

# **The Relationship Between Workload and Work Life Balance in Permanent Female Lecturers at University X**

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**Abstract.** This study aims to determine the relationship between workload and work life balance. Workload is a demand for tasks that must be completed as an effort and achievement that can cause difficulties in creating a work-life balance. So the hypothesis in this study is that there is a relationship between workload and work life balance in permanent lecturers at University X. This research is quantitative research. The population in this study were all permanent female lecturers at University X while the sample in this study were permanent female lecturers totaling 31 respondents. Sampling was done using purposive sampling technique. Data collection tools in the form of a workload questionnaire consisting of 34 items and a work life balance questionnaire consisting of 14 items. Data analysis was carried out using Pearson's product moment correlation statistical technique, with the assistance of the SPSS version 20 statistical program. From the results of the research data analysis, the correlation value between workload and work life balance based on the sig value (2-tailed) of 0.000 is smaller than 0.05 ( $0.000 < 0.05$ ) so that there is a relationship between workload and work life balance in permanent female lecturers at University X. The workload variable and the work life balance variable have a correlation with a degree of association of -0.637, which means that it has a strong degree of correlation and a negative form of relationship, which means that the higher the workload, the lower the work life balance created.

**Keywords:** workload, work life balance, female lecturer

## **INTRODUCTION**

Lecturers are professional educators and scientists who are responsible for the transformation, development, and advancement of science, technology, and art through teaching, research, and social service (Rahmayati, 2023). According to Indonesian Law No. 12 of 2012, the main task of lecturers is to carry out the Tri Dharma of Higher Education with a minimum workload of 12 credits and a maximum of 16 credits per semester according to their academic competence (Rahmayati, 2023). The main tasks include education and teaching, research and development of scientific papers, community service, as well as self-development through workshops or seminars and continuing stratum 3 education to improve the quality of institutions, from study programs to universities (Rahmayati, 2023).

In the case of education and teaching, lecturers do not only carry out this process in the morning. But it is also done at night, because some universities open night classes to facilitate workers who want to continue their education. Night classes are usually called employee classes because the organizing time is after working hours (Herdiana, 2020). One of the private universities in the East Java region that opens employee classes at night is X University. This class usually runs from 18.00 WIB to 22.00 WIB every day. This results in an increase in the number of working hours for educators at University X, where they have to teach from morning to attend morning classes which generally start at 08.00 WIB and continue until 22.00 WIB to attend evening classes. This situation indicates that these lecturers have working hours of 14 hours per day.

The intense work related to the Tri Dharma of Higher Education and additional tasks owned by lecturers are increasingly felt when entering the end of the semester where lecturers are required to report periodically regarding the implementation of the main tasks carried out as a way for lecturers to demonstrate their performance responsibilities to the position holder (Hamukti et al., 2017). The various task demands experienced by lecturers in the psychological literature are called workload. Gawron (2019) defines workload as a task that must be fulfilled to achieve goals. The high workload of lecturers at University X can cause job stress and psychological impact on them. The psychological condition in question is a decrease in job satisfaction due to high work demands,

which results in lecturers' performance when teaching being not optimal, so that students have difficulty learning knowledge (Zaidan & Juariyah, 2020).

Interviews with female lecturers at University X suggest that heavy workloads lead to heavy mental and physical burdens. Mental burden is characterized by reduced accuracy and memory, while physical burden is indicated by symptoms such as dizziness and gastric acid disease. The results of this interview are in line with Manuaba's statement (in Vanchapo, 2022)) about the impact of excessive workload that causes physical and psychological work stress, emotional reactions such as headaches and indigestion, and reduces lecturer time for personal and family needs. Female lecturers often take on two roles, namely as housewives and as lecturers. Anwar & Diantina (2017) research shows that focusing on one of the roles can cause tension, such as long and inflexible working hours, and overtime work. This can cause conflict due to lack of time to fulfill the demands of other roles.

