Organizational Behavior: Work-life Balance on Job Satisfaction in Mediating Job Stress at LLDIKTI IV University in West Java

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ABSTRACT. The emphasis of the research is on the difficulties faculty members and administrative staff at colleges run under the direction of LLDIKTI IV West Java in reaching work-life balance, as well as the effect of work-related stress on job satisfaction. This study uses the work-life balance theory, which stresses harmonizing workplace responsibilities with personal life to reach job satisfaction and individual well-being. This study is distinctive in that it specifically addresses the link between job satisfaction, work-related stress, and work-life balance inside the framework of universities run under the direction of LLDIKTI IV West Java. With 383 respondents, each representative faculty member—especially those overseeing study programs under LLDIKTI IV West Java—is given questionnaires; Partial Least Square (PLS) analysis is then applied in this quantitative study. The results of this study show that workplace stress is influenced by work-life balance, so job satisfaction follows from this effect. Furthermore, although work stress moderates the link between work-life balance and job satisfaction, work-life balance affects job satisfaction itself.

Keyword: Work-Life Balance; Job Stress, And Job Satisfaction
JEL Classification: MM1, MM2

INTRODUCTION

Due to its significant influence on job satisfaction and employee well-being, work-life balance has been a significant issue of interest among academics and practitioners in organizational behavior (Mordi et al., 2023). Higher Education Services Institution (LLDIKTI) Region IV West Java's universities are not spared from this phenomenon. Determining the degree of job satisfaction among administrative and academic staff members depends much on the balance between work and leisure (Yang & Jo, 2022). This harmony and balance affect not just personal performance and output but also help to create a harmonic workplace. Achieving and preserving work-life balance, particularly in demanding and dynamic academic settings, can be challenging (Verma et al., 2024; Wu et al., 2024).

Moreover, a major mediator in the link between job satisfaction and work-life balance is usually linked to stress. Even in cases with a healthy work-life balance, high degrees of job-related stress might lower job satisfaction (Dickson et al., 2021; Uzdıl et al., 2023). High workloads, academic expectations, and administrative pressures at colleges run under LLDIKTI IV West Java can cause significant stress among staff members and professors. The current research focuses on the difficulties faculty members and administrative staff members of LLDIKTI IV West Java have in attaining work-life balance, as well as the effects of work-related stress on their job satisfaction (Beltrán Ponce et al., 2023; Sun et al., 2020). High workloads and strong academic expectations in a pressure-driven academic atmosphere may make balancing personal and professional life difficult. Higher degrees of stress resulting from this can finally lower job satisfaction (Ahiabu et al., 2024). All of these are vital for the success of higher education institutions; this problem can negatively affect productivity, instructional quality, and administrative performance if not adequately handled (Uzdıl et al., 2023).

The significance of this study is in the attempt to find elements affecting work-life balance and work-related stress, as well as how these variables interact and influence job satisfaction among faculty members and administrative staff (Seixas-Lopes et al., 2023). Knowing this dynamic will help the university administration create policies and initiatives to support improved work-life balance through insightful analysis. Using this study, one may also create plans to lower work-related stress, enhancing job satisfaction and general employee well-being (Rasmussen et al., 2021). The results of this study make a significant practical contribution to higher education human resource management.

This research utilizes the work-life balance theory, which emphasizes balancing work demands and personal life to achieve job satisfaction and individual well-being (Bhumika, 2020; Storm & Muhr, 2023). This theory posits that balancing work and personal life can reduce stress and increase job satisfaction (Bullini Orlandi et al., 2024). In the context of this research, the theory is relevant because universities under LLDIKTI IV West Java face specific challenges related to high workloads and academic pressures. By applying the work-life balance theory, this research investigates how work-related stress mediates the relationship between work-life balance and job satisfaction (Alston, 2021). This helps understand how better balance can reduce stress, improve job satisfaction in academic environments, and provide policy recommendations to enhance the well-being of faculty members and administrative staff (Cardenas et al., 2024).

