

Work Life Balance and Organizational Commitment on Lecturer Productivity: The Mediating Role of Job Satisfaction at STIE Bina Karya

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Abstract

This study aims to analyze the effect of work-life balance on job satisfaction, productivity, and organizational commitment among university lecturers. Using a quantitative approach and statistical analysis, the findings reveal that work-life balance has a positive and significant influence on all three variables. The regression coefficients demonstrate consistent relationship strengths, supported by P values < 0.05 and T-statistics exceeding the critical threshold. These results indicate that the greater the perceived balance between work and personal life, the higher the levels of job satisfaction, productivity, and organizational commitment among lecturers. The study highlights the strategic importance for higher education institutions to promote policies and work environments that support work-life balance as a means of fostering sustained academic performance and institutional loyalty.

Keywords: *Work-Life_Balance, Organizational_Commitment, Productivity, Job_Satisfaction* .

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INTRODUCTION

Lecturers have a very strategic role in the world of higher education. They are not only tasked with teaching, but also conducting research, community service, and carrying out administrative tasks. The complexity of these tasks often poses challenges in maintaining a balance between work and personal life (*work-life balance*). If this balance is disturbed, the impact can affect the job satisfaction and productivity of lecturers.

Table 1

Lecturer Performance Achievements in Community Service and Research

No	Information	Year			
		2021	2022	2023	2024
1.	Devotion	7	14	16	16
2.	Study :	0	39	46	34
	1) National Journal has no reputation				
	2) Accredited national journal	10	39	26	31
	3) International Journal	34	40	42	14

Source: LPPM STIE Bina Karya (2025)

Work-life balance is becoming an increasingly relevant issue in the modern workplace, including in academia. Lecturers are expected to be able to balance their high workload with their personal lives. However, professional demands often result in excessive workload,

causing stress, fatigue, and even decreased work motivation. This imbalance not only impacts the individual, but also the institution as a whole due to reduced productivity and teaching quality.

In addition to *work-life balance*, organizational commitment is also an important factor that can affect lecturer productivity. Organizational commitment reflects the extent to which a lecturer feels bound to their institution and is willing to contribute maximally. Lecturers who have high commitment tend to be more loyal and have greater work motivation. However, if lecturers feel underappreciated or do not receive support from the institution, their commitment can decrease, which ultimately impacts their work productivity.

One of the factors that connects *work-life balance* and organizational commitment with lecturer productivity is job satisfaction. Job satisfaction acts as an intervening variable that can clarify how *work-life balance* and organizational commitment contribute to productivity. Lecturers who are satisfied with their work will be more motivated, more productive, and more likely to make positive contributions to the institutions where they work.

Productivity is a comparison between output results that can be measured physically, in form and value and input measured from the workforce. Every company always wants to continuously increase employee productivity. Because human resources have an important role in an organization including in organizational institutions such as companies. Productivity is influenced by employee motivation to achieve company goals. This is explained by (Ravianto in Edy Sutrisno, 2020: 102) Employee productivity can be influenced by work environment factors, work motivation, and work discipline. An employee is said to be productive if he has high work motivation and can be responsible for completing tasks on time. However, in every company there can be a decrease in employee productivity.

work-life balance theory by Lumunon et al. (2019) defines the condition of an individual who can manage time well or can balance work at work, family life, and personal interests. Saina et al., (2016) argue that *work-life balance* can be interpreted as a balance between an individual's life in carrying out dual roles in work and personal life. While Wambui et al (2017) said that *work-life balance* means giving employees greater flexibility in their work so that employees can balance their responsibilities and interests outside of work. Based on several definitions of *work-life balance* above, *work-life balance* can be interpreted as the balance of an individual's life, where they can use their time to work and run their personal life, so that the individual can play two or more roles. *Work Life Balance indicators* according to Mc Donald et al (2018) are *Time Balance*, *Involvement Balance* and *Satisfaction Balance*.

