
**The Level of Job Satisfaction and Work Life Balance of Education Personnel:
Its Impact on Employee Performance**

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Abstract

The purpose of this study is to analyze the job satisfaction level of the MM FEB Usakti study program educational personnel in 2025, to analyze the factors of educational personnel satisfaction that are not yet optimal, to analyze the effect of job satisfaction on the performance of educational personnel, and the effect of work-life balance on the performance and job satisfaction of teaching staff. The research method used was quantitative descriptive method using primary data from 21 educational personnel. Due to the relatively small population size (less than 30 people), the sample size was determined using a saturated sample/census, and the data analysis method used Structural Equation Modeling (SEM) with the help of SmartPLS software. The results of the study indicate that job satisfaction affects the performance of educational personnel, but work-life balance does not affect the satisfaction and performance of educational personnel.

Keywords: Job Satisfaction, Work Life Balance, Employee Performance

1. Introduction

To carry out administrative tasks, the study program is assisted by experienced and professional educational personnel. The program director realizes that employees, in this case educational personnel, are one of the most important assets for an organization. With employee satisfaction towards the organization, it is possible for employees to give their best to the organization. In the Master of Management program at the Faculty of Economics and Business, Universitas Trisakti (MM FEB Usakti program), educational personnel have played an important role in the development of the program so far. Educational personnel increase the competitiveness of the study program by improving their performance, which automatically increases the

competitiveness of the study program. Educational personnel also provide new innovations by increasing creativity so that the study program succeeds in making innovations that will affect the sustainability of the study program itself. In the previous year, researchers conducted a study on the effect of job satisfaction on the performance of educational personnel (Nilasari et al. 2024), followed by a study in the following year on the effect of job satisfaction on consumer-oriented educational personnel services and its impact on the performance of educational personnel (Nilasari, et.al., 2025). To implement this, further research needs to be conducted this year on how work-life balance affects job satisfaction and the performance of educational personnel.

Work-life balance is a very important issue for every employee today, especially in Indonesia (Wolor et al., 2020). Since the COVID-19 pandemic, work life has begun to differ from the traditional work model and working hours. Work can now be done at home, at the office, or anywhere. This means that work time can take up time at home, time for employees to spend with their families, and time for social interaction. However, on the other hand, this has led to flexible working hours so that employees can work remotely and do things related to their personal lives, especially for female employees. Employee productivity and performance will decline if an organization does not pay proper attention to the balance between work and personal life. In fact, today's workforce places greater emphasis on work-life balance than on income alone (Wolor et al., 2020).

The results of the study are expected to provide useful input from educational personnel for the study program so that it can better understand the needs of educational personnel. The results obtained from the survey will be useful in formulating study program policies. The policies to be established are expected to be in line with the expectations of the teaching staff and the study program and faculty. Thus, the research results can be used as input for leaders in determining policies related to increasing the productivity of teaching staff in the study program. The objectives of this research will focus on measuring the level of job satisfaction of educational personnel, factors of job satisfaction of educational personnel that have been identified as not yet optimal, the influence of educational personnel satisfaction on performance, and the influence of work-life balance on the performance of educational personnel, as well as the influence of work-life balance on the job satisfaction of educational personnel.

According to Wardiansyah et al. (2024), job satisfaction is a manifestation of cognitive, affective, and evaluative attitudes that arise from experiences or assessments of work. According to Memon et al. (2021), job satisfaction is defined as an assessment of well-being made by an employee based on their experience in various aspects of work. According to Bharadwaj et al. (2021), job satisfaction is an attitude and behavior of satisfaction from the employee. Beuren et al. (2021) state that job satisfaction is the emotional state of employees working in a company. Meanwhile, according to Sesen and Ertan (2021), job satisfaction is the reaction and perception that employees have about the characteristics of their work in the company. Nanjundeswaraswamy (2021) states that job satisfaction is an employee's assessment of their enjoyment of their work. Based on Hilton's (2021) research, job satisfaction is the cognitive and

emotional reaction of employees working in a company. Bharadwaj et al. (2021) define job satisfaction as the cognitive and affective response of employees when working in a company. Job satisfaction is related to a person's feelings or attitudes towards the job itself, salary, promotion opportunities, or education, supervision, coworkers, workload, and so on (Adam et al., 2020).

Nanjundeswaraswamy (2021) found that job satisfaction means productivity and effectiveness in employee performance. Bharadwaj et al. (2021) stated that the purpose of job satisfaction is to assess all characteristics of an employee's job by creating a positive attitude towards that employee's work. Guinot et al. (2021) define the purpose of job satisfaction as generating positive emotions within employees when working at a company. Then, according to Nanjundeswaraswamy (2021), the function of job satisfaction is to approach employees emotionally and build good relationships between company employees and managers. Guinot et al. (2021) explain that the function of job satisfaction in the workplace is to create a pleasant emotional state for employees. Chou et al. (2020) state that the function of job satisfaction is the positive experience of employees when working.

According to Huang (2016), there are five aspects that can influence job satisfaction, namely: 1). Need fulfillment, which proposes that satisfaction is determined by the level of job characteristics that enable individuals to fulfill their needs. 2). Discrepancies, which states that satisfaction is the result of fulfilling expectations. The achievement of expectations reflects the difference between what is expected and what individuals obtain from their work. 3). Value attainment, which states that satisfaction is the result of the perception that work can fulfill the work values held by individual employees. 4). Equity, which is the result of the community's perception that the comparison of work products and inputs is relatively more profitable than the outputs and inputs of other workplaces. 5). Dispositional or genetic components: some colleagues and friends are happy with their work environment, while others are not. This is based on the assumption that job satisfaction partly depends on individual characteristics and genetic factors. This model shows that individual differences are only important in explaining job satisfaction characteristics and the work environment.

Huang (2016) states that work motivation is a factor in job satisfaction. Abdulla et al. (2011) found that job satisfaction is salary, career opportunities, and satisfaction with interactions with coworkers. Beuren et al. (2021) state that factors affecting job satisfaction are work stress and role in the company. Meanwhile, Abdulla et al. (2011) explain that the work environment, salary, promotion, and supervision are factors of employee job satisfaction. Bharadwaj et al (2021) determine that the factors that shape job satisfaction are time management, organizational support, leaving the company, work safety, corporate culture, inter-manager relationships, work pressure, and employee salaries. Guinot et al. (2021) state that there are several factors that influence job satisfaction, namely the type of work, a sense of security in the workplace, and the wages paid to workers.

