023.

However, despite these benefits, the dual role of being both a student and an intern presents challenges that may affect psychological well-being. Students often struggle to manage their time between academic responsibilities, internship duties, and other priorities. This dual burden creates additional stressors that may trigger negative responses, including pressure, anxiety, and feelings of helplessness. According to Shepherd (2009), such intense negative emotions have a direct impact on the decline of an individual's psychological well-being. If these time-management issues are not addressed, they may lead to emotional crises and more severe psychological disorders.

Psychological well-being is defined as the full realization of an individual's psychological potential, in which a person is able to accept themselves, possess a clear sense of purpose in life, and function optimally. In the context of student interns, this well-being is strongly influenced by their ability to balance academic and professional roles. Greenhaus & Allen (2011) emphasize that imbalance between work and non-work roles can reduce life satisfaction and psychological well-being. Therefore, work-life balance emerges as a crucial factor in determining whether students can transition into the workforce while maintaining their mental health.

As an alternative solution, achieving work-life balance enables students to remain productive in both academic and professional domains without neglecting their personal lives, hobbies, and rest. Previous studies by Suli, Fitria, and Yantri (2021), as well as Saraswati and Lie (2020), demonstrate a significant positive relationship between work-life balance and psychological well-being: the higher an individual's level of balance, the greater their psychological well-being. This is further supported by findings that individuals who can effectively manage their role balance tend to experience higher satisfaction and are better equipped to cope with life's challenges.

Based on the discussion above, there is a clear urgency to examine the extent to which this role balance functions among student interns who are directly exposed to real professional dynamics. This study is therefore conducted to empirically investigate the relationship between these two variables in order to provide solutions for students in optimizing their dual roles. Specifically, this research aims to determine the effect of work-life balance on the psychological well-being of students participating in internship programs.

## LITERATURE REVIEW

### Psychological Well-Being

According to Carol D. Ryff (1989), psychological well-being is a concept that reflects a psychological state in which individuals possess positive attitudes toward themselves and others, are able to create and manage a supportive environment that aligns with their needs, have a sense of purpose in life, and strive to explore and develop their potential. Psychological well-being is also closely associated with self-actualization and optimal human functioning.

Furthermore, Garcia & Alandete (2015) define psychological well-being as a condition in which individuals perceive their lives as meaningful when they achieve self-acceptance, environmental mastery, positive interpersonal relationships, personal growth, and autonomy. Similarly, Garg & Rastogi (2009) suggest that psychological well-being is related to satisfaction with both physical and mental health, work, and overall life happiness.

Based on these perspectives, psychological well-being can be understood as a psychological condition in which individuals maintain positive attitudes toward themselves and others, experience subjective happiness, and are able to adapt effectively to the pressures of daily life.

### **Dimensions of Psychological Well-Being**

According to Dayton (2001), psychological well-being consists of five dimensions:

1. **Harmony**  
Refers to peaceful and satisfying interactions with family members, friends, and neighbors. This dimension is considered essential, as harmonious relationships contribute to success and a sense of security in life.
2. **Interdependence**  
Reflects mutual reliance on others, demonstrated through giving and receiving support from family, friends, or others. Such reciprocity enhances the sense of meaning in life.
3. **Acceptance**  
Relates to self-acceptance. Individuals achieve inner peace when they consistently accept life circumstances.
4. **Respect**  
Refers to the recognition and appreciation received from others, contributing to one's sense of self-worth.
5. **Enjoyment**  
Encompasses the ability to enjoy life and appreciate happiness. Individuals who possess this quality tend to live more relaxed lives and are less burdened by excessive anxiety

### **Work–Life Balance**

According to Bradley & McDonald (2005), work–life balance can be defined as the level of satisfactory involvement or “fit” between multiple roles in an individual's life. It is generally associated with maintaining overall harmony across life domains. Lockwood (2003) defines work–life balance as a condition in which work and personal life demands are equally balanced. Meanwhile, Hutcheson (2012) explains that work–life balance involves control, achievement, and satisfaction in life, implying that individuals are capable of making appropriate choices based on their current circumstances and goals. Achieving work–life balance requires a positive perception of one's level of involvement both within and outside of work.