By identifying key factors influencing work-life balance and work-related stress and their impact on job satisfaction, this research can serve as a reference for developing more effective policies in various contexts (Cengiz et al., 2024). Additionally, this research emphasizes the importance of a holistic approach to managing human resources, focusing on professional aspects and employees' personal well-being (Ninaus et al., 2021). Thus, this research is relevant to universities under LLDIKTI IV West Java and to all educational institutions committed to improving the quality of work life and employee well-being. The novelty of this research lies in its specific focus on the relationship between work-life balance, work-related stress, and job satisfaction in the context of universities under LLDIKTI IV West Java. Although the topics of work-life balance and work-

related stress have been extensively researched (Pillay et al., 2023), this research makes a significant new contribution by highlighting the challenges faced by faculty members and administrative staff in dynamic and demanding academic environments. This research provides specific insights into how these variables interact locally, often exhibiting regional variations in work culture, workloads, and organizational support (Verma et al., 2024).

Furthermore, this research adds value by examining the mediating role of work-related stress in the relationship between work-life balance and job satisfaction. Adopting a holistic approach, this research combines variables of work-life balance, work-related stress, and job satisfaction into one analytical framework, enabling the identification of complex interactions that affect employee well-being.

LITERATUR REVIEW
Work-Life Balance Theory

Research in human resource management and organizational psychology has long centered on work-life balance. According to this theory, balancing professional obligations and personal life is key to reaching job satisfaction and individual well-being (Verma et al., 2024). This hypothesis holds that people usually feel less stressed and have more job satisfaction when combining their personal lives with their professional obligations (Mishra & Bharti, 2024). While a healthy balance supports mental and physical well-being and better job performance, research shows that an imbalance between work and home life can cause extreme stress, tiredness, and lower performance (Gribben & Semple, 2021).

Previous research has exposed several elements affecting work-life balance: workload, job flexibility, support from managers and colleagues, and company culture (Aoyagi & Munro, 2024). Research also shows that employee engagement, retention, and productivity are much improved by work-life balance (Ninaus et al., 2021). Higher education's heavy employment demands—including teaching, research, and administrative tasks—which can throw off their work-life balance—often challenge faculty members and administrative staff. Understanding how work-life balance may be attained in a demanding academic atmosphere and how this influences employee job satisfaction and stress levels will thus be crucial (Mukhopadhyay, 2023).

Aiming to investigate how work-life balance impacts job satisfaction using work-related stress, this study integrates the theory of work-life balance with the particular setting of universities under LLDIKTI IV West Java. Using this theory, this study aims to pinpoint elements influencing work-life balance in the academic setting and how these elements influence stress and job satisfaction levels among administrative staff and faculty members (Edralin, 2012). This study's results should give a more thorough understanding of the need for work-life balance in improving employee well-being and provide helpful advice for higher education institutions to establish more encouraging work surroundings.

Work-Life Balance

An important idea in the professional world is that work-life balance is the capacity of people to balance their personal needs and wants and their obligations (Dong et al., 2024). Work-life balance takes the stage in the context of the study on Work-life Balance Towards Job Satisfaction Mediated by Job Stress in Higher Education Institutions under LLDIKTI IV West Java since university faculty members frequently have heavy workloads and demanding academic expectations. Maintaining the well-being of faculty members depends critically on work-life balance, which helps them fulfill professional responsibilities while keeping the quality of their personal lives (Hartanto et al., 2024).

Pressures to generate excellent research, give outstanding teaching, and participate in other academic activities—all while preserving their personal life—often make it difficult for university faculty members to achieve a work-life balance (Medina-Garrido et al., 2023). Consequently, work-life balance becomes even more crucial for building a sustainable and healthy workplace in higher

education. A good work-life balance helps people's mental and physical well-being, professional performance, job satisfaction, and general output (Chunta, 2020).

Work Stress

Given its significant influence on employee performance, mental health, and well-being, job stress is a phenomenon whose research has been extensively conducted in the literature on human resource management and organizational psychology (Maurya et al., 2021). Usually described as a physiological, psychological, and emotional reaction resulting from job expectations that are out of line for a person's resources or capacity to cope with them, job stress is Studies reveal that time pressure, job ambiguity, workload overload, and role conflict are among the several reasons of work-related stress. Work stress has detrimental effects on performance, absenteeism, burnout, and physical and mental health issues, including anxiety and depression, according to (Abebe & Assemie, 2023).

