

## WORK LIFE BALANCE MODEL AND EMOTIONAL INTELLIGENCE ON LECTURER PERFORMANCE MEDIATED BY ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN PRIVATE UNIVERSITIES IN WEST JAVA

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### ABSTRACT

A lecturer's role in advancing the institution requires good competence to carry out their duties professionally by paying attention to what they have. The aim of this research is to create a model for improving lecturer performance through organizational citizenship behavior, emotional intelligence, and work-life balance at private universities in West Java. The methodology in this research uses descriptive analysis with quantitative methods. The research object are lecturers at a private university in West Java, with the number of samples taken to represent the population of 610 samples using a proportional random sampling technique. Data analysis uses structural equation modeling (SEM) data processing via Amos v.22 software. In general, the aim of this research is to create a model of work-life balance and emotional intelligence for lecturer performance mediated by organizational citizenship behavior at private universities in West Java. The results of this research explain that emotional intelligence has a positive effect on the level of performance of lecturers through the organizational citizenship behavior of lecturers at private universities in the city of Bandung. Emotional intelligence and work-life balance have a positive effect on the level of performance of lecturers through the organizational citizenship behavior of lecturers at private universities in the city of Bandung. The conclusion of this research is that increasing work-life balance and emotional intelligence will have a positive impact on increasing organizational citizenship behavior and have implications for increasing the performance of lecturers at private universities in the city of Bandung.

Keywords: work-life balance, emotional intelligence, organizational citizenship behavior, lecturer performance.

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### 1. INTRODUCTION

According to the Science and Technology Index (Sinta) website of the Directorate of Higher Education, currently in Indonesia there are 257,017 lecturers. This number consists of 7,154 lecturers with professor positions (2.79 percent), 30,319 associate professors (11.83 percent), 78,107 lecturers (30.49 percent), 71,971 expert assistants (28.09 percent), and 69,466 lecturers without functional positions (26.72 percent). (Romi, Alsubki, Almadhi, & Propheto, 2022). If the last category is not counted, the number of lecturers who will be the target of performance evaluation is 187,551 people, or 72.9 percent of the total. The same site shows that currently in Indonesia, there are 7,748 scientific journals with accreditation ratings of 1 to 6 in all fields of science. These journals are published two to three times each year and contain five to 20 article titles per issue. If we consider that each journal is published twice a year and each publication contains only ten article titles, in one year all scientific journals in Indonesia publish 154,960 article titles. Based on this rough calculation, the national publication average is 0.6 article titles per lecturer per year (Romi et al., 2019), This means that every year, only six out

of 10 lecturers have journal publications. This proportion has not yet reached the minimum rational limit, namely one lecturer per publication per year.

Lecturers who have a high quality and ability and are able to make significant contributions to education and society. The way to become an excellent lecturer can be achieved by having extensive knowledge and skills gained through higher education, work experience, and research activities. With good teaching skills, lecturers must be able to convey the subject matter clearly, interestingly, and effectively. (Ellyn, Wahyu, Oktora, & Nurbaya, 2021). Apart from that, lecturers must also be able to create a conducive learning atmosphere and encourage student participation. They should also have good research skills. Lecturers must be able to conduct quality research and contribute to the development of science. Apart from that, lecturers must also be able to transfer the results of their research to students and the community, by having good community service skills. Lecturers must be able to contribute to society through community service activities such as research, training, and counseling. (Romi, Ahman, Disman, Suryadi, & Riswanto, 2020). Of course, a healthy balance between work and daily life is necessary.

Work-life balance is a concept that refers to the ability to balance professional responsibilities with personal and family life. This is important for everyone but can be a challenge for lecturers. (Rafsanjani, Nursyamsi, & Pono, 2019). The faculty or the education institution where they are working has many demands on their time, including teaching, research, and administrative duties. They may also have families to care for. There are a number of definitions of work-life balance, but they all share the idea that it is important to find a healthy balance between work and personal life. Work-life balance is the ability to be equally involved in work and personal life, while others define it as the ability to manage stress and avoid burnout to manage one's emotional intelligence. (Kristianti, Affandi, Nurjaya, Sunarsi, & Rozi, 2021).

