

The Study on Work Life Balance as mediating variable of Workload and Job Satisfaction on Jember University's Educational Contract Staff Employees

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Abstract

University of Jember is a large State University with many students registered at Jember University, with the large number of students, it needs teaching staff (lecturers) and education staff in their daily education activities. Teaching and learning activities at the University of Jember starts from early morning hours until the evening so that impact on the workload of educational staff. At work, most people begin to feel there is something else that must be considered in addition to work, namely daily life. Lack of work-life balance is one of the triggers for stress. When an individual does not maintain balance and work too much in an organizational setting, this can lead to psychological and behavioral consequences, as well as low job satisfaction as a result of his/her productivity will also be low. This study aims to analyze mediating effect of Work Life Balance on the relationship between Workload and Job Satisfaction of Employees in Education Contract Staff at the University of Jember. The data used in this study are primary data using questionnaires on 106 respondents determined using purposive sampling technique. Researcher determines the sample taken is the University of Jember education contract staff who work more than 1 year and have shifts work schedules outside regular working hours several days a week. The analytical method used is Structural Equation Modeling (SEM) analysis. The results showed that workload and Work life balance had a significant effect on job satisfaction of Education Contract Employees at Jember University.

Keywords: Workload, Work Life Balance, Job Satisfaction, University Employee and Contract Staff.

1. Introduction

Human Resource Management is the process of obtaining, training, evaluating, and also giving rewards to employees, and managing work relations, health, security, and justice matters. Jember University is a large State University and has many faculties with many students registered at Jember University. Absolutely with the large number of students, it takes teaching staff (lecturers) and education staff in their daily education activities. Jember University employees are divided into two employment statuses as civil servants and contract employees. There are different rights in the status of employees where civil servants have better rights of salary, benefits and length of service. This difference in rights becomes interesting to be investigated further on how employees at the University of Jember are expected to have good and optimal performance so that it maximally supports teaching and learning activities at the University of Jember and other activities related to organizational activities.

Employees in the University of Jember as well as administrative and support staff who work on afternoon classes on Monday to Wednesday and Weekend classes on Post-graduate programs; employees in the library environment who work shiftly from 08.00 WIB to 20.00 WIB each days and open Saturdays Sunday from 08.00 WIB until 15.00 WIB, also employees in the rectorate environment who are required to work more during the implementation of certain programs can cause workloads and affect their daily lives due to the large amount of time spent at work. This condition is feared will affect job satisfaction of Jember University education staff.

Previous research on the effect of workload with job satisfaction by Nilamsari and Dahesihsari (2020) found that workload was not significantly related to job satisfaction in general, one factor that contributed strongly was the very high workload difference between one staff member and another staff member. Other studies

have found that workload, work environment and attitudes towards change have a direct effect on job satisfaction (Simone, Cicotto and Lampis, 2016).

Most people begin to feel that there are other things to consider besides work. What is meant is the personal life that is lived in their daily lives. Life at work, work and family, work and personal fulfillment, work and social life, all illustrate the problem of harmonious and balanced arrangements between work and other lives. Lack of work-life balance practice at work is one of the triggers for stress. Because of the increasing workload and time at work, stress will increase. When an individual does not maintain balance and work too much in an organizational setting, this can cause psychological (mind, soul) and behavioral consequences, as well as low job satisfaction as a result of his productivity will also be low.

