

THE EFFECT OF PSYCHOLOGICAL SAFETY AND MINDFULNESS ON WORK-LIFE BALANCE

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Abstract. *This study aims to analyze the influence of psychological safety and mindfulness on work-life balance among working students. This study used a quantitative method with descriptive and associative approaches. The population in this study consisted of working students with a sample of 100 respondents. Data were collected through questionnaires using a Likert scale, while data analysis was conducted using IBM SPSS Statistics through validity tests, reliability tests, classical assumption tests, multiple linear regression analysis, t-tests, and F-tests. The results showed that psychological safety had a positive and significant effect on work-life balance with a significance value of 0.031, while mindfulness had a positive and significant effect on work-life balance with a significance value of 0.000. Simultaneously, psychological safety and mindfulness significantly affected work-life balance with a significance value of 0.000 and a coefficient of determination value of 0.667, indicating that 66.7% of the variation in work-life balance could be explained by both independent variables. This study shows that psychological safety and mindfulness play important roles in improving work-life balance among working students.*

Keywords: *Mindfulness; Psychological Safety; Work-Life Balance.*

1. INTRODUCTION

The phenomenon of students working while attending college has become increasingly common in Indonesia. Working students generally carry out two roles simultaneously, namely as students and employees, which requires them to manage their time, energy, and responsibilities in a balanced manner. This condition arises due to various factors, such as economic needs, the desire for financial independence, and the need to gain work experience before completing higher education. However, carrying out these two roles simultaneously is not easy because working students often face academic and work-related pressures at the same time.

The pressures experienced by working students can affect their psychological condition and overall well-being. Academic demands such as assignments, examinations, and organizational activities often conflict with job responsibilities, resulting in stress, mental exhaustion, and decreased academic and work performance. Research conducted by Rafsanjani et al. (2024) revealed that working students commonly experience academic stress due to the challenges of balancing academic responsibilities with work commitments. If not managed properly, such conditions may lead to burnout and a decline in students' quality of life.

One factor that can help working students cope with these pressures is psychological safety. According to Amy Edmondson (1999), psychological safety refers to an individual's belief that the environment in which they interact is safe for expressing opinions, asking questions, and making mistakes without fear of negative consequences. Psychological safety is important for working students because a psychologically safe environment can help individuals feel more comfortable in carrying out both academic and work-related activities. Individuals with higher psychological safety tend to manage pressure more effectively and establish better social relationships.

In addition to psychological safety, mindfulness is also an important factor in maintaining balance in the lives of working students. Jon Kabat-Zinn (2003) defines mindfulness as full awareness of present experiences carried out intentionally and without judgment. Mindfulness helps individuals focus more on the situations they are facing, thereby reducing stress and improving emotional regulation. Individuals with high mindfulness tend to be more capable of controlling negative thoughts and handling pressure more calmly.

Research by Long et al. (2023) found that mindfulness can improve students' psychological well-being and help reduce anxiety and academic stress. Furthermore, Frazier et al. (2017) reported that psychological safety promotes interpersonal trust, learning behavior, open communication, and employee well-being, enabling individuals to perform more effectively in challenging environments. These findings indicate that psychological safety and mindfulness play important roles in helping individuals cope with pressure and maintain life balance.

Work-life balance refers to an individual's ability to maintain balance between work and personal life. For working students, work-life balance is essential because individuals must manage academic and work responsibilities simultaneously. Poor work-life balance can result in role conflict, physical and mental fatigue, and reduced productivity. Conversely, individuals with good work-life balance tend to have more stable psychological conditions and are better able to perform their activities optimally.

Research regarding psychological safety and mindfulness on work-life balance is still relatively limited, especially in the context of working students in Indonesia. Most previous studies focused more on professional employees or regular students. Therefore, this study is important to examine the influence of psychological safety and mindfulness on work-life balance among working students. This research is expected to contribute theoretically to the development of human resource management and psychology, as well as provide practical benefits for working students and educational institutions in creating environments that support the balance between academic life and work.