Organizational commitment is an attitude that describes employee involvement and loyalty in loyalty to the company by showing their concern for the company and the willingness to achieve the vision and mission and values of the organization, and wanting to remain a member of the organization or company (Nurkholifa & Budiono, 2022). Organizational commitment is the level at which an employee identifies an organization, its goals, and its hopes to remain on the side of the organization which is characterized by a strong desire to maintain their membership in an organization (Kartono et al., 2020). A person with high organizational commitment will voluntarily give all efforts and mobilize and develop their potential in order to help the organization achieve its goals (Musriha & Rosyafah, 2022). Organizational commitment is believed to be a driving force in achieving the success of an organization or company (Susita et al., 2020). Indicators of organizational commitment according to Suryosukmono & Widodo (2020) include affective commitment, ongoing commitment, and normative commitment.

Robbins et al. (2018) argue that job satisfaction is a positive feeling about a job that is manifested from a broad and clear individual evaluation. Doing work requires interaction between superiors and coworkers, being orderly with company rules and policies that have

been implemented, meeting performance standards, and the like (Gibson, 2015). Employees assess that their satisfaction with their work is a complex sum of many different aspects. According to Kaswan (2017) job satisfaction is an employee who has an opinion about the good or bad aspects of his work. Danang (2013) stated that job satisfaction is a human feeling about his duties. Based on several definitions above, it can be concluded that job satisfaction is a pleasant feeling felt by employees about their work. Indicators of job satisfaction according to Feldman and Arnold in Sugandi (2018) are Salary, Promotion, Work itself, Supervision, Work Group and Working Conditions.

At STIE Bina Karya, the challenge of maintaining *work-life balance* and organizational commitment is an important concern. Lecturers at this institution face various academic and administrative demands that can affect their satisfaction and productivity. Therefore, it is necessary to conduct an in-depth analysis of how *work-life balance* and organizational commitment affect lecturer productivity moderated by the variable of job satisfaction.

This study aims to provide a better understanding of the factors that influence lecturer productivity at STIE Bina Karya. By understanding the relationship between *work-life balance*, organizational commitment, and job satisfaction, institutions can design better policies to support lecturers' welfare and increase their productivity. The results of this study are expected to provide useful recommendations for institutional managers in creating a more conducive work environment for lecturers.

METHODOLOGY

This study uses a quantitative approach with a survey method to collect data relevant to the topic being studied. Data were collected through questionnaires distributed to lecturers at STIE Bina Karya as respondents. This questionnaire was designed to measure variables of *work-life balance*, organizational commitment, job satisfaction, and lecturer productivity.

The population in this study were all lecturers at STIE Bina Karya totaling 52 lecturers. This study used a total sampling technique with a total of 52 samples, namely all lecturers at STIE Bina Karya. In analyzing the data, the method used was quantitative analysis using the path analysis method based on *Partial Least Square* (PLS). The testing stages carried out in this study were the *Structural Model* (Inner Model) and *Measurement Model* (Outer Model). The hypothesis test used in this study was the T-Statistic and the *Indirect Effect Test*.

The framework of thought in this research is as follows:

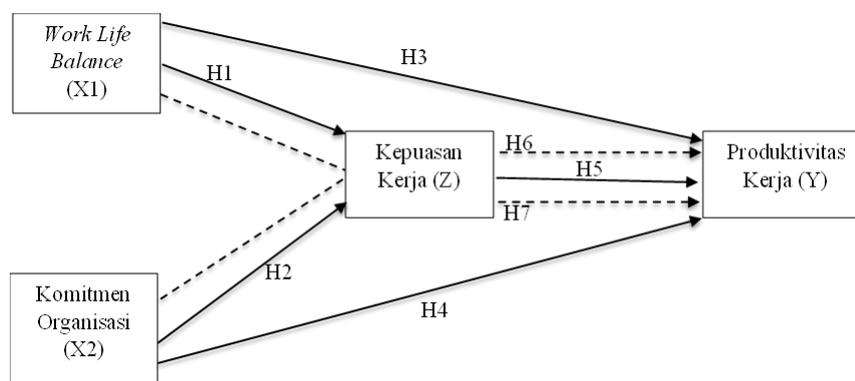


Figure 1 : Framework of thinking

Saranga (2022) in his research concluded that *Work-life balance* affects Employee Performance Through Job Satisfaction. The higher the *work-life balance*, the more *work-life balance* affects employee performance through job satisfaction. The results of Pratiwi and Fatoni's (2023) research concluded that *Work-life balance* affects Employee Performance. So that *work-life balance* affects employee performance. Meanwhile, the results of Surya & Riana's (2023) research stated that the job satisfaction variable is able to mediate *work-life balance* with organizational

commitment. In addition, the results of Yusnita et al.'s (2022) research show that *work-life balance* has a significant influence on organizational commitment with job satisfaction mediation. This means that with the mediating role of job satisfaction, *work-life balance* can also affect organizational commitment.