Unbalanced or overlapping role division can cause conflict between work and family (Ruderman et al, in Yusnita & Nurlinawaty, 2022). Female lecturers at University X should avoid conflict by separating personal life and work responsibilities, in order to remain balanced between work and personal life. This effort is usually known as work life balance (Muslikan & Ali, 2022). The practice of work-life balance in lecturers has a positive impact, such as increasing enthusiasm in teaching, lecturer quality, research implementation, community service, participation in academic activities, and mastery of digital technology that encourages educational innovation (Rahmayati et al., 2022).

Observations show that lecturers at University X attempt to achieve work-life balance by bringing children to campus and contacting family by phone or video call when completing tasks. However, there are still female lecturers at University X who have difficulty balancing family and work roles, often leave for family matters, bring children's assignments to the office, and are sometimes late due to taking care of personal or family matters.

Some previous studies with subjects from various professions also showed mixed results regarding the relationship between work life balance and workload, such as in research conducted by Holland et al. (2019) showed the results of a tendency for a negative relationship between workload and work life balance that occurred in nurses in Australia. This is because a high workload will drain a person's energy resources, thereby reducing their satisfaction in maintaining a healthy work-life balance. Then in research conducted by Corre et al. (2017) showed the results of no correlation between workload and work life balance in government employees in Metro Manila because it seems that government employees consider that their work does not conflict or affect their family life.

The existence of mixed results regarding the relationship between workload and work life balance when the types of professions studied are different and the lack of previous studies examining the relationship between these two variables in the lecturer profession and the phenomenon at University X which has been described previously raises the interest of researchers to raise this topic into a research study with the title "The Relationship between Workload and Work Life Balance in Permanent Female Lecturers at University X".

## **METHODS**

This research applies quantitative research methods where quantitative methods are understood as an approach to examine objective theories by examining the relationship between variables (Uyun & Yoseanto, 2022). The independent variable in this study is workload while the dependent variable is work-life balance. The population of interest in this study is permanent female lecturers at University X. The sampling process used purposive sampling technique. Through this technique the sample is selected because its characteristics are theoretically interesting (Uyun & Yoseanto, 2022). The sample criteria in the study were (1) permanent female lecturers at University X, (2) female gender, (3) teaching at the undergraduate level, and (4) having a working period of more than a year.

The first measuring instrument in this study is a workload scale adapted from Hafifa (2022) research which has been modified with a total of 34 items and has an answer choice in the form of a Likert scale with 4 options ranging from "Never" to "Always". This scale refers to the theory of Gawron (2019) which measures 3 aspects, namely the Mental Load aspect, the Physical Load aspect, and the Time aspect. The second measuring instrument is the work-life balance scale which is an adaptation of Disti (2018) research with a total of 14 items and has an answer choice in the form of a Likert scale with 4 options ranging from "Very Unsuitable" to "Very Suitable". This scale refers to the theory of Fisher, Bulger, and Smith (in Rohmawati & Izzati, 2021) which measures 4 aspects of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL) then these scales are distributed in the form of a questionnaire through the help of Google Form.

Furthermore, the data that has been obtained will be tested for correlation, which is an analytical technique that will show the closeness of the relationship between two quantitative variables in a study (Uyun & Yoseanto, 2022). The correlation test between the two variables was calculated using IBM SPSS Statistics 20 for Windows with Pearson's Product Moment data analysis with the formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

## RESULTS AND DISCUSSION

Respondents in this study were permanent female lecturers at X University and 31 people participated in filling out the research questionnaire. In table 1 below is a description of the respondents in general.

