The Work Life Balance of Teacher (Case Study of Teachers in Jabodetabek)

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Abstract

Teachers have an important role for the education of the Indonesian nation.They must teach during the pandemic corona virus.They have many duties to do. Therefore, it is necessary to improve the quality of teachers in order to achieve the ideals of the Indonesian nation in the intellectual life of the nation. In order for teachers to get maximum work results, it is necessary to achieve job satisfaction that can be felt by teachers in carrying out their activities. In this study using quantitative descriptive methods, namely through questionnaires and interviews were analyzed using PLS which was conducted on 119 teachers in Jakarta. The results of this study found that work stress has an effect on job satisfaction, work life balance has an effect on job satisfaction and work life balance has a relationship with work stress.

I. Introduction

The ideals of the nation's education as stated in the Preamble to the 1945 Constitution are the intellectual life of the nation. Thus, all citizens can realize their dignity, including through "schools" and the school system that is selected as a system of social and educational institutions.

Having a high birth rate makes Indonesia have high hopes for the younger generation to develop the country according to their fields of ability. One of the important factors that can change lives is the education sector. Every human being has the right and obligation to carry out education. When entering the 21st century, the world of education in Indonesia realized that there were still many things that needed to be addressed. The reason is because of the awareness of the entire Indonesian nation, by nature this nation is very far behind other countries, especially in the field of education.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

The Human Development Index Ranking according to UNESCO (2011) states that Indonesia's human development index appears to be declining based on the composition of the ranking of achievements in terms of education, health and income per head. Indonesia ranks 69th out of 174 countries in the world. In addition, the Survey of Political and Economic Risk Consultants (PERC) stated that in Asia, Indonesia was ranked 12th in

terms of education quality. Meanwhile, Indonesia has low competitiveness, according to The World Economic Forum Sweden (2000), from 57 countries surveyed worldwide, Indonesia is seen at 37th place.

It is clear that the low quality of education in Indonesia is a very serious problem. Entering the era of the Industrial revolution 4.0, it can be felt that the rapid advancement of technology has brought changes to Indonesia, which is part of the world community. One of the impacts that can be felt is the swift currents of globalization which are getting stronger and more open.

One of the causes of the perceived low quality of Indonesian education, among others, is the low effectiveness, efficiency and standardization of teaching. Currently, the problems faced in the world of Indonesian education include: the quality of teachers is still low, the welfare of teachers who are categorized as less prosperous, students who have minimal achievements, there are incomplete facilities, low opportunities for equal distribution of education and many other problems.

With the various factors above, it makes educators weak in exploring the potential possessed by students. The teachers felt less attention to the needs, interests and talents of students. This causes students to become less comfortable in the learning process. Because a good process is to provide opportunities for students to be more creative in order to have an innovative thinking style.

Based on data from UNESCO (2011) in Asia Pacific, as a developing country, the quality of teachers in Indonesia is in the final rank of developing countries, namely at number 14. This makes the quality of Indonesian teachers/educators below Vietnam which is known as a newly independent country in several years. last year. As for reading skills, out of 42 developing countries, Indonesia is ranked 39th among developing countries in the world.

Schools are educational facilities consisting of elements of human resources such as educators, students and administrative staff as well as school principals and all elements that play a role in running school operations. To get maximum output, schools must have reliable and professional teachers so that they are able to give birth to future generations who are intelligent and with character. Teachers have a major role in the learning system in schools, therefore improving the quality of teachers must be realized immediately so that there are changes and improvements in the quality of human resources. Satisfaction felt in work can be achieved one of them by improving quality. Satisfaction is a condition that teachers feel happy and happy in carrying out their duties and obligations. In an organization, the satisfaction of human resources must get the attention and fulfillment of the main needs of the leader.

The results of the teacher's work are influenced by the attitude of the teacher in carrying out his duties as educators. Teacher satisfaction with his work indicates a positive attitude or feeling of educators towards their work. Job satisfaction is a pleasant state or positive emotional feeling as a result of evaluating one's job or work experience (Luthans, 2012). There are various factors that can determine the job satisfaction felt by each educator.

