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Does Psychological Well-Being Moderate the Relationship Between Social Support and Work-Life Balance in Lecturers?

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ABSTRACT

Achieving work-life balance is a big challenge for lecturers, particularly given the complexity and variety of their job demands. This study explores the moderating effect of psychological well-being in the relationship between social support and work-life balance. The participants research involved 284 lecturers in Tuban Regency, selected using purposive sampling. This study utilized a research instrument comprising three scales: a work-life balance scale consisting of 12 items ($\alpha = 0.820$), a social support scale (27 items, $\alpha = 0.933$), and a psychological well-being scale (24 items, $\alpha = 0.949$). Data analysis was conducted using moderation analysis techniques by Hayes' Process Macro v4.3. The results showed that psychological well-being moderates the relationship between social support and work-life balance in lecturers ($\beta = 0.0041$; CI95 [0.0017, 0.0065]; SE = 0.0012; $p = 0.0010$). The relationship between social support and work-life balance in lecturers will be stronger with increasing psychological well-being. Furthermore, this study also indicates a significant positive relationship between social support and work-life balance ($\beta = 0.2547$; CI95 [0.2001, 0.3092]; SE = 0.0277; $p = 0.0000$). The findings have practical implications for higher education institutions in designing policies and programs that support work-life balance, which ultimately contributes to improving the quality of education

INTRODUCTION

The role of educators, both teachers and lecturers, is very important to realize a demographic bonus that produces superior Indonesian human resources starting from early education to higher education (kemenkopmk.go.id, 2022). Educators must continuously enhance their competencies with keeping up with advancements in science and technology, ensuring they provide students with the necessary knowledge and skills (Anwar, 2024). This is further reinforced by Law Number 20 of 2003 on the National Education System, which emphasizes that lecturers have a strategic role in ensuring learning aligns based on professional principles. Their role is crucial in upholding equal access to quality education for all Indonesian citizens.

The challenges of working as a lecturer are enormous. The development of globalization brings changes to the education sector such as changes in curriculum implementation policies that continue to change and the development of information technology that cannot be abandoned. In addition, the demands of lecturers' duties and obligations are not limited to teaching activities in the classroom, but also research and community service which are often conducted outside the campus (Dirfa & Ari Prasetya, 2019). The large amount of workload certainly requires lecturers to always develop competencies to support professionalism at work. Lecturers also have roles outside of work or roles in their personal lives that must also be fulfilled (Rakhman & Suhana, 2023), so they are expected to be able to have a work-life balance or balance in managing their work and personal life well (Nur et al., 2019).

Individuals who have a good work-life balance will be able to balance time, involvement in carrying out all roles and the extent to which they are satisfied in work and non-work (Greenhaus et al., 2003). In addition, individuals will get satisfaction at work and be able to adapt to situations both at workplace and non-work (Rahayu et al., 2023), thereby enhancing their personal life quality as well as work performance (Rakhman & Suhana, 2023). If a lecturer successfully balances work and non-work affairs, they will have a strategy in managing all roles

and get satisfaction despite the many demands from both domains of life.

The results of a JobStreet.com survey conducted to 17,623 correspondents in early October 2021 regarding employee satisfaction with their jobs, it was found that 85% of correspondents admitted that they did not have a work-life balance (Jobstreet.com, 2022). In 2015, a study conducted by the Society for Industrial and Organizational Psychology in the U.S. found that 70% of employees expressed concerns about demanding work schedules, citing reduced time spent with their families as a primary issue (Barsei, 2018). The lecturer profession is seen as a tough job but with relatively low income. Lecturers are often described as having a "boxful of work for a penny income", a common yet realistic perspective that hinders competency development and career progression (Rubiono & Finahari, 2017). Lecturers are seen as not being able to pay attention and focus on their work, so that the role of services provided to the education sector has not shown professional standards. This is because there are still many lecturers who work from one place to another with little time but a lot of workload (Yahya & Hidayati, 2015). Furthermore, in the midst of the demands to carry out the duties of the Tri Dharma of greater Education, there are still many lecturers who are struggling to be able to live properly with limited welfare and quality of the institution where they teach, where approximately 40% of Private Universities out of a total of 4,523 registered universities have not been accredited. In addition, in fact, there are still many universities that continue to struggle with quality and financing because the number of students is still small (Kompas.id, 2023).