From these perspectives, work–life balance can be concluded as a condition in which individuals effectively manage conflicts between competing demands on their time and energy, enabling them to fulfill various life roles while maintaining a positive

sense of involvement in both work and non-work domains.

### **Dimensions of Work–Life Balance**

According to Rincy (2010), work–life balance consists of four dimensions:

1. **Intrusion of Personal Life into Work (IPLW)**  
Refers to the extent to which personal or family life interferes with work responsibilities, potentially reducing job performance.
2. **Intrusion of Work into Personal Life (IWPL)**  
Refers to the extent to which work interferes with personal or family life, such as difficulties in allocating time for family interactions.
3. **Work Enhancement by Personal Life (WEPL)**  
Refers to improvements in work performance resulting from positive personal life experiences, such as increased confidence.
4. **Personal Life Enhancement by Work (PLEW)**  
Refers to improvements in personal life quality resulting from work experiences, such as adopting discipline or time management skills learned in the workplace.

### **Components of Work–Life Balance**

Greenhaus, Collins, & Shaw (2003) identify three main components of work–life balance:

1. **Time Balance** – Equal allocation of time between work and family or personal activities.
2. **Involvement Balance** – Equal levels of psychological involvement in work and family roles.
3. **Satisfaction Balance** – Equal levels of satisfaction derived from work and family domains.

Additionally, Fisher (as cited in Poulouse, 2014) proposes four components:

1. **Time** – The proportion of time spent at work compared to other activities.
2. **Individual Behavior** – Behavioral patterns in work and personal life contexts.
3. **Strain** – Tension arising from role conflicts across life domains.
4. **Energy** – A limited resource required to accomplish both work-related and non-work-related goals.

Thus, the components of work–life balance encompass time balance, involvement balance, satisfaction balance, time, individual behavior, strain, and energy.

### **Students**

According to Sutrisman (2019), students are individuals who pursue education in higher education institutions, such as universities or institutes. This definition aligns with Law of the Republic of Indonesia Number 12 of 2012, which states that students are learners at the higher education level. Dyah & Sri (2014) emphasize that students play a crucial role in achieving national development goals. Meanwhile, Papilaya (2012) describes students as individuals pursuing higher education who are characterized by intellectual capacity, critical thinking, and structured planning in action. Based on these perspectives, students can be defined as individuals who pursue

higher education to achieve their aspirations and develop expertise in preparation for future careers.

### **Internship Program**

According to Fajri (2018), internships are programs designed to provide real-world exposure to the professional environment. They also serve as a medium for individuals and institutions to develop communication skills and interpersonal relationships within organizations.

Hidajat (2006) defines internships as activities in which individuals work while learning in a specific field. Similarly, Rusidi (2006) emphasizes that internships are essential academic components for preparing work-ready human resources. Sumardiono (2014) further describes internships as a process of learning directly from experts through real-world practice, allowing individuals to apply knowledge and skills to solve practical problems.

Thus, internships can be understood as essential academic activities that enable individuals to acquire practical knowledge and skills from experts before entering the workforce.

### **Objectives of Student Internships**

According to Wirawan & Antara (2017), the objectives of student internships include:

1. Applying academic knowledge in real-world work settings.
2. Preparing for employment after graduation.
3. Gaining a deeper understanding of actual work environments.
4. Mastering competencies in areas of interest.

### **Hypothesis**

Based on the psychological dynamics outlined above, this study proposes the following hypothesis: There is a significant effect of work–life balance on the psychological well-being of students participating in internship programs.

## **RESEARCH METHODS**

### **Research Approach**

This study employs a qualitative research approach with a case study design.

### **Sample**

The sampling technique used in this study is purposive sampling. The sample consists of students who are actively enrolled in academic activities, both male and female, aged between 18 and 24 years, currently in semesters 5 through 8, and participating in internship programs.