2. LITERATURE REVIEW

Previous studies indicate that psychological safety has a positive relationship with individuals' comfort in social and work environments. Edmondson (1999) explained that individuals who feel psychologically safe tend to be more confident in expressing opinions and more adaptable to environmental pressures. Psychological safety can also improve individuals' psychological well-being because supportive environments reduce fear and anxiety.

In addition, mindfulness has also been proven to influence individuals' psychological conditions. According to Kabat-Zinn (2003), mindfulness helps individuals improve self-awareness, focus attention, and regulate emotions, thereby reducing stress and mental pressure. Long et al. (2023) found that mindfulness enhances students' psychological well-being and reduces academic anxiety.

Frazier et al. (2017) explained that psychological safety encourages individuals to express ideas, take interpersonal risks, and collaborate effectively, which contributes positively to well-being and performance. These findings demonstrate that psychological safety and mindfulness are related to individuals' ability to maintain balance between personal life and work.

However, studies combining psychological safety and mindfulness in explaining work-life balance among working students are still limited. Most previous studies focused on professional employees and did not specifically examine working students in Indonesia.

2.1 Psychological Safety

According to Edmondson (1999), psychological safety is an individual's belief that the environment is safe for taking interpersonal risks without fear of embarrassment or negative consequences.

Indicators of Psychological safety:

1. Feeling safe in expressing opinions
2. Not being afraid of making mistakes
3. Environmental support
4. Comfort in social interaction

2.2 Mindfulness

According to Kabat-Zinn (2003), mindfulness is full awareness of present experiences carried out intentionally and without judgment.

Indicators of Mindfulness:

1. Self-awareness
2. Focused attention
3. Emotional control
4. Awareness of the surrounding environment

2.3 Work-Life Balance

Work-life balance refers to an individual's ability to maintain balance between work and personal life in order to avoid excessive role conflict.

Indicators Work-Life Balance:

1. Time balance
2. Involvement balance
3. Life satisfaction balance

2.4 Novelty

The novelty of this study lies in examining the influence of psychological safety and mindfulness on work-life balance among working students in Indonesia. Previous studies generally discussed psychological safety or mindfulness separately and focused more on professional employees, company workers, or organizational settings. Meanwhile, studies combining these two independent variables in a single research model focusing on working students remain limited.

Furthermore, working students have different characteristics compared to professional workers because they must perform two roles simultaneously, namely as students and employees, resulting in more complex pressures. Therefore, this study provides a new contribution in understanding how psychological safety and mindfulness influence work-life balance among working students. This research is also expected to serve as an additional reference in the development of human resource management and psychology studies, particularly those related to the psychological well-being of working students in Indonesia.

2.5 Hypotheses

Based on the literature review, the hypotheses of this study are as follows:

1. *H1: Psychological safety has a positive and significant effect on work-life balance among working students.*
2. *H2: Mindfulness has a positive and significant effect on work-life balance among working students.*
3. *H3: Psychological safety and mindfulness simultaneously have a positive and significant effect on work-life balance among working students.*

3. RESEARCH METHODS

Research Approach

This study uses a quantitative approach. The quantitative approach was chosen because the research aims to determine the influence of psychological safety and mindfulness on work-life balance through numerical data processing and statistical analysis.

Type of Research

This study uses descriptive and associative research methods. Descriptive research is used to describe the conditions of psychological safety, mindfulness, and work-life balance among working students. Meanwhile, associative research is used to determine the relationship and influence among the research variables.

Respondents / Informants

The respondents in this study were students who worked while attending college. The sampling technique used purposive sampling with the criteria that respondents were active students with either full-time or part-time.

