

Mediation Role of Work Life Balance on The Effect of Perceived Organization Support on Lecturer Job Satisfaction at Private University in Jakarta during Covid-19 Pandemic

Nurul Huda^{1*}, Dian Kemala Putri², Djamalludin Ancok³

^{1,2,3}Department Psychology, Faculty of Psychology, Gunadarma University, Indonesia.

*Corresponding author: Nurul Huda (nurul_huda@staff.gunadarma.ac.id)

ABSTRACT

The changes occurred during Covid-19 pandemic forced lecturers to be able to do their jobs well and to create a creative and innovative learning atmosphere. In order to make them continuing their duties properly during Covid-19 pandemic, they have to be able to feel job satisfaction. This study aims to examine the effect of perceived organizational support on job satisfaction in lecturers during Covid-19 pandemic through *work life balance*. The respondent consisted of 184 respondents with the criteria being lecturers who teach at private university in Jakarta and at least have a Master Degree. Data analysis used SPSS version 23 and SmartPLS version 3.2.9. The results of this study state that *work life balance* mediates the effect of perceived organization support on job satisfaction with a coefficient value of 0.055 and a t-statistic value of 3.136 > 1.96 with a *p-value* of 0.002 ($p < 0.05$) and significant. This proves that *work life balance* plays role as a variable that mediates between perceptions of organizational support and job satisfaction in private university lecturers during Covid-19. These results have implications that need to develop a policy to create a good *work life balance* for lecturers by minimizing the role conflicts that occur and further improve support for lecturers so expectations of job for lectures are created.

Keywords: Covid-19, job satisfaction, lecturer, perception of organizational support, work-life balance

1. Introduction

Phenomenon of covid-19 has become a central issue in international world and has an impact on all sectors of life; one of which is education sector. The government announced regulation regarding online learning. Each institution or provider of educational services by utilizing internet technology so that it changes the learning process in the whole world from offline or face-to-face learning to online learning. Every institution or educational provider has to guarantee the quality of learning process during Covid-19 pandemic carried out by them.

University as one of organization engaged in education has to have teaching staff or lecturers who have good quality and competence. In this case, the lecturer does not only *transfer knowledge and attitude* but also acting as an *agent of change* which later will bring a good effect of university to grow and develop. Lecturers as an important implementing element of a tertiary institution have to carry out *Tridharma* university, especially first dharma that is education, so tertiary institutions have to be able to prepare and provide various lecturer needs from the provision of facilities and

services that later can support lecturers in carrying out their work. This is needed in order to carry out their work properly and finally they are able to feel satisfaction at work (Nurhayati & Jannah, 2016).

Job satisfaction for lecturers is marked by the emergence of sense of satisfaction and the completion of tasks that are responsibilities besides the emergence of dedication, enthusiasm, craft, perseverance, initiative, and high work creativity at work. Therefore, lecturers job satisfaction is one of the factors that have to be considered if they feel satisfaction at work, then it is going to create an atmosphere full of togetherness, having the same responsibilities, good communication climate and also high working spirit in order to the goals of educational institution are able to be achieved optimally. In otherwise, if the lectures are not satisfied, then it is going to create an atmosphere full of monotonous working and low of teamwork spirit (Siagian in Simanjuntak, 2018).

Based on research conducted by Babic, Stinglhamber, & Hansez (2015); Maan, Abid, Butt, Ashfaq, dan Ahmed (2020), that one of the important factors in creating expectations for lecturer job satisfaction is to support the creation of lecturer welfare by realizing organizational support. Lecturers also need it from both colleagues and superiors where strong support provided by both can contribute to reducing work-related stress, increasing job satisfaction and perceived support. Another factor that can affect job satisfaction is *work life balance*. *Work life balance* is an essential element in maintaining and achieving a balance between individual and work life. *Work life balance* is a person's effort to balance two or more roles they are living (Fisher, Bulger, & Smith, 2009). Holistically, *work life balance* is defined as an emotional condition in which individuals can feel satisfaction by balancing their roles in work, personal or family life outside of work in harmony (Tongam, Linardy, Saputra, & Saputra, 2021).

Fisher, et al (2009) argued that work interferes with personal matters there will disrupt *work life balance*. Fisher-McAuley, Stanton, Jolton dan Gavin (2003) also stated that in *work life balance* there is individual behavior where this can be a source of conflict and energy for individuals. If individuals are able to carry out responsibilities at work and personal life simultaneously, then individuals are able to work well without being disturbed by personal or family problems. With a *work life balance*, it is able to help to produce job satisfaction. If *work life balance* in an institution is high so the job satisfaction of lecturers are going to increase (Wenno, 2018).