These elements include work-life balance or work-life balance. Work life balance is the ability of individuals to fulfill their work, family commitments and have responsibilities in other non-work activities (Delecta, 2011).

If there has been a balance between work and life outside of work, a person will feel satisfied. Work life balance is a work-life balance that can be felt so that it can fulfill its responsibilities as a teacher at school and can also fulfill responsibilities outside of school such as in personal life. Thus, teachers are expected to be able to complete all

responsibilities in life and work at school perfectly without having pressure that makes the work hampered.

II. Review of Literature

2.1 Definisi Work life balance

(Fisher-McAuley et al., 2003) Work life balance is something that someone does with the aim of dividing time both at work and other activities outside of work in which there is individual behavior that can be a source of personal conflict or a source of energy against oneself. Dalam (Reiter, 2007) revealed that there is a lot of literature that discusses work life balance but the definition has many differences. This statement is supported by (Poulose and Sudarsan, 2017) which states that work life balance is a broad concept, which is interpreted by different interpretations by researchers so that it uses different dimensions. There are three important words in the term work life balance, namely work, life and balance. As for (Singh, 2014) argues that the simple term "work" can be understood in the context of paid work; then "life" has the meaning of other activities that are carried out outside of work; while the simple definition of "balance" is a commitment to have sufficient time to fulfill between the two, namely home and work.

(Greenhaus, Collins and Shaw, 2003) argues that work life balance is the extent to which employees have a balance in their involvement and feelings of satisfaction in their role involvement in work and non-work life. This opinion is supported by (Parkes and Langford, 2008) which states that work life balance is the ability of a person to balance work and personal life, be able to fulfill commitments, and be responsible for other activities outside of work. Work life balance is closely related to the balance between the effort put in and the amount of time spent on a job and living a personal life (Obiageli and Ngozi, 2015). According to (McDonald et al., 2005) Work life balance is a person feels satisfaction and involvement in a balanced way with each of his roles in work and other life outside the work he does. So it can be concluded that work life balance is a balance of life in which there is a feeling of satisfaction in carrying out different roles, both in the role of personal life and work life.

2.2 Aspects of Work Life Balance

(Houston, 2005) argues that there are three aspects to work life balance, namely:
a. Time balance
   This aspect explains that the balance of time used by an individual in carrying out work
b. Involvement balance
   The relationship in this aspect can be seen from the psychological and commitment of each individual in his role in carrying out work and life outside in a balanced way
c. Satisfaction balance
   This aspect relates to the satisfaction felt by individuals in balancing work and other life roles.

Work life balance has four aspects according to (Fisher et al., 2009) that is:
a. Time Aspect
   In this aspect, it can be seen that the difference in the use of work time and the time of other activities has a time comparison
b. Behavioral Aspect
   An individual has a comparison of behavior that is used to do work and other aspects of life.

c. Aspects of tension (strain)

An individual has a comparison between the tension he experiences in carrying out his work and other roles so that it can lead to role conflict.

d. Energy Aspect

An individual has a comparison between the energy used to complete work and other activities.

2.3 Factors Work Life Balance

There are four factors that affect work-life balance (Poulose and Sudarsan, 2017) that is:

a. Individual

In this factor, it can be influenced based on a person's personality, psychological well-being and emotional intelligence.

b. Organization

There are various factors that can affect the work life balance in an organization, namely individual work, work life balance policies, work stress, role conflicts

c. Social environment

Social environmental factors can be influenced by the immediate environment, such as the family environment, then the organizational environment, such as the influence of superiors and co-workers, then work orientation and work climate.

