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THE INFLUENCE OF JOB LEVEL AND WORK STRESS ON LEARNING MOTIVATION OF MASTER'S STUDENTS AT HARAPAN BANGSA BUSINESS SCHOOL CLASS OF 2023-2024

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ABSTRACT
The demands of balancing professional and academic responsibilities present unique challenges for Master's students who work while pursuing higher education, often resulting in increased job stress and varied impacts on learning motivation. This study investigates how job level and job stress influence the learning motivation of Master's students in Management at Harapan Bangsa Business School, focusing on students from the 2023-2024 cohort. A quantitative approach was used, employing structured questionnaires to collect data from a sample of 120 students in Bandung between July and November 2024. The analysis, conducted through multiple regression, revealed that job level significantly positively affects learning motivation, with students in higher positions exhibiting greater motivation to succeed academically. In contrast, job stress did not show a statistically significant effect on learning motivation, indicating that its impact may vary based on individual resilience and role-specific factors. These results suggest that learning motivation is more closely tied to job level than job stress. The study provides valuable insights for educational institutions aiming to enhance motivation among working students by promoting autonomy and competency support, aligning with Deci and Ryan's self-determination theory. Institutions can better support students' academic success across different job levels by focusing on strategies that increase student autonomy and skill-building opportunities.

Keywords: job level, job stress, learning motivation, master of management

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INTRODUCTION

Along with technological advancements, especially in education, many colleges have expanded their reach by offering online-based classroom study programs. This phenomenon opens the door for workers who want to improve their academic qualifications without leaving their jobs (Hakim & Sudarmiatin, 2018). However, behind the ease of access and flexibility offered by online-based classroom programs, new challenges arise for students. One of them is the busyness of their work, which often affects the quality and intensity of the time they can allocate to study (Abduh et al., 2018; Deci & Ryan, 2008; Turnip, 2020). This is even more important in the context of postgraduate programs, where most learners are workers with significant professional responsibilities. S2 students in Indonesia, especially at HBBS, face various challenges in completing their studies (Akgunduz, 2015; fit surya Inul & Lewangka, 2022; Sönmez & Betül Kolaşınlı, 2021). One of the main challenges is balancing work responsibilities and academic commitment. Many undergraduate students also work full-time or part-time to finance their studies or gain relevant work experience.

According to data from the Ministry of Education and Culture (2021), the number of students who continue their studies at the master's level in Indonesia continues to increase yearly. However, this increase is accompanied by various challenges, one of which is the work stress experienced by students who also work full-time. This work stress can hurt their motivation to learn.

Work stress is a primary factor affecting student learning motivation (Goulmy et al., 2024; Qiang & Li, 2025; van Dinter et al., 2024). The hustle and bustle of their work can lead to high stress levels, which can interfere with their motivation to learn. In addition, the position level in the world of work can also play an essential role in influencing students' motivation to learn (Le et al., 2024; Phanniphong et al., 2024; Rachor et al., 2022; Zare et al., 2024). Individuals with higher job titles may face more pressure to improve their qualifications. In comparison, individuals with lower job titles may feel less motivated due to the lack of a clear career path (Chu & Chou, 2024; Getaneh Mekonen et al., 2022; Lu et al., 2024; Setyawan et al., 2022).

Previous research has consistently highlighted the influence of job roles and stress on motivation within educational and professional contexts. Sobaih et al. (2020) found that job motivation positively impacts employee performance, emphasizing the importance of motivational factors in various settings. However, limited studies have examined how this relationship affects graduate students, particularly those balancing work and study commitments. Furthermore, Hu et al. (2024) reported that work stress negatively affects performance in government employees, raising questions about its impact on student motivation in academic settings. Some studies suggest that work stress can hinder learning motivation, while others, such as Soelton et al. (2020), argue that motivation can serve as a buffer, enhancing performance despite the stress. This study aims to bridge this gap by analyzing the effects of job level and work stress on learning motivation in a graduate school context, contributing new insights to the existing literature on motivational factors in education.