Job-life balance closely relates to job stress. Usually, the primary reason for job stress is an imbalance between home life and career (Ahmad, 2021). Employees' stress levels usually rise when they feel pressured by too demanding tasks and lack time for personal or family events (Yang & Jo, 2022). This is pertinent in colleges under LLDIKTI IV West Java, where administrative staff members and lecturers frequently deal with high responsibilities regarding teaching, research, and administrative chores (Aloulou et al., 2023). Pressure to reach academic excellence and heavy workloads can aggravate workplace stress, throwing off work-life balance and lowering job satisfaction. This study emphasizes how workplace stress mediates the link between job satisfaction and work-life balance. This study focuses on how workplace stress could aggravate the detrimental effects of work-life imbalance on job satisfaction by using already published material (Bauwens et al., 2020).

This study significantly contributes by investigating job stress dynamics in the LLDIKTI IV West Java framework in higher education. Understanding how job stress moderates the association between work-life balance and job satisfaction would help this study provide fresh insights that would be helpful for human resource management in academic settings (Rony et al., 2023). The findings of this study should enable colleges to create more successful plans and policies to lower work-related stress, enhance work-life balance, and raise employee job satisfaction. This covers doable suggestions such as stress management initiatives, improved work flexibility, and a more favorable corporate culture for employee well-being (Hasan et al., 2020).

Job Satisfaction

Due to its significant influence on individual and organizational performance, job satisfaction has been a central topic of attention in the literature of management and organizational psychology (Ma et al., 2021). The degree to which people feel happy or fulfilled with their employment defines their job satisfaction. It covers many facets of employment, including pay, working conditions, relationships with managers and colleagues, and chances for professional growth (Lindfelt et al., 2018). Studies show greater job satisfaction correlates with lower turnover and absenteeism, more organizational commitment, and higher production. Low work satisfaction, on the other hand, is frequently associated with performance problems, high absenteeism, and high turnover rates (Uzdıl et al., 2023).

Work-life balance and job stress are two elements that affect job satisfaction, among others. Studies reveal that job satisfaction depends significantly on balancing personal life and work (Chiang et al., 2010). Those qualified to balance their personal life with their professional obligations usually find excellent job satisfaction. Faculty members and administrative staff who effectively strike a good work-life balance are more likely to be highly satisfied in the framework of higher education institutions under LLDIKTI IV West Java despite facing tremendous job pressure and demands (Karakurt et al., 2023).

This study connects workplace stress in the academic setting (Kusairi et al., 2022) with job satisfaction with work-life balance. By investigating how job stress moderates the link between work-life balance and job satisfaction, this study provides a fresh understanding of the dynamics influencing employee well-being in higher education institutions (Dhingra & Dhingra, 2021). Even in cases of a work-life balance, high job stress can lower job satisfaction as it disturbs employees' mental and emotional states (Wu et al., 2024). Therefore, this study underlines the need to control job stress as part of attempts to increase job happiness. Therefore, the results of this study can help higher education institutions develop more efficient policies and programs to improve the well-being and job satisfaction of faculty members and administrative staff, such as stress management programs, enhanced work flexibility, and support of work-life balance (Farber et al., 2023).

METHODS
Three total variables comprise the study questionnaire: workplace stress as the intervening variable, job satisfaction as the dependent variable, and work-life balance as the independent variable. Three indicators—time balance with three items, participation balance with two things, and satisfaction balance with three items—along with theory let one measure work-life balance (Verma et al., 2024). Comprising three indicators—stress scale, role expectation conflict, and colleague support—each with three items—the job stress variance adapts from (Shukla et al., 2024). Moreover, the Minnesota Satisfaction Questionnaire is used in job satisfaction measurement to choose three indicators—working environment, colleague relationships, and accomplishment and compensation—each including three items.

With an intervening variable of work-life balance, this study examines how it affects job satisfaction with workplace stress. With 383 respondents, it uses a quantitative method and sends questionnaires to one representative faculty member—especially those who head study programs under LLDIKTI IV West Java. Respondents answer the questions on a Likert scale from 1, meaning strongly disagree, to 5, meaning strongly agree. (Storm & Muhr, 2023) define sampling technique as the procedure of choosing research participants with different objectives using a technique.