RESULTS AND DISCUSSION

Measurement Model (Outer Model)

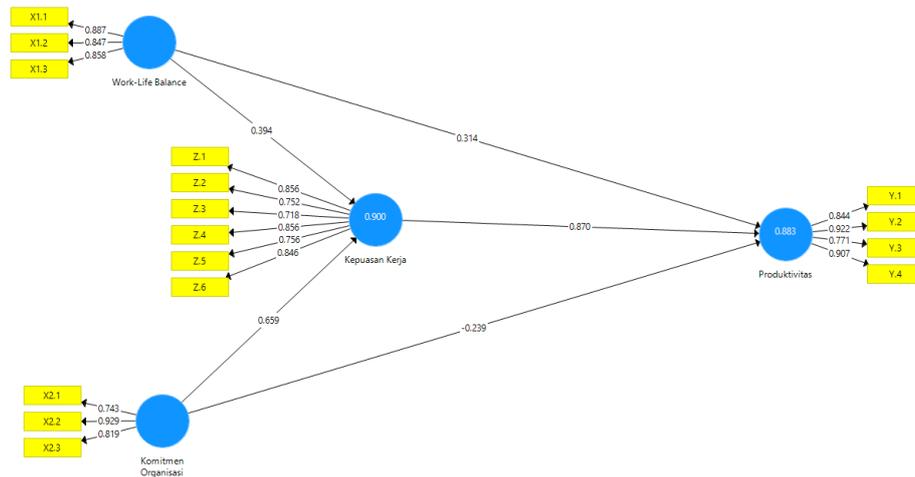


Figure 2. Outer Model

Source: Processed data, 2025

Reflective size is said to be high if it correlates more than 0.70 with the construct to be measured. However, for early stage research with the development of a measurement scale, a *loading value* of 0.5 to 0.60 is considered sufficient (Chin 1998 in Ghozali and Latan, 2012). In this study, a loading factor of 0.7 was used with the algorithm calculation on Smart PLS 3.0, the results of the convergent validity measurement model test using the loading factor can be seen in Table 2. Table 2. Results of Instrument Validity Test Using Loading Factor

	Job satisfaction	Organizational Commitment	Productivity	Work-Life Balance
X1.1				0.887
X1.2				0.847
X1.3				0.858
X2.1		0.743		
X2.2		0.929		
X2.3		0.819		
Y.1			0.844	
Y.2			0.922	
Y.3			0.771	
Y.4			0.907	
Z.1	0.856			
Z.2	0.752			
Z.3	0.718			
Z.4	0.856			
Z.5	0.756			

Z.6	0.846
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Source: Processed data, 2025

Based on the table above, it can be seen that all *loading factor values* have passed the limit of 0.7 so that it can be concluded that each indicator in this study is valid.

Table 3. Results of Instrument Validity Test Using Cross Loading

	Work-Life Balance	Organizational Commitment	Productivity	Job satisfaction
X1.1	0.887	0.438	0.756	0.638
X1.2	0.847	0.582	0.761	0.705
X1.3	0.858	0.530	0.706	0.700
X2.1	0.433	0.743	0.518	0.589
X2.2	0.571	0.929	0.696	0.836
X2.3	0.484	0.819	0.593	0.788
Y.1	0.751	0.543	0.844	0.756
Y.2	0.794	0.661	0.922	0.846
Y.3	0.563	0.708	0.771	0.729
Y.4	0.827	0.621	0.907	0.789
Z.1	0.678	0.744	0.709	0.856
Z.2	0.491	0.852	0.587	0.752
Z.3	0.419	0.758	0.504	0.718
Z.4	0.581	0.774	0.701	0.856
Z.5	0.751	0.543	0.844	0.756
Z.6	0.794	0.661	0.922	0.846

Source: Processed data (2025)

cross loading values of each targeted indicator have a high correlation. It can be concluded that the indicators above are valid as a whole.