Table 1. Respondent Characteristics

Characteristics	Description	Total
Gender	Male	45
	Female	55
Employment Status	Full Time	40
	Part-Time	60
Age	18-22 years	70
	23-27 years	30

Data Collection Techniques

The data collection techniques in this study were carried out through:

1. Questionnaire

Data collection was conducted by distributing questionnaires to respondents using a 5-point Likert scale to measure respondents' level of agreement with the statements provided. The questionnaire was developed based on indicators of psychological safety, mindfulness, and work-life balance.

2. Literature Study

A literature study was conducted by collecting references from books, scientific journals, articles, and previous studies related to psychological safety, mindfulness, and work-life balance as the theoretical foundation of the research.

Data Analysis Techniques (SPSS)

The data analysis technique in this study used IBM SPSS Statistics. The analysis was conducted through several stages:

1. Validity Test

Used to determine whether the questionnaire items are valid.

2. Reliability Test

Used to determine the consistency level of the research instruments.

3. Classical Assumption Tests

Including:

- Normality Test
- Multicollinearity Test
- Heteroscedasticity Test
- Autocorrelation Test

4. Multiple Linear Regression Analysis

Used to determine the influence of psychological safety and mindfulness on work-life balance.

5. *t*-Test (Partial)

Used to determine the influence of each independent variable on the dependent variable partially.

6. *F*-Test (Simultaneous)

Used to determine the simultaneous influence of psychological safety and mindfulness on work-life balance.

7. Coefficient of Determination (R^2)

Used to determine how much the independent variables explain the dependent variable.

4. RESULTS AND DISCUSSION

Validity Test Results

Table 2. Validity Test Results

Variable	Item code	r-Count	r-Table	Sig(2-tailed)	Description
Psychological Safety (X1)	P01	0,675	0,197	0,000	Valid
	P02	0,499	0,197	0,000	Valid
	P03	0,716	0,197	0,000	Valid
	P04	0,637	0,197	0,000	Valid
	P05	0,565	0,197	0,000	Valid
	P06	0,658	0,197	0,000	Valid
	P07	0,676	0,197	0,000	Valid
	P08	0,707	0,197	0,000	Valid
Mindfulness (X2)	P01	0,643	0,197	0,000	Valid
	P02	0,664	0,197	0,000	Valid
	P03	0,733	0,197	0,000	Valid
	P04	0,695	0,197	0,000	Valid
	P05	0,724	0,197	0,000	Valid
	P06	0,586	0,197	0,000	Valid
	P07	0,691	0,197	0,000	Valid
	P08	0,739	0,197	0,000	Valid
Work-Life Balance (X3)	P01	0,704	0,197	0,000	Valid
	P02	0,732	0,197	0,000	Valid
	P03	0,764	0,197	0,000	Valid
	P04	0,736	0,197	0,000	Valid
	P05	0,749	0,197	0,000	Valid
	P06	0,746	0,197	0,000	Valid
	P07	0,621	0,197	0,000	Valid
	P08	0,557	0,197	0,000	Valid

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the validity test results for the variables Psychological Safety (X1), Mindfulness (X2), and Work-Life Balance (Y), all statement items showed r-count values greater than the r-table value of 0.197. In addition, all items had significance values below 0.05. These results indicate that every statement item has a significant correlation with the total score of the measured variable. Therefore, all statement items for the variables Psychological Safety, Mindfulness, and Work-Life Balance are declared valid and can be used as research instruments to accurately measure the variables under study.

Reliability Test Results

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Reliability Standard	Description
Psychological Safety (X1)	0,875	0,70	Reliable
Mindfulness (X2)	0,899	0,70	Reliable
Work-Life Balance (Y)	0,904	0,70	Reliable

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the reliability test results, all research variables obtained Cronbach's Alpha values greater than 0.70. The Psychological Safety variable obtained a value of 0.875, Mindfulness obtained 0.899, and Work-Life Balance obtained 0.904. This indicates that all research instruments have good consistency and are the refore considered reliable and suitable for use in the study.

