

Work-Life Balance of Educators in Improving Productivity Through Job Satisfaction. Case Study: Women's Leadership in the Formal Education Sector in Sidenreng Rappang Regency

A. Kartini Sari Putri D^{1*}, Jumriah Basri², Sri Wirdana³, Arfianty⁴, Edil Wijaya Nur⁵

¹Management Study Program, Faculty of Economics and Business, Ichsan University of Sidenreng Rappang epartement, 91611, Indonesia

²Management Study Program, Faculty of Economics and Business, Ichsan University of Sidenreng Rappang epartement, 91611, Indonesia

³Management Study Program, Faculty of Economics and Business, Ichsan University of Sidenreng Rappang epartement, 91611, Indonesia

⁴Management Study Program, Faculty of Economics and Business, Muhammadiyah University of Parepare, 91131, Indonesia

⁵Research and Scientific Publication Division of the School Counseling Association in South Sulawesi, 91611, Indonesia

Corresponding Author Email: aksputrid@gmail.com

Abstract

This study aims to determine the influence of work-life balance on improving the productivity of educators in the formal education sector of Sidenreng Rappang Regency, with a focus on job satisfaction. The research employs a quantitative method with a correlational approach. Primary data were collected from 150 respondents, comprising teachers and lecturers led by women in accredited educational institutions with a minimum rating of "Good". The data were analyzed using the Structural Equation Modeling (SEM) application. The findings reveal that: (1) Work-life balance has a positive but insignificant effect on job satisfaction. (2) Work-life balance has a positive and significant effect on productivity. (3) Job satisfaction has a positive and significant effect on productivity. (4) Work-life balance has a positive but insignificant effect on productivity when mediated by job satisfaction.

Keywords: Work-life Balance; Productivity; Job Satisfaction; Educators of Formal Education Sector; Sidenreng Rappang

1. Introduction

Every organization, including the formal education sector as a public organization, is required to have excellence in managing human resources (HR) to achieve its goals. HR acts as the primary controller of the organizational direction, ranging from planner, driver, to evaluator. Therefore, improving employee productivity becomes a crucial focus for sustainable organizational development. Work productivity is understood as employees' ability to complete tasks according to standards, completeness, cost, and speed, making the efficiency of HR utilization essential in organizations [1].

In the context of education, teacher productivity directly contributes to the quality of learning and institutional performance. The Education Global Positioning System [2] shows that productive educators possess better pedagogical skills, enabling them to become facilitators for students and improve the quality of learning. The report emphasizes that education systems are not only required to attract competent teacher candidates but also to maintain teacher well-being, satisfaction, and professionalism so that they remain productive. In line with this, research [3] found that job satisfaction has a positive and significant effect on productivity, confirming that happy employees tend to be more productive. Conversely,

imbalance between work and personal life (work-life balance) can reduce job satisfaction, increase stress, and negatively affect performance [4]. Thus, job satisfaction can be placed as an intervening variable that mediates the influence of work-life balance on the productivity of educators.

In Sidenreng Rappang Regency, the emerging phenomenon shows the persistence of fluctuating work productivity among teachers and lecturers. This condition is marked by a decline in work enthusiasm, weak consistency in carrying out duties, and low self-development. This is triggered by unstable job satisfaction due to leadership policies that do not always prioritize employee welfare [5]. In fact, women's leadership styles in educational organizations are considered capable of creating a more supportive and open work atmosphere, while also paying attention to work-life balance. [6] emphasized that women's leadership styles can build a transformational climate that fosters employee loyalty, satisfaction, and productivity.

Although previous studies have highlighted the relationship between work-life balance, job satisfaction, and employee productivity, most research has focused on non-educational sectors or business organizations. Research conducted by Dube [7] and Brue [8] demonstrated that work-life balance contributes to increased job satisfaction, which in turn affects productivity. However, the context of formal educational organizations which possess unique characteristics such as teacher workloads, social demands, and moral obligations to students has received little attention.