Work-life balance refers to an individual's ability to balance the demands of work and the needs of each employee (Imamah et al., 2025). Companies highly value work-life balance because it benefits their performance (Bataineh, 2019). The term “work-life balance” describes how employees strive to balance the time and energy divided between their personal and professional lives. Organizations must manage the work-life balance of their employees (Wolor et al., 2020). Work-life balance is also a way for employees to have a healthy and rewarding lifestyle, which can lead to improved performance (Larasati & Hasanati, 2019). Therefore, workplaces must create or build work-life balance so that workers or employees can balance their dual roles. Companies must not only formulate work-life balance policies, but employees must also be able to balance their roles and professional work to achieve the right work balance (Laksono, Bernardus., & Wardoyo, 2019).

The performance of educational personnel is described as the result of work that follows established procedures and standards (Dessler, 2020). Employee performance is the basic performance of an organization that is influenced by employee characteristics, motivation, expectations, and management's evaluation of employee achievements in the workplace (Kasmir, 2018). Bintoro & Daryanto (2017) describe performance as the results or achievements of individuals in carrying out their work over a specified period of time, such as standards, targets, or certain criteria that have been agreed upon in advance. Conversely, performance includes the results of work that is closely related to the organization's strategic objectives, customer satisfaction, and contributing to economic aspects (Sumarno & Iqbal, 2022). In this situation, performance reflects employee achievements in terms of quality and quantity, in accordance with predetermined work standards.

1.1. The Effect of Job Satisfaction on the Performance of Educational Personnel

Research by Rosdianna et al. (2022) shows that job satisfaction has a significant effect on employee performance. This indicates that job satisfaction is one of the components that affects employee performance. Similarly, research conducted by Pratama & Nilasari (2022) on employees of PT. Bank Mandiri (Persero) Tbk in the Cikini area of Jakarta found that job satisfaction has a positive effect on employee performance. The results of the study prove that job satisfaction has a positive effect on employee performance. Furthermore, according to Sadat & Nilasari (2022), there is an effect of job satisfaction on the performance of employees at Media Nusantara Citra Group Television Station. Each employee has a different level of satisfaction according to the field in which they work. The more aspects of the job that match the employee's desires, the better their performance will be. Thus, based on the results of previous studies, the following hypothesis can be formulated:

H1: Job satisfaction has an effect on the performance of educational personnel.

H0: Job satisfaction has no effect on the performance of educational personnel.

1.2. The Effect of Work-Life Balance on the Performance of Educational Personnel

Research by Obiageli et al. (2015) states that work-life balance and performance have a positive relationship. According to Mendis & Weerakkody (2017), work-life balance has a significant

impact on employee performance. Bataineh (2019) states that work-life balance shows significant positive results and significantly affects employee performance. Research by Mmakwe, Anthonia, & Ukoha (2018) states that there is a strong positive correlation between work-life balance and employee performance. Similarly, Haar et al. (2014) show that work-life balance positively affects job satisfaction, which in turn improves employee performance. Thus, based on the results of previous studies, the following hypothesis can be formulated:

H2: There is an effect of work-life balance on the performance of educational personnel.

H0: There is no effect of work-life balance on the performance of educational personnel.

1.3. The Effect of Work-Life Balance on Job Satisfaction Among Education Personnel

Research conducted by Putri and Suana (2016) confirms that employees who are able to achieve a balance between work and personal life tend to feel more satisfied with their jobs. This study found that work-life balance not only contributes to overall job satisfaction, but also plays an important role in reducing work stress and improving the quality of life of employees. In a study conducted by Maharani and Tamara (2024) on 427 respondents from 14 commercial banks, 8 insurance companies, and 3 securities companies during a 2-month course, the results showed that work-life balance had a positive effect on job satisfaction. The same results were also mentioned in a study conducted by Aruldoss et al. (2022), which found that work-life balance has a positive effect on job satisfaction. Carlson, Grzywacz, and Zivnuska (2009) found that employees with better work-life balance reported higher levels of job satisfaction and organizational commitment. Additionally, research conducted by Sari and Sulisty (2020) shows that work-life balance also has significant implications for other aspects of employee well-being, such as emotional balance and overall life satisfaction. This study found that employees who successfully maintain a balance between work and personal life tend to have higher job satisfaction levels and are better able to cope with pressure and challenges at work. This shows that work-life balance is not only related to job satisfaction but also to the mental and emotional well-being of employees. Thus, based on the results of previous studies, the following hypothesis can be formulated:

H3: There is an effect of work-life balance on the job satisfaction of educational personnel.

H0: There is no effect of work-life balance on the job satisfaction of educational personnel.

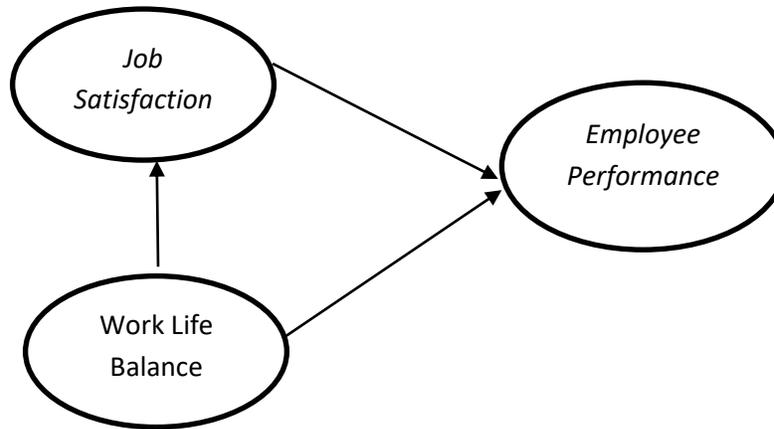


Figure 1. Conceptual Framework

2. Methods

The unit of analysis used in this study is the individual, namely respondents who are educational personnel of the MM FEB Usakti study program. The time horizon of this study is cross-sectional, meaning that the information collected is only once, although it may be done in a certain period, so it is often known as one-shot (Sekaran & Bougie, 2020). This one-shot study was conducted at a certain time in January-March 2025. This research is a quantitative descriptive research method. Quantitative descriptive research is a type of research that aims to describe systematically, factually, and accurately the facts and characteristics of a particular population, or to describe a phenomenon in detail. Because the population size is relatively small, consisting of 21 people (less than 30 people), the sampling technique used is saturated sampling, which is a sampling technique where all members of the population are used as samples (Sugiyono, 2018). Another term for saturated sampling is census.