Research on the relationship of workload to work life balance conducted by Omar, Mohd and Ariffin (2015) found that the higher the workload perceived by employees, the lower the work life balance enjoyed by them. Thus, the work life balance of employees can be increased by considering the amount of workload given to them. Mukhtar (2012) in her research on work life balance and job satisfaction among faculties at Iowa State University (ISU) shows that the relationship between work life balance and job satisfaction is not significant among academic disciplines at ISU. However, the results show that there is a significant relationship between work life and job satisfaction. Other research on work life balance was conducted by Yadav and Dabhade (2014). They conducted a comparative study of work life balance and job satisfaction among female workers in the banking and education sectors. The purpose of this study is to study the work environment and women's perceptions about work life balance and job satisfaction. The results of the study show that work life balance can be achieved by factors that support job satisfaction such as: supportive colleagues, supportive work environment, mentally challenging work, fair rewards and employee-oriented policies. Employees who have a good work life balance are productive and high-performing workers, besides that employees are also happier and more creative because the work environment supports their growth. Conversely, if an employee does not have a good work life balance, his performance tends to decline and can damage other areas of life. This is caused by the high demands of today's work and life behaviour.

Based on the description above, the researchers are interested in knowing and analyzing the mediating effect of Work Life Balance on the relationship between workload and job satisfaction of education contract employees at University of Jember.

2. Literature Review

2.1 Effects of Workload on Work Life Balance

Sutarto (2012: 122) revealed that workload of each employee should be evenly distributed so that there can be avoided the existence of organizational units with too many activities and there are organizational units with too little activity and so can the existence of employees who have too many tasks and there are employees who have less workload so that they appear to be too much unemployed. Research on the relationship of workload and work life balance conducted by Omar and Ariffin (2015) found that the higher the workload perceived by employees, the lower the work life balance enjoyed by them. Thus, the work life balance of employees can be increased by considering the amount of workload given to them. Zainuddin (2015) found that the relationship between workload and work life balance among staff at the Ministry of Youth and Sports in Putrajaya was negatively correlated.

H₁: workload affects work life balance.

2.2 Effects of Workload on Job Satisfaction

Sutarto (2012: 122) revealed that workload of each employee should be evenly distributed so that there can be avoided the existence of organizational units with too many activities and there are organizational units with too little activity and so can the existence of employees who have too many tasks and there are employees who have less workload so that they appear to be too much unemployed. Research by Nilamsari and Dahesihsari (2020) found that workload is not significantly related to job satisfaction in general, one factor that contributes strongly is the very high workload difference between one staff member and another staff member. Hayes, Douglas, and Bonner (2015) that high workloads although supported by a work

environment that supports their work have the power of correlation with job satisfaction, lower job stress and emotional exhaustion.

H₂: workload affects work satisfaction

2.3 Effects of work life balance on job satisfaction

Handayani (2013: 95) revealed that work life balance is a condition when someone is able to share roles and feel satisfaction in those roles. Maslichah and Hidayat (2016) found that work life balance, physical work environment and non-physical work environment significantly influence job satisfaction. Rahmawati (2016) found that work life balance has a direct positive effect on job satisfaction.

H₃: work life balance affects job satisfaction

3. Methodology

The design of This study uses a quantitative approach. Singarimbun and Effendi (2008:25) explain that: "If for the same data, the researcher explains the causal relationship between variables through hypothesis testing, then the research is no longer called descriptive research but is a hypothesis testing or explanatory research. This research is an explanatory research because the aim is to explain the influence between variables or causal relationships between variables through hypothesis testing. The results of the research by testing the hypothesis are expected to produce a theory that either supports the previous theory or rejects the previous theory in accordance with the results of testing the hypothesis.

Sampling in this study was determined by purposive sampling technique. Purposive sampling is a non-random sampling technique (the samples are taken non-randomly) in which the researcher determines the sampling by determining specific characteristics that are appropriate to the purpose of the study so that it is expected to answer the research problem. In this study the sample taken was Jember University education staff with contract staff status who worked for more than 1 year and had shifts outside regular work hours several days a week. In the Chi-Square SEM model that is sensitive to the number of samples, it takes a good sample ranging from 100-200 samples for the maximum likelihood estimation technique with the minimum 100 samples.

In this study the data was obtained from the results of filling out the questionnaire distributed to respondents, which are Jember University employees. The instrument of this study was a questionnaire containing a list of questions from each variable with 5 (five) answer choices distributed to respondents to be answered independently. Data retrieval is done online with the help of Google form. Measurement or commonly called determining the scale of research is something that needs to be done, because starting from this scale can be determined technical analysis used. The measurement scale in the answers to questions on the questionnaire uses an ordinal scale based on a Likert Scale with 5 (five) answer choices.