Furthermore, research on women's leadership in the education sector in Indonesia, especially in regional areas, remains relatively limited. In fact, Mulawarman [6] emphasized that women's leadership styles have transformational characteristics that can enhance employee loyalty, satisfaction, and productivity. The phenomenon in Sidenreng Rappang Regency shows that although women's leadership tends to be more supportive and sensitive to work-life balance, there are still dilemmas where policies are perceived as adding to the workload of teachers and lecturers. This illustrates a mismatch between the potential of women's leadership and the reality on the ground.

Thus, there is a research gap regarding how women's leadership styles play a role in improving educator productivity through job satisfaction as an intervening variable, while considering work-life balance as an important factor. Therefore, this study focuses on the formal education sector in Sidenreng Rappang Regency as a case study, with the aim of providing empirical contributions to understanding the role of women's leadership in building job satisfaction and educator productivity



Picture 1. Conceptual Framework

Description :

- > : Direct Effect
- > : Indirect Effect.

2. Methodology

This study employed a quantitative approach with an explanatory model, which aims to explain social phenomena through the analysis of relationships between variables. The research was conducted in Sidenreng Rappang Regency (Sidrap) over three months, from September to December 2024, with the object of study being educators ranging from early childhood education (PAUD/TK), elementary school (SD), junior high school (SMP), senior high school/vocational school/Islamic senior high school (SMA/SMK/MA), to higher education institutions led by a woman who has served for at least one year. The research population consisted of all educators, both teachers and lecturers, in the formal education sector of Sidrap Regency, totaling 1,592 individuals. The sample size was determined using Slovin's formula, resulting in 255 respondents selected through a simple random sampling technique.

The types of data used included quantitative data from questionnaires and qualitative data from interviews and documentation. Data sources consisted of primary data obtained through observation, questionnaires, and interviews, as well as secondary data from school and university documents, including scientific literature and research journals. The data collection instrument was a questionnaire using a five-point Likert scale (1 = never to 5 = always) to measure respondents' perceptions of the research variables. To ensure the instrument's validity and reliability, validity and reliability tests were conducted [9], emphasizing the importance of convergent validity through factor loadings ≥ 0.70 , Average Variance Extracted (AVE) ≥ 0.50 , and construct reliability ≥ 0.70 .

Data were analyzed using Structural Equation Modeling (SEM) with the assistance of AMOS. The analysis included tests of normality, multicollinearity, and the Sobel test to examine the mediating role of job satisfaction in the relationship between work-life balance and educator productivity. Model fit was evaluated using Global Positioning System goodness-of-fit indices [10,11], such as a CFI ≥ 0.90 and RMSEA ≤ 0.08 as indicators of

model feasibility. The analysis was carried out descriptively to illustrate respondents' profiles and the research phenomena, as well as inferentially to test hypotheses regarding both direct and indirect relationships between variables.

Through this approach, the study is expected to provide empirical insights into the extent to which work-life balance influences educator productivity through job satisfaction as a mediating variable, within the context of women's leadership styles in the formal education sector of Sidenreng Rappang Regency..

3. Result and Discussion

3.1. Result

This study involved educators consisting of teachers and lecturers from various educational levels in Sidenreng Rappang Regency, with a total of 255 respondents. Based on demographic characteristics, in terms of gender there were 120 males (47.1%) and 135 females (52.9%), indicating that the composition of educators is relatively dominated by women, although the difference is not too large. This highlights the significant role of women in the formal education sector in Sidenreng Rappang Regency.

In terms of age, most respondents were in the productive age range: 118 people (46.3%) were aged 30–40 years, and 50 people (19.6%) were aged 40–50 years. Younger respondents aged 20–30 years numbered 50 (19.6%), while educators over 50 years old reached 35 people (13.7%), and the <20 age group was only 2 people (0.8%). This distribution reflects a balance between young potential educators and senior educators with extensive experience.

Regarding years of service, respondents with 0–5 years of experience numbered 90 people (35.3%), followed by those with 10–20 years of service also at 90 people (35.3%). Educators with more than 20 years of experience totaled 50 people (19.6%), while those with 5–10 years of service accounted for only 25 people (9.8%). This pattern indicates both continuity in regeneration and the presence of experienced educators who form the backbone of education quality stability.