Unlike previous studies that mainly focus on either job motivation or the effects of work stress in isolated professional or educational contexts, this research uniquely examines the combined influence of job level and work stress on the learning motivation of Master's students actively balancing professional and academic responsibilities. While earlier studies have provided insights into how job stress can affect performance or how motivation impacts productivity, few have investigated these dynamics in a setting where students simultaneously manage career and academic aspirations (Khosa et al., 2024; Solikhah, 2023). Therefore, this study addresses a critical gap by exploring how job level and job-related stress influence learning motivation, specifically within a cohort of graduate students, providing a more comprehensive understanding of the factors that drive or hinder motivation in complex, real-world educational environments.

This study examines the influence of position level and work stress on the learning motivation of Master of Management students at Harapan Bangsa Business School. The initial results of a questionnaire on 35 students showed that 50% of respondents experienced a decrease in learning motivation when they felt stressed at work. This emphasizes the importance of paying attention to students' mental well-being, as stress can interfere with focus and enthusiasm for learning, ultimately impacting academic performance. By focusing on individuals concurrently managing professional and academic roles, this research reveals how job hierarchy and work stress interact uniquely within this context, impacting learning motivation differently from traditional student populations. The novelty of this research lies in its approach of examining both external job-level factors and internal stress factors together, providing a dual perspective that offers a more nuanced understanding of what drives or detracts from learning motivation in a real-world, professional-

academic setting. The findings contribute to a more affluent theoretical foundation for developing educational and institutional support strategies tailored to working students.

This study aims to analyze the influence of position level and work stress on the learning motivation of S2 Harapan Bangsa Business School (HBBS) students of the 2023–2024 batch. Based on the background that has been explained, the main question to be answered is whether the level of position and work stress, both individually and together, affect students' motivation to learn. The results of this study are expected to be useful for academics as a reference for future research and for the HBBS community in designing policies or programs that can increase student learning motivation.

METHOD

This study employs a quantitative research approach to explore the influence of job level and work stress on the learning motivation of Master of Management students at Harapan Bangsa Business School, Class of 2023-2024. The research used a structured questionnaire as the primary data collection tool, carefully designed to ensure clarity and relevance to each variable (job level, work stress, and learning motivation). The questionnaire's development process included validity and reliability testing to establish the instrument's credibility. Content validity was confirmed through expert review, and construct validity was tested using factor analysis. Reliability was assessed using Cronbach's alpha, with all variables exceeding the threshold of 0.7, indicating high internal consistency.

The study's population consisted of all active students enrolled in the Master of Management program. Participants were selected through purposive random sampling, ensuring all respondents were actively enrolled students with concurrent job responsibilities. Responses were rated on a Likert scale to capture levels of agreement on items relating to job level, work stress, and learning motivation. For data analysis, we utilized SPSS version 20, applying multiple regression analysis to examine the relationships between job level, work stress, and learning motivation. Specifically, stepwise regression was used to explore the most predictive variables for learning motivation. This method allows for a sequential inclusion of predictor variables based on their statistical significance, thus refining the model to focus on the variables with the most significant explanatory power.

RESULTS AND DISCUSSION

Data Collection

The measurement instrument in this study consists of a questionnaire containing questions related to the operational definition of each variable. This questionnaire includes questions about job title levels, which includes categories such as Entry, Intermediate, Supervisory, Managerial, and Executive Levels; work stress, which includes perceived job demands, perceived job control, work-related challenges, and work environment pressures; as well as learning motivation which includes intrinsic aspects such as interest, curiosity, and enjoyment in the learning process, as well as extrinsic aspects such as awards, academic grades, and academic-related social pressures. Each question was structured using a Likert scale to measure respondents' agreement with the statements given.

Normality Test

The normality test was carried out through regression calculation using the SPSS version 20 program using 2 graph approaches: histogram graph analysis and P-Plot average graph analysis. The

latter compared two observations with distributions close to the normal distribution. The following is an explanation of the graphs.

