Analysis of Work Life Balance and Emotional Quotient on Lecturer Performance at Private University in West Java

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Abstract. The role of a lecturer in advancing the institution requires good competence to carry out their duties professionally by paying attention to what they have such as pedagogic competence, professionalism, personality and socialization skills as well as a strong educator character in carrying out tasks within the organization. Lecturer quality improvement is measured based on the Tri Dharma of Higher Education which includes education and teaching, research and community service. The purpose of this study is to create a model of improving lecturer performance through Work Life Balance and emotional quotient at private university lecturers in West Java. The design of this study uses descriptive analysis with a quantitative approach. In this study, the authors took a sample of 310. The sample technique used was the proportionate random sampling technique and the data analysis technique used multiple linear regression. The results of this study explain that work life balance has a positive effect on performance, emotional quotient has a positive effect on performance, work life balance and emotional quotient simultaneously have a positive effect on performance. The conclusion of this study is that by increasing work life balance and emotional quotient, it will have a positive impact on improving the performance of lecturers.

Keywords: Work Life Balance, emotional quotient, Performance.

1 Introduction

Lecturer performance appraisal is assessed from the tri dharma aspect of higher education which is a benchmark for the productivity of lecturer activities in order to improve organizational performance (M. V. Romi et al., 2019). When viewed from the number of international scientific publications from Indonesia, it is not comparable to the number of lecturers and researchers spread across 4,607 universities. In 2021, of the 177,000 lecturers and researchers registered in the Science and Technology Index (Sinta), Indonesia only produced 34,007 Scopus indexed journals.

Lecturers must have good competence to carry out their duties professionally by paying attention to what they have such as pedagogic competence, professionalism, personality and socialization skills as well as a strong educator character in carrying out tasks within the

organization. (M. V. Romi, Ahman, Disman, Suryadi, & Riswanto, 2020). Improving the quality of lecturers is an interesting thing to study for the improvement and improvement of Indonesia's competitive advantage in order to compete with other countries .(M. Romi, Hafidh N, Kurniawan, & Windiarti, 2020).

Work-life balance is defined as an individual's ability to fulfill their work and family commitments, as well as other non-work responsibilities and activities (Robbins & Judge, 2017). Work-life balance, apart from the relationship between work and family functions, also involves other roles in other areas of life. The concept of work-life balance is an interesting thing to study in order to improve organizational performance. Work-life balance is also defined by (Zohar D. dan Marshall, 2001) who expressed an opinion in defining work-life balance as satisfaction that functions both at work and at home by prioritizing commitment and well-controlled role conflicts.

Lecturers are human resources in higher education who have demands for a balanced work-life balance and minimal work stress, this is due to the moral responsibility of educators as educators for the nation's next generation.(M. V. Romi, Alsubki, Almadhi, & Propheto, 2022). If the performance of educators decreases due to an unbalanced work-life balance and increased work stress, the impact will be very bad. Some people choose the profession as educators because of the flexibility of their working hours, but this does not last long due to certain regulations from the respective faculties at each college (university) that maximize the working time of educators while on campus (Hatta, Balance, & Pegawai, 2022). In addition, educators are also required to carry out the Tridharma of higher education, making some educators have to leave their families for the benefit of the organization. The demands of work are very diverse and require a variety of skills that often put pressure on educators. Moreover, the work has a deadline for completion which further adds to the pressure felt by educators (Irsyad, Hendriani, & Putro, 2022)

Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and reduce conflict. Emotionally intelligent people build stronger relationships, succeed in school and work, and achieve individual and organizational career and goals. Emotional intelligence assists feelings in turning intentions into actions, and making informed decisions about what is most important to employees emotional intelligence can include self-management, self-awareness, social awareness and relationship management..(Pasiak, 2007)

The more competent the lecturers, the more qualified the graduates who can be printed, and the higher the quality of education in Indonesia. The competence of the lecturer will also determine the career of the lecturer itself. This makes lecturers required to always improve their competence to carry out their duties and responsibilities. The individual's ability to carry out his duties and responsibilities is important for his career success, but if the tasks and responsibilities he carries are deemed too heavy, it can cause stress to the individual concerned. (Lihawa et al., 2022). Work-life balance is very important for organizations and individuals. work life balance can create a superior work ethic. When the balance in work and life is at a high level of satisfaction, then the work ethic will become more qualified, to provide the best contribution and service.