### **Operational Definitions**

Work-life balance refers to a condition in which individuals are able to manage conflicts arising from competing demands on their time and energy in order to fulfill their roles in life, thereby enabling them to experience a positive sense of involvement both within and outside of work. This variable is measured using the dimensions of work-life balance proposed by Fisher et al. (2009), namely: 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).

Psychological well-being is a concept that reflects an individual's psychological state, characterized by positive attitudes toward oneself and others, a subjectively experienced sense of happiness, and the ability to cope with pressures encountered in daily life. This variable is measured using the dimensions of psychological well-being proposed by Ryff (1989), namely: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

#### Data Collection Techniques

Data were collected using questionnaires to measure the variables of work-life balance and psychological well-being. Both variables were assessed using a Likert scale.

#### Data Analysis

The data were analyzed using simple regression to examine the effect of work-life balance as the independent variable on psychological well-being as the dependent variable. The analysis was conducted with the assistance of SPSS version 25.0 for Windows.

## RESULTS AND DISCUSSION

### Research Results

Before hypothesis testing was conducted, assumption tests were performed first. The assumption tests used were normality and linearity tests, aiming to determine whether the data were normally distributed and whether a linear relationship existed among variables.

Based on the normality test results, the work-life balance scale was found to be not normally distributed, with a significance value of 0.006. This indicates non-normality because the significance value is  $\leq 0.05$ . Similarly, the psychological well-being data also showed a significance value of 0.046, indicating that the data were not normally distributed ( $p \leq 0.05$ ). The detailed results of the normality test are presented in Table 1.

**Table 1. Normality Test Results**

Variable	Kolmogorov-Smirnov Sig.	p-value	Interpretation
Work-life Balance	0.006	$\leq 0.05$	Not Normal
Psychological Well-being	0.046	$\leq 0.05$	Not Normal

Based on the linearity test, the data for Work-life Balance and Psychological Well-being were found to have a linear relationship, with a significance value of 0.000. This indicates linearity because the significance value is  $\leq 0.05$ . The detailed results of the linearity test are presented in Table 2.

**Table 2. Linearity Test Results**

Variable	F	Sig.	Interpretation
Work-life Balance – Psychological Well-being	26.751	0.000	Linear

The hypothesis in this study was tested using simple regression analysis. This method was used to examine the effect of work-life balance on psychological well-being among students participating in internship programs. The hypothesis is accepted if the significance value is  $\leq 0.05$ , and rejected if the significance value is  $\geq 0.05$ .

The results of the simple regression analysis showed an F value of 26.751 with a significance value of 0.000; thus, the hypothesis is accepted. This indicates that there is a highly significant effect of work-life balance on psychological well-being among students participating in internship programs.

The coefficient of determination ( $R^2$ ) was 0.203, meaning that work-life balance accounts for 20.3% of the variance in psychological well-being, while the remaining 79.7% is influenced by other variables not included in this study. The correlation coefficient (R) was 0.451, indicating a weak relationship between work-life balance and psychological well-being. The detailed hypothesis testing results are presented in Table 3.

**Table 3. Hypothesis Testing Results**

Variable	F	Sig.	$R^2$	R	Interpretation
Work-life Balance → Psychological Well-being	26.751	0.000	0.203	0.451	There is a highly significant positive effect

The study involved 107 respondents, consisting of male and female students. The description of respondents based on gender is presented in Table 4.

**Table 4. Respondents' Characteristics Based on Gender**

Gender	Number	%	Work-life Balance (Empirical Mean)	Category	Psychological Well-being (Empirical Mean)	Category
Female	68	63.6%	25.59	Moderate	84.31	Moderate
Male	39	36.4%	25.67	High	84.31	Moderate
Total	107	100%				

The description of respondents based on age is presented in Table 5.