Classical Assumption Tests

Normality Test

Table 4. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PSYCHOLOGICAL SAFETY	.093	100	.034	.938	100	.000
MINDFULNESS	.125	100	.001	.949	100	.001
WORK LIFE BALANCE	.086	100	.068	.952	100	.001
a. Lilliefors Significance Correction						

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the normality test using the Kolmogorov-Smirnov method, the significance value obtained was 0.036, which is lower than 0.05, indicating that the residual data in the regression model are not normally distributed. This result was also supported by the Shapiro-Wilk test, which showed significance values below 0.05, indicating that statistically the data do not fully meet the normality assumption. How ever, this study used a sample size of 100 respondents, so based on the Central Limit Theorem, the data distribution can be approximated as normal because larger sample sizes tend to produce distributions closer to normal. Therefore, deviations from normality can still be tolerated, and theregression model remains appropriate for further analysis, especially since no other classical assumption violations were found.

Multicollinearity Test

Table 5. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	PSYCHOLOGICAL SAFETY	.318	3.141
	MINDFULNESS	.318	3.141
a. Dependent Variable: WORK LIFE BALANCE			

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the multicollinearity test results, the tolerance values for Psychological Safety and Mindfulness were 0.318 (> 0.10), and the VIF values were 3.141 (< 10). This indicates that nomulticollinearity exists among the independent variables in the regression model. Therefore, Psychological Safety and Mindfulness can be used simultaneously in explaining Work-Life Balance.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.528	1.260		2.801	.006
	PSYCHOLOGICAL SAFETY	.068	.069	.175	.986	.326
	MINDFULNESS	-.102	.066	-.275	-1.552	.124

a. Dependent Variable: Abs_RES

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the heteroscedasticity test using the Glejser method, the significance values for Psychological Safety and Mindfulness were 0.326 and 0.124 respectively. Both values are greater than 0.05, indicating that there are no heteroscedasticity symptoms in the regression model. This means that the residual variance is constant or homogeneous at every level of the independent variables. Therefore, the regression model in this study meets the homoscedasticity assumption and is appropriate for further analysis.

Autocorrelation Test

Table 7. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.817 ^a	.667	.661	3.34320	1.974

a. Predictors: (Constant), MINDFULNESS, PSYCHOLOGICAL SAFETY

b. Dependent Variable: WORK LIFE BALANCE

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the autocorrelation test results, the Durbin-Watson value obtained was 1.974, which falls within the range of 1.5 to 2.5. This indicates that no autocorrelation occurs in the regression model. In other words, there is no correlation between residuals across observations, so the regression model fulfills the assumption of being free from autocorrelation.

Multiple Linear Regression Analysis

Table 8. Multiple Linear Regression Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	.667	.661	3.34320

a. Predictors: (Constant), MINDFULNESS, PSYCHOLOGICAL SAFETY

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2176.069	2	1088.035	97.346	.000 ^b
	Residual	1084.171	97	11.177		
	Total	3260.240	99			
a. Dependent Variable: WORK LIFE BALANCE						

a. Dependent Variable: WORK LIFE BALANCE

b. Predictors: (Constant), MINDFULNESS, PSYCHOLOGICAL SAFETY

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.662	2.047		1.300	.197		
	PSYCHOLOGICAL SAFETY	.246	.113	.227	2.189	.031	.318	3.141
	MINDFULNESS	.638	.107	.619	5.969	.000	.318	3.141