2. Literature Review

2.1. Lecturer

Based on Law of Republic of Indonesia Number 14 year 2005 concerning Teachers and Lectures as well as Government Regulation of Republic Indonesia Number 37 year 2009 concerning Lectures stated that lectures are professional educators and scientists with main task of transforming, developing, and disseminating science, technology, and art through education, research and service to society. Lectures also have obligations that have to be carried out including *tridharma* of university, planning, implementing and evaluating the implementation of teaching and learning, increasing and developing academic qualification and competencies on an ongoing basis, acting objectively and not discriminatory, upholding law and code ethics, religious and ethical values, and also maintaining the unity of nation.

2.2. Job Satisfaction

Spector (1997) states that job satisfaction is a person's feelings toward work and aspect of his work. This feeling towards his work can be seen through two approaches, that are general approach (*global approach*) and specific approach (*based on aspect*). Global approach is used when one desires to perceive their level of satisfaction at work and its influence on other variables. In this case, global approach sees job satisfaction as a whole and employee feeling on the job as a whole. According to Robbins dan Judge (2015) explain that positive feeling concerning work results from an evaluation of its characteristics. One with a high level of job satisfaction has a positive feeling in his job, while one with a low level has a negative feeling.

Spector (1997) explains that global job satisfaction can be obtained by adding up all satisfaction levels with job aspects. All job aspects in *Job Satisfaction Survey* (JSS) include salary in relation to income received and salary hike, promotion in relation to promotion policy, opportunity to get promotion, supervision refers to one's job satisfaction with his boss, additional benefits refer to individuals who are satisfied with additional benefits received from the company, award related to individuals who are satisfied with awards given based on work results, procedures and work regulations with respect to workplace procedures and regulation, co-workers refer to satisfaction with pleasant and competent co-workers, work itself with respect to satisfaction with matters related to work itself, and communication refers to satisfaction related to communication taking place within organization in sharing information both spoken and written.

2.3. Perceived Organizational Support

Perceived organizational support are viewed as a global belief that each member forms in relation to the organization's ratings. It is formed based on policy/regulation experience and interaction with the host organization and perception of the organization's reputation (Rhoades & Eisenberger, 2002). Recognized organizational support according to Eisenberger, Huntington, Hutchison, and Sowa (1986), the employee-organization relationship is a social exchange the organization provide compensation and favorable working conditions to the employee.

According to Rhoades dan Eisenberger (2002) perceived organizational support have three dimensions, that are fairness, support from superiors, organizational rewards and working conditions. Sense of fairness refers to the extent to which employees feel they are being treated fairly. Management support refers to the extent to which employees feel that they are valued and their performance is nurtured by superiors. Organizational rewards and working conditions refer to the form of organizational rewards for employee's contribution to work and may take the form of recognition, salary increases, benefits, promotions, and other rights.

2.4. Work Life Balance

Work life balance is defined by Fisher, Bulger, and Smith (2009), as an individual's effort to balance the two or more roles in which they are living. Another definition was also proposed by Greenhaus, Collins, and Shaw (2003) who stated that *work life balance* is the level at which an individual can balance satisfaction and participation in work and family roles.

According to Fisher, et al. (2009) *work life balance* has four dimensions. Specifically, *work interference with personal life* (WIPL) and *personal life interference with work* (PLIW), which measure the extent to which the work a person does interferes with their life. *Work enhancement of personal life* (WEPL) describes the extent to which an individual's work life can improve the

quality of an individual's personal life, and *personal life enhancement of work* (PLEW) describes the extent to which an individual's personal life can improve individual work performance.

3. Methodology

The measurement instruments in this study contained three questionnaires. Those were adapted by translating with a help of a language expert and then researcher made *expert judgment* on 11 psychologists who has a PhD in Psychology Education background.

Job satisfaction scale consists of 36 item statements which are compiled based on aspects of satisfaction from Spector (1997) which consist of salary, promotion, supervision, additional benefits, awards, work procedures and regulations, co-workers, the work itself/type of work, and communication.

Perceived organizational support scale consist of 16 statement items developed by Eisenberger, Huntington, Hutchison and Sowa (1986) based on perceived fairness, perceived organizational reward and job condition, and perceived supervisory support.

Work-life balance scale consist of 17 statement items which are arranged based on the four dimensions of *work-life balance* from Fisher, Bulger and Smith (2009) which consist of *work interference with personal life* (WIPL), *personal life interference with work* (PLIW), *work enhancemet of personal life* (WEPL), and *personal life enhancement of work* (PLEW).