Preliminary interviews with the Vice Rector for General and Financial Affairs at a private university in Tuban Regency revealed that, based on semesterly evaluations, most lecturers struggled to fully meet the responsibilities of the Tri Dharma of greater education, particularly in research and community service. Several factors contribute to this issue, including prioritizing childcare and household responsibilities, lack of commitment, involvement in

external organizations, low discipline, numerous external assignments and out-of-town official duties, etc., which in turn the performance load is not met and performance productivity is disrupted. However, some lecturers are of course also able to fulfill the performance load well, although more take home and complete other tasks as well, such as accreditation preparation, curriculum preparation etc. because they are not resolved in the office, especially for lecturers who have additional duties (positions). Lecturers who prioritize work have better performance but the chances of conflict with family will increase because the majority of their time and energy is used for work. Conversely, if lecturers tend to prioritize personal life, it will have an impact on potential work conflicts such as decreased work productivity (Juwita & Pancaningrum, 2020).

Efforts to improve work-life balance are considered crucial because an imbalance between these domains can negatively affect work performance and hinder organizational goals (Pratishita et al., 2018). Employees who implement a good work-life balance reveal better health and well-being (Zheng et al., 2015), can increase satisfaction and psychosocial well-being (Yang et al., 2018), strengthen commitment and enhance work productivity (Meenakshi, 2013). Meanwhile, low work-life balance often leads to stress, which contributes to employee turnover (Kumara & Fasana, 2018). Furthermore, organizations that fail to implement policies supporting work-life balance risk losing talented employees (Shaikh et al., 2019).

Previous studies have found that social support from family, friends, and the surrounding environment is essential in coping with role-related stress and pressures (Akbar & Taşçı-Duran, 2018). In an interview conducted by researchers on one of the female lecturers, it was revealed that low work-life balance was largely due to a spouse's lack of preparedness in childcare responsibilities. For instance, when a lecturer needs to be away for external duties, she must first coordinate with her parents to arrange childcare support. Additionally, psychological well-being was identified as a key internal factor influencing work-life balance

(Rakhman & Suhana, 2023; Yudianti & Istiningtyas, 2022). Individuals who have good psychological well-being are able to actualize their potential optimally, so that they are able to solve problems in their lives (Ryff & Singer, 2008), feel involved, have positive energy and last long at their jobs (Istiningtyas, 2020).

Ryff (1989) tries to integrate several psychological theories that he considers related to the concept of psychological well-being, including Maslow's concept of self-actualization (1968), Rogers' concept of fully functioning (1961), Jung's concept of individuation (1933) and Allport's concept of maturity (1961). Psychological well-being, which consists of six dimensions according to Ryff & Keyes (1995), namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth, is closely related to social support and work-life balance. Individuals with good psychological well-being tend to have strong self-acceptance, allowing them to build meaningful social relationships. This relationship supports Rogers' theory of the fully functioning person, where individuals who are honest and open in social interactions will receive greater quality social support. In addition, adequate social support helps individuals fulfill important interpersonal needs, as described by Maslow in the hierarchy of needs, specifically at the level of affection and belongingness needs. Furthermore, the autonomy and environmental mastery dimensions enable individuals to make better decisions in balancing the demands of work and personal life. This perspective aligns with Jung's individuation theory, which asserts that psychologically mature individuals can integrate different life aspects harmoniously. The dimensions of life purpose and personal development also encourage individuals to pursue meaning and growth that is not only related to work but also personal life, creating optimal harmony between them. When viewed as a whole, individuals with good psychological well-being are more likely to be receptive to social support, effectively utilize it, and exhibit confidence in decision-making related to

their various life roles. Therefore, researchers are interested in further exploring the role of psychological well-being in relationship with social support and work-life balance.

METHODS

This study employs a quantitative approach, using questionnaires as the primary data collection instrument. The surveys were distributed both online via Google Forms and offline to lecturers at universities in Tuban Regency from June 26 to August 30, 2024. The respondent criteria for this study include: (1) lecturers working at universities in Tuban Regency, (2) at least 25 years old, and (3) holding a minimum educational qualification of master's degree (S-2). The sample size was determined based on Krejcie & Morgan's table, establishing a minimum of 200 respondents. The study utilized a purposive sampling technique for participant selection.

This study involved 284 lecturers the majority of whom worked at public universities ($n=165$, 58.1%) in Tuban Regency. Most of the respondents had a Masters educational background ($n=259$, 91.2%), an average age of 31-40 years ($n=133$, 46.8%) and status as permanent lecturers ($n=265$, 93.3%). Previous studies on work-life balance were mostly limited to female respondents (Maharani et al., 2020; Rohimah & Mulyani, 2023; Susilaningrum & Wijono, 2023); including female lecturers conducted by (Dirfa & Ari Prasetya, 2019; Singh, 2017; Yudiani & Istiningtyas, 2022) . However, this study involved male and female lecturer subjects, with an almost balanced portion, namely ($n = 144$, 50.7%) male lecturers and ($n = 140$, 49.3%) female lecturers, the majority of whom are married ($n = 228$, 80.3%).