**Table 5. Respondents' Characteristics Based on Age**

Age	Number	%	Work-life Balance (Empirical Mean)	Category	Psychological Well-being (Empirical Mean)	Category
18	1	0.90%	24.00	Moderate	77.00	Moderate
19	2	1.90%	25.50	Moderate	82.00	Moderate
20	6	5.60%	28.33	High	91.67	High
21	16	15.00%	25.00	Moderate	85.13	Moderate
22	55	51.40%	25.60	Moderate	83.69	Moderate
23	17	15.90%	25.35	Moderate	82.47	Moderate
24	10	9.30%	25.70	High	86.30	Moderate
Total	107	100%				

Respondents aged 20 years demonstrated the best performance, as they showed high levels of both work-life balance and psychological well-being. Meanwhile, respondents aged 24 years showed high work-life balance but only moderate psychological well-being. The remaining age groups (18, 19, 21, 22, and 23 years) consistently fell within the moderate category for both variables.

The study also involved 107 respondents categorized based on internship duration (<1 month, 1–3 months, 4–5 months, and >5 months). The description is presented in Table 6.

**Table 6. Respondents' Characteristics Based on Internship Duration**

Internship Duration	Number	%	Work-life Balance (Empirical Mean)	Category	Psychological Well-being (Empirical Mean)	Category
<1 month	19	17.8%	25.42	Moderate	85.21	Moderate
1–3 months	57	53.3%	25.53	Moderate	84.67	Moderate
4–5 months	10	9.3%	27.10	High	84.60	Moderate
>5 months	21	19.6%	25.33	Moderate	82.38	Moderate
Total	107	100%				

## DISCUSSION

This section aims to empirically examine the effect of work-life balance on psychological well-being among students participating in internship programs. Based on the results of data analysis using simple regression on 107 respondents, a significance

value of 0.000 was obtained, indicating that the hypothesis is accepted. This means that work-life balance has a highly significant effect on psychological well-being among students participating in internship programs.

The results showed an F value of 26.751 with a significance value of 0.000 ( $p < 0.05$ ) and an R square value of 0.203, indicating that work-life balance explains 20.3% of the variance in psychological well-being, while the remaining 79.7% is influenced by other variables outside this study. The relatively low contribution of work-life balance suggests the presence of other influential factors not examined in this research. This is supported by Rejeki, Rahmi, & Maputra (2021), who found that work-life balance influenced psychological well-being by 9.4%, while 90.6% was influenced by other factors. Similarly, Zarah (2020) reported a contribution of 19.9%, with 80.1% explained by other variables.

In this study, the correlation coefficient (R) was 0.451, indicating a weak relationship between work-life balance and psychological well-being.

Other factors discussed in this study include various determinants beyond work-life balance that influence psychological well-being. According to previous theories and studies, psychological well-being is not solely dependent on work-life balance but is also influenced by social support, personality traits, stress levels, coping strategies, work or academic environment, physical and mental health conditions, as well as meaning in life and personal motivation. Diener (2009) and Keyes, Shmotkin, & Ryff (2002) also emphasize that psychological well-being is affected by personality factors, social support, and environmental and economic conditions. Individuals with strong social support, positive personality traits such as optimism and resilience, and effective stress management tend to have higher psychological well-being. A supportive environment and good physical and mental health also contribute to emotional stability and happiness.

These findings indicate that work-life balance contributes to psychological well-being. Respondents who achieve better work-life balance tend to experience greater life satisfaction and happiness, which in turn enhances psychological well-being and supports better quality of work and psychological conditions among students. This is supported by Parkes & Langford (2008), who found a significant relationship between work-life balance and psychological well-being, as individuals who achieve balance in their lives tend to experience higher life satisfaction, stronger family relationships, and closer social connections.

Similarly, Zamralita & Suyasa (2008) stated that individuals with high work-life balance tend to demonstrate better work performance and greater job satisfaction, which facilitates higher psychological well-being. When individuals achieve work-life balance, they are more likely to experience life satisfaction, which positively influences psychological well-being. These effects are also reinforced through social interactions with family, friends, and colleagues. According to Ryff (1995), social support from close relationships fosters feelings of being valued, loved, and emotionally secure.

Furthermore, Zarah (2020) found that achieving work-life balance contributes to job satisfaction, organizational commitment, and improved work performance. Poulose (2014) also stated that job satisfaction is a positive outcome of achieving work-life balance. Amstad (2011) further emphasized that psychological well-being is closely related to workplace factors such as job satisfaction, organizational commitment, and job performance. Therefore, students participating in internship programs require social

support from their work environment to enhance motivation, encouragement, and emotional support, which ultimately improves work-life balance, psychological well-being, and performance.