Population of this study is lecturers who work in private universities with a total of 184 respondents. Population characteristics are subjects teaching at private universities, teaching locations in Jakarta, shaving a minimum Master Degree. Sampling techniques were purposive and snowball sampling. *Purposive sampling* is a sampling technique by selecting samples from among population according to the researcher needs (Nursalam (2008). *Snowball sampling* is a sampling technique that is initially small in number then this sample chooses others to be used the next sample and so on, so the number of samples increase (Sugiyono, 2016). It was implemented by asking for a help and sending a *link of google form* to fellow researchers and participants to fulfil the characteristics of sample.

Data analysis was carried out by using SPSS program 25 version *for windows*. software SmartPLS version 3.2.9.

4. Result

Based on descriptive analysis of measurement results data which aims to find out the mean, standard deviation, and categorize each variable and group, it obtained from demographic data. Based on the data, it is known that variables of job satisfaction and *work life balance* are in medium category. Variable perceived organizational support is in the high category. (Table 1):

Table 1: Result of Empirical *Mean* and Hypothetical *Mean* Value of Each Variable

Variable	Hypothetical <i>Mean</i>	Standard Deviation	Empirical <i>Mean</i>	Category
Job Satisfaction	87	19.33	105.358	Medium
Perception of Support Organization	39	5.78	45.429	High
<i>Work Life Balance</i>	51	11.3	46.532	Medium

Based on the result of statistical tests in testing significance for each construct on original sample *original sample* value (O), it is illustrated path analysis between variables on indirect effect on job satisfaction which can be seen in table 2:

Table 2: Indirect Path Coefficient– Job Satisfaction

Path	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Significance
POS → WLB → KK	0,055	0,054	0,018	3,136	0,002	Significant

Table 2 shows that the results of *path coefficient* statistical test stated that *work life balance* mediates the influence of perceived organizational support on job satisfaction with a coefficient value of 0.055 and a t-statistic value of 3.136 > 1.96 with a *p-value* of 0.002 ($p < 0.05$) significant. It means that in this study it is known that *work life balance* acts as a variable mediating between perception of organizational support and job satisfaction in university lecturers during covid-19 pandemic.

5. Discussion

This study aims to find out whether perception of organizational support indirectly affect job satisfaction of lecturers during covid-19 pandemic through *work life balance*. The results prove that *work life balance* mediates the influence of perceived organizational support on job satisfaction with coefficient of 0.055 with a *p-value* of 0,002 ($p < 0,05$) and significant. These results prove that perception of organizational support can affect job satisfaction in private university lecturers thought *work life balance*.

Job satisfaction is an essential factor in creating optimal and individual work results, this is because each individual has a different level of satisfaction according to value system that applies to itself (Pangarso & Ramadhianti, 2015). To get job satisfaction, lecturers need to get a support from both organization and superiors they work in. This is in accordance with research conducted by Babic, Stinglhamber, dan Hansez (2015); Zumrah dan Boyle (2015); Maan, Abid, Butt, Ashfaq dan Ahmed (2020) which states that strong support provided by organization, supervisor and co-worker can contribute to reduce *work-related stress*, increasing job satisfaction and perceived support.

Pandey dan Chairungruang (2020) prove that perception of organizational support is related to job satisfaction if organization meets individual expectations, it is going to create a pleasant situation for the individual which in turn brings a sense of satisfaction and comfort to continue working in organization. Otherwise without job satisfaction, an individual is not going to work optimally to achieve organizational goals.

In addition, getting organizational support, individual has to be able to balance the roles between work and personal life (*work life balance*). *Work life balance* is the ability of each individual to be able to find a rhythm that can combine responsibilities for work and outside of work, activities, and aspiration regardless of age and gender so this further strengthens organizational support in creating job satisfaction (Pramono & Rivai, 2022).

Fisher, Stanton, Jolton dan Gavin (2003) stated that in *work life balance* contains individual behaviors which are source of energy and conflict for individual itself. Individual behaviors are individuals where they do something for themselves both working hours or non-working hours, if they are able to balance both, it is going to lead job satisfaction where individuals are able to produce positive emotions at work and they are going to carry out their duties properly in accordance with the responsibilities that have been given to them but this is able to become a conflict if they are not able to balance these two things due to excessive working hours.

6. Conclusion

Based on the results of path coefficient analysis, it can be concluded that there are positive and significant influence of perceived organizational support on job satisfaction thought *work life balance*. This means that *work life balance* can play a role and contribute as a mediating variable in determining high-job satisfaction of private university lecturers during covid-19 pandemic in terms of perceived organizational support.

The researcher realizes that there are still many lacks in this study. There are limitations that can be used as a reference for other researchers with similar topic. They are able to improve and develop the results by examining other variables related to lecturer's job satisfaction.

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