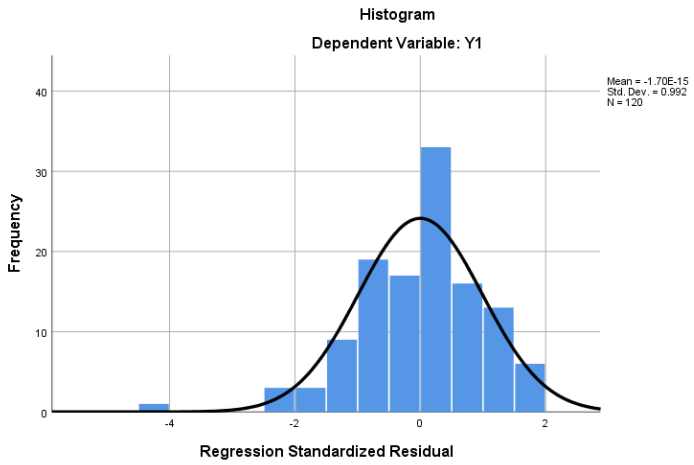

Figure 1.
Histogram Chart

The histogram above results from a normality test conducted using SPSS version 20 on 120 respondents. This graph depicts the distribution of the normalized standard residuals, which is the difference between the actual value of the dependent variable and the value predicted by the regression model. Based on the results of the normality test shown by the histogram chart above, it can be concluded that the residual data from the regression model is usually distributed. Fulfilling this normality assumption is one of the essential requirements in regression analysis because this will affect the validity and reliability of the analysis results.

P-P plot graphs (probability plots) evaluate whether the data is usually distributed. In this graph, the data points representing the cumulative distribution of observations are plotted against the expected normal cumulative distribution. The data points will follow a straight diagonal line if the data is normally distributed.

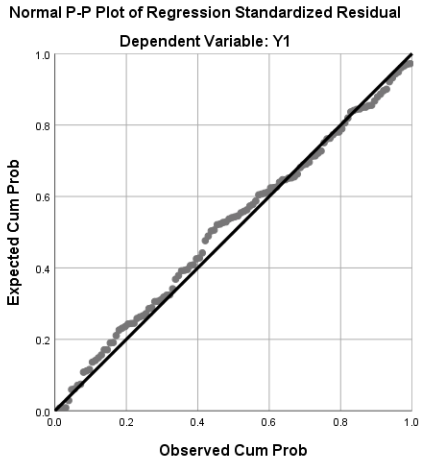

Figure 2.
P-P plot graph (probability plot)

The plot P-P graph from the SPSS results shows that most data points follow the diagonal line quite well. This indicates that the residual data from the regression model tends to be normally distributed. Although some data points deviate slightly from the diagonal line, overall, the data

distribution pattern conforms with the normal distribution. Based on the results of the normality test shown by the P-P graph of the plot above, it can be concluded that the residual data from this regression model meets the normality assumption. Fulfilling this normality assumption is one of the crucial requirements in regression analysis because this will affect the validity and reliability of the analysis results.

Multicollinearity Test

The VIF value in the table shows the variance inflation rate caused by the correlation between independent variables. The higher the VIF score, the greater the level of multicollinearity. The commonly used threshold value is 10. If the VIF value of a variable is more than 10, then the variable is considered to have a severe multicollinearity problem. In addition to the VIF value, tolerance is an essential indicator for testing multicollinearity. The tolerance value is the opposite of the VIF value (1/VIF). A low tolerance value (close to 0) indicates the presence of high multicollinearity, while a high tolerance value (close to 1) indicates the absence of multicollinearity (Daoud, 2017).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.487	.352		4.225	.000	.790	2.185					
	X1	.535	.071	.576	7.559	.000	.395	.675	.591	.573	.562	.953	1.050
	X2	.078	.088	.067	.883	.379	-.097	.252	.192	.081	.066	.953	1.050

a. Dependent Variable: Y1

Figure 2.
Multicollinearity Test Results

All VIF values in the table above are below 10. This suggests that your regression model has no serious multicollinearity issues. In other words, the independent variables in this model do not have a very high correlation with each other, so they will not interfere with the estimation of the regression coefficient. The tolerance value of all independent variables was not below 0.01. This is an excellent indication that there are no serious multicollinearity problems in this regression model. Each independent variable uniquely contributes to explaining the variation of dependent variables, and this regression model is quite stable. The VIF and tolerance values provide consistent information and the absence of significant multicollinearity problems in this regression model.