Measurement Tools

The work-life balance scale used in this study was compiled by the researcher based on the aspects of work-life balance proposed by Greenhaus et al., (2003) which consists of time balance, involvement balance, and satisfaction balance. This scale uses a Likert model where each item consists of five alternative answers with a value of 1 (strongly

disagree) to 5 (strongly agree). In ensuring the accuracy of the instrument, an item discrimination test and reliability test were conducted on 43 participants who had the same characteristics. The discrimination test of 18 work-life balance scale items found that after two rounds of analysis conducted, 12 valid items and 6 items were eliminated, were obtained with a corrected item total correlation ranging from 0.340 to 0.682 ($r_{iX} \geq 0.30$). Meanwhile, the reliability coefficient on the work-life balance instrument is 0.820, which means that the consistency or trustworthiness of this scale is good.

Social support variables was measured based on the social support aspects proposed by Sarafino & Smith (2017), which include emotional support, appraisal support, instrumental support and information support. The social support scale used in this study was adapted from Nugraha & Rini (2021). This scale also employs a Likert model with five response options ranging from 1 (strongly disagree) to 5 (strongly agree). Item discrimination tests and reliability tests with 43 participants who have the same characteristics are carried out to ensure the accuracy of the instrument. The discrimination test result for 28 items of the social support scale revealed that of the two rounds of analysis conducted, 27 valid items and 1 item was eliminated due to a corrected item-total correlation index of 0.061 (item number 23). While the rest, namely 27 valid items have an item discrimination coefficient that ranging from 0.346 to 0.738 ($r_{iX} \geq 0.30$). The reliability coefficient for the social support scale, calculated using Cronbach's alpha, was 0.933.

The psychological well-being variable in this study was measured based on the dimensions proposed by Ryff & Keyes (1995), namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth. This measurement tool was adapted from (Puspaningrum et al., 2023) and follows a Likert model consisting of five alternative answers ranging from 1 (strongly disagree) to 5 (strongly agree). Determination of the level of item discrimination power and reliability as a requirement

that must be met by the measuring instrument, this was tested on 43 respondents. The discrimination test results for the 25-item psychological well-being scale revealed that after two rounds of analysis, 24 items were found to be valid, while 1 item was eliminated due to a corrected item-total correlation index of 0.174 (<0.30 , item number 23). The remaining 24 valid items exhibited item discrimination coefficients ranging from 0.498 to 0.802 ($r_{iX} \geq 0.30$). The reliability coefficient for the psychological well-being scale, calculated using Cronbach's alpha, was 0.949 (>0.900) in the second round, indicating very high reliability and good internal consistency.

Data Analysis Technique

The data analysis technique in this study uses Moderated Regression Analysis (MRA) with the

help of the IBM SPSS Statistics v.22 for windows, supplemented with the computational procedure PROCESS v4.3 macro Hayes model 1 (Hayes, 2018). This Hayes simple moderation analysis aims to determine the role of psychological well-being as a moderator of the relationship between social support and work-life balance among lecturers.

Assumption Test

Before the moderation regression analysis test, the assumption test must first be carried out. The assumption tests included normality, multicollinearity, heteroscedasticity and linearity test. The findings of the classical assumption test can be seen as follows:

Table 1. Normality Test

Z Kolmogorov Smirnov	p	Description
0,052	0,065	Normal ($p>0.05$)

The normality test was conducted using the Kolmogorov-Smirnov technique on the work-life balance variable. The calculated significance value

for work-life balance was 0.065 ($p > 0.05$), indicating that the data followed a normal distribution.

Table 2. Multicollinearity Test

Tolerance	VIF	Description
0,531	1,882	No multicollinearity

The multicollinearity test for social support and psychological well-being revealed a tolerance value of 0.531 (>0.10) and VIF of 1.882 (<10.00).

This means that there is no multicollinearity or intercorrelation between social support and psychological well-being.

Table 3. Heteroscedasticity Test

Variables	p	Description
Social support (X) – Work-life balance (Y)	0,350	No heteroscedasticity ($p>0.05$)
Psychological well-being (Z) – Work-life balance (Y)	0,203	No heteroscedasticity ($p>0.05$)

The heteroscedasticity test on the variables of social support and psychological well-being, obtained a significance of 0.350 > 0.05 on the social support variable and obtained a significance of

0.203 > 0.05 on the psychological well-being variable. This means that both do not occur heteroscedasticity.

Table 4. Linearity Test

Variables	F	p	Description
Social support (X) – Work-life balance (Y)	259,266	0,000	Linear
Psychological well-being (Z) – Work-life balance (Y)	155,710	0,000	Linear

The linearity test in this study used curve estimation technique. The linearity test between social support (X) and work-life balance (Y) obtained F (259.266) and p=0.000 (p<0.05), indicating a linear relationship between social support variables and work-life balance in lecturers. Similarly, the linearity test between psychological well-being (Z) and work-life balance (Y), F (155.710) and p=0.000 (p<0.05), confirming a linear relationship between psychological well-being and work-life balance among lecturers.