**TABLE 1.** Characteristics of Respondents

Characteristic	Total	Percentage
<b>Age</b>		
a. 25-35 Years	10 Respondents	32,26%
b. 36-45 Years	10 Respondents	32,26%
c. 46-55 Years	10 Respondents	19,26%
d. 56-65 Years	1 Respondent	3,22%
<b>Marital Status</b>		
a. Not Married	3 Respondents	9,7%
b. Married	28 Respondents	90,3%
<b>Latest Education</b>		
a. Master	25 Respondents	80,6%
b. PhD	6 Respondents	19,4%
<b>Program of Study</b>		
a. Management	2 Respondents	6,45%
b. Accounting	2 Respondents	6,45%
c. Development Economics	1 Respondent	3,23%
d. Agribusiness	2 Respondents	6,45%
e. Public Administration Science	6 Respondents	19,35%
f. Legal Science	3 Respondents	9,68%
g. Industrial Engineering	1 Respondent	3,23%
h. Informatics Engineering	3 Respondents	9,68%
i. English Literature	4 Respondents	12,90%
j. Psychology	7 Respondents	22,58%
<b>Length of Employment</b>		
a. 1-5 Years	5 Respondents	16,1%
b. 6-10 Years	14 Respondents	45,2%
c. Over 10 Years	12 Respondents	38,7%
<b>Employment Position</b>		
a. Structural	9 Respondents	29,03%
b. Non Structural	22 Respondents	70,97%

## VALIDITY TEST

Validity ensures the certainty of measurement of a scale that is determined through the variables applied in determining the relationship between events or phenomena (Hardani et al., 2020). In this study, 31 people have become respondents, so N = 31 at a significance level of 5% produces an r table of 0,355. The following is a presentation of the validity test results in this study.

**TABLE 2** Workload Scale Test Results

NO ITEM	<i>r<sub>count</sub></i>	<i>r<sub>Table</sub></i>	DESCRIPTION
A1	0,619	0,355	Valid
A2	0,587	0,355	Valid
A3	0,73	0,355	Valid
A4	0,31	0,355	Invalid
A5	0,614	0,355	Valid

A6	0,794	0,355	Valid
A7	0,396	0,355	Valid
A8	0,532	0,355	Valid
A9	0,631	0,355	Valid
A10	0,448	0,355	Valid
A11	0,66	0,355	Valid
A12	0,601	0,355	Valid
A13	0,694	0,355	Valid
A14	0,512	0,355	Valid
A15	0,716	0,355	Valid
A16	0,596	0,355	Valid
A17	0,596	0,355	Valid
A18	0,621	0,355	Valid
A19	0,5	0,355	Valid
A20	0,541	0,355	Valid
A21	0,385	0,355	Valid
A22	0,753	0,355	Valid
A23	0,617	0,355	Valid
A24	0,394	0,355	Valid
A25	0,577	0,355	Valid
A26	0,327	0,355	Invalid
A27	0,738	0,355	Valid
A28	0,61	0,355	Valid
A29	0,835	0,355	Valid
A30	0,686	0,355	Valid
A31	0,818	0,355	Valid
A32	0,598	0,355	Valid
A33	0,68	0,355	Valid
A34	0,333	0,355	Invalid

**Table 3** Work Life Balance Scale Validity Test Results

<b>NO ITEM</b>	<b>r<sub>count</sub></b>	<b>r<sub>Table</sub></b>	<b>DESCRIPTION</b>
A1	0,396	0,355	Valid
A2	0,568	0,355	Valid
A3	0,489	0,355	Valid
A4	0,58	0,355	Valid
A5	0,581	0,355	Valid
A6	0,751	0,355	Valid
A7	0,434	0,355	Valid
A8	0,652	0,355	Valid
A9	0,462	0,355	Valid
A10	0,737	0,355	Valid
A11	0,473	0,355	Valid
A12	0,553	0,355	Valid

A13	0,538	0,355	Valid
A14	0,492	0,355	Valid

The validity test results show that there are 3 items on the invalid workload scale so that the remaining 31 items are valid, while on the work life balance scale all items are declared valid.