This study uses primary data. Primary data was collected using questionnaires that were filled out directly by the sample/respondents (self-administered questionnaire). Data was collected using the questionnaire technique, which involved providing written questions to respondents. Respondents then provided answers to the questions given. The researcher used a 1-5 Likert scale, where 1 meant strongly disagree, 2 meant disagree, 3 meant somewhat agree, 4 meant agree, and 5 meant strongly agree. Job satisfaction in this study was measured using 45 statements grouped into five dimensions (Supervision, Pay, Promotion Opportunities, Co-Workers, Job Itself). The performance of educational personnel was measured using 5 statements, while Work Life Balance was measured using 5 questions. The variables, dimensions, and indicators of this study can be seen in Table 1:

Tabel 1. Indicator, Dimension, and Variable Research

No.	Variable	Indicator
Job Satisfaction (Nilasari et al. 2025)		
1.	Supervision	1. Supervisors can protect staff.
		2. Supervisors provide clear directions at work.
		3. Supervisors accommodate the aspirations of staff.
		4. Supervisors provide support to staff when socializing with coworkers.
		5. I feel comfortable working with my supervisor.
		6. Supervisors inform staff directly about the results of their work.
		7. I receive expressions of gratitude from my supervisor when I do my job well.
		8. Supervisors can respond to complaints from staff.
		9. There is a personal relationship between supervisors and staff.
2	Pay	1. I receive my salary regularly every month.
		2. My salary is sufficient to cover my daily needs.
		3. The faculty's policy in determining salaries is in line with my duties as an educator.
		4. I receive additional incentives for the extra work I do.
		5. The holiday allowance provided by the university is in line with my length of service.
		6. The health allowance provided by the University is in accordance with the established regulations.
		7. The recreational programs organized by the faculty are beneficial to me.
		8. The university's policy on providing retirement benefits will be beneficial to me.
		9. The faculty's policy regarding the provision of annual bonuses is beneficial to me.
3	Promotion Opportunities	1. Promotions are based on performance evaluations.
		2. There are clear regulations regarding job promotions.
		3. There are clear rules regarding the promotion period that apply within the faculty.
		4. There are promotion opportunities available to staff.
		5. The implementation of the promotion policy socialization carried out by the faculty is in accordance with the regulations.
		6. Opportunities for advancement in my current position.
		7. Fairness in the faculty's promotion process for all staff.

		8. I have opportunities to develop my career based on working conditions at the faculty.
		9. The faculty's policies and administrative management are well planned.
4	Co-Worker	1. Able to adapt well with coworkers.
		2. Enthusiasm for working with coworkers to achieve targets.
		3. Feeling comfortable working with my coworkers.
		4. Desire to socialize with coworkers to foster good communication.
		5. Socializing with my coworkers to support work productivity.
		6. Having close relationships with coworkers to coordinate work.
		7. Having the opportunity to help colleagues who have work problems.
		8. The competence and expertise possessed to support each other's work.
		9. Division of work group tasks in accordance with my education and skills.
5	Job Itself	1. My job requires creativity.
		2. My tasks require innovative ideas to complete them.
		3. I have the opportunity to do my work without the help of others.
		4. I am responsible for planning my own work.
		5. I am free to make my own decisions.
		6. There are many challenges in carrying out my tasks.
		7. There is diversity in my work.
		8. My work routine is monotonous.
		9. My work material meets my expectations.
Employee Performance (Carmeli et al., 2007)		
		1. I work according to organizational rules and procedures.
		2. My work results are reliable.
		3. My work results are trustworthy.
		4. I produce high-quality work results.
		5. I am very strict about doing my job correctly.
Work Life Balance (Palumbo, 2022)		
		1. I keep thinking about work when I'm not working.
		2. I feel too tired after work to do some of the household chores that need to be done.
		3. I feel that work prevents me from spending time with

		my family.
		4. I find it difficult to focus on work because I am thinking about my responsibilities to my family.
		5. I feel that my responsibilities to my family interfere with my work.

Then, educators were also given open-ended questions. It is hoped that by providing open-ended questions, in-depth information can be explored so that data analysis can be sharpened and research results can be enriched. This is in line with the first and second research objectives, which aim to determine the level of job satisfaction and factors of job satisfaction that are not yet optimal. One example of an open-ended question is 1). Is your current job interesting and challenging? 2). Are the salary and benefits you currently receive commensurate with the work you do?

To determine the validity, reliability, and test the hypothesis of the influence of job satisfaction of educational personnel on performance, the influence of work-life balance on job satisfaction of educational personnel, and the influence of work-life balance on the performance of educational personnel, the Structural Equation Model (SEM) method with SmartPLS software will be used. The researcher chose SmartPLS software because the number of respondents was small.

3. Results

Based on the results of data collection through the distribution of questionnaires to respondents, the characteristics of each respondent can be identified with the hope that this information can be used as input for leaders and all stakeholders in the company. The characteristics of the 21 respondents consist of ten characteristics, namely: gender, marital status, age, employment status, work unit, structural position, education, length of service, average salary, and family dependents.