Based on educational level, the distribution of respondents was evenly spread across all levels: 51 PAUD/Kindergarten teachers (20.0%), 51 elementary school teachers (20.0%), 51 junior high school teachers (20.0%), 51 senior high/vocational/Islamic school teachers (20.0%), and 51 university lecturers (20.0%). This composition strengthens the study's position as a representative case across formal education levels. In terms of academic qualifications, the majority of respondents held undergraduate degrees, totaling 150 people (58.8%), followed by postgraduate degree holders at 86 people (33.7%). Meanwhile, 17 people (6.7%) had a high school diploma, and only 2 people (0.8%) held a diploma degree. Thus, educators in Sidenreng Rappang Regency generally meet the minimum academic qualification standards set by the government, with many even surpassing them by obtaining postgraduate degrees.

Descriptive analysis of research variables shows that work-life balance had an average score of 4.17, falling into the high category. This indicates that educators are able to maintain balance between work and personal life, with family support being the dominant factor

driving work performance. Job satisfaction was also in the high category, with an average score of 4.22. The highest indicator was the quality of relationships and communication among colleagues, emphasizing that a harmonious work environment is a key driver of productivity. However, aspects of recognition for work outcomes and opportunities for promotion were relatively lower compared to other indicators, though still within the high category.

Educators' productivity overall was in the very high category, with an average score of 4.50. The most prominent indicators were motivation to achieve better results, task completion in accordance with skills, and target orientation. Nevertheless, efficiency in resource utilization still needs improvement to optimize outcomes. When viewed by educational level, the highest productivity was among senior high/vocational/Islamic school teachers with an average score of 4.65, followed by PAUD/Kindergarten (4.61), elementary school (4.57), and junior high school (4.51). Meanwhile, university lecturers scored an average of 4.18, which is still considered high, although lower compared to other levels of educators. This can be attributed to the complexity of lecturers' roles, which encompass teaching, research, and community service.

Before further data processing, the research instruments were tested for validity and reliability. The validity test showed that all indicators had standardized loading factor values above 0.50 and AVE values above 0.50, thus they can be considered valid. Reliability testing using composite reliability (CR) also showed that all variables met the reliability criteria, with CR values above 0.70. Therefore, the research instruments used are appropriate and reliable for measuring the studied variables.

Based on the analysis of model modification indices, it was found that out of 9 criteria, 3 indicated model fit (CMINDF, GFI, RMSEA), while 3 criteria showed poor fit (but still met the standard fit criteria) (AGFI, TLI, CFI), and 3 criteria indicated not fit (Chi Square, P Value, RMR). Thus, the researcher concluded that the above model fit was already optimal.

Hypothesis Testing as follows.:

Table 1. Regression

Independen	Dependen	Estimate	.E.	.R.	P
Job_Satisfaction_Z	Work_Life_Balance_X	0,084	,077	,091	,275
Employee_Productivity_Y	Job_Satisfaction_Z	0,62	,106	,834	***
Employee_Productivity_Y	Work_Life_Balance_X	0,251	,083	,034	,002

Data Source: Processed by AMOS, 2024.

Table 2. Results of Sobel Test Analysis

Exogenous	Mediation	Endogenous	T Statitics	P value	Description
Work_Life_Bal ance_X	Job_Satisfact ion_Z	Employee_Pro ductivity_Y	1.072	0.283	Tidak Signifikan Memediasi

Data Source: Processed by AMOS, 2024.