This work applies a partial least square (PLS) analytical model. Examined are factors including age, gender, and degree of education of the respondents using descriptive statistics. Validity testing measures success using loading factors and average variance extracted (AVE) > 0.5. The success of reliability testing is evaluated using a composite reliability value > 0.6 (Creswell & Creswell, 2018). We test the hypothesis using the PLS-SEM approach. Examined are latent variable correlations using the inner model, R-Square values, and path coefficients. Additional testing uses statistical bootstrapping—the outcomes of data processing shown to answer all study inquiries sufficiently.

RESULT AND DISCUSSION
RESULTS
Measuring the outside model initially helps one ascertain the validity and dependability of the indicators. Should the correlation values be less than 0.7, those indicators are eliminated; the loading factor values should be higher than 0.7. Indicators WLB 1 and WLB 6 were discovered to be less than 0.7 in this investigation, so they were not included in the model. The testing findings reveal that all indices are higher than 0.7 for the constructions, thereby demonstrating strong convergent validity. Moreover, Cronbach's alpha requirements should be higher than 0.7, AVE values more than 0.5, and composite reliability values more than 0.6. The model is excellent if all three presumptions are satisfied; Figure 1 and Table 1 illustrate this.
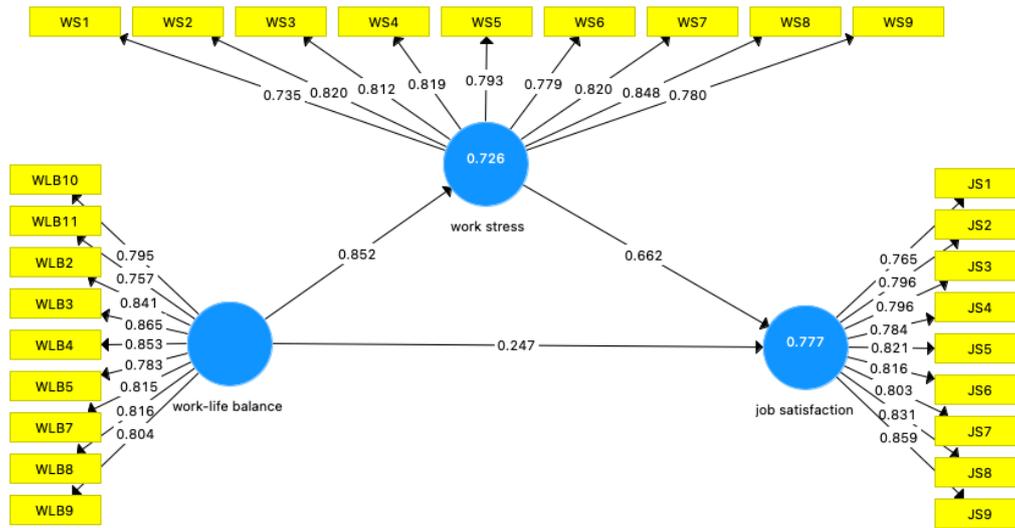
Figure 1. Factor Loading

Table 1. Loading Factor

Variables	Indicators	Loading Factors Running	Cronbach's Alpha	AVE	Composite Reliability
Work-Life Balance	WLB2	0,841	0,936	0,664	0,947
	WLB3	0,865			
	WLB4	0,853			
	WLB5	0,783			
	WLB7	0,815			
	WLB8	0,816			
	WLB9	0,804			
	WLB10	0,795			
	WLB11	0,757			
Work Stress	WS1	0,735	0,930	0,642	0,942
	WS2	0,820			
	WS3	0,812			
	WS4	0,819			
	WS5	0,793			
	WS6	0,779			
	WS7	0,820			
	WS8	0,848			
	WS9	0,780			
Job Satisfaction	JS1	0,765	0,934	0,653	0,944
	JS2	0,796			
	JS3	0,796			
	JS4	0,784			
	JS5	0,821			
	JS6	0,816			
	JS7	0,803			
	JS8	0,831			
	JS9	0,859			

Source: Processed data, 2024

From the table above, it can be confirmed that all components of the loading factor are already greater than 0.7, all components of Cronbach's alpha are already greater than 0.7, all components of AVE are already greater than 0.6, and all components of composite reliability are already greater than 0.7. Therefore, it can be said that this model is considered good.