Based on 107 respondents, the empirical mean score of work-life balance was categorized as high, with a mean value of 29.55. This indicates that students participating in internships generally have a high level of work-life balance, enabling them to maintain good psychological conditions and work performance. Fisher (2013) supports this finding by stating that individuals who can manage their time between work and personal activities are better able to reduce personal conflict and gain personal energy, contributing to both professional success and individual well-being. Therefore, work-life balance is essential for interns as it is associated with better performance and job satisfaction.

Meanwhile, the empirical mean score for psychological well-being was categorized as moderate, with a mean value of 84.30. This indicates that students generally have a fairly good level of psychological well-being, characterized by comfort in life, happiness, and life satisfaction. Arista & Sumaryono (2015) support this finding, stating that achieving balance in life facilitates better functioning in both personal and work domains, which contributes to psychological well-being. Karunanidhi & Chitra (2013) also found that job satisfaction contributes to psychological well-being.

Based on gender, female respondents had a mean work-life balance score of 25.59 (moderate category), while male respondents had a mean score of 25.67 (high category). This indicates that male respondents tend to have slightly higher work-life balance than female respondents. Daalen, Willemsen, & Sanders (2006) support this finding, stating that women tend to experience more conflict between work and family life compared to men.

However, psychological well-being scores for both male and female respondents were identical at 84.31 (moderate category), indicating no gender difference. This is supported by Putri (2012), who found no significant differences in psychological well-being between male and female students, except in autonomy. Similar findings were reported by Pinguart and Sorensen (in Singh, Mohan & Anasseri, 2012), who also found no gender differences in psychological well-being.

Based on age, respondents aged 20 years showed the highest mean scores for both work-life balance (28.33, high category) and psychological well-being (91.67, high category). This suggests that individuals in this age group demonstrate better balance and well-being. Erikson's psychosocial theory states that individuals aged 20–30 are in the intimacy vs. isolation stage, where they seek close relationships with family, partners, and friends (Santrock, 2012). Strong social relationships during this stage support better work-life balance by reducing stress and improving quality of life (Greenhaus & Powell, 2006).

For psychological well-being, respondents aged 20 years also showed the highest scores. Roslan, Ahmad, & Ghiami (2017) found that students under 25 years tend to have higher psychological well-being compared to older students. According to Ryff (1989), psychological well-being includes self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth, all of which can be influenced by age and life experiences.

## CONCLUSION

This study aims to examine the effect of work-life balance on psychological well-being among students participating in internship programs. Based on the research findings, it can be concluded that work-life balance has a significant effect on psychological well-being among internship students. The magnitude of this effect is 20.3%, while the remaining 79.7% is influenced by other variables outside the scope of this study.

Based on hypothesis testing using simple regression analysis, the results indicate that the hypothesis is accepted, meaning that there is a highly significant effect of work-life balance on psychological well-being among students participating in internship programs. The findings also show that respondents in this study generally have a high level of work-life balance and a moderate level of psychological well-being.

Based on these findings, several strategic recommendations are proposed. First, internship students are expected to maintain a balance between work demands and personal life by managing their time effectively between tasks and rest. Students are also encouraged to build social support from family, friends, and supervisors in order to reduce stress and maintain mental health during the internship program.

Second, society and the surrounding environment are expected to create a supportive atmosphere by providing motivation and positive guidance. A conducive environment and open communication can help students cope with pressure, enhance self-confidence, and support healthy personal development during their transition into the professional world.

Finally, future researchers are encouraged to expand the scope of the study by considering other variables that may significantly contribute to psychological well-being. The use of more in-depth data collection methods, such as direct questionnaires or qualitative approaches, is recommended to reduce information bias. In addition, it is suggested that future studies include specific variables such as stress from examinations or additional assessments in order to provide a more comprehensive and accurate analysis of the pressures experienced by students.

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