Work-Life Balance means employees can freely use flexible working hours to balance work or work with other commitments such as family, hobbies, arts, studies, and not just focus on work (De Clercq & Brieger, 2022). Work-Life Balance has important consequences for employees'

attitudes towards their organizations, as well as for employees' lives (Karani, Deshpande, Jayswal, & Panda, 2022) According to (Vyas, 2022), The demands on the family are influenced by the size of the family, the composition of the family, and of course the number of family members who are dependent on other family members. For example, babies, children with special needs, or family members who are sick or are in a bad psychological condition such as trauma due to an accident or death..

The purpose of this study is to examine and analyze the effect of work-life balance on lecturer performance, emotional intelligence on lecturer performance and work-life balance and emotional intelligence on lecturer performance at private universities in West Java, either partially or simultaneously.
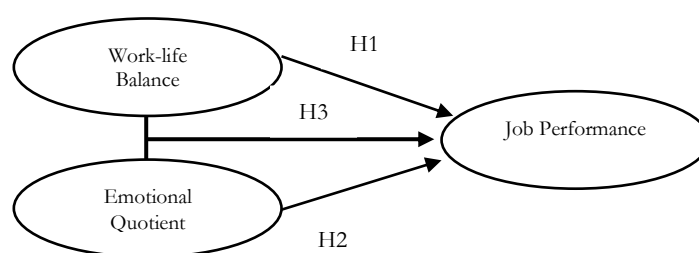
Fig. 1. Conceptual Framework

2 Methods

In this study, the design used is aimed at analyzing explanatory survey research with quantitative methods. While the method used is the quantitative method, which means the method used to analyze the entire population used and the samples taken in the study (Sugiyono, 2012). In this study, the sampling technique used was random sampling, the research data was obtained from research instruments that were distributed and then analyzed by statistical data processing analysis in testing or measuring predetermined hypotheses. The location of this research was conducted at a private university in West Java, as well as the unit of observation of this research, namely the lecturer at a private university in West Java.

The total population used from the data obtained is 5191 Lecturers at Private Universities in West Java. Given the large population of permanent lecturers, the author uses a research sample due to the limited time and cost that the author has, but the sample used can represent a predetermined population. the research sample is the characteristics and parts contained in the population (Sugiyono, 2017), the researcher will determine the minimum number of research samples to be used by proportional random sampling technique from the population that has been determined by using the slovin formula (Husein Umar, 2013) from the results of the calculation of the slovin formula (Husein Umar, 2013) From the results obtained a sample of 310 permanent lecturers at private universities in West Java.

The research population and sample were all lecturers at private universities under the coordination of LLDIKTI region IV and samples were taken from 310 lecturers from 86 private universities, using proportional random sampling technique. Research Instruments and Data

Analysis Techniques using this study which has been distributed to 86 universities, to be further analyzed by data analysis techniques used in this study using multiple linear regression.

3 Result and Discussions

3.1 Descriptive Test Results

Based on the results of the descriptive analysis of the Work Life Balance, emotional quotient and performance variables in this study, the results that can be categorized as sufficient can be seen from the average total score as follows:

Table 1. Results of Descriptive Testing of Research Variables

Variable	Score Percentage
Work Life Balance	60,51%
emotional quotient	65,73%
Lecturer Performance	61,72%

Based on the results of the analysis of descriptive testing, table 1 shows that of the four variables, namely the work life balance, emotional quotient, performance, with the highest percentage score, which is found in the emotional quotient variable with an average total score of 65.73%. The lowest score from the results of the descriptive analysis of this study is the work life balance variable with an average total score of 60.51% which is included in the sufficient category.

3.2 Effect of Work Life Balance and emotional quotient on Lecturer Performance

The results of the normality test get a value of 0.200 which indicates that the data used in the study is normally distributed because more than 0.05 is listed in Appendix 4 (four), the results of the multicollinearity test of the variance inflating factor (VIF) value of 4.478. This means that the research data is free from multicollinearity symptoms, namely the absence of correlation between the independent variables in the regression model as shown in Appendix 4 (four), the results of the heteroscedasticity test, the significance value of Work Life Balance is 0.832> 0.05 and the emotional quotient is 0.780> 0.05. This means that there is no inequality of variance from the residuals of one observation to another as shown in Appendix 4 (four), and for the autocorrelation test with a Chi Square value of 5.9915, it can be concluded that the data does not show autocorrelation symptoms. Next, do a multiple regression analysis test with the following results

Table 2. Coefficients

Coefficients[a]				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

|	B	Std. Error	Beta		
1 (Constant)	,657	1,024		,642	,523
Work Life Balance	,526	,116	,412	4,554	,000
emotional quotient	,798	,131	,551	6,094	,000
a. Dependent Variable: Lecturer Performance					

Presenting the results of the multiple linear regression test which then obtained the results of the multiple linear regression equation as follows: $Y1 = 0,657 + 0,526X1 + 0,798X2$.