Heteroscedasticity Test

The scatterplot below illustrates the relationship between the normalized residual (Y-axis) and the normalized predicted value (X-axis) in this regression model. This graph is used to detect the presence of heteroscedasticity, a condition in which the variance of the residual is not constant for all observations. (Y-axis = SRESID plots, X-axis = ZPRED plots)

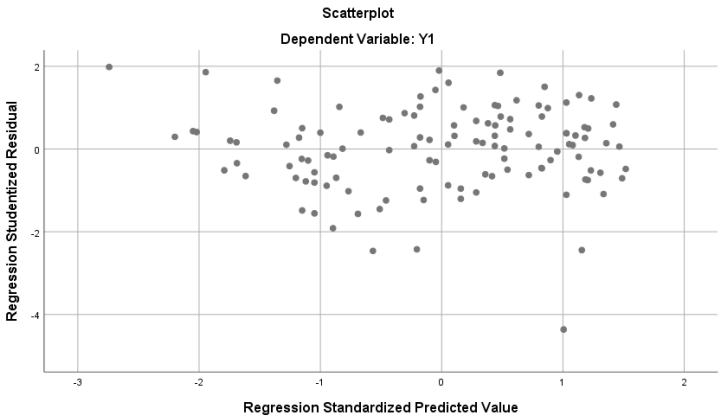

Figure 3.
Heteroscedasticity Test

Heteroscedasticity analysis used a standardized residual scatterplot against the standardized prediction value. The results of the analysis showed that there was no clear pattern or funnel shape in the scatterplot. The data points are scattered randomly around the zero horizontal line. This indicates that there is no strong evidence to reject the hypothesis that the residual variance is constant. Thus, the assumption of homoscedasticity in this regression model can be considered fulfilled. These results strengthen the validity of the built regression model.

Multiple Linear Regression Analysis
Multiple Linear Regression Coefficient Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.487	.352		4.225	.000	.790	2.185					
	X1	.535	.071	.576	7.559	.000	.395	.675	.591	.573	.562	.953	1.050
	X2	.078	.088	.067	.883	.379	-.097	.252	.192	.081	.066	.953	1.050

a. Dependent Variable: Y1

Figure 4.
Results of Multiple Linear Regression Coefficient Analysis

This study uses a multiple linear regression model to test the influence of job level and work stress on learning motivation. The regression model can be expressed as Y = 1.487 + 0.535X1 + 0.078X2 **+** ε. In this model, Y represents learning motivation, X1 represents job level, X2 represents work stress, and ε is the error term. The regression coefficient for the position level (β1) was 0.535, which showed that every increase in one unit at the position level would increase learning motivation by 0.535 units, assuming other variables were controlled. Meanwhile, the regression coefficient for work stress (β2) was 0.078, which indicates that every increase in work stress level will increase learning motivation by 0.078 units. This regression analysis aims to test the statistical significance of these coefficients and confirm whether job level and work stress significantly influence learning motivation. Based on the results of multiple linear regression analysis, it can be seen that both the position level (X1) and work stress (X2) have a significant influence on the learning motivation (Y1) of the Harapan Bangsa Business School Master of Management students.

This study found that the level of position and work stress significantly influenced the learning motivation of master management students, with the influence of the position level being more dominant. The positive regression coefficient at the job title level shows that individuals in higher organizational hierarchical positions tend to have a stronger drive to continue learning and developing themselves. Meanwhile, work stress also had a positive effect, albeit to a lesser extent, suggesting that for some individuals, stress can spark a passion for learning as a way to cope with work pressure. However, the effects of this stress vary, depending on the coping mechanism of each individual, where some experience a decrease in motivation when stressed excessively. Overall, these findings emphasize that occupational factors such as job level play an important role in increasing learning motivation. At the same time, work stress has a more complex and varied influence, which is in line with previous studies on the influence of social status on motivation.