2.4 Dimension of Work Life Balance

There are four dimensions in measuring work life balance according to(Mathew and Panchanatham, 2011) that is:

a. (IPLW) Intrution of Personal Life into Work

In this dimension, it explains how much reference to personal (family) life can be a disturbance in the domain of his work life.

b. (IWPL) Intrution of work into personal life

This dimension explains how much the reference to the work domain becomes a disturbance in the personal (family) life domain.

c. (IWPL) Work enhancement by personal life

The dimension explains how far the reference to improving individual performance at work is influenced by personal life.

d. Personal life enchancement by work (PLEW)

The dimension explains that how far is the reference to improving the quality of personal life.

2.5 Work Stress

In an organization or company that has demands for efficiency in completing a job, this causes symptoms of stress problems faced by each of its members. If a person faces excessive psychological and physical demands it will have the consequence of experiencing stress that can be faced by a person.

In general, employees face the phenomenon of work stress and to overcome it, they use different methods depending on the way the employees themselves are. This is found because there is a discrepancy that is owned by the individual in terms of his ability to face the demands of the organization (Naqvi et al., 2013). As for (Schermerhorn JR, Hunt JG, Osborn RN, 2010) states that job stress is an unpleasant emotional situation that is felt and experienced by a person when the requirements of a job are felt to be out of balance with his ability to cope with the situation. As for Rivai (2010) argues that work stress is the

creation of physical and psychological imbalances that are created as a result of a condition of tension that can affect the emotions, thought processes and conditions of an employee. (Robbinds and Judge, 2016) states that there are two factors that can affect stress, namely:

a. Organizational factors, consisting of task demands, role demands and interpersonal demands. This can be seen from the pressure experienced by individuals to avoid mistakes or complete tasks in a short time, have an excessive workload (burnout), insensitive leaders and unpleasant colleagues are things that can affect stress in organizational factors.

b. Personal factors consist of problems in the family, such as economic and personality problems. Based on the results of a national survey, it is shown that each individual places great importance on family and personal relationships. There are various difficulties experienced in married life, such as child problems are some examples of relationship problems that can create stress for employees, so that the impact can affect the work environment. Economic problems can arise if you have a lifestyle that is "bigger pegs than poles." This situation can be another personal obstacle that causes stress for employees and thus interferes with employee work concentration.

2.6 Job Satisfaction

(Harold Koontz, 2012) explained that job satisfaction is something that leaders need to pay attention to. Because job satisfaction rests on an experience that gives employees a sense of pleasure when what they want can be realized. (Robbinds and Judge, 2016) states job satisfaction, namely attitudes that arise because of work and shows the difference between the number of awards received and the number of awards that should be received. Whereas (Kinicki et al., 2010) argues that what is meant by job satisfaction is the emotional response shown to various aspects of a job. As for (Jason A Colquitt, Jeffrey A Lepine, 2017) Job satisfaction categories are divided into eight, namely:

a. Pay Satisfaction
The compensation received by employees explains whether they are able to meet the needs of employees.

b. Promotion Satisfaction
Promotion policies and giving promotions to employees whether they have caused satisfaction or dissatisfaction.

c. Status
Employees who have positions will tend to affect job satisfaction and discipline.

d. Supervision Satisfaction
In general, employees expect their superiors to have good attitude skills, not be arrogant and have good communication skills.

e. Satisfaction with the work itself
Feelings of employees can be seen clearly whether the enthusiasm in completing their work tasks.

f. Coworker Satisfaction
Explaining the desire to find a pleasant work partner in the team

g. Altruism
It is the nature of concern for others that is owned by employees

h. Environment
A work environment that creates a sense of security, peace and comfort at work is said to be a good work environment.