RESULTS AND DISCUSSION

Results of the Determination Coefficient Test

The coefficient determination test was conducted to assess the extent to which the

independent variables contribute to explaining their relationship with the dependent variable. The coefficient test reveal that the relationship between social support and psychological well-being with work-life balance was significant (F (3.280) = 103.6516, p = 0.0000). This finding suggests that social support, psychological well-being, and the interaction between social support and psychological well-being collectively have a significant correlation with work-life balance. Furthermore, the value of $R^2 = 0.5262$ implies that these variables explain 52.62% of the variance in work-life balance, while the remaining 47.38% is influenced by other factors not included in this study.

Table 5. Results of the Coefficient of Determination Test

	R	R ²	MSE	F	df1	df2	p
Coefficient of determination	0,7254	0,5262	25,0514	103,6516	3,00	280,00	0,000

Moderation Test Results

The Relationship between Social Support and Work-Life Balance with Psychological Well-Being as a Moderating Variable

Table 6. Psychological Well-Being Moderates the Relationship Between Social Support and Work-Life Balance

95% Confidence Interval											
X*Z=>Y	B	SE	t	p	Lower	Upper	R ² chg	F	df1	df2	p
	0,0041	0,0012	3,3398	0,0010	0,0017	0,0065	0,0189	11,1544	1,0000	280,0000	0,0010

The analysis obtained a coefficient value = 0.0041, standard error (SE) = 0.0012, p = 0.0010 (p < 0.05) and an increase in the model ability of the moderator variable of ($\Delta R^2 = 0.0189$) with (F = 11.1544, p = 0.0010). This findings reveals that

psychological well-being significantly moderates the relationship between social support and work-life balance. High psychological well-being in lecturers is able to strengthen the relationship between social support and work-life balance. Then, the interaction

between social support and psychological well-being has a significant relationship and contributing positively by 1.89% to work-life balance.

Furthermore, the moderating role of psychological well-being in the relationship between

social support (X) and work-life balance (Y) of lecturers can also be seen in the conditional effect and moderation slope graph, as follows;

Table 7. Conditional Effect of Moderators

	Conditions	Z	Effect	p
Conditional Effect	Low	-12,6695	0,2029	0,0000
	Middle	0,0000	0,2547	0,0000
	High	12,6695	0,3065	0,0000

The conditional effect in table 34 explains how much impact X has on Y at low, medium and high levels. The results of the above analysis reveal that when $Z = -12.67$, the effect of X on $Y = 0.2029$ with a significance level ($p=0.0000 < 0.05$), when $Z = 0$, the effect of X on $Y = 0.2547$ with a significance level ($p=0.0000 < 0.05$), while when $Z = 12.67$, the

effect of X on $Y = 0.3065$ with a significance level ($p=0.0000 < 0.05$). These results indicate that the effect of X on Y increases as Z increases, meaning that higher psychological well-being strengthens the relationship between social support and work-life balance.

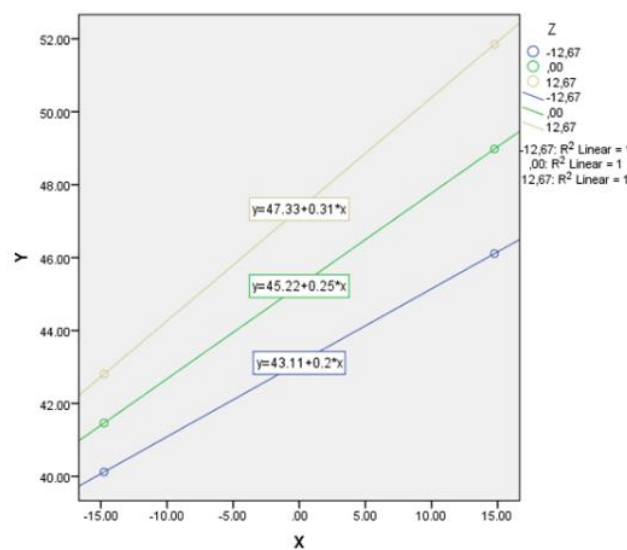


Figure 1. Moderation Slope Graph

Notes: The figure illustrates the moderating interaction of psychological well-being on the relationship between social support and work-life balance.

The graphical representation shows three lines: the yellow line represents high psychological well-being, the green line represents moderate psychological well-being, and the blue line represents the level of psychological well-being in the low category. The graph indicates that psychological well-being levels among faculty

members influence the strength of the relationship between social support and work-life balance. Faculty members with high psychological well-being (yellow line) exhibit a strong positive relationship between social support and work-life balance, where higher social support corresponds to a higher work-life balance. Conversely, for faculty members with low psychological well-being (blue line), there is still a positive relationship, but the strength of the relationship is weaker. In conclusion, the higher the

psychological well-being, the stronger the relationship between social support and work-life balance among faculty members. This study

The Relationship between Social Support and Work-Life Balance

confirms that psychological well-being moderates the relationship between social support and work-life balance.