Table 2. Demographic Characteristics of Respondents

No	Demographic Characteristics	Frequency	Percentage
1.	Gender		
	Male	13	61.9
	Female	8	38.1
2.	Marrital Status		
	Married	17	81
	Not Married	4	19
3.	Age		
	21 - 35 years old	6	28.6
	36 - 45 years old	1	4.8
	46 - 50 years old	3	14.3
	> 50 years old	11	52.4

4.	Employee Status		
	Prospective Employee	3	14.3
	Contract Employee	3	14.3
	Decree		
	Permanent Employee	15	71.4
5.	Unit		
	Academic	6	28.6
	Finance	2	9.5
	Promotion, General Affairs, etc.	6	28.6
	Secretariat	7	33.3
6.	Structural Position		
	Previously/Currently Holding Office	11	52.4
	Never held office	10	47.6
7.	Education		
	Master	7	33.3
	Bachelor	11	52.4
	High School	3	14.3
8.	Length of Service		
	1 - 5 years	1	4.8
	6 - 10 years	5	23.8
	11 - 15 years	2	9.5
	16 - 20 years	3	14.3
	>20 years	10	47.6
9.	Salary		
	Rp. 3.000.000 - Rp. 6.000.000	4	19.0
	Rp. 6.000.001 - Rp. 9.000.000	10	47.6
	> Rp. 9.000.000	7	33.3
10.	Dependent family members		
	None	2	9.5
	1 – 2 people	11	52.4
	3 – 4 people	7	33.3
	> 4 people	1	4.8
	Total	21	100

Based on Table 2, when reviewed by gender, it is known that the number of male respondents was higher than female respondents, namely 13 men (61.9%) and 8 women (38.1%). Based on marital status, it is known that married respondents outnumbered unmarried/never married respondents, namely 17 married respondents (81%) and 4 unmarried/never married respondents (4.5%). Based on the age of the respondents, it is known that most of the respondents were aged >50 years, namely 11 people (50%), and the smallest number were aged >36-45 years, namely 1 person (4.8%).

Based on employment status, it was found that most respondents were permanent employees, namely 15 people (71.4%), prospective employees, namely 3 people (14.3%), and contract employees under the Dean's Decree, namely 3 people (14.3%). Based on work unit, it was found that most respondents worked in the secretariat, namely 7 people (33.3%), and a small number of respondents worked in the finance department, namely 2 people (9.5%).

Based on structural positions, it is known that the number of respondents who have held/are currently holding positions is greater than those who have never held positions, namely 11 people who have held/are currently holding positions (52.4%) and 10 people who have never held positions (47.6%). Based on education, it is known that most respondents have a bachelor's degree, namely 11 people (52.4%), and the smallest number of respondents have a high school diploma, namely 3 people (14.3%). Based on the respondents' length of service, it is known that most of the respondents have worked for > 20 years, namely 10 people (47.6%), and the smallest number of respondents have worked for 1-5 years, namely 1 person (4.8%).

Based on the average monthly salary (net) received, it was found that most respondents received between Rp. 6,000,001 and Rp. 9,000,000 per month, namely 10 people (47.6%), while the smallest number of respondents received between Rp. 3,000,000 - Rp. 6,000,000, which is 4 people (19%). Based on family dependents, it is known that most respondents have 1-2 dependents, which is 11 people (52.4%), and the smallest number of respondents have > 4 dependents, which is 1 person (4.8%).

In this study, the responses or respondents to the research variables were analyzed descriptively for each indicator. Descriptive analysis was used to determine the characteristics of the respondents' responses to the variables used in the study. The statistical measures used in the descriptive statistical analysis of this study are mean and standard deviation (SD). Based on the results of the analysis of the data on respondents' perceptions of the Supervision variable using SPSS 25, the results obtained from the 9 statements are presented in Table 3 below.

Table 3. Respondents' Perceptions of Supervision

Code	Item	Mean	SD
JSS1	Supervisors can protect staff.	4.43	0.676
JSS2	Supervisors provide clear directions at work.	4.43	0.598
JSS3	Supervisors accommodate the aspirations of staff.	4.24	0.831
JSS4	Supervisors provide support to staff when socializing with coworkers.	4.33	0.577
JSS5	I feel comfortable working with my supervisor.	4.48	0.512
JSS6	Supervisors inform staff directly about the results of their work.	4.19	0.602
JSS7	I receive expressions of gratitude from my supervisor when I do my job well.	4.33	0.577
JSS8	Supervisors can respond to complaints from staff.	4.29	0.717
JSS9	There is a personal relationship between supervisors and staff.	3.14	1.153
	Supervision	4.21	0.469

Based on Table 3 above, it shows that the average score for the Supervision variable is 4.21, which is in the very good/strongly agree category. This indicates that, in general, respondents perceive Supervision as very good. The highest perception of respondents in perceiving Supervision was in statement JSS5, namely “I feel comfortable working with my boss”; with an average score of 4.48. Meanwhile, the lowest average score perceived by respondents was in statement JSS9, namely “There is a personal relationship between the boss and the teaching staff”; with an average score of 3.14. Based on the nine statements regarding supervision that were responded to by respondents, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the supervision variable with a total of 21 samples on the question: How does your supervisor supervise your work? Most respondents stated that, in general, the implementation of work supervision by supervisors was carried out well, in detail, and in a structured manner. Superiors provided clear directions regarding tasks and responsibilities, monitored work progress regularly, and provided constructive feedback. Regarding the open-ended question on supervision with 21 samples on the question: How are the results of work supervision followed up? Based on the results of the answers to this open-ended question, most respondents stated that, in general, the results of work supervision were followed up properly. Superiors provided evaluations and discussions as well as recommendations for improvements that needed to be made in order to improve performance.

Based on the results of the analysis of respondents' perceptions of the Pay variable, the following results were obtained from the nine statements, as presented in Table 4 below.