2.7 Job Satisfaction Measurement

According to (Robbins and Judge, 2018) The measurement of job satisfaction has two approaches, namely the single global ranking method (employees get a question method that aims to be able to respond to the questions given), through the summation score (an approach to calculating job satisfaction aspects by identifying the elements in each particular job and asking the employee's feelings towards the job satisfaction). each of these elements). Mangkunegara (2009) stated that job satisfaction can be measured by: providing a job description index scale, measuring job satisfaction based on facial expressions, and measuring job satisfaction through a Minnesota questionnaire. Thus, it can be concluded that the measurement of job satisfaction can be identified based on giving a series of questions to employees using five alternative answers (very satisfied, satisfied, neutral, dissatisfied and very dissatisfied).
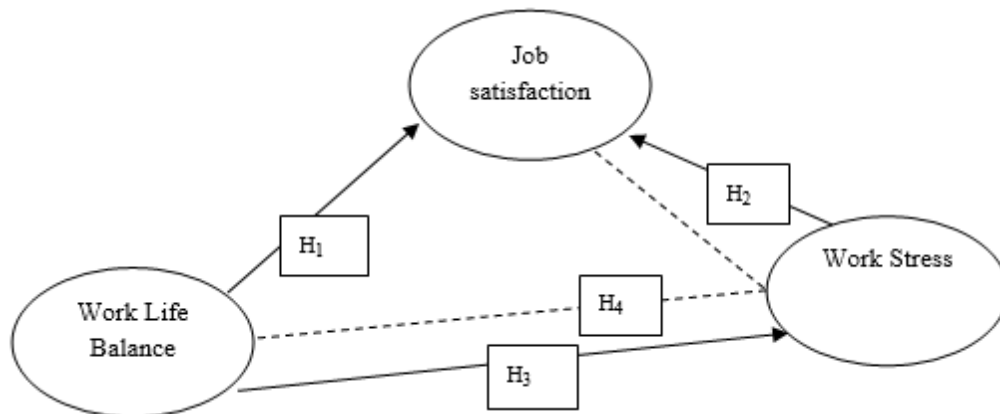
III. Research Method

Figure 1. *Research Conceptual Framework*

Information:
-------- Indirect Relation

———→ Direct Relation

Research Hypothesis
a. Effect of work life balance on job satisfaction
b. Effect of work stress on job satisfaction
c. Effect of work life balance on work stress
d. Effect of work stress in mediating work life balance on job satisfaction

In this research, the method used is analysis method with PLS approach. The research study was based on primary data, using questionnaires and interviews. The main discussion of this research is about the role of work stress on job satisfaction, the role of work life balance on teacher job satisfaction, the role of work life balance on teacher work stress. Respondents of this research are teachers in the Jabodetabek area as many as 119 respondents by filling out the google form.

IV. Results and Discussion

4.1 Results

Respondents in this study were 119 teachers. There were 26 male respondents, and 93 female respondents. A total of 98 people are married, and as many as 21 people are unmarried. With a range of birth years between 1991-2000 as many as 103 people, the rest were in the range of 1960-1990 with a total of 16 people.

a. Data Analysis Results

This study uses the Partial Lease Square (PLS) method. It is known that the structural model of the relationship between latent variables is called the inner model, while the measurement is called the outer model. The probability of the estimate can be evaluated using t-statistics, but before analyzing, the empirical research model is tested first. And the test results are described as follows.

b. Measurement Model Results (Outer Model)

Evaluation of the measurement model (outer model) is carried out by checking the convergent and discriminant validity of each indicator and composite reliability for the indicator block. And described as follows.

Table 1. Validity, Reliability dan loading Factor

Construct	Item	Loading Factor	Cronbach's Alpha	CR (Composite Realibility)	AVE (Average Variance Extracted)
KK	KK3	0,825	0,787	0,840	0,516
	KK4	0,672			
	KK5	0,668			
	KK7	0,579			
	KK8	0,816			
SK	SK1	0,750	0,495	0,795	0,661
	SK3	0,871			
WLB	WLB1	0,690	0,888	0,915	0,650
	WLB2	0,543			
	WLB3	0,815			
	WLB4	0,918			

	WLB5	0,909			
	WLB6	0,891			

Based on the results of the evaluation of the convergent and discriminatory validity of the indicators and composite reliability for the indicator block, it is concluded that the indicators of work life balance (X1), work stress (X2) and job satisfaction (Y) get valid and reliable results.