Table 8. Social Support Relationship and Work-Life Balance

	β	SE	t	P	95% Confidence Interval	
					Lower	Upper
Social Support and Work-Life Balance	0,2547	0,0277	9,1847	0,0000	0,2001	0,3092

The analysis results in table 8 above, obtained a coefficient value = 0.2547, SE = 0.0277 and p-value = 0.0000 <0.05 which reveals that there is a positive and significant relationship between social support and work-life balance. This positive effect suggests that the higher the level of social support, the higher the work-life balance. Conversely, lower levels of social support are associated with lower work-life balance.

Discussion

Work-life balance refers to an individual's ability to harmoniously balance the demands of work and personal life (Greenhaus et al., 2003) . The job as a lecturer has a fairly high workload so that individuals are required to work extra. The workload includes the Tri Dharma of greater Education, namely organizing education, research and community service (Law No. 12, 2012). The concept of work-life balance is important for lecturers in carrying out academic roles and challenges ranging from research, teaching obligations, in addition to personal and family responsibilities. Optimal work-life balance can increase job satisfaction and productivity (Choeriyah & Utami, 2023). Lecturers who can achieve work-life balance can effectively fulfill their professional and personal roles. However, if work-life balance is not achieved, then performance or roles outside of work will be disrupted which will then have a detrimental impact on educational institutions in the long term because individuals do not work optimally (Dirfa & Ari Prasetya, 2019).

When individuals are able to balance the time given in meeting the demands between work and personal life, the time balance will be fulfilled. Lecturers who are able to divide their time well between work; such as teaching, research, and community service, as well as their personal lives, they will remain productive devoid of sacrificing time for their families or personal activities. Furthermore, when individuals are able to be physically and emotionally involved in their work and family, the involvement balance will be achieved. Lecturers who are able to be physically and emotionally involved in work and family, can maintain focus and full attention in each role that is carried out. They can minimize excessive fatigue and remain fully present in both personal life and their professional. Satisfaction balance will also be achieved if individuals are able to feel balanced satisfaction, meaning that the appearance of satisfaction with what they have done so far is considered good enough and can accommodate the needs of their work and personal life (Oktaria Grahani et al., 2021). This satisfaction reflects the success in meeting the needs of the two sides in a balanced manner. This balance makes lecturers not only carry out professional duties optimally, but also maintain social relationships and personal happiness, which ultimately benefiting both individuals and their institutions. However, achieving work-life balance is not easy. The role of social support from family, friends and coworkers provides a sense of security and motivation, so that the heavy workload becomes lighter. In addition, lecturers who have

psychological well-being will be better able to deal with role demands calmly and efficiently. This study looks at how the relationship between social support and psychological well-being affects work-life balance.

Data analysis results indicate that psychological well-being moderates the relationship between social support and work-life balance, meaning that social support and psychological well-being interact with each other in predicting work-life balance. Psychological well-being in this study can strengthen the relationship between social support and work-life balance. This explains that lecturers who have low social support, then work-life balance also tends to be low, which is due to low psychological well-being. However, the greater the social support, the greater the work-life balance because psychological well-being has a strong role in the relationship. This finding explains the effect of social support on work-life balance increases as psychological well-being increases in lecturers.

Previous research conducted by (Amrullah & Eva, 2022) using multiple regression tests analyzed the relationship between social support, psychological well-being and work-life balance. Based on this research, it was found that there was a significant influence partially or simultaneously between social support, psychological well-being and work-life balance. In line with this, many studies on the relationship between social support and work-life balance (Aprida & Prastika, 2022; Harnum & Baidun, n.d.; Herawati Susilaningrum, 2023; Maharani et al., 2020; Nugraha & Rini, 2021; Nurhabiba, 2020; Nurhasanah, 2021; Rohimah & Mulyani, 2023) and psychological well-being on work-life balance (Dirfa & Ari Prasetya, 2019; Nur et al., 2019; Oktaria Grahani et al., 2021; Rakhman & Suhana, 2023; Singh, 2017; Yudianti & Istiningtyas, 2022). This study is slightly different from these studies, because even though it uses the same variables, researchers use moderation analysis which explains how the interaction of social support and psychological well-being can predict work-life balance and is a novelty from previous research. The role of psychological well-being here as a moderator

is to strengthen or weaken the relationship between social support and work-life balance.