Table 4. Respondents' Perceptions of Pay

Code	Item	Mean	SD
JSP1	I receive my salary regularly every month.	4.67	0.483
JSP2	My salary is sufficient to cover my daily needs.	4	0.837
JSP3	The faculty's policy in determining salaries is in line with my duties as an educator.	3.76	0.831
	I receive additional incentives for the extra work I do.	4.24	0.7
JSP5	The holiday allowance provided by the university is in line with my length of service.	3.86	1.014
JSP6	The health allowance provided by the University is in accordance with the established regulations.	3.57	1.287
JSP7	The recreational programs organized by the faculty are beneficial to me.	4.29	0.845
JSP8	The university's policy on providing retirement benefits will be beneficial to me.	3.81	1.289
JSP9	The faculty's policy regarding the provision of annual bonuses is beneficial to me.	4.1	0.944
	Pay	4.03	0.674

Based on Table 4 above, it shows that the average value of the Pay variable is 4.03, which is in the very good/strongly agree category. This indicates that, in general, respondents perceive Pay as very good. The highest perception of Pay among respondents was for statement JSP1, namely “The salary I receive is paid regularly and on time every month,” with an average score of 4.67. Meanwhile, the lowest average score perceived by respondents was for statement JSP6, namely “The health benefits provided by the university are in accordance with the established rules,” with an average score of 3.57. Based on the nine statements regarding Pay that respondents responded to, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the pay variable with 21 samples on the question: How is the current salary and allowance system structured? The answers to this question were that, in general, the salary and allowance system was structured in accordance with regulations, based on workload and position. Regarding the open-ended question on the pay variable with 21 samples on the question: do you think the current salary and benefits are appropriate for the work performed? Respondents understood that, in general, the current salary and benefits are appropriate for the work performed.

Based on the results of the analysis of respondents' perceptions of the Promotion Opportunities variable, the results obtained from the 9 statements are presented in Table 5 below.

Table 5. Respondents' Perceptions of Promotion Opportunities

Code	Item	Mean	SD
JSPO1	Promotions are based on performance evaluations.	3.67	1.278
JSPO2	There are clear regulations regarding job promotions.	3.67	1.111
JSPO3	There are clear rules regarding the promotion period that apply within the faculty.	3.48	1.167
JSPO4	There are promotion opportunities available to staff.	4.05	0.805
JSPO5	The implementation of the promotion policy socialization carried out by the faculty is in accordance with the regulations.	3.62	1.024
JSPO6	Opportunities for advancement in my current position.	3.76	0.995
JSPO7	Fairness in the faculty's promotion process for all staff.	3.67	1.017
JSPO8	I have opportunities to develop my career based on working conditions at the faculty.	4	0.837
JSPO9	The faculty's policies and administrative management are well planned.	3.71	1.056
	Promotion Opportunities	3.74	0.927

Based on Table 5 above, it shows that the average score for the Promotion Opportunities variable is 3.74, which is in the good/agree category. This indicates that, in general, respondents perceive Promotion Opportunities positively. The highest perception of Promotion Opportunities among respondents was on statement JSPO4, namely “The existence of promotion opportunities given to educational personnel,” with an average score of 4.05. Meanwhile, the lowest average score perceived by respondents was for statement JSPO3, namely “The existence of clear rules regarding the promotion period,” with an average score of 3.48. Based on the nine statements regarding Promotion Opportunities that respondents responded to, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the Promotion Opportunities variable with a total of 21 samples on the question: what are the criteria for educational personnel to get a promotion? In general, the respondents knew the criteria for getting a promotion, such as loyalty, discipline, and performance. However, these criteria have not been clearly and structurally socialized. This shows that, in general, respondents perceive Promotion Opportunities positively. The highest perception of respondents in perceiving Promotion Opportunities is that information related to the criteria, mechanisms, and stages of promotion is not yet fully understood, so clarity and transparency are still needed so that employees can know the basis for objective job promotion assessments. Regarding the open-ended question on the Promotion Opportunities variable with 21 samples on the question: do the current promotions provide equal opportunities in accordance with the principle of

fairness? Several respondents stated that, in general, the current promotions provide equal opportunities in accordance with the principle of fairness, but clarity of criteria, openness of information, and consistency in the application of the principle of fairness are needed.

Based on the results of the analysis of the respondents' perceptions of the Co-worker variable, the results obtained from the 9 statements are presented in Table 6 below.

Table 6. Respondents' Perceptions of Co Worker

Code	Item	Mean	SD
JSCW1	Able to adapt well with coworkers.	4.48	0.602
JSCW2	Enthusiasm for working with coworkers to achieve targets.	4.29	0.784
JSCW3	Feeling comfortable working with my coworkers.	4.48	0.68
JSCW4	Desire to socialize with coworkers to foster good communication.	4.33	0.658
JSCW5	Socializing with my coworkers to support work productivity.	4.29	0.561
JSCW6	Having close relationships with coworkers to coordinate work.	4.19	0.68
JSCW7	Having the opportunity to help colleagues who have work problems.	4.24	0.539
JSCW8	The competence and expertise possessed to support each other's work.	4.1	0.7
JSCW9	Division of work group tasks in accordance with my education and skills.	3.9	0.889
	Co-Worker	4.25	0.592

Based on Table 6 above, it shows that the average score for the Co-worker variable is 4.25, which is in the very good/strongly agree category. This indicates that, in general, respondents perceive their co-workers very positively. The highest perception of respondents in perceiving Co Worker is in statement JSCW1, namely “Able to adapt well with coworkers”; with an average score of 4.48. Meanwhile, the lowest average score perceived by respondents was for statement JSCW9, namely “Division of work group tasks in accordance with my education and skills,” with an average score of 3.9. Based on the nine statements regarding Co-worker that respondents responded to, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the co-worker variable with 21 samples on the question: how is the relationship with coworkers in completing work? In general, it can be concluded that the relationship with coworkers in completing work is going well, they are cohesive and helpful to each other, but there is still a need to improve coordination and communication so that work can be completed more effectively because unfairness can occur when working in a team. Regarding the open-ended question on the coworker variable with 21

samples on the question: Is the division of work carried out already appropriate? In general, respondents stated that the division of work was in accordance with the job description, but sometimes they were given additional work outside their main duties.

Based on the results of the analysis of respondents' perceptions of the Join It Self variable, the results obtained from the 9 statements are presented in Table 7 below.