### RELIABILITY TEST

The reliability of a scale is defined as the extent to which there are no errors in the measurement process (Hardani et al., 2020). A scale is concluded to be reliable if it produces the same results when measured repeatedly and when carried out under constant (same) conditions. The following are the results of this study's reliability test.

**Table 4.** Reliability Test Results

Variabel	Cronbach's Alpha	N of Items
<i>Workload</i>	0,944	31
<i>Work Life Balance</i>	0,816	14

The test results show that the Cronbach's alpha value of the workload scale is 0,944, while the work life balance scale shows that Cronbach's alpha is 0,816. This shows that both scales have a Cronbach's alpha value greater than 0,60 so that they are declared reliable.

### DESCRIPTIVE ANALYSIS

In Muchson (2017)) view, through observing the minimum, maximum, mean, and standard deviation values of each variable, descriptive statistical analysis is used to describe the distribution and characteristics of the research sample data. Researchers categorized the research group using a 5-level calculation with the help of IBM SPSS 20 for Windows. Below is a description of the results of the categorization test in the descriptive analysis of this study.

**Table 5.** Workload Variable Categorization Test Results

Category Score	Score Range	Frequency	Percentage
Very Low	$X \leq 47,22$	4	12,9%
Low	$47,22 < X < 60,19$	4	12,9%
Medium	$60,19 < X < 73,16$	13	41,9%
High	$73,16 < X < 86,12$	10	32,3%
Very High	$X > 86,12$	0	0%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on the workload category table above, it can be concluded that of the 31 respondents, 4 (12.9%) respondents were in the very low category, then there were 4 (12.9%) respondents in the low category, then 13 (41.9%) respondents in the medium category, and the remaining 10 (32.3%) respondents in the high category.

Meanwhile, the classification results in the work-life balance variable are described in the following table:

**Table 6.** Work Life Balance Variable Categorization Test Results

Category Score	Score Range	Frequency	Percentage
Sangat Rendah	$X \leq 35,96$	2	6,5%
Rendah	$35,96 < X < 41,29$	10	32,3%
Sedang	$41,29 < X < 46,63$	7	22,6%
Tinggi	$46,63 < X < 51,97$	9	29%
Sangat tinggi	$X > 51,97$	3	9,7%
<b>Total</b>		<b>31</b>	<b>100%</b>

The work life balance category seen from the table above, it can be concluded that of the 31 respondents, 2 (6.5%) respondents belonged to the very low category, then there were 10 (32.3%) respondents belonging to the low category, then as many as 7 (22.6%) respondents belonged to the medium category, then as many as 9 (29%)

respondents belonged to the high category, and the remaining 3 (9.7%) respondents belonged to the very high category.

### TEST OF NORMALITY

The normality test is used to evaluate whether the disturbance or residual variables in the regression model have a distribution that follows a normal pattern (Uyun & Yoseanto, 2022). The following are the results of this study's reliability test.

**Table 7.** Normality Test Results

Variabel	Taraf Signifikan	Keterangan
<i>Workload</i>	0,200	Normal
<i>Work Life Balance</i>		

In the results of the data normality test applying Kolmogorov-Smirnov, the data has a normal distribution as indicated by a p value equal to 0,2 greater than 0,05.

### LINEARITY TEST

The linearity test serves to ensure whether the model used is correct or not (Uyun & Yoseanto, 2022). The basis for making decisions on the linearity test is if the results of the significance value are greater than 0.05 (sig. > 0.05), it can be said that there is a linear relationship between the two variables.

**Table 8.** Linearity Test Results

Variabel	Taraf Signifikan	Keterangan
<i>Workload</i>	0,869	Linear
<i>Work Life Balance</i>		

Based on the results of the linearity test sig. Deviation from linearity  $0.869 > 0.05$ , the relationship between the two variables is declared linear.