3.1 Validity and Reliability Test

Validity test of SEM is known through the value "Estimate". (Keep in mind that validity is carried out to test variable indicators, so what is matched is the value of the variable against the indicator), Ghozali 2017: 142 explains that the indicator of the variable is valid if the value "Estimate" ≥ 0.5 .

Next to test the reliability of the data used indicators based on the formula Variance Extracted (AVE) and Construct Reliability (CR). Ghozali (2017: 142) explains that indicators of variables are called reliable if the value of AVE ≥ 0.5 and CR ≥ 0.7 . The formula for finding the AVE and CR values is as follows:

$$AVE = \frac{\sum \text{Standardized Loading}^2}{\sum \text{Standardized Loading}^2 + \sum \epsilon_j}$$
$$CR = \frac{(\sum \text{Standardized Loading})^2}{(\sum \text{Standardized Loading})^2 + \sum \epsilon_j}$$

3.2 Data Analysis of Structural Equation Modeling (SEM)

Data analysis testing is performed using the help of AMOS 24.0 software, a computer program used to analyze statistics. The analysis used is:

a. Assumptions for Structural Equation Modeling (SEM)

(1) Minimum number of samples for processing data with a minimum Structural Equation Modeling (SEM) of 100.

(2) Normality Test

Normality test is performed both normality of univariate data and multivariate normality in which several variables are used at once in the final analysis. To test whether or not the assumption of normality is violated, it can be done with a Z statistical value for skewness and kurtosis and empirically can be seen in the Critical Ratio (CR). If a significant level of 5% (0.05) is used, the CR value between -1.96 and 1.96 is said to be the normal distribution data, both univariate and multivariate (Ghozali, 2017: 148).

(3) Outliers Test

Outliers test is the condition of observation from data that has unique characteristics that look very different from other observations that appear and in the form of extreme values, both for a single variable or a combination variable (Ghozali, 2017: 227). If outliers occur, special treatment can be carried out on the outliers provided that the outliers appear. Detection of the presence of multivariate outliers is carried out by taking into account the mahalanobis distance value.

The criteria used are based on the value of Chi Square on the degree of freedom of the number of indicator variables at a significance level of $P \leq 0.5$. Cases that have a mahalanobis distance value greater than the required Chi Square, then the case is multivariate outliers (Ghozali, 2017: 230).

b. Test the suitability of the Structural Equation Modeling (SEM) model

When the SEM assumption test is met, the model feasibility test is conducted. To test the feasibility of the model developed in the structural equation model, several feasibility models will be used. The criteria are:

- (1) X² (Chi Square Statistic), a small Chi Square value will produce a probability value greater than the significant level and it shows that the input covariance matrix between predictions is actually not significantly different;
- (2) Significance probability, which can be accepted or indicate the suitability of the model is either a probability value equal to or greater than 0.50;
- (3) Root mean square error of approximation (RCEA) measures the deviation of parameter values in a model with its population covariance matrix. RSEM is a measure that tries to correct the statistical tendency of Chi Square rejecting models with large sample sizes. RMSEA values between 0.05 to 0.08 are acceptable measures;
- (4) Goodness of fit index (GFI) is used to calculate proportions rather than the variance in the estimated population covariance matrix. This index reflects the overall suitability of the model calculated from the predicted squared residual model and compared with actual data. This GFI value ranges from 0 to 1.0. The GFI value that is said to be good is greater or equal to 0.90;
- (5) Adjusted Good of Fit Index (AGFI) is an analog of R² (R Square) in multiple regression fit this index is adjusted to the degree of freedom available to test whether or not the model is accepted. The level of acceptance of the model. The acceptance level of the model is recommended if it has a value equal to or greater than 0.90;
- (6) Nomered Chi Square (CMIN / DF) is a measure obtained from Chi Square divided by degree of freedom. The recommended value for accepting the conformity of the model value is a CMIN / DF value that is smaller or equal to 2.0 or 3.0;
- (7) Tucker Lewis Index (TLI) is an alternative incremental fit index that compares a model that is tested against a baseline model. The recommended value as a reference for accepting a model is greater or equal to 0.90 and a value close to 1.0 indicates an excellent fit model;
- (8) Comparative Fit Index (CIF) is also introduced as the Bentler Comparative Index. CIF uses an incremental conformity index which also compares that the tested model has a good suitability if the CIF is greater than or equal to 0.90. The theoretical model is built through literature review, which will then be described again as a model to be analyzed using SEM.