Emotional intelligence (EQ) is defined as the ability to understand, manage, and use emotions in an effective way. EQ is an important skill for lecturers to have because it can help them build good relationships with students and understand students' emotions, so they can build better relationships with students. Lecturers often face a lot of stress and pressure, both from work and personal life. Lecturers with high EQ are better able to manage stress and pressure, so they can remain productive and effective at work. Lecturers also act as leaders for their students. Lecturers with high EQ are more able to become effective leaders because they can understand and motivate students without coercion, also known as organizational citizenship behavior. (Pasiak, 2007)

Lecturers performance is the lecturer's ability to carry out their duties and responsibilities effectively and efficiently. Lecturer performance can be measured from various aspects of teaching ability: the lecturer's ability to convey subject matter clearly, interestingly, and effectively; research ability; the lecturer's ability to conduct quality research and contribute to the development of science; and community service ability, which is demonstrated by the lecturer's expertise in providing a contribution to society through community service activities such as research, training, and counseling.

The aim of this research is to create a model of work-life balance and emotional intelligence for lecturer performance mediated by organizational citizenship behavior at a private university in West Java.

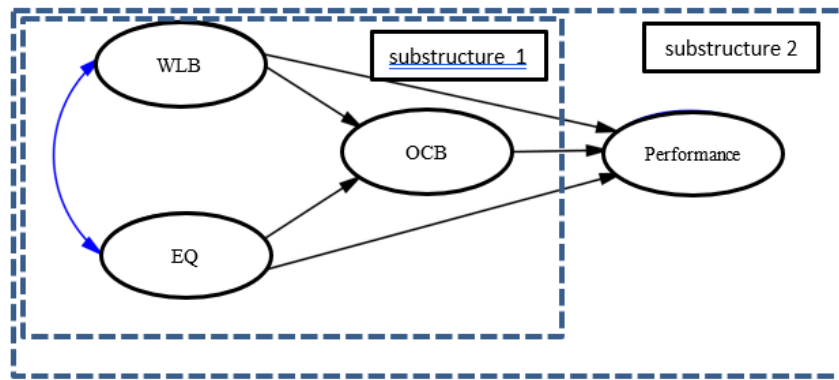


Figure 1 Conceptual Framework

## 2. Literature Review

### 2.1 Work Life Balance

Work-life balance has good content at work and outside work with minimal conflict. (Hatta, Balance, & Pegawai, 2022), Work-life balance is about how someone seeks balance and comfort at work and outside of work. (Alfonso, Zenasni, Hodzic, & Ripoll, 2016) defines work-life balance as an individual who is able to commit to work and family and is responsible for both work and non-work activities. In harmonizing these two things, a balance is needed. Many employees have difficulty managing both their work and their own health. This is important in the area of human resources, where this balance plays an important role in the smooth running and success of employees.

### 2.2 Emotional Intelligence (EQ)

Emotional intelligence in a deeper way, is used to examine aspects of a person's quality, seems to determine a person's success in life. This intelligence includes empathy, understanding feelings, expressing feelings, independence, self-adjustment, controlling anger, feeling liked, as well as the ability to solve interpersonal problems, friendliness, perseverance, and mutual respect between others. (Stein, S.J dan Book, 2004). According to Gardner, there are eight intelligences in humans, namely multiple intelligences, which are manifestations of the rejection of intellectual intelligence. (Goleman, 2006)

### 2.3 Organizational Citizenship Behavior

Organizational citizenship behavior is a choice behavior that is basically not part of an employee's formal job obligations but will still be able to function as an existing function for an organization to run effectively and efficiently. (Robbins, S.P., and Judge, 2013). (Organ, 1988) suggests that organizational citizenship behavior is always shown in whatever form an individual carries out work assignments based on the individual's discretion in providing benefits to the company where he works without expecting anything in return. The concept of organizational citizenship behavior according to (Tsachouridi & Nikandrou, 2019) can be behavior that is a positive organizational concept.

### 2.4 Kinerja Dosen

Lecturer performance is the dimension used in this research, which, according to the opinion (Robbins, 2011) which states that performance is defined as a result of employee achievement in carrying out their work according to the rules and criteria that apply in an organization. The regulations governing the performance of lecturers are contained in Law of the Republic of Indonesia Number 14 of 2005, which regulates teachers and lecturers.(Romi, 2023)

### 3. Methodology

This research approach uses quantitative research, which uses numerical data to test hypotheses about the relationship between variables. This methodology is based on the scientific method, which means that the research is carried out objectively and systematically. Explanatory survey research uses quantitative methods to analyze the entire population used and the samples taken in the research. (Sugiyono, 2012). The sampling technique used is random sampling. This research data was obtained from research instruments that were distributed and then analyzed using statistical data processing analysis to test or measure predetermined hypotheses. The observation unit for this research is lecturers at private universities in West Java.