Psychological well-being is the foundation for understanding one's overall happiness and life satisfaction. According to Ryff (1989) psychological well-being is a condition in which a person has the ability to accept oneself and life in the past, has a warm relationship with others, has the ability to create an environment according to expectations, has meaning and purpose in life, is able to see oneself grow and develop and is able to determine actions independently. Ryff describes the characteristics of people who have psychological well-being referring to Rogers' view of a fully functioning person, Maslow's view of self-actualization, Jung's concept of individuation and Allport's concept of maturity. Psychological well-being is characterized by the acquisition of happiness and life satisfaction, is the outcome of psychological well-being and is a high goal that every human being wants to achieve (Bradburn, 1969). Good psychological well-being initiates individuals to explore their full potential to achieve success (Eva & Bisri, 2018). Individuals who have psychological well-being, will be able to actualize the potential in themselves which allows them to function optimally in facing challenges in their lives (Rakhman & Suhana, 2023). This reveals that someone who achieves psychological well-being will be able to face challenges in life, one of which is balancing the roles he has in his work and personal life. Similarly, research by Kurtuluş et al., (2023) found that individuals with greater levels of psychological well-being tend to be better able to manage the demands of their work and personal lives, especially for workers in high-stress work environments. This implies that psychological well-being not only helps individuals cope but also thrive despite pressures from both life domains. Individuals with strong psychological well-being exhibit resilience and maintain balance in their daily lives.

Ryff & Singer (2008) further explain the dimensions of psychological well-being; the self-acceptance dimension, refers to a sense of pride in oneself characterized by full awareness in accepting oneself as a whole with all its advantages and

disadvantages. Lecturers with strong self-acceptance embrace their role enthusiastically and derive satisfaction from their achievements. The dimension of environmental mastery which includes the ability to have sensitivity to the environment and be able to choose those that have a good impact on him. Lecturers who have good environmental mastery will be able to create a conducive environment that has a good impact on themselves so as to create comfort both their work and personal lives. The dimension of positive relationships with others is a quality and loving relationship with others such as caring for fellow colleagues, helping each other and providing support so as to minimize work fatigue. The dimension of life purpose means having the ability to see the purpose of what is being attempted. Lecturers who have a good life purpose will know the direction and purpose of their life, whether it is to become a competent lecturer or other roles outside of their work. The self-growth dimension describes subjects who have the quality to grow sustainably, meaning that they have superior potential that can be optimally grown. Lecturers who have good personal growth have potential in themselves which will certainly have a good impact on future career development. Furthermore, the autonomy dimension explains individuals who have the ability to direct themselves, handle social pressure and have principles and beliefs when making decisions. Lecturers who have good autonomy will have the ability to not depend on expectations and evaluations by others, be able to complete work and undergo many roles devoid of complaining much. The existence of good psychological well-being, then individuals will tend to be better at managing work pressures and balancing roles so that there is no conflict in terms of work and personal life.

Social support as explained by Sarafino & Smith, (2017) which includes emotional, appraisal, instrumental and informational support will help individuals manage the demands of work and their personal lives (Maharani et al., 2020). Individuals who have high social support will feel valued and loved by those around them so that the availability of this support has an impact on work-life balance.

Findings from this study indicate that social support has a significant positive effect on work-life balance, however its strength depends on the condition of psychological well-being. When psychological well-being is low, the effect of social support on work-life balance is smaller. This means that despite social support, individuals with low levels of psychological well-being still find it difficult to balance their work and life. Conversely, when individuals have high psychological well-being, the relationship between social support and work-life balance becomes stronger, where individuals are able to optimally utilize social support to manage the pressures of work and personal life. For example, when individuals have warm relationships (positive relations with others) and are able to manage life (environmental mastery), they will be more able to see and utilize social support to manage the pressures of work and personal life. Good psychological well-being makes individuals more aware and ready to utilize various social supports to overcome challenges in achieving work-life balance. In conclusion, the interaction between social support and psychological well-being creates synergy that supports better work-life balance. Social support is an external resource, while psychological well-being strengthens an individual's internal ability to manage and utilize social support. This means that psychological well-being is an amplifier in the relationship between social support and work-life balance that supports individuals to achieve a more productive, meaningful and balanced life.

The coefficient of determination analysis in this study indicates that social support and psychological well-being contribute 52.62% to predicting work-life balance, while the remaining 47.38% is influenced by other variables not examined in this study. This reveals that all variables together have an influence on work-life balance. This means that both social support, psychological well-being, and the interaction between social support and psychological well-being contribute to work-life balance. Then, the interaction between social support and psychological well-being or what is called the moderator variable has a contribution of 1.89% to

work-life balance. This reveals that psychological well-being variables are able to moderate the relationship between social support and work-life balance with a positive effect, namely further strengthening the relationship.