Examining the R-square will let one assess the structural model's or latent variable prediction of the connection. Table 2 exhibits the R-square values; Figure 2 displays the structural model. Table 2 features R-square values as follows:

Table 2. Value of R Square

	R Square	Adjusted R Square
Work Stress	0,726	0,725
Job Satisfaction	0,777	0,776

Source: Processed data, 2024

From Table 2 above, it can be explained that the R-square value for work stress is 0.726 or 72.6%. This means that the ability of the work-life balance variable to influence work stress is 72.6%. Then, the R-square value for job satisfaction is 0.777 or 77.7%. This means that the ability of the work-life balance and work stress variables to influence job satisfaction is 77.7%.
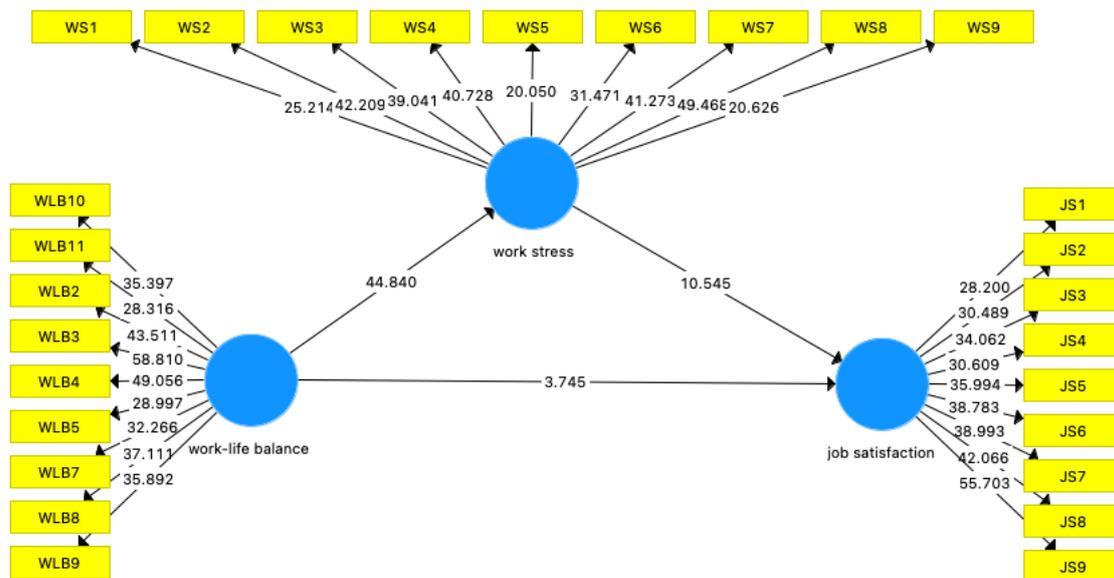

Figure 2. Structural Equation Model

The next step is to test the hypotheses for all relationships between variables as indicated in Table 3. The criterion for hypothesis testing is based on the P-Value. The criteria are: if the calculated P-Value is less than the alpha value (0.05), then the relationship is considered significant. However, if the calculated P-Value is greater than the alpha value (0.05), then the relationship is considered not significant. Here are the results of the hypothesis testing:

Table 3: Variables, Original Sample, T.Statistics, P-Value, Result

Hypothesis	Relationships	Original Sample	T.Statistics	P-Value	Result
1	**Work-Life Balance -> Work Stress**	0,852	44,840	**0,000**	Accepted
2	**Work Stress -> Job Satisfaction**	0,662	10,545	**0,000**	Accepted
3	**Work-Life Balance -> Job Satisfaction**	0,247	3,745	**0,000**	Accepted
4	**Work-Life Balance -> Work Stress -> Job Satisfaction**	0,564	9,457	**0,000**	Accepted

Source: Processed data, 2024

DISCUSSION

This study emphasizes the primary problems faculty members and administrative staff at universities under LLDIKTI IV West Java have in attaining work-life balance and the effect of work stress on their job satisfaction. In an academic setting full of pressure, heavy homework, and academic expectations, balancing personal and professional life is frequently challenging.