The Standardized Coefficients Beta value of the Work Life Balance variable has a value of 0.412, which means that there is an influence of 41.2% on the Work Life Balance variable on the performance of Lecturers with significant influence criteria and the Standardized Coefficients Beta value of the emotional quotient variable has a value of 0.551 which means that there is an influence of 55 ,1% on the emotional quotient variable on the performance of Lecturers with high/strong influence criteria. In testing the hypothesis of this study, it was carried out based on the results of the analysis of the causal relationship between the research constructs, with the details of the results as follows:

Table 3. Result of Intervariable Influence Testing

Variable	thitung	Ttabel	Sig.	Prob.	Information
X1	4,554	1,667	0,000	0,05	Significant
X2	6,094	1,667	0,000	0,05	Significant
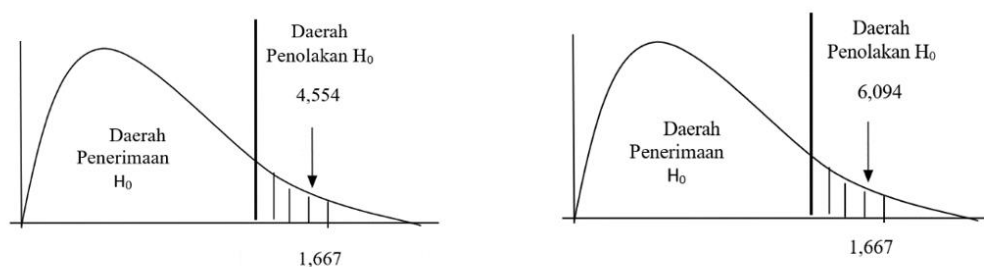
Fig. 2. Graphic of Magnitude

The magnitude of the influence of the Work Life Balance variable on the performance of Lecturers from a significance value of 0.000 <0.05. So Ha is accepted and Ho is rejected which Work Life Balance has a positive effect on Lecturer performance. In addition, the magnitude of

the influence of the emotional quotient variable on the performance of lecturers has a significance value of 0.000 <0.05. Then Ha is accepted and Ho is rejected, which means that work motivation has a positive effect on Lecturer performance;

Table 4. Simultaneous Test Results of Work Life Balance and emotional quotient on Lecturer Performance

Variable	F_{hitung}	f_{tabel}	Sig.	Prob.	Information
Work Life Balance and emotional quotient on Lecturer performance	239,643	3,130	0,000	0,05	Significant

source: Output SPSS V.24 (2022)

The statistical calculation of the F test gives an fcount of 239.643 > 3.310 and a significance value of 0.000 < 0.05. It can be concluded that Ho is rejected and Ha is accepted, meaning that there is a simultaneous influence of Work Life Balance and emotional quotient variables on Lecturer performance

4 Conclusion

The conclusion of this study can be seen from the results of descriptive testing of three variables, namely work-life balance, emotional intelligence and lecturer performance, where the results show the responses of respondents to this study, namely lecturers at private universities throughout West Java regarding work-life balance, which are in the same category. enough, with the highest sub-variable found in self-integrity and the lowest sub-variable was in the ability to deal with problems. Respondents' responses to emotional intelligence are included in sufficient criteria with the highest sub-variable found in empathy and the lowest sub-variable is in the self-management sub-variable. Lecturer performance is included in the fairly good category with the highest sub-variable found in education and teaching and the lowest sub-variable is in the research sub-variable. The results of the descriptive test show that the level of work-life balance, emotional intelligence and current performance of lecturers is considered quite good in an effort to improve organizational performance. Then the results of associative testing show that the higher the increase in work-life balance carried out by lecturers at Private Universities in West Java and the increasing emotional intelligence of the lecturers, this will have an impact on improving the performance of lecturers, especially in terms of the quality of education and teaching, research and service. to society.

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