Researchers will determine the minimum number of research samples that will be used using proportional random sampling techniques from a population that has been determined using the Slovin formula. (Husein Umar, 2013) from the results of the Slovin formula calculation (Husein Umar, 2013) The sample size obtained was 610 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 610 lecturers from 86 private universities using proportional random sampling techniques. Research Instruments and Data Analysis Techniques used in this research, which has been distributed to 86 universities, to be further analyzed using the data analysis technique used in this research, namely the sampling technique used, namely the proportionate random sampling technique, and the data analysis technique using structural equation modeling (SEM) using AMOS.

### 4. Result

#### 4.1 Descriptive test results

Based on the results of the descriptive analysis of the variables work-life balance, emotional intelligence, organizational citizenship behavior, and lecturer performance, it can be seen from the average total score obtained as follows;

**Table 1**  
**Results of Descriptive Testing of Research Variables**

Variable	Score Percentage
work-life balance	68,91%
emotional intelligence	70,02%
<i>organizational citizenship Behavior</i>	65,60%
Lecturer Performance	66,10%

Based on the results of the descriptive test analysis, Table 1 shows that the four variables, namely work-life balance, emotional intelligence, organizational citizenship behavior, and lecturer performance variables, have the highest score percentage, namely the emotional intelligence variable with a total average score of 70.02%. The lowest score from the results of the descriptive analysis of this research is the organizational citizenship behavior variable, with a total average score of 65.60%, which is included in the sufficient category.

Hypothesis testing for the variables work-life balance, emotional intelligence, organizational citizenship behavior, and lecturer performance can be seen in the following table.

**Table 2**  
**Results of Testing the Influence Between Variables**

Variable Test			Estimate	S.E.	C.R	P	Hypothesis
WLB	→	OCB	0,451	0,065	7,534	<0,05	Significant Positive
EQ	→	OCB	0,465	0,040	7,765	<0,05	Significant Positive
WLB	→	JP	0,367	0,073	6,068	<0,05	Significant Positive
EQ	→	JP	0,464	0,065	3,943	<0,05	Significant Positive
OCB	→	JP	0,576	0,054	3,354	<0,05	Significant Positive

Analysis of direct effects, indirect effects, and total effects

**Table 3**  
**Standardized Direct Effects (Group number 1 - Default model)**

	work-life balance	emotional intelligence	OCB	lecturer performance
OCB	0,473	0,534	0,000	0,000
JP	0,308	0,480	0,337	0,000

**Table 4**  
**Standardized Indirect Effects (Group number 1 - Default model)**

	work-life balance	emotional intelligence	OCB	lecturer performance
OCB	0,000	0,000	0,000	0,000
JP	0,264	0,136	0,000	0,000

**Table 5**  
**Standardized Total Effects (Group number 1 - Default model)**

	work-life balance	emotional intelligence	OCB	lecturer performance
OCB	0,572	0,637	0,000	0,000
JP	0,651	0,612	0,243	0,000

## 5. Discussion & Conclusion

The findings of the descriptive assessment of four variables, including work-life balance, emotional intelligence, organizational citizenship behavior, and lecturer performance, reveal the conclusion of this study. The findings demonstrate that the responses of research participants, namely lecturers at private universities throughout West Java, regarding work-life balance are in the sufficient category, with self-integration ranking as the highest sub-variable and the ability to face challenges as the lowest sub-variable. Respondents' responses to emotional intelligence are included in the adequate criteria, with the highest sub-variable being empathy and the lowest sub-variable being the self-management sub-variable. Organizational citizenship behavior is included in the sufficient category, and lecturer performance is included in the quite-good category, with the highest sub-variable found in education and teaching and the lowest sub-variable found in the research sub-variable. The descriptive test results show that the level of work-life balance, emotional intelligence, and organizational citizenship

behavior of lecturers' performance is currently considered quite good in efforts to improve organizational performance. Then the results of associative testing show that the increasing work-life balance carried out by lecturers at private universities in West Java and the increasing emotional intelligence of the lecturers 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 in accordance with the results obtained from this research showing that work-life balance has a positive influence on organizational citizenship behavior, work-life balance has a positive influence on organizational citizenship behavior, work-life balance has a positive influence on lecturer performance, emotional intelligence has a positive influence on lecturer performance, organizational citizenship behavior has a positive effect on lecturer performance, work-life balance has a positive effect on lecturer performance through organizational citizenship behavior as a mediating variable, emotional intelligence has a positive effect on lecturer performance through organizational citizenship behavior as a mediating variable.

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