First, this study examines work-life balance and job stress. The results reveal that the degree of job stress faculty members experience at universities under the direction of LLDIKTI IV West Java is greatly influenced by their work-life balance. Those faculty members who can strike a balance between their personal life and their employment often have less stress. This results from their more efficient use of time and energy, lowering the apparent pressure resulting from heavy tasks. A good work-life balance helps faculty members satisfy their academic obligations while allowing time for family and personal events, improving their mental and emotional state.

Moreover, the study revealed that faculty members who struggle with work-life balance often suffer more from stress in their jobs. The discrepancy between job and personal life could cause pressure and overload, which fuels higher stress levels. This mismatch becomes a key contributor to growing job stress in an academic setting when the expectations for teaching, research, and administrative chores are high. Faculty members who believe their work interferes with their personal life might also suffer from burnout symptoms, tiredness, and less drive.

These results highlight the need for higher education institutions under LLDIKTI IV West Java acting to encourage work-life balance for its faculty members. Using adaptable policies, including mental health programs, flexible work hours, and support for leave, can assist faculty members in controlling their job tension. Universities can improve the welfare of faculty members by designing a workplace that fosters a balance between work and home life, indirectly improving academic performance and teaching quality.

Second, this study investigates job satisfaction in relation to work stress. The findings of this study show that the job satisfaction of faculty members at colleges under the authority of LLDIKTI IV West Java is much influenced by work stress. High work stress among faculty members usually translates into decreased job satisfaction. Too much work stress can interfere with emotional well-being and professional effectiveness, influencing how one views one's job. Faculty members feel pressured and overwhelmed when their responsibilities get too tremendous and academic expectations rise, which lowers their drive and job happiness.

The study also reveals how several facets of job satisfaction—personal relationships, professional advancement, and the balance between work and home life—may be influenced by work stress. High-stress faculty members can find it challenging to have harmonic connections with superiors and colleagues, which would result in a less encouraging workplace. Furthermore, extended stress might impede chances for professional growth as faculty members might not have the time or energy to explore career development opportunities or engage in extra-academic activities.

Moreover, excellent work stress can lead to mental and physical tiredness, influencing job satisfaction. Constant employment pressure on faculty members might cause them to lose interest in teaching and creative research. This lowers the quality of research and instruction and lessens the inherent gratification resulting from professional successes. Therefore, improving faculty job happiness depends on controlling and reducing work stress.

The results of this study under LLDIKTI IV West Java highlight the need for higher education institutions under which efficient tactics and policies to control job stress are in use—helping faculty members with workplace demands by offering mental health support programs, stress management techniques, and scheduling flexibility. Furthermore, establishing a positive work atmosphere whereby management values and supports faculty members would help to raise their job happiness. Universities may enhance the welfare of faculty members by lowering job stress levels, therefore benefiting the quality of research and instruction they generate.

Thirdly, this paper examines job satisfaction concerning work-life balance. The results of this study indicate that work-life balance significantly influences the job satisfaction of faculty members at universities under the auspices of LLDIKTI IV West Java. Faculty members who successfully balance work and personal life tend to report higher levels of job satisfaction. When faculty members can effectively manage their time and energy to meet professional and personal demands, they feel more satisfied with their work. A good work-life balance allows faculty members to contribute maximally at work while still having enough time for personal, family, and recreational activities, ultimately enhancing their overall well-being.

The study also reveals that faculty members who struggle to maintain work-life balance tend to have lower job satisfaction levels. The imbalance between work and personal life can lead to prolonged stress and fatigue, ultimately negatively impacting their perceptions of work. For example, faculty members who feel that their work drains their time and energy may feel dissatisfied with their jobs due to a lack of time for rest and family gatherings. This can reduce their motivation and commitment to work and lower the quality of teaching and research.

Furthermore, this research emphasizes the importance of higher education institutions in supporting faculty members in achieving a healthy work-life balance. Implementing flexible work policies, such as flexible scheduling, support for leave, and employee wellness programs, can help faculty members better manage work and personal life demands. By creating a work environment that supports work-life balance, universities can increase faculty job satisfaction, which can positively impact productivity and the quality of education and research at the institution. Implementing these strategies will enhance faculty well-being, strengthen the university's reputation as a good workplace, and support professional development.