c. Research Hypothesis Test.

Hypothesis testing is done after all the criteria in SEM have been met, the next step is to test the hypotheses that have been proposed and to answer the objectives of the study. Hypothesis testing is significant if the value of CR ≥ 1.96 and the value of P ≤ 0.05 .

d. Testing Work Life Balance (Z) as Mediation Variable between workload and job satisfaction.

To test whether the Work Life Balance variable as modeled in this study is a mediating variable or not; researchers tested using the Sobel Test. Sobel test is a test to find out whether a relationship through a mediating variable is significantly capable as a mediator in that relationship.

This multiple test is done by testing the strength of the indirect effect of the independent variable (X) to the dependent variable (Y) through the mediating variable (Z). Sobel test is a test to find out whether a relationship through a mediating variable is significantly capable as a mediator in that relationship; where Sobel test uses the z test with the following formula:

$$z = \frac{ab}{\sqrt{(b^2SE_a^2) + (a^2SE_b^2)}}$$

a = Regression coefficient of the independent variable to the mediating variable

b = Coefficient of the mediating variable regression of the dependent variable

SE_a^2 = Standard error of estimation of the effect of independent variables on mediating variables

SE_b^2 = Standard error of estimation of the effect of independent variables on mediating variables

To more easily calculate z values from Sobel Test, you can use the online calculator at www.danielsoper.com. The z value obtained ≥ 1.96 with a significance level of 5% proves that the variable is a mediating variable.

4. Results and Discussion

4.1 Result

a. Overview of Respondents

Based on the results of the study by distributing questionnaires to respondents, researchers received responses from 106 respondents contracted employees at the University of Jember so that it can be seen a general description of respondents based on age, last education, and gender.

Table 1: Characteristics of Respondents

No	Age (Years)	Amount	Percentage
1	20 – 35	10	9,434%
2	36 – 45	59	55,660%
3	46 – 55	35	33,019%
4	56 – 65	2	1,887%
No	Gender	Amount	
1	Female	42	39,623%
2	Male	64	60,377%
No	Education	Amount	
1	Master	4	3,774%
2	Bachelor	68	64,151%
3	Diploma	17	16,038%
4	High School	17	16,038%

Source: Data processed. 2020

Based on the data obtained above, it is known that contract employee who has become respondents with the oldest group is 2 people and the productive young people are 10 people. Respondents with an age range of 36-45 years were the most filled in the questionnaire, based on observations from the author there were indeed many employees around the University of Jember who seemed to have an age range of 36-45 years. The age range of 36 - 45 years is also a productive age range that is suitable for a dynamic work environment such as in Jember University.

Based on the data obtained above, it is known that contract employees who are respondents are more male than female. Many respondents who are male can be caused by the obligation of men to work to support themselves and their families by ignoring employee status.

More male employees can also be caused by high job demands within the University of Jember. More male employees can support teaching and learning activities at Jember University, which take place from morning to night.