Determination Coefficient Analysis

The determination coefficient, often notated with R-squared, is a statistic that shows the proportion of variance of dependent variables that independent variables can explain in a regression model. The value of the determination coefficient ranges from 0 to 1. The higher the R-squared value, the better the model explains the variation in data.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.594[a]	.353	.342	.5813545944	.353	31.919	2	117	.000	2.035

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y1

Figure 5.
Regression Analysis Results

Based on the regression analysis results, the model used can explain around 35.3% of the variability of learning motivation. This shows that Job Level and Work Stress significantly contribute to predicting Learning Motivation. However, there is still a considerable proportion of variability in learning motivation that this model cannot explain. This indicates that other factors outside the model, such as job satisfaction or individual characteristics, also play an important role in influencing Learning Motivation. Therefore, further research is needed to identify and measure the influence of these additional variables.

Hypothesis Test

A hypothesis test was carried out to test the significance of the regression model and the influence of independent variables on dependent variables. The F test will be used to test the null hypothesis that dependent variables have no effect on dependent variables. Suppose the significance value of the F test is less than the predetermined significance level (0.05). In that case, the null hypothesis is rejected, and it can be concluded that overall, the independent variable has a significant influence on the dependent variable. Furthermore, a t-test will be conducted to partially test each independent variable's influence. The t-test will show whether each independent variable makes a significant contribution to explaining the variation of the dependent variable.

Test F

The F test is carried out to test whether the regression model that has been built is statistically significant. The results of the F test will show whether the developed regression model can explain the variation in the dependent variable significantly.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.576	2	10.788	31.919	.000[b]
	Residual	39.543	117	.338		
	Total	61.118	119			

a. Dependent Variable: Y1

b. Predictors: (Constant), X2, X1

Figure 6.
Test results F

The results of the F test showed that the significance value of 0.000 was smaller than the significance level of 0.05. This means that we can reject the null hypothesis (H0) and conclude that, overall, the regression model constructed is significant. In other words, the independent variables of Job Level and work Stress (X1 and X2) together significantly contribute to explaining the variation of the dependent variable of Learning Motivation (Y1). These findings indicate that the regression model that has been developed can be used to predict the value of dependent variables based on the values of independent variables. The results of the F test provide strong support for the research hypothesis that job level and work stress together have a significant effect on learning motivation. However, to determine the influence of each variable individually, it is necessary to conduct a t-test on the regression coefficient.

Test T

A t-test was conducted to test the influence of the significance of each independent variable (job level and work stress) on the dependent variable (learning motivation). This t-test aims to find out whether the influence of each independent variable on the dependent variable is statistically significant. The level of significance used in this study is 5%. That is, we would reject the null hypothesis (H0) if the p-value was less than 0.05. With the number of respondents as many as 120 and there are 2 dependent variables, the degree of freedom (df) used in the calculation of the t-test is 120 - 3 = 117. This degree of freedom is obtained by subtracting the total number of observations from the number of estimated parameters (i.e., the coefficients for both independent variables and constants). The t-value of the table for degrees of freedom (df) is 117 at a significance level of 5% (0.05) and is about 1.980 for a two-sided test.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.487	.352		4.225	.000	.790	2.185					
	X1	.535	.071	.576	7.559	.000	.395	.675	.591	.573	.562	.953	1.050
	X2	.078	.088	.067	.883	.379	-.097	.252	.192	.081	.066	.953	1.050

a. Dependent Variable: Y1

Figure 7.
T-test results

Based on the coefficient table displayed, we can interpret the t-test results for each independent variable (X1 and X2) to the dependent variable (Y1). It can be concluded as follows:

Learning Motivation Variable (X1):

- The calculated t-value for variable X1 is 7.559.
- The significance value (Sig.) for variable X1 is 0.000.