Table 4. Calculation of AVE, Cronbach Alpha, and Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job satisfaction	0.886	0.893	0.914	0.639
Organizational Commitment	0.777	0.805	0.872	0.695
Productivity	0.884	0.895	0.921	0.745
Work-Life Balance	0.831	0.831	0.899	0.747

Source: Processed data (2025)

Based on the table above, it can be seen that all indicators are reliable in measuring their latent variables.

Structural Model (Inner Model)

The results of the structural model displayed by Smart PLS 3.0 in this study are as follows:

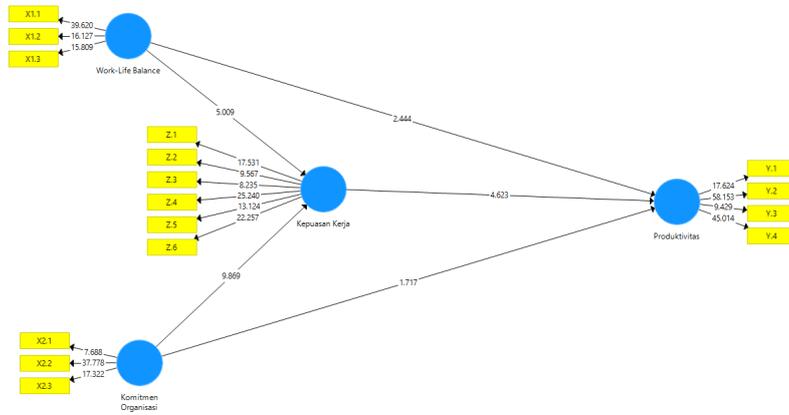


Figure 3. Structural Model (Inner Model)

Source: Processed data (2025)

In assessing the model with PLS, it begins by looking at the *R-square* for each dependent latent variable. The results of the r^2 calculation in this study are as follows:

Table 5. Correlation Value (R2)

	R Square
Job satisfaction	0.900
Productivity	0.883

Source: Processed data (2025)

Based on the calculation results using Bootstrapping in the table above, it is known that the R2 value of the Job Satisfaction variable (Z) is 0.900, which means that Job Satisfaction is influenced by Work-Life Balance and Organizational Commitment by 90% and the remaining 10% is influenced by other variables not discussed in this study.

The R2 result of the Productivity variable (Y) is 0.883, which means that Productivity is influenced by Work-Life Balance (X1), Organizational Commitment (X2) and Job Satisfaction (Z) by 88.3%, while the remaining 11.7% is the contribution of other variables that are not discussed in this study.

Hypothesis Testing

Hypothesis testing in this study is divided into two parts, namely direct effect testing and indirect effect testing (mediation). Direct effect testing will use *bootstrapping* on Smart PLS 3.0 software, while indirect effect testing will use t-statistics on the *indirect effect*.

Table 6. Hypothesis Testing Results

	Path Coefficient	P Values	T Statistics (O/S)	Description	Significance

			TDEV)		
Job Satisfaction -> Productivity	0.870	0.00 0	5,556	Accepted	Significant
Organizational Commitment -> Job Satisfaction	0.659	0.00 0	12,439	Accepted	Significant
Organizational Commitment -> Productivity	-0.239	0.08 0	1,784	Rejected	Not Significant
Work-Life Balance -> Job Satisfaction	0.394	0.00 0	6,239	Accepted	Significant
Work-Life Balance -> Productivity	0.314	0.00 8	2,749	Accepted	Significant
Organizational Commitment -> Job Satisfaction -> Productivity	0.573	0.00 1	3,571	Accepted	Significant
Work-Life Balance -> Organizational Commitment -> Productivity	0.343	0.00 0	4,006	Accepted	Significant

Source: Processed data (2025)