### CORRELATION ANALYSIS

The correlation test is an analytical technique that will show the closeness of the relationship between two quantitative variables in a study (Uyun & Yoseanto, 2022). In interpreting the level of relationship, Sugiyono (2018) came up with criteria that can be a reference for assessing the level of correlation based on the results of the Pearson Correlation.

**Table 9.** Correlation Test Results

		<i>Workload</i>	<i>Work Life Balance</i>
<i>Workload</i>	<i>Pearson Correlation</i>	1	-,637**
	<i>Sig. (2-tailed)</i>		0,000
	N	31	31
<i>Work Life Balance</i>	<i>Pearson Correlation</i>	-,637**	1
	<i>Sig. (2-tailed)</i>	0,000	
	N	31	31

According to the correlation test table above, based on the results of the correlation test between workload and work-life balance, the hypothesized Sig (2-tailed) value of 0.000 is obtained, where the Sig (2-tailed) value of  $0.000 < 0.05$ , which indicates that the research hypothesis is accepted. Variables X and Y have a correlation with a degree of association of -0.637. Referring to the criteria submitted by Sugiyono (2018) shows that the two variables have a significant level of correlation and a negative form of relationship, the higher the workload, the lower the work-life balance created, and vice versa.

### DISCUSSION

This research study has the aim of knowing the relationship between workload and work life balance in the lecturer profession at University X. From the results of hypothesis testing, it was found that there is a strong relationship between workload and work life balance in female lecturers at University X. The workload and work

life balance variables have a negative correlation, so it can be concluded that the higher the degree of workload will result in the lower the degree of work life balance that can be created by female lecturers at University X.

The explanation that has been conveyed above is in line with previous research conducted by Holland et al. (2019) with a subject of 2984 respondents who are nurses in Australia, showing the results of a negative relationship tendency, where high workloads will drain employee energy resources thereby reducing their satisfaction in maintaining a healthy work-life balance. Another study with the same results was conducted by Rizky & Afrianty (2018) with a subject of 60 respondents who were permanent employees of Dinas Sosial Jawa Timur, showing the direction of a negative relationship between workload and work life balance.

These previous studies and research support the findings at University X, where female lecturers at University X who have 2 roles at once, namely as housewives and lecturers, must carry out teaching duties for 14 hours per day. In terms of quantity or volume of work, this is a fairly long working time, so when the respondents return home, they will be in a state of fatigue. Manuaba (in Wahyuni & Dirdjo, 2020) explains a series of consequences that can occur to lecturers at University X if they experience fatigue such as a decrease in accuracy, speed and accuracy in the process of completing the tasks of the two roles where these conditions can cause working mothers to not have enough energy to take care of their families, even if it is just chatting or playing with children and other family members.

Not only do they have long working hours, but female lecturers at X University also act as guardian lecturers, guide students in preparing theses, conduct research every semester, participate in community service, are active in seminars and workshops according to their fields of expertise, and act as committees or speakers in various activities of the faculty, University, and other organizations. In addition, they are also expected to pursue further education up to doctoral level. The number of tasks of lecturers and to determine the level of workload experienced, the workload categorization of lecturers was carried out. It was found that the workload of permanent female lecturers at University X was mostly in the high and medium categories, namely 23 respondents or 74.2%.

Workload is defined as the demands of tasks that must be completed as an effort and achievement (Gawron, 2019). High workload can be caused by various factors, as stated by Tarwaka (2015), namely internal and external factors. Both of these factors can potentially be stressors or causes of stress. Female lecturers are most influenced by external factors, namely from organizational and task factors, where female lecturers at University X have long working hours and many tasks that involve the role of responsibility, emotions and job complexity such as being a trustee lecturer who must face various characteristics of students, great responsibility in research, community service and many others.