Based on the data above, it is known that contract employee who is the respondent has the highest master education and the lowest high school education with the highest percentage of education level is Bachelor, this data reflects that many of the positions of contract employees accepted are more preferably to have a Bachelor education level. Background Undergraduate education is also needed for its analytical power to become an employee at the University of Jember, where University of Jember is one of the tertiary institutions producing educated graduates with degrees at bachelor, master and doctoral level.

b. Validity and Reliability test

Test Validity with the CFA Test or Construct Validity Test (indicator) that is measuring whether the construct (indicator) is able or not to reflect its latent variables. The results meet the criteria, namely Critical Ratio (CR) ≥ 1.96 with Probability (P) ≤ 0.05 . The sign for *** is significant ≤ 0.001 .

Table 2: CFA Test or Construct Validity Test (indicator)

			Estimate	S.E.	C.R.	P	Validity
X11	<---	X	1				Valid
X12	<---	X	1,065	0,21	5,073	***	Valid
X13	<---	X	0,643	0,179	3,601	***	Valid
X14	<---	X	2,022	0,371	5,454	***	Valid
X15	<---	X	1,756	0,331	5,301	***	Valid
X16	<---	X	0,386	0,235	1,642	0,101	Not Valid
X17	<---	X	0,674	0,286	2,359	0,018	Valid
Z1	<---	Z	1				Valid
Z2	<---	Z	1,199	0,121	9,937	***	Valid
Z3	<---	Z	1,197	0,162	7,394	***	Valid
Z4	<---	Z	0,92	0,109	8,478	***	Valid
Y1	<---	Y	1				Valid
Y2	<---	Y	0,961	0,189	5,094	***	Valid
Y3	<---	Y	1,09	0,211	5,159	***	Valid
Y4	<---	Y	1,194	0,178	6,703	***	Valid
Y5	<---	Y	0,913	0,136	6,714	***	Valid

Source: Data processed 2020.

Testing the validity of SEM is known through the value "Estimate". Keep in mind that validity is done to test variable indicators, so what is matched is the value of the variable against the indicator, Ghozali (2017: 142) explains that the indicator of the variable is valid if the value "Estimate" ≥ 0.5 . This Validity Test is called the Convergent Validity Test, which tests the construct (indicator) whether it has a high proportion of variance or not.

Table 3: Convergent Test Validity

Indicator	Estimate	Validity
X11 <--- X	0,578	Valid
X12 <--- X	0,617	Valid
X13 <--- X	0,404	Not Valid
X14 <--- X	0,845	Valid
X15 <--- X	0,819	Valid
X16 <--- X	0,177	Not Valid
X17 <--- X	0,256	Not Valid
Z1 <--- Z	0,808	Valid
Z2 <--- Z	0,889	Valid
Z3 <--- Z	0,713	Valid
Z4 <--- Z	0,759	Valid
Y1 <--- Y	0,722	Valid
Y2 <--- Y	0,54	Valid
Y3 <--- Y	0,55	Valid
Y4 <--- Y	0,761	Valid
Y5 <--- Y	0,744	Valid

Source: Data processed 2020.

Based on the above data from 16 indicators, 3 of them are declared invalid because they have Estimate values ≤ 0.5 (X13, X16, and X17). For further analysis indicators under Estimate values ≤ 0.5 must be removed from the analysis (Ghozali, 2017: 142).

Table 4: Second Convergent Test Validity

Indicator	Estimate	Validity
X11 <--- X	0,538	Valid
X12 <--- X	0,588	Valid
X14 <--- X	0,863	Valid
X15 <--- X	0,84	Valid
Z1 <--- Z	0,802	Valid
Z2 <--- Z	0,883	Valid
Z3 <--- Z	0,722	Valid
Z4 <--- Z	0,767	Valid

Y1	<---	Y	0,716	Valid
Y2	<---	Y	0,535	Valid
Y3	<---	Y	0,547	Valid
Y4	<---	Y	0,752	Valid
Y5	<---	Y	0,761	Valid

Source: Data processed 2020.

Based on the data above, all indicators are declared valid after removing a number of indicators that do not meet the validity criteria. After the validity is fulfilled then the reliability testing will be performed.