Based on table 6, it is shown that job satisfaction has a very significant positive effect on productivity with a coefficient value of 0.870, T statistic $> T$ table $5.556 > 2.008$, and P value $0.000 < 0.05$. This shows that the better the job satisfaction is implemented, the higher the productivity of lecturers in the organization. The results of this study indicate that job satisfaction has a very significant positive effect on lecturer productivity. This is indicated by the coefficient value of 0.870, which indicates that every increase in job satisfaction will be followed by an increase of 0.870 units in lecturer job satisfaction. In addition, the T-statistic value of 5.556 far exceeds the negative value of 2.008, and the P value of 0.000 is far below the significance threshold of 0.05. In other words, statistically, this relationship is very convincing and reliable. This study explains that the higher the level of commitment shown by the organization in terms of support, value, and involvement towards lecturers, the higher the level of job satisfaction they feel. This high job satisfaction ultimately creates a conducive working atmosphere, increases enthusiasm, loyalty, and encourages lecturers' productivity in carrying out the tasks of the tridharma of higher education. Organizational commitment has a positive and significant effect on job satisfaction with a coefficient value of 0.659, T statistic $> T$ table $12.439 > 2.008$, and P value $0.000 < 0.05$. This shows that the better the organizational commitment has a positive and significant effect on job satisfaction that is applied, the higher the enthusiasm, productivity, and loyalty of lecturers. Based on the results of statistical analysis, it was found that organizational commitment has a positive and significant effect on lecturers' job satisfaction. This is indicated by the regression coefficient value of 0.659, which indicates that an increase in organizational commitment will directly increase the level of job satisfaction. Furthermore, the T-statistic value of 12.439, which far exceeds the T-table value of 2.008, and the significance value (P value) of 0.000, which is smaller than the significance level of 0.05, strengthens the evidence that the relationship between these two variables is statistically significant. Thus, the hypothesis that organizational commitment has a positive effect on job satisfaction can be accepted. The results of this study indicate that the higher the level of organizational commitment in terms of support for lecturers, clarity of the institution's vision and mission, and the creation of a conducive work environment, the higher the level of job satisfaction felt by lecturers. This high job satisfaction contributes to increased work enthusiasm, productivity, and loyalty of lecturers to the institution, which in turn can support the achievement of organizational goals more optimally. Organizational commitment has a negative effect on productivity with a coefficient value of -0.239, T statistic $< T$ table $1.784 < 2.008$, and P value $0.080 < 0.05$. The results of the study indicate that organizational

commitment has a negative effect on lecturer productivity, as indicated by the regression coefficient value of -0.239. This value indicates that every increase in organizational commitment is followed by a decrease in the level of productivity, although theoretically this seems contradictory to the general assumptions that exist. However, based on the statistical test, the T-statistic value of 1,784 is below the T-table value of 2,008, and the significance value (P value) of 0.080 exceeds the significance limit of 0.05. This shows that statistically, the negative influence found is not significant, so empirically there is insufficient evidence to conclude that organizational commitment directly affects the decline in lecturer productivity. This finding can be interpreted that although there is an indication of a negative relationship, organizational commitment cannot be used as a strong predictor of lecturer productivity in the context of this study. Other factors outside of organizational commitment, such as workload, performance appraisal system, or academic facility support, may have a greater contribution to lecturer productivity. Therefore, further study is needed to understand the complexity of the relationship between these variables. Work-life balance has a significant positive effect on job satisfaction with a coefficient value of 0.394. T statistic > T table 6.239 > 2.008, and P value 0.000 < 0.05. The results of the study indicate that work-life balance has a positive and significant effect on lecturer job satisfaction. This is indicated by the regression coefficient value of 0.394, which indicates that the better the balance between work life and personal life felt by lecturers, the higher the level of job satisfaction they experience. Statistically, this finding is supported by the T-statistic value of 6.239, which far exceeds the T-table value of 2.008. In addition, the significance value (P value) of 0.000 indicates that the relationship between the two variables is very significant at a 95% confidence level. Thus, the hypothesis that work-life balance has a positive effect on job satisfaction can be accepted convincingly. Substantively, these results illustrate that lecturers who are able to maintain a balance between the demands of academic work and personal or family life tend to have higher job satisfaction. This balance allows them to carry out their duties more optimally without sacrificing important aspects of their personal life. The impact is not only seen in increased job satisfaction, but also in the sustainability of motivation, loyalty to the institution, and overall performance quality. Work-life balance has a significant positive effect on productivity with a coefficient value of 0.314. T statistic > T table 2.749 > 2.008, and P value 0.000 < 0.05. The results of the regression analysis found that work-life balance has a positive and significant effect on lecturer productivity. This is reflected in the regression coefficient value of 0.314, which indicates that an increase in the quality of balance between work life and personal life is directly proportional to an increase in work productivity. Furthermore, the T-statistic value of 2.749, which is greater than the T-table value of 2.008, and the significance value (P value) of 0.000, which is far below the significance limit of 0.05, strengthen the evidence that the relationship between work-life balance and productivity is statistically significant. Therefore, the hypothesis stating that there is a positive influence of work-life balance on productivity can be accepted empirically. This study provides an understanding that lecturers who are able to maintain harmony between the demands of academic work and personal or family needs tend to have higher levels of productivity. A good work-life balance not only reduces stress and fatigue, but also strengthens focus, motivation, and the quality of involvement in work. Thus, higher education institutions that support the creation of work-life balance contribute directly to improving the performance and academic output of their lecturers. Work-life balance has a significant positive effect on job satisfaction and productivity with a coefficient value of 0.573. T statistic > T table 3.571 > 2.008, and P value 0.001 < 0.05. The results of this study indicate that work-life balance has a positive and significant effect on job satisfaction and productivity of lecturers. This is reflected in the regression coefficient value of 0.573, which indicates that an increase in the quality of balance between work and personal life will be followed by a fairly substantial increase in job satisfaction and productivity. Statistically, this effect is confirmed by the T-statistic value of 3.571, which far exceeds the T-table value of 2.008. In addition, the significance value (P value) of 0.001 is far below the