This task is only from one side of the role, because female lecturers are also confronted with the role as housewives, who are obliged to complete all household tasks, such as guiding children, cooking, serving the family, cleaning the house and so on. Some lecturers admitted, when the task was very much and found various problems, both the role as a lecturer and a housewife, then he felt depressed and felt stress due to the simultaneous and short completion time, which made him sometimes forget not to eat for a day, the effect felt on his physical condition was dizzy and increased stomach acid, thus disturbing him in the process of completing the task. If the physical condition is disturbed, it will affect her mentally, namely becoming discouraged or her motivation decreases to be able to immediately complete the task and feel the various tasks are heavy in the process of completion, so that the workload is getting higher.

The various factors that trigger the onset of workload in female lecturers at University X will certainly also bring consequences to the workers concerned. Consequences that may arise include physical fatigue and energy depletion, as well as feelings of guilt that arise because of work demands that take up a lot of time, leaving little time for family and the role of serving husbands (Putra, 2017). There is one solution that can be implemented to prevent feelings of guilt due to time-consuming work, namely by striving for work-life balance in the work life concerned. At X University itself, based on observations and interviews, several behaviors shown by these female lecturers have also been found to be able to strive for work-life balance in their lives, such as contacting their families by telephone or video call while completing their duties as lecturers.

Work life balance is what an individual does when dividing his time between work and other activities outside of work, which includes individual behaviors that can trigger personal conflicts and energize him (Fisher, et al in Wenno, 2018). This theory is in accordance with the results of the interviews that have been carried out, where the lecturers admit that various positive things that happen in their families can improve their performance and enthusiasm in completing work and vice versa when unpleasant things happen, it will increase their burden of mind so that there is a decrease in performance in completing work.

Following the findings of work life balance based on the subject scores that have been categorized in permanent female lecturers at University X, it was found that of the total 31 respondents, the average lies in the low category, namely there are 10 respondents or if presented at 32.3%. Respondents who are referred to in the low category on the work life balance variable are those who have difficulty in balancing time between work affairs and family life or personal interests. There are various factors that underlie the low work-life balance in these lecturers as stated by Poulouse & Sudarsan N (2014), namely individual factors, organizational factors, social factors, and other factors.

The first factor, namely individuals related to well-being in mental and physical health, can be said to be good, it's just that the large amount of workload that must be done sometimes makes these lecturers experience psychological problems such as boredom and lack of enthusiasm (Wardhana, 2018). In addition, long working hours and the density of tasks may make these lecturers experience sleep disturbances so that they have poor sleep quality, as a result, the well-being of the lecturers is low (Andriany & Pertiwi, 2021). Then the second factor is organizational factors that refer to work practices (Poulose & Sudarsan N, 2014), in terms of work practices lecturers at University X must work for 14 hours per day. This task will certainly cut the time to interact directly with the family and further minimize the opportunity for women to carry out their dual roles.

Then from the third factor, namely social factors related to partner support (Poulose & Sudarsan N, 2014). From the results of interviews with permanent female lecturers with the initials DH, SK, AZ, and DA, it was found that the husbands of these lecturers supported their wives' decisions as lecturers, but did not want their family time to be reduced. DA also added that although it is not uncommon to have too much work and be forced to bring the work home, it often causes discord in the family.

The last factor is other factors, one of which includes gender (Poulose & Sudarsan N, 2014). The gender of the lecturers as a woman makes more challenges in realizing their work-life balance because of the demands of the dual roles they have to live. As the results of a study conducted by Ermawati (2016) found that the division of roles for career women often creates an imbalance that results in overlapping roles. If this situation lasts for a long duration, it can cause conflict between their personal life and career.

## CONCLUSIONS

Based on the results of the correlation test between workload and work life balance, the hypothesis obtained Sig (2-tailed) value of 0.000, where the Sig (2-tailed) value of 0.000 <0.05, which shows that the research hypothesis is accepted, namely that there is a relationship between workload and work life balance in permanent female lecturers at X University. Variables X and Y have a correlation with a degree of association of -0.637 with a negative form of relationship, the higher the workload results in the lower the work life balance created.

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