a. Dependent Variable: WORK LIFE BALANCE

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the multiple linear regression analysis, the R value obtained was 0.817, indicating a strong relationship between Psychological Safety and Mindfulness with Work-Life Balance. The R Square value of 0.667 indicates that 66.7% of the variation in Work-Life Balance can be explained by the two independent variables, while the remaining portion is influenced by other variables outside the study. The F-test results showed a significance value of $0.000 < 0.05$, meaning that Psychological Safety and Mindfulness simultaneously have a positive and significant effect on Work-Life Balance. In addition, the t-test results revealed that Psychological Safety had a regression coefficient value of 0.246 with a significance value of $0.031 < 0.05$, while Mindfulness had a regression coefficient value of 0.638 with a significance value of $0.000 < 0.05$. Therefore, both variables positively and significantly influence Work-Life Balance. Based on the regression equation $= Y = 2.662 + 0.246X_1 + 0.638X_2$ it can be interpreted that every increase in Psychological Safety and Mindfulness will lead to an improvement in Work-Life Balance, with Mindfulness having a more dominant influence due to its larger regression coefficient value.

t-Test (Partial)

Table 9. t-Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.662	2.047		1.300	0.197
	PSYCHOLOGICAL SAFETY	0.246	0.113	0.227	2.189	0.031
	MINDFULNESS	0.638	0.107	0.619	5.969	0.000

a. Dependent Variable: WORK-LIFE BALANCE

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on Table 9, the psychological safety variable obtained a t-value of 2.189 and a significance value of 0.031, which is lower than 0.05. This result indicates that psychological safety has a positive and significant effect on work-life balance among working students. Therefore, the first hypothesis (H1), which states that psychological safety positively and significantly affects work-life balance among working students, is accepted.

Furthermore, the mindfulness variable obtained a t-value of 5.969 and a significance value of 0.000, which is lower than 0.05. This result indicates that mindfulness has a positive and significant effect on work-life balance among working students. Therefore, the second

hypothesis (H2), which states that mindfulness positively and significantly affects work-life balance among working students, is accepted.

F-Test (Simultaneous)

Table 10. F-Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2176.069	2	1088.035	97.346	.000 ^b
	Residual	1084.171	97	11.177		
	Total	3260.240	99			
a. Dependent Variable: WORK-LIFE BALANCE						
b. Predictors: (Constant), MINDFULNESS, PSYCHOLOGICAL SAFETY						

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the simultaneous F-test results, the calculated F value was 97.346 with a significance value of 0.000, which is smaller than 0.05. This indicates that Psychological Safety and Mindfulness simultaneously have a positive and significant effect on Work-Life Balance among working students. Thus, the regression model used in this study is appropriate for explaining the relationship among the research variables.

Coefficient of Determination (R^2)

Table 11. Coefficient of Determination (R^2) Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	0.667	0.661	3.343
a. Predictors: (Constant), MINDFULNESS, PSYCHOLOGICAL SAFETY				

Source: IBM SPSS Statistics Output, processed by the researcher (2026)

Based on the coefficient of determination test, the R Square value obtained was 0.667. This indicates that Psychological Safety and Mindfulness have a relatively strong ability to explain variations in Work-Life Balance among working students. Specifically, 66.7% of the variations in Work-Life Balance can be explained by Psychological Safety and Mindfulness, while the remaining 33.3% is influenced by other factors outside this study, such as work stress, burnout, motivation, social environment, and other personal factors not examined in this research. Therefore, the research model can be considered sufficiently effective in explaining the relationship between the independent variables and the dependent variable.

CONCLUSION

Based on the research findings, it can be concluded that psychological safety has a positive and significant effect on work-life balance among working students. This indicates that working students who feel psychologically safe are more capable of balancing their academic and work responsibilities. Furthermore, mindfulness also has a positive and significant effect on work-life balance and is the dominant variable compared to psychological safety. Working students with high levels of mindfulness tend to be better at controlling emotions, reducing stress, and maintaining a balance between academic life and work. Simultaneously, psychological safety and mindfulness positively and significantly influence work-life balance among working students, with a coefficient of determination of 66.7%, while the remaining 33.3% is influenced

by other variables outside this study. These findings indicate that creating a supportive environment and improving self-awareness can help working students better manage their academic and work responsibilities. Future studies are recommended to include additional variables and a larger sample size to provide a more comprehensive understanding of the factors affecting work-life balance among working students.

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