Reliability Test with the Construct Reliability Test to test the reliability and consistency of the data using the Variance Extracted (AVE) and Construct Reliability (CR) formula. Ghozali (2017: 142) explains that the indicator of the variable is called reliable if the value of $AVE \geq 0.5$ and $CR \geq 0.7$. The AVE and CR values of the research variables examined are as follows:

Table 5: Results of Construct Reliability (CR) and Variance Extracted (AVE)

No	Variabel	CR	AVE	Reliability
1	Workload (X)	0,807	0,521	Reliable
2	Job satisfaction (Y)	0,799	0,449	Low Reliability
3	Work Life Balance (Z)	0,873	0,633	Reliable

Source: Data processed 2020.

Based on the above data, all variables are reliable with the value of $AVE \geq 0.5$ and $CR \geq 0.7$ except the variable Job Satisfaction (Y) which has a value of $AVE = 0.449$, then the variable can be declared reliable but does not have data consistency.

c. Goodness of fit test

After the assumption test of Structural Equation Modeling (SEM) is fulfilled, a model feasibility test is developed that is developed in the structural equation model, then several feasibility models will be used. Testing the model in SEM aims to see the suitability of the model with the data can be seen in Table 6.

Table 6. Results of Construct Reliability (CR) and Variance Extracted (AVE)

Goodness of Fit	Cut off	Calculation result	Information
Chi Square	$\leq 90,531$; where Chi Square $df=72$ Taraf	75,207	Good Fit
Probability	≥ 0.05	0,375	Good Fit
RMSEA	≤ 0.08	0,021	Good Fit
GFI	≥ 0.90	0,918	Good Fit
AGFI	≥ 0.90	0,863	Marginal
CMIN/DF	2,0 or 3,0	1,045	Marginal
TLI	≥ 0.90	0,993	Good Fit
CFI	≥ 0.90	0,995	Good Fit

Source: Data processed 2020.

Based on Table 6, it is known that the Structural Equation Modeling (SEM) model of the new research was stated to meet the eligibility criteria of the model, although there were 2 criteria that were not met, namely the AGFI value = 0.863 and the CMIN / DF value at 1.045. These results state that the model formed includes fit

with the Chi Square criteria that are met, if the index / other criteria are met, it means that the data is getting more fit.

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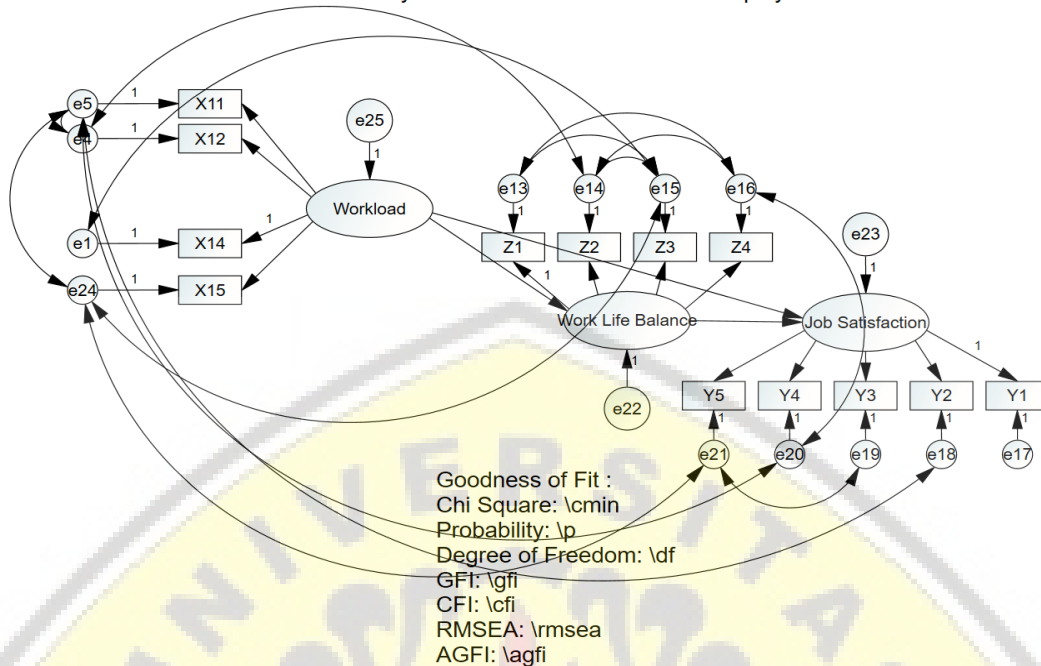