1. The direct effect of X on Z is positive at 0.084 and not significant, or H₀ is accepted because the p-value of $0.275 > 0.05$. This indicates that the effect of work-life balance on job satisfaction is not significant and has almost no substantial impact, which also means that there is not enough evidence to state that work-life balance has a strong influence on the job satisfaction of educators. Thus, even though there is an increase in work-life balance, it does not necessarily lead to a significant increase in job satisfaction. Therefore, the first hypothesis is rejected.
2. The direct effect of Z on Y is positive at 0.620 and significant, or H₂ is accepted because the p-value of $0.000 < 0.05$. This shows that job satisfaction has a very strong effect on the productivity of educators in Sidenreng Rappang Regency. Therefore, the fourth hypothesis is accepted.
3. The direct effect of X on Y is positive at 0.251 and significant, or H₃ is accepted because the p-value of $0.002 < 0.05$. This indicates that work-life balance has a strong effect on the productivity of educators in Sidenreng Rappang Regency. Therefore, the fifth hypothesis is accepted.
4. The indirect effect of X on Y through the mediating variable Z is positive at 0.043 and not significant, or H₀ is accepted because the p-value of $0.283 > 0.05$. This suggests that the contribution of work-life balance to productivity through job satisfaction is relatively low. In other words, although there is a slight effect, it is not large enough to mediate the increase in educator productivity. Therefore, the eighth hypothesis is rejected.

3.2. Discussion

The results of the study show that work-life balance has a positive but not significant effect on the job satisfaction of educators in Sidenreng Rappang Regency. This means that although the balance between work and personal life is at a high level (mean = 4.17), primarily supported by family factors ($X_{1.3} = 4.39$; $X_{1.4} = 4.34$), its increase does not necessarily lead to a significant rise in job satisfaction. The high level of job satisfaction (mean = 4.22) is more strongly influenced by factors such as collegial relationships ($Z_7 = 4.66$; $Z_9 = 4.63$), supportive leadership style, and a fair work system. The indicator of recognition for work results ($Z_5 = 3.49$) emerged as the weakest aspect that requires greater attention.

Conversely, job satisfaction has a positive and significant effect on productivity with a relatively high estimate value (0.620). This indicates that the higher the job satisfaction, the higher the productivity of educators, as also reflected in the high productivity score (mean = 4.50). The highest indicators, such as motivation to continuously improve work results ($Y_5 = 4.67$) and task completion according to skills ($Y_1 = 4.66$), demonstrate a strong work spirit. Thus, job satisfaction is proven to be an important driver of increased productivity, in line with the findings of [3,12,13], which emphasize that job satisfaction significantly contributes to productivity.

In addition, the results also prove that work-life balance has a positive and significant effect on productivity, although its effect is relatively lower than that of job satisfaction. Family support and effective role management are shown to help educators maintain work stability and enthusiasm, thereby enhancing professional performance. This finding is consistent with [7,14], which highlights the importance of life balance in improving work effectiveness.

However, when tested through the mediating variable, the effect of work-life balance on productivity through job satisfaction was found to be not significant. This means that although both are important, the indirect effect is not strongly established. These findings indicate that job satisfaction is not an effective mediator in this relationship. Thus, productivity is more strongly influenced directly by both work-life balance and job satisfaction separately. These results are also in line with Islamic perspectives that emphasize the importance of life balance. Reference [15] underlines the significance of maintaining balance between worldly and spiritual life, while another verse [16] highlights a strong work ethic and responsibility. Furthermore, another verse [17] affirms the balance of rest and work time as part of human nature. Therefore, although statistically the mediating effect is not significant, maintaining work-life balance remains an act of worship and a foundation for the productivity of educators.

4. Conclusion

This study found that work-life balance does not have a significant effect on job satisfaction, although the effect is positive. This means that work-life balance alone is not sufficient to substantially improve the job satisfaction of educators. Nevertheless, work-life balance has a positive and significant effect on productivity, albeit at a relatively low to moderate level. This indicates that educators who are able to maintain a balance between work and personal life tend to be more productive.

On the other hand, job satisfaction has been proven to have a positive and significant effect on productivity, even becoming the dominant factor in enhancing the performance of educators. Job satisfaction fosters motivation, comfort, and a sense of pride in one's work, which directly impacts work effectiveness.

The mediation test results show that job satisfaction does not play a significant role as an intervening variable in the relationship between work-life balance and productivity. In other words, the influence of work-life balance on productivity is more direct rather than mediated through job satisfaction.

Overall, these findings emphasize that the improvement of educators' productivity in Sidenreng Rappang Regency is primarily supported by job satisfaction and work-life balance directly, with the empathetic, flexible, and supportive leadership of women serving as a strategic factor in creating a healthy and sustainable work climate.

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