significance threshold of 0.05. This finding confirms that the relationship between the work-life balance variable and lecturers' work satisfaction and productivity is empirically significant and scientifically reliable. The interpretation of these results suggests that lecturers who are able to maintain a balance between their professional and personal roles are more likely to feel satisfied in their work, while also showing higher productivity. A well-managed work-life balance allows lecturers to carry out academic roles without sacrificing mental health, social relationships, or personal needs, thus encouraging optimal and sustainable performance. Thus, this finding confirms the importance of institutional strategies that support balanced time and workload management. Higher education institutions need to pay attention to factors that can strengthen lecturers' work-life balance as part of efforts to improve academic performance holistically. Work-life balance significantly has a positive effect on organizational commitment and productivity with a coefficient value of 0.343. T statistic > T table $4.006 > 2.008$, and P value $0.000 < 0.05$. The results of the study indicate that work-life balance has a positive and significant effect on organizational commitment and lecturers' productivity. This is indicated by the regression coefficient value of 0.343, which indicates that improvements in the balance between work and personal life have a direct impact on increasing lecturers' commitment to the institution and their work productivity. Statistically, this finding is reinforced by the T-statistic value of 4.006, which is far above the T-table value of 2.008. In addition, the significance value (P value) of 0.000 indicates that the effect is very empirically significant at a 95% confidence level. Thus, the hypothesis stating that there is a positive influence of work-life balance on organizational commitment and productivity can be accepted with high confidence. This study provides an understanding that the balance between professional demands and personal life not only contributes to the psychological and emotional condition of lecturers, but also strengthens their attachment to the institution and encourages an increase in the quality and quantity of performance. Lecturers who feel that their institutions support their personal and professional needs tend to show higher loyalty, a stronger sense of responsibility, and a more consistent work ethic. Thus, work-life balance not only has an impact on individual aspects, but is also a strategic factor in the development of the organization as a whole. Therefore, higher education institutions are advised to formulate policies that support lecturers' work-life balance, as an integral part of the strategy to increase organizational commitment and academic productivity.

CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that: Work-life balance plays a crucial role in enhancing job satisfaction, productivity, and organizational commitment among lecturers. Statistical analysis indicates a strong positive relationship, where improved balance between professional and personal life corresponds with higher levels of satisfaction, performance, and loyalty. Therefore, implementing institutional policies that support work-life balance is not only an individual necessity but also a vital organizational strategy to promote sustainable performance and comprehensive academic engagement.

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