Figure 1: Structural Model

Source: Data processed, 2020.

d. Hypothesis Test

e. Hypothesis testing is done after all the criteria in SEM have been met, the next step is to test the hypotheses that have been proposed and to answer the objectives of the study. Hypothesis testing is significant if the CR value ≥ 1.96 and the P value ≤ 0.05 .

Table 7: Suitability of the SEM Model

		Estimate	S.E.	C.R.	P
Z	<--- X	0,205	0,111	1,849	0,064
Y	<--- Z	0,663	0,13	5,087	***
Y	<--- X	0,296	0,113	2,617	0,009

Source: Data processed, 2020.

Based on the data from the table above the workload variable (X) does not significantly influence the work life balance variable (Z) because it has a CR value of $1.849 < 1.96$ and a value of $P = 0.064 > 0.05$. This means H_1 was rejected.

Workload variable (X) to job satisfaction (Y) has a value of $CR = 2.617 > 1.96$ and a value of $P = 0.009 < 0.05$ which states that workload (X) has a significant effect on job satisfaction (Y), with the strength influence of 29.6%. This means that H_2 is accepted.

The variable work life balance (Z) on job satisfaction (Y) has a value of $CR = 5.087 > 1.96$ and a value of $P = *** < 0.05$ which states that work life balance (Z) has a significant effect on job satisfaction (Y) with the influence strength of 66.3%. This means that H_3 is accepted.

f. Testing Work Life Balance (Z) as a Mediation Variable

The work life balance (Z) variable in this study is positioned as a mediating variable in this study. To test whether the Work Life Balance variable as modeled in this study is a mediating variable or not measurement is used by using the Sobel Test.

Tabel 10: Sobel Test Variabel Z

	Sobel test statistic	One-tailed probability	Two-tailed probability
X → Z → Y	1.73649485	0.04123819	0.08247637

Source: Data processed, 2020

Based on data from the above table, the calculation of the Sobel test value for mediating the work life balance variable (Z) in the effect of workload (X) on job satisfaction (Y) shows the value 1.73649485. The z value obtained is < 1.96 with a significance level of 5%, proving that work life balance (Z) is unable to mediate the relationship of workload influence (X1) to job satisfaction (Y).

4.2 Discussion

Effect of workload on work life balance on Jember University’s Educational Contract Staff Employees

The results of the analysis show workload does not significantly influence the work life balance on Jember University’s Educational Contract Staff Employees because it has a CR value of 1.849 < 1.96 and a value of P = 0.064 > 0.05. This means first hypothesis which states that workload affects work life balance is rejected.

Sutarto (2012: 122) revealed that workload of each employee should be evenly distributed so that there can be avoided the existence of organizational units with too many activities and there are organizational units with too little activity and so can the existence of employees who have too many tasks and there are employees who have less workload so that they appear to be too much unemployed.

Davis and Newstrom (2014: 79) mention that there are dimensions that cause workload on a worker. The dimensions that presented on Jember University’s Educational Contract Staff Employees as follows:

1. Work Overload
2. Time Urgency
3. Poor Quality Of Supervisor
4. Inadequate authority to match responsibilities
5. Change of any type
6. Interpersonal and intergroup conflict
7. Insecure political climate

The results of this study are in line with the results of research obtained by Omar and Ariffin (2015) found that the higher the workload perceived by employees, the lower the work life balance enjoyed by them. Thus, the work life balance of employees can be increased by considering the amount of workload given to them.