c. Structural Model Results (Inner Model)

Goodness of fit structural model in the inner model is tested using predictive relevance (Q2). The R2 value of each endogenous in this study can be seen in table 2 as follows:

Table 2. R Square

$$R^2 = 1- (1- R_1^2) (1- R_2^2)$$
$$R^2 = 1- (1- 0.457^2) (1- 0.209^2)$$
$$R^2 = 1- (1-0.20885) (1-0.044)$$
$$R^2 = 1-(0.709 \times 0.9056) = 1-0.643$$
$$R^2 = 0.357$$

	R Square	R Square Adjusted
KK	0.457	0.444
Stres	0.209	0.199

The results of the predictive relevance value are 0.357 and this value is greater than 0, which means that 35.70% of the variation in job satisfaction variables is explained by variables in the model, the remaining 64.30% is explained by other factors outside the model. So this model has a predictive relevance value.

Table 3. Hypothesis Testing Results with Partial Least Square

	Original Sample	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (I)/STDEVI)	P Values
Stres -> KK	0.026	0.028	0.106	0.244	0.808
WLB -> KK	0.664	0.663	0.078	8.497	0.000
WLB -> Stres	0.457	0.464	0.094	4.837	0.000

Based on table 2, it can be seen that the effect of work stress on job satisfaction is not significant, the effect of work life balance on job satisfaction is significant, and the effect of work life balance on work stress is significant.

Table 4. Spesific indirect effect

	Original sample (O)	Sample Mean	Standard Deviation	Statistics (IO/STDEV)	P Values
Wlb ->sk -> kk	0.012	0.016	0.052	0.229	0.819

Based on table 3, it can be seen that the p value is 0.819.

4.2 Discussion
a. Effect of Work Life Balance on Job Satisfaction

The results of data analysis show that work life balance has a positive effect on job satisfaction. This shows that work life balance has a direct positive effect on job satisfaction. These results are in line with research (Sudibjo and Suwarli, 2020) which states that work life balance has a positive effect on job satisfaction. This research is not in line with the research results (Hutama and Amelia, 2020) which states that work life balance has no effect on job satisfaction. The reason is because the overtime culture that commonly occurs in the work environment results in no work life balance does not have a positive effect on job satisfaction.

b. Effect of Job Stress on Job Satisfaction

The results of data analysis indicate that job stress has a positive effect on teacher job satisfaction. The results of this study are in line with Hsu's (2019) research which states that the key predictor that significantly affects job satisfaction is job stress. These results contradict the results of the study (Irawanto, Novianti and Roz, 2021) and (Chao et al., 2015) which states that job stress has a negative effect on job satisfaction.

c. Effect of Work Life Balance on Work Stress

The results of data analysis show that work life balance has a relationship with work stress. These results indicate that work life balance can directly affect employee work stress.

(Greenhaus et al., 2006) states that an unwanted work life balance will cause work stress. The results of this study are in line with research Kavitha (2017) stated that work life balance has a significant relationship with work stress.

d. The Effect of Work Stress in Mediating Work Life Balance on Job Satisfaction

The results of this study indicate that work stress does not mediate work life balance on job satisfaction. Thus, the low rate of work stress does not mediate the effect of work life balance on job satisfaction.

(Esguerra, 2020) in his research stated that work life balance has a significant correlation to employee work stress. This is in line with research (Kalpna and Malhotra, 2019) which states that there is a significant effect between work life balance and work stress.

(Yang, Ju and Lee, 2016) argues that job stress has an impact on decreasing job satisfaction in organizations. Thus, stress has a significant negative effect on job satisfaction.

V. Conclusion

This study was conducted to analyze the effect of work life balance, work stress and job satisfaction among teachers in Jakarta. With 119 respondents teachers have participated in this study. Most of the respondents are women and get the results that work stress affects job satisfaction, work life balance affects job satisfaction and work life balance has a significant relationship to work stress.

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