This study also found that there is a positive and significant relationship between social support and work-life balance. This positive relationship means that the greater the social support for lecturers, the greater the work-life balance. Conversely, the lower the social support for lecturers, the lower the work-life balance. The findings are supported by Nurhasanah (2021) which states that social support has a positive correlation with work-life balance. Family, superiors and coworkers have an important role in providing support in the form of attention, motivation and establishing capable two-way communication that makes employees feel valued and loved. The presence of people around such as family, coworkers and a conducive work environment can help balance their work and personal lives. Social support is one of the factors that influence work-life balance (Poulose & Sudarsan, 2014). This is also in line with previous research conducted (Maharani et al., 2020; Susilaningrum & Wijono, 2023) which suggests that the greater the social support, the greater the work-life balance. Individuals are more easily achieve work-life balance if the family or partner provides supportive support for work and personal life outside of work (Greenhaus et al., 2012).

Social support is a form of assistance both physically, psychologically and materially both directly and indirectly, which comes from the closest people when individuals face problems, making them feel cared for, valued and loved. Aspects of social support consist of emotional, appraisal, instrumental and informational support (Sarafino & Smith, 2017). Aprida & Prastika (2022) reveal that there are aspects of social support that have a significant influence on aspects of work-life balance. This study revealed that instrumental support has a significant influence on aspects of time balance and involvement. The fulfillment of instrumental support, namely direct assistance, makes it easier for

employees to position themselves because personal problems will be reduced and create feelings of happiness (Aprida & Prastika, 2022). Furthermore, instrumental support is also able to influence employee involvement and commitment to an agency. In addition, emotional support also has a significant influence on aspects of satisfaction balance. The balance of satisfaction relates to employee feelings which are certainly related to emotional forms. Individuals who have a balance of satisfaction, often get emotional support in the form of being able to feel the presence of happiness, feel affection and have few feelings of sadness and anger (Nugraha, 2020).

Emotional support provided by others can make individuals interpret that there are other people who care and appreciate them which will form good relationships between individuals and others, besides that there is also a sense of being valued and loved (Rahama & Izzati, 2021). Emotional support described by Nugraha & Rini (2021) was developed into two indicators consisting of getting empathy and getting attention. This support reveals that participants are able to feel empathy and attention from those closest to them where each type of statement from the two indicators reveals a valid statement. Participants get forms of emotional support such as concern between lecturers when obstacles or problems occur, trying to comfort each other and offering help happily. In addition, families also continue to pay attention to each other even though they are busy. Emotional support can also be provided between workers by paying attention to health, comfort at work, or providing encouragement every day to be able to achieve targets and goals together. The existence of positive relationships that occur due to social relationships between coworkers makes individuals feel comfortable and helps them to quickly solve work problems so that the balance of work-life and personal life will be resolved (Nurhabiba, 2020).

The next form of support is instrumental support which is provided in the form of direct assistance both materially and occupationally. Because this support is immediately visible and easy

to interpret, it can have a spontaneous and real impact on others (Rahama & Izzati, 2021). If individuals provide instrumental support continuously, the relationship formed between these individuals will be very good. This support is known from most research participants agreeing to the statements of each indicator, such as coworkers who are willing to provide assistance when work is piling up, getting money loans from friends when in need, friends can take the time to discuss, and families are able to understand conditions when lecturers have to work overtime to complete work from the office. The fulfillment of instrumental support will make it easier for workers to place themselves because of the reduction of problems that hinder themselves and create feelings of happiness so that individuals are able to carry out various roles well (Aprida & Prastika, 2022).

Appraisal support is a form of support provided by others with the aim of appreciating, which can indirectly increase one's self-confidence. If someone is appreciated in doing something, then the individual will feel supported and appreciated for what he has done (Rahama & Izzati, 2021). This support is in the form of positive assessments from others towards individuals (Maharani et al., 2020) which is given in the form of giving positive praise and motivation to progress which will increase individual self-confidence so that they are able to balance work and non-work roles. This encouragement takes the form of agreeing with other people's thoughts or feelings, such as to someone who is less capable or is down. This kind of support is useful for making others feel valuable, capable and appreciated (Nurhabiba, 2020). Rewarding workers who have done their jobs well can be applied to institutions, in order to reduce the level of fatigue and increase morale so as to minimize the conflict of balance between work and things outside work.

Another form of support is in the form of information support, this support includes providing suggestions, advice, instructions or feedback so that individuals can find solutions to the problems they are facing. This information support is carried out by expanding the individual's insight and understanding

of the problem at hand and serves to assist individuals in making decisions (Aprida & Prastika, 2022). The existence of feedback or suggestions given directly between employees to improve performance is of course more optimal and can help employees more easily complete their work (Rahama & Izzati, 2021). The availability of adequate information, instructions or directions, makes individuals feel more prepared to overcome challenges in their work and personal lives, wise in making decisions and reducing confusion or uncertainty, such as when they are late for information, coworkers are willing to share information about new regulations implemented by the institution. Individuals who receive social support including information support, which is usually in the form of advice in solving a problem, will be better able to maintain a balance between their work and personal life (Rohimah & Mulyani, 2023).