Effect of workload on work life balance on Jember University’s Educational Contract Staff Employees

The results of the analysis show workload to job satisfaction on Jember University’s Educational Contract Staff Employees has a value of CR = 2.617 > 1.96 and a value of P = 0.009 < 0.05 which states that workload has a significant effect on job satisfaction, with the strength influence of 29.6%. This means that second hypothesis which states that workload affects job satisfaction is accepted.

Parkes and Langford (2008: 126) explain that work life balance is a condition where individuals who are able to commit to work and family, and are responsible both in non-work activities. According to Greenhaus (2003: 32), work life balance is the extent to which individuals feel bound and satisfied with work life and family life and are able to balance work and family demands. Work life balance is generally related to work time, flexibility, welfare, family, demographics, migration, leisure and so on. Work life balance is essential because if not achieving work life balance results in low job satisfaction, low happiness, work life conflict, and burnout for employees. Singh and Khanna (2011: 28) explain that work life balance is a broad concept that involves setting proper priorities between work (career and ambition) on one side and life (happiness, leisure, family and spiritual development) on the other.

Fisher, Bulger, and Smith (2009: 449) explain there are four dimensions of work life balance:

1. Work Interference With Personal Life (WIPL)
2. Personal Life Interference With Work (PLIW)
3. Personal Life Enhancement Of Work (PLEW)
4. Work Enhancement Of Personal Life (WEPL)

The results of this study are in line with the results of research obtained by Hayes, Douglas, and Bonner (2015) that high workloads although supported by a work environment that supports their work have the power of correlation with job satisfaction, lower job stress and emotional exhaustion.

Effect of work life balance on job satisfaction on Jember University's Educational Contract Staff Employees

The results of the analysis show work life balance on job satisfaction on Jember University's Educational Contract Staff Employees has a value of $CR = 5.087 > 1.96$ and a value of $P = *** < 0.05$ which states that work life balance has a significant effect on job satisfaction on Jember University's Educational Contract Staff Employees with the influence strength of 66.3%. This means that third hypothesis which states that work life balance affects job satisfaction is accepted.

Job satisfaction or employee satisfaction has been defined in many meanings. According to Robbins (2013: 78) job satisfaction is "a general attitude towards one's work that shows the difference between the number of awards received by workers and the amount they believe they should receive".

Robbins (2013: 80) explains that there are several factors to determine an employee's job satisfaction :

1. Work it self
2. Pay
3. Promotion
4. Supervision
5. Workers

The results of this study are in line with the results of research obtained by Maslichah and Hidayat (2016) found that work life balance, physical work environment and non-physical work environment significantly influence job satisfaction. And another research by Rahmawati (2016) found that work life balance has a direct positive effect on job satisfaction.

Mediating Effect of work life balance between the relationship of workload and job satisfaction on Jember University's Educational Contract Staff Employees

Based on results of testing the Mediating Effect, the calculation of the Sobel test value for mediating the work life balance variable in the effect of workload on job satisfaction shows the value 1.73649485. The z value obtained is < 1.96 with a significance level of 5%, proving that work life balance is less effect on mediating the relationship of workload influence to job satisfaction. Although not big, but work life balance can mediate the workload on job satisfaction

5. Conclusions

The conclusions that can be drawn from the results of the analysis conducted in the previous chapter above include:

- a. Workload has a significant effect on job satisfaction of Education Contract Employees at Jember University,
- b. Workloads do not affect the work life balance of Education Contract Employees at Jember University.
- c. Work life balance (Z) has a significant effect on job satisfaction (Y) Education Contract Staff Employees at Jember University.
- d. Sobel test results state that the work life balance (Z) has less effect to mediate the relationship of workload influence (X1) to job satisfaction (Y).

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