Table 7. Respondents' Perceptions of Join It Self

Code	Item	Mean	SD
JSJI1	My job requires creativity.	4.29	0.644
JSJI2	My tasks require innovative ideas to complete them.	4.29	0.717
JSJI3	I have the opportunity to do my work without the help of others.	3.19	1.327
JSJI4	I am responsible for planning my own work.	3.86	0.91
JSJI5	I am free to make my own decisions.	2.57	1.165
JSJI6	There are many challenges in carrying out my tasks.	4	0.894
JSJI7	There is diversity in my work.	4.05	0.973
JSJI8	My work routine is monotonous.	2.76	1.044
JSJI9	My work material meets my expectations.	4	0.632
	Job Itself	3.67	0.648

Based on Table 7 above, it shows that the average data of the Join It Self variable has an average score of 3.67, which is in the good/agree category. This indicates that, in general, respondents perceive Join It Self positively. The highest perception of Join It Self among respondents was for statement JSJI1, namely "My job requires creativity," with an average score of 4.29. Meanwhile, the lowest average score perceived by respondents was for statement JSJI5, namely "I am free to make my own decisions," with an average score of 2.57. Based on the 9 statements regarding Join It Self that were responded to by respondents, the researcher added 2 open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the job it-self variable with a total of 21 samples on the question: Is your current job interesting and challenging? In general, respondents feel that their current job is interesting and challenging because it requires them to continue learning and adapting, and is full of effort and creativity. Regarding the open-ended question on the job itself variable with 21 samples on the question: Do you feel that your current job position is appropriate? In general, respondents consider their current job position to be appropriate because it matches their competencies, interests, abilities, experience, and education.

Based on the results of the analysis of respondents' perceptions of employee performance variables, the five statements yielded the results presented in Table 8 below.

Tabel 8. Respondents' Perceptions of Employee Performance

Code	Item	Mean	SD
P1	I work according to organizational rules and procedures.	4.52	0.512
P2	My work results are reliable.	4.33	0.483
P3	My work results are trustworthy.	4.38	0.498
P4	I produce high-quality work results.	4.19	0.68
P5	I am very strict about doing my job correctly.	4.24	0.625
	Employee Performance	4.33	0.479

Based on Table 8 above, it shows that the average performance variable data has an average score of 4.33, which is in the very good category. This indicates that, in general, respondents perceive performance to be very good. The highest perception of performance among respondents was for statement P1, "I work according to organizational rules and procedures," with an average score of 4.52. Meanwhile, the lowest average score perceived by respondents was for statement P4, "I produce high-quality work," with an average score of 4.19. Based on the five statements regarding performance that the respondents answered, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the performance variable with a total of 21 samples on the question: Are the tasks assigned to you in line with your abilities? In general, the respondents felt that the tasks assigned to them were in line with their abilities, although there were still tasks that needed adjustment. Regarding the open-ended question on the performance variable with 21 samples: Can you complete your work according to its objectives? In general, respondents felt that they could complete their work according to its objectives, which could be completed according to the target.

Based on the results of the analysis of respondents' perceptions of the Work Life Balance variable, the following results were obtained from the five statements, as presented in Table 9 below.

Tabel 9. Respondents' Perceptions of Work Life Balance

Code	Item	Mean	SD
WLB1	I work according to organizational rules and procedures.	3.24	1.179
WLB2	My work results are reliable.	3.14	1.062
WLB3	My work results are trustworthy.	2.24	0.944
WLB4	I produce high-quality work results.	2	0.632
WLB5	I am very strict about doing my job correctly.	1.9	0.625
	Work Life Balance	2.51	0.599

Based on Table 9 above, it shows that the average performance variable data has an average score of 2.51, which is in the fairly good category. This indicates that, in general, respondents

perceive Work Life Balance fairly well. The highest perception of Work Life Balance among respondents was on statement WLB1, namely “I keep thinking about work when I am not working,” with an average score of 3.24. Meanwhile, the lowest average score perceived by respondents was on statement WLB5, namely “I feel that my responsibilities to my family interfere with my work,” with an average score of 1.9. Based on the five statements regarding Work-Life Balance that the respondents answered, the researcher added two open-ended questions to deepen and enrich the research results. Regarding the open-ended questions on the Work-Life Balance variable with a total of 21 samples in the question: In your opinion, to what extent does your workload affect the time you have for your personal life? Please give an example. In general, respondents were able to cope with workloads that could affect the time they had for their personal lives. The impact of workload can affect the time available for personal life during certain periods, such as at the end of the semester, during thesis hearings, and during midterm and final exams. Sometimes supervisors ask employees to work outside of working hours, and sometimes employees have to attend Zoom meetings during their breaks. Regarding the open-ended question on the Work-Life Balance variable, with 21 samples responding to the question: “Describe your experience when work demands interfere with your personal time!” In general, respondents felt that work demands interfered with their personal time, such as when there were work orders outside of working hours, when there was work that had to be completed within a certain time limit or was urgent, when there was sudden work that had to be completed during vacation/break time, when working hours were Monday to Friday, and when there was work that had to be done on Saturday, which was supposed to be family time, so family time was also postponed.

Next, the full SEM model for testing the λ parameter (loading factor/indicator coefficient) measurement in both exogenous and endogenous models will be presented. This test aims to determine the strength of the indicators for each latent variable (construct). This analysis measures the Beta Coefficient and T Statistics and can be seen in the following figure:

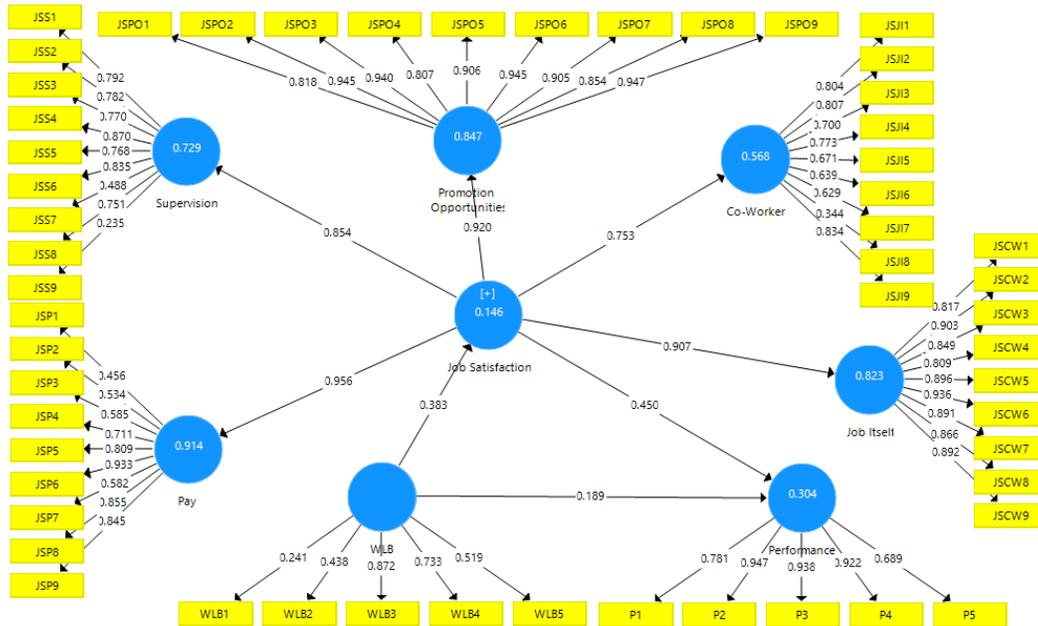


Figure 2. Coefficient Beta
Source: Results Processed with SmartPLS 3

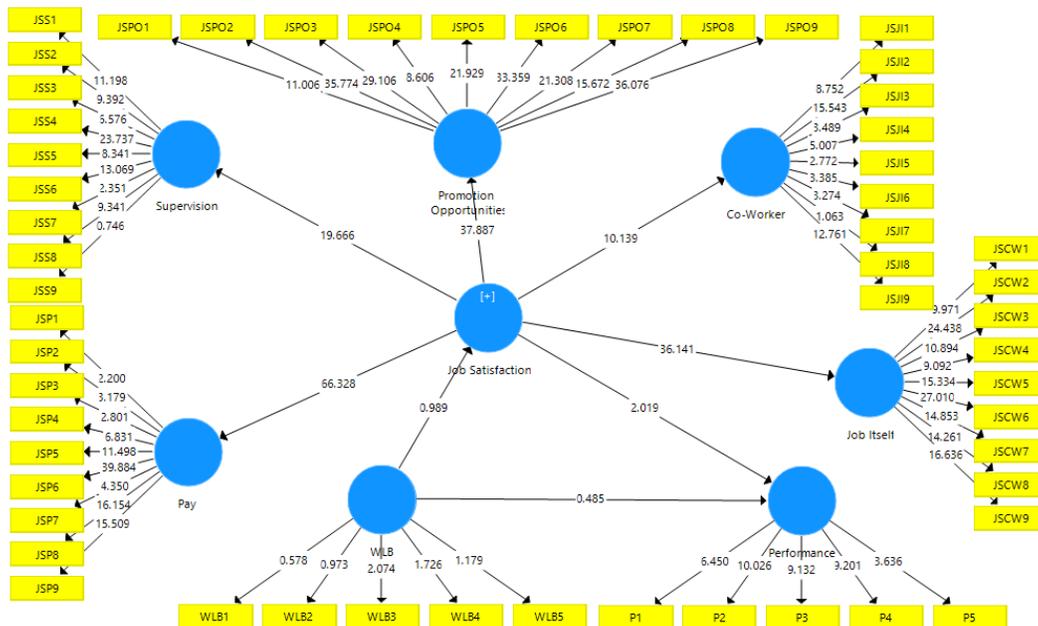


Figure 3. T Statistics
Source: Results Processed with SmartPLS 3

Each indicator that is declared valid and passes the test must meet the requirement of a Factor Loading higher than 0.5. As for reliability, the AVE value must be higher than 0.5, and the Composite Reliability and Cronbach's Alpha values must be higher than 0.7.

Table 10. Supervision Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
JSS1	0.792	Valid				
JSS2	0.782	Valid				
JSS3	0.770	Valid				
JSS4	0.870	Valid				
JSS5	0.768	Valid	0.871	0.903	0.526	Reliabel
JSS6	0.835	Valid				
JSS7	0.488	Tidak Valid				
JSS8	0.751	Valid				
JSS9	0.235	Tidak Valid				

Table 11. Pay Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
JSP1	0.456	Tidak Valid				
JSP2	0.534	Valid				
JSP3	0.585	Valid				
JSP4	0.711	Valid				
JSP5	0.809	Valid	0.874	0.901	0.516	Reliabel
JSP6	0.933	Valid				
JSP7	0.582	Valid				
JSP8	0.855	Valid				
JSP9	0.845	Valid				

Table 12. Promotion Opportunies Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
JSP01	0.818	Valid				
JSP02	0.945	Valid				
JSP03	0.94	Valid				
JSP04	0.807	Valid				
JSP05	0.906	Valid	0.969	0.974	0.806	Reliabel
JSP06	0.945	Valid				
JSP07	0.905	Valid				
JSP08	0.854	Valid				
JSP09	0.947	Valid				

Table 13. Co Worker Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
JSCW1	0.817	Valid				
JSCW2	0.903	Valid				
JSCW3	0.849	Valid				
JSCW4	0.809	Valid				
JSCW5	0.896	Valid	0.871	0.894	0.505	Reliabel
JSCW6	0.936	Valid				
JSCW7	0.891	Valid				
JSCW8	0.866	Valid				
JSCW9	0.892	Valid				

Table 14. Job It Self Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
JSJI1	0.804	Valid				
JSJI2	0.807	Valid				
JSJI3	0.700	Valid				
JSJI4	0.773	Valid				
JSJI5	0.671	Valid	0.961	0.967	0.764	Reliabel
JSJI6	0.639	Valid				
JSJI7	0.629	Valid				
JSJI8	0.344	Tidak Valid				
JSJI9	0.834	Valid				

Table 15. Employee Performance Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
P1	0.781	Valid				
P2	0.947	Valid				
P3	0.938	Valid	0.91	0.934	0.743	Reliabel
P4	0.922	Valid				
P5	0.689	Valid				

Table 16. Work Life Balance Validity and Reliability Test

Code	<i>Factor Loading</i>	Validity	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Reliability
WLB1	0.241	Not Valid				
WLB2	0.438	Not Valid				
WLB3	0.872	Valid	0.705	0.712	0.363	Reliabel
WLB4	0.733	Valid				
WLB5	0.519	Valid				