Descriptive analysis indicate that most of the work-life balance in lecturers is in the moderate category. This explains that most lecturers have a fairly good personal life balance as well as work-life balance. However, the percentage of lecturers who have a low work-life balance is also calculated more than those in the high category. This data reveals that some lecturers experience obstacles in achieving work-life balance. This is due to the inability of individuals to balance time, role involvement and satisfaction in work and personal life (Greenhaus et al., 2003). One of the causes of the decline in work-life balance is due to conflicts between workers and families, such as excessive working hours and demands that must be resolved both outside of work and in personal life (Tavassoli et al., 2015). The conflict between the two roles is able to influence each other due to individual limitations in dividing time, attention and energy, meaning that work activities dominate too much in daily life so that it interferes with other activities (Amrullah & Eva, 2022). Lecturers who have a low work-life balance tend not to enjoy work routines, miss personal activities because of high work demands, do not have time to take time for vacations, reduce rest hours, as

well as the imbalance between work and other things outside of it that affect each other, such as when personal problems occur, work performance also decreases or lose focus at work because they think about things outside of work.

Based on the descriptive test of social support variable, it also reveals that the majority of lecturers' social support levels are in the moderate category, meaning that most lecturers have fairly good social support. This explains that the social support that individuals get from the surrounding environment tends to make them feel loved and more optimistic in living life (Nugraha & Rini, 2021). Support and assistance from family and friends are needed by individuals when faced with a problem (Amrullah & Eva, 2022). Individuals with high social support have someone who can help them find solutions to the problems they are facing. This social support plays a role in minimizing the influence of the pressures experienced by individuals from the surrounding environment (Nurhabiba, 2020).

Psychological well-being is a crucial element in undergoing all life activities, one of which is work. Based on descriptive analysis, the level of psychological well-being in this study falls into the moderate category. This explains that the majority of lecturers have fairly good psychological well-being. Individuals who have good psychological well-being, will be able to self-actualize optimally in facing life's challenges (Rakhman & Suhana, 2023), have a more enjoyable work experience and survive working in one agency for a long time (Nur et al., 2019), have a cooperative nature, care about fellow coworkers, are adaptable, able to develop skills, discipline, efficient in doing tasks so that with this ability makes work-life balance easy to achieve (Amrullah & Eva, 2022).

From the data and discussion presented, it can be understood that social support has a role that can improve work-life balance. The role of psychological well-being can strengthen the relationship between social support and work-life balance. Social support is an external resource, while psychological well-being strengthens the internal ability of individuals to manage and utilize this social support. The

existence of good psychological well-being will make individuals more aware and ready to utilize various social supports to overcome the challenges of various roles in achieving work-life balance.

CONCLUSION

This study found a moderating effect of psychological well-being on the relationship between social support and work-life balance in lecturers. Then, this study also reveals that social support has a significant positive relationship with work-life balance. Considering these findings, it is expected that lecturers are able to improve psychological well-being such as making time to carry out hobbies or setting priorities and boundaries by making a structured schedule for work and things outside of work and choosing wisely the additional responsibilities taken to prioritize things that are really important. Likewise, lecturers are expected to actively establish and maintain positive relationships both from family, coworkers and the professional community so as to get the social support needed in carrying out roles at work and outside of work in a balanced manner. These findings also serve as a foundation for educational policymakers and university administrators to foster a work culture that supports work-life balance. Initiatives such as reducing excessive administrative burdens, providing recognition for academic achievements or contributions as a form of motivation and appreciation, and offering psychological support through counseling services or training programs on mindfulness, time management, and related skills could be implemented. Ultimately, these efforts contribute to improving the overall quality of education.

The limitations of this study are that the psychological well-being scale used in this study has a high level of social desirability or not the actual situation due to the tendency to meet social expectations and certain norms in filling out the scale. The psychological well-being level scores that tend to be high can be caused by the research scale used because the statement items on the scale are all favorable so that they provoke respondents to give

positive reactions. So that future researchers who will take a similar topic can use other measuring instruments so that bias related to this can be overcome. In addition, the data collection process in this study used two methods, namely manually and via google form. However, on average, respondents fill in via google form due to limited time and reach so that if respondents face statements that are difficult to understand, it can cause the possibility of respondents' answers also being biased

Future studies should explore other relevant variables that may function as independent, moderating, or mediating variables in relation to work-life balance. Moreover, further research should be conducted across diverse cultural contexts or within different types of educational institutions (public and private) to examine whether institutional contexts influence these relationships. Furthermore, it is expected to add a more varied number of respondents such as academic position levels and a larger research area coverage to expand the generalizability of the findings.

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