Since the t-value of the calculation (7.559) is much greater than the t-value of the table (1.980) and the significance value is much smaller than 0.05, then we reject the null hypothesis. This means there is strong evidence to state that the X1 variable has a significant positive influence on the Y1 variable. In other words, an increase of one unit in variable X1 will be accompanied by a significant increase in variable Y1.

Work Stress Variable (X2):

- The calculated t-value for variable X2 is 0.883.
- The significance value (Sig.) for variable X2 is 0.379.

Since the t-value of the calculation (0.883) is smaller than the t-value of the table (1.980) and the significance value is greater than 0.05, then we fail to reject the null hypothesis. This means that there is no strong enough evidence to state that variable X2 has a significant influence on variable Y1. In other words, changes in variable X2 do not have a significant effect on changes in variable Y1. Based on the results of regression analysis and t-test, it can be concluded that the Position Level variable (X1) has a significant positive influence on the Learning Motivation variable (Y1). This indicates that an increase of one unit in the Position Level variable (X1) will be accompanied by a significant increase in the Learning Motivation variable (Y1). On the other hand, the Work Stress variable (X2) did not show a significant influence on the Learning Motivation variable (Y1). Thus, it can be concluded that the variation in the Learning Motivation variable (Y1) is more influenced by changes in the Position Level variable (X1) compared to the Work Stress variable (X2).

Multiple Regression Result Analysis

The regression analysis results showed that the position level had a significant and positive influence on the learning motivation of master's students ($\beta = 0.535$, $p < 0.05$). Each increase of one unit on the position-level scale was associated with an average increase of 0.535 units on the learning motivation scale after controlling for the effects of work stress. These findings are consistent with motivation theory, which states that individuals with higher positions tend to have higher intrinsic motivation to achieve their goals. In contrast, work stress did not show a significant relationship with learning motivation ($\beta = 0.079$, $p > 0.05$). This indicates that other factors outside of work stress, such as intrinsic factors such as interests and career goals, may play a greater role in explaining the variation in learning motivation among master's students. However, keep in mind that this study has some limitations, such as limited sample size and generalization of results can only be done in similar populations.

Questionnaire Result Analysis

Analysis of the questionnaire conducted on the Harapan Bangsa Business School Master of Management students shows that the position level has a significant contribution to increasing learning motivation. As many as 80% of respondents reported that the higher their job level, the more motivated they were to learn. In contrast, work stress did not show a significant correlation with learning motivation, although 60% of respondents stated they experienced stress in some

aspect of their lives. These findings indicate that external factors such as organizational structure and institutional support, often related to job titles, have a stronger influence on increasing learning motivation compared to internal factors such as stress. This is in line with previous research that showed that individuals with higher positions tend to have higher intrinsic motivation and better access to resources to support their learning.

Interview Results Analysis

The results of in-depth interviews revealed that master's students with manager positions and above generally have higher motivation to learn compared to those at the staff level. Managers stated that the responsibility they carry to lead the team and complete projects encourages them to continue to develop their competencies. In contrast, master's students at the staff level more often cited uncertainty regarding their career future as a source of stress, although this did not significantly affect their overall learning motivation.

CONCLUSION

This study reveals that job level significantly enhances the learning motivation of Master of Management students, while job stress does not show a direct influence. Higher job positions appear to boost motivation, likely due to increased responsibilities and the drive for professional growth. This suggests that intrinsic motivators related to job level play a stronger role in sustaining student motivation compared to stress factors, which may impact well-being in other ways but are not central to learning motivation.

Based on these findings, educators and policymakers could implement strategies to support motivation by enhancing autonomy and competence in academic settings. Educational institutions might offer project-based learning and leadership roles to foster ownership and mastery, while policymakers could support flexible, stress-responsive programming like online courses and personalized deadlines. Additionally, mentorship programs could pair students with higher-level professionals, offering career guidance and motivational support. Implementing competency-based workshops that align with career objectives may further help students balance academic and professional growth, encouraging both groups to pursue learning with greater commitment.

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