Furthermore, based on Figures 2 and 3, there are results containing information about the estimation results of structural equations or equations from inner models. This section is related to the evaluation of coefficients or parameters that indicate causal relationships or the influence of one latent variable on another latent variable. The results of this evaluation can be summarized in the table below, accompanied by hypothesis tests from the research model as follows:

Table 17. Hypothesis Testing

Hypothesis	Beta	T Statistics	P Values	Conclusion
Job Satisfaction → Employee Performance	0.450	2.019	0.044	Supported
<i>Work Life Balance</i> → Employee Performance	0.189	0.485	0.628	Not Supported
<i>Work Life Balance</i> → Job Satisfaction	0.383	0.989	0.323	Not Supported

Source: Results Processed with SmartPLS 3

4. Discussion

The Effect of Job Satisfaction on the Performance of Educational Personnel

Based on the results obtained, it is known that job satisfaction has a positive and significant effect on the performance of educational personnel with a T Statistics value of 2.019 and a p value of $0.044 \leq 0.05$, which means that hypothesis 1 is supported. The magnitude of the effect of job satisfaction on the performance of educational personnel is 0.450. This finding supports previous theories and research, including those by Rosdianna et al. (2022), Pratama & Nilasari (2022), and Sadat & Nilasari (2022). The effect of job satisfaction on the performance of educational personnel is positive and significant. This means that the higher/more positive the job satisfaction, the higher/more positive the performance, meaning that the more respondents feel comfortable working with their superiors, receive their salaries regularly and on time every month, have opportunities for promotion given to educational personnel, are able to adapt well with their coworkers, and their work requires creativity. then the more respondents feel that they work in accordance with organizational rules and procedures, their work results are reliable, and they are dependable.

The Effect of Work-Life Balance on the Performance of Educational Personnel

Based on the results obtained, it is known that Work-Life Balance does not have a significant effect on the performance of educational personnel with a T Statistics value of 0.485 and a p value of $0.628 > 0.05$, which means that hypothesis 2 is not supported. The magnitude of the effect of Work-Life Balance on the performance of educational personnel is 0.189. This finding differs from previous theories and studies, including those by Obiageli et al. (2015), Mendis & Weerakkody (2017), Bataineh (2019), and Mmakwe, Anthonia, & Ukoha (2018), but the results support the study by Syarif & Hasan (2025). The effect of work-life balance on the performance of educational personnel is not significant. This means that the higher/more positive the work-

life balance, the higher/more positive the performance of educational personnel, meaning that the more respondents feel it is easy to focus on work even though they think about their family responsibilities and feel that their family responsibilities do not interfere with their work, the less likely respondents will work according to organizational rules and procedures, and the less reliable and trustworthy their work results will be.

The Effect of Work-Life Balance on Job Satisfaction Among Education Personnel

Based on the results obtained, it is known that work-life balance does not have a significant effect on job satisfaction with a T Statistics value of 0.989 and a p value of $0.323 > 0.05$, which means that hypothesis 3 is not supported. The magnitude of the effect of job satisfaction on the performance of educational personnel is 0.383. This finding differs from previous theories and studies, including those by Putri and Suana (2016), Aruldoss et al. (2022), Carlson, Grzywacz, and Zivnuska (2009), and Sari and Sulisty (2020), but this study supports the results of previous studies by Endeka et al. (2020) and Maharani et al. (2023). Work-life balance does not have a significant effect on job satisfaction. This means that a higher/more positive Work-Life Balance does not necessarily equate to higher/more positive Job Satisfaction among educational personnel. In other words, even if respondents find it easier to focus on their work despite considering their family responsibilities and feel that their family responsibilities do not hinder their work; it does not necessarily mean that respondents feel comfortable working with their superiors, receive regular and timely monthly salaries, have opportunities for promotion, are able to adapt well with their colleagues, and have jobs that require creativity.

5. Conclusion

The conclusion of this study is that the level of satisfaction of the teaching staff of the MM FEB Usakti study program is in the fairly good category with an average score of 3.98. Of the five dimensions of job satisfaction, Co-worker is the highest (average 4.25). Compared to the previous year's survey results, there was an increase where the highest dimension was Co-worker with an average of 4.23 (Nilasari et al., 2025). Meanwhile, the lowest dimension of job satisfaction among teaching staff in this study was Job Itself (average 3.67). This result differs from the previous year's survey results, where the lowest dimension was Promotion Opportunities with an average of 3.99 (Nilasari et al., 2025).

The factors that influence the job satisfaction of teaching staff in the MM FEB Usakti study program (from highest to lowest) are: 1). Co-workers, 2). Supervision, 3). Pay, 4). Promotion Opportunities, and 5). Job It Self. These results differ from the results of previous years' surveys, with the difference being in the lowest dimension. From the results of this study, the lowest dimension is Job Itself, while in previous years' surveys, the lowest dimension was Promotion Opportunities (Nilasari et. al., 2024; Nilasari et al., 2026). This shows that there have been improvements in the rules or policies related to promotion at FEB Usakti. The factors of staff satisfaction that are not yet optimal are: Promotion Opportunities, which is in the fairly good category (average 3.74) and also Job It Self (3.67). Meanwhile, the factors in the very good category are: Co-worker (4.25), Supervision (4.21), Pay (4.03). For the Supervision dimension, there was a significant increase from the previous year, where the previous year's survey had an

average of 4.05 (Nilasari et al., 2025). This indicates that leadership in the MM FEB Usakti study program has improved.

There is no effect of work-life balance on the performance of educational personnel, nor does work-life balance have a significant effect on the job satisfaction of educational personnel. This means that the performance and satisfaction of educational personnel are not based on their work-life balance. Even though educational personnel may not feel that they have a good work-life balance, such as always thinking about work, feeling tired after work, having less time for family, and finding it difficult to focus due to heavy family responsibilities, none of these factors will cause a decline in the performance and job satisfaction of educational personnel.

This study was conducted on educators at MM FEB Usakti, so the results cannot be generalized. The research was limited to job satisfaction, work-life balance, and employee performance. Further research could use other independent research variables to improve employee performance, such as: Happiness at Work (Bataneh, 2019), or Transformational Leadership (Nilasari et al., 2024b).

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