Lastly, this study examines how work stress mediates the relationship between work-life balance and job satisfaction. The results indicate that work stress mediates the relationship between work-life balance and job satisfaction among university faculty members under the auspices of LLDIKTI IV West Java. Faculty members who successfully balance work and personal life experience lower stress levels, enhancing their job satisfaction. A good work-life balance enables faculty members to manage their professional and personal demands effectively, reducing the perceived pressure from high workloads. This helps reduce work stress and creates a more positive and supportive work environment, contributing to increased job satisfaction.

The study finds that work stress is a key factor linking work-life balance to job satisfaction. When faculty members can balance work and personal life, their work stress levels decrease, ultimately increasing their job satisfaction. Conversely, faculty members experiencing an imbalance between work and personal life tend to experience higher work-stress levels, which negatively affect their job satisfaction. Excessive stress due to this imbalance can disrupt faculty members' mental and emotional health, decrease their motivation, and diminish their positive perceptions of their work. Furthermore, the results of this study emphasize the importance of higher education institutions under LLDIKTI IV West Java, focusing on strategies that support work-life balance to reduce work stress and enhance faculty job satisfaction. Flexible work policies, support for employee

wellness programs, and stress management training can help faculty members better balance work and personal life. By creating a work environment that supports work-life balance and reducing work stress, universities can improve faculty well-being and job satisfaction, ultimately positively impacting productivity and the quality of education and research at the institution.

CONCLUSION

This study investigated faculty members' work-life balance and job satisfaction at LLDIKTI VI West Java. This study shows that job stress is influenced by work-life balance; job happiness is also influenced by work stress. Moreover, job satisfaction is affected by work-life balance; work stress helps to moderate the link between job satisfaction and this factor.

Theoretical Implications

The findings of this study have significant theoretical implications, particularly in strengthening and expanding the understanding of the relationship between work-life balance, work stress, and job satisfaction in the context of higher education. This research emphasizes that work stress plays a crucial mediating role in the relationship between work-life balance and job satisfaction, meaning that the balance between work and personal life not only directly affects job satisfaction but is also significantly influenced by the level of work stress. These findings support previous theories on work-life balance and employee well-being and provide new empirical evidence that can be used to develop more comprehensive theoretical models regarding factors influencing job satisfaction in academic settings. Additionally, this research underscores the importance of stress management as an integral element in organizational strategies to enhance employee well-being and performance.

Managerial Implications

The results of this study provide important managerial implications for universities under the auspices of LLDIKTI IV West Java. Higher education institutions should consider implementing policies that support work-life balance to reduce work stress and enhance faculty job satisfaction. Measures such as providing flexible work schedules, supporting employee wellness programs, and offering stress management training can help faculty members better manage their professional and personal demands. Additionally, universities need to create a supportive work environment that values and respects the balance between work and personal life. By reducing work stress through these strategies, institutions can improve faculty job satisfaction, ultimately positively impacting productivity, teaching quality, and research outcomes.

Limitations and Future Research Directions

This study has several limitations that should be noted. Firstly, the research sample was limited to faculty members at universities under the auspices of LLDIKTI IV West Java, so the results may not be generalizable to broader contexts, such as universities in other regions or different educational sectors. Additionally, this study used a survey approach relying on self-reports, which may be influenced by respondent bias, such as the desire to provide socially desirable answers. The use of qualitative data or longitudinal methods could provide deeper insights and mitigate potential biases.

For future research, it is recommended to broaden the geographical scope and include universities from various regions in Indonesia or even international contexts, to see if the findings are consistent across different cultural and organizational contexts. Furthermore, future research can explore additional factors that may affect the relationship between work-life balance, work stress, and job satisfaction, such as social support, organizational policies, and individual characteristics. The use of mixed methods combining quantitative and qualitative data can also provide a more

comprehensive understanding of these dynamics. Longitudinal research monitoring changes in work-life balance, work stress, and job satisfaction over time is also crucial for understanding the causal relationships between these variables more deeply.

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