THE EFFECT OF EMOTIONAL INTELLIGENCE WITH WORK-LIFE BALANCE AND BURNOUT ON JOB SATISFACTION

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ABSTRACT

This study aims to find the effect of Emotional Intelligence with Work-Life Balance and Burnout on Job Satisfaction. The method used is a quantitative method. The sampling technique used purposive sampling which refers to Isaac and Michael's table so that a population of 248 respondents was obtained. The object of research in this study is a teacher at a State Vocational School in DKI Jakarta. Data were collected through a questionnaire using a modified 4-point Likert scale. The results showed that emotional intelligence had a positive effect on job satisfaction, with a t-statistic value > 1.96, which was 8.795. Work-life balance has a positive effect on job satisfaction, with a t-statistic value > 1.96, which is 3,533. Burnout has a negative effect on job satisfaction, with a t-statistical value > 1.96, which is 4.610. Emotional intelligence has a positive effect on work-life balance, with a t-statistic value > 1.96, which is 7.263. Emotional intelligence has a negative effect on Burnout, with a t-statistic value <1.96 which is 7358. Work-life balance mediates the effect of emotional intelligence on job satisfaction, with a t-statistic value > 1.96, which is 4,021. Burnout mediates the effect of emotional intelligence on job satisfaction, with a t-statistic value > 1.96, which is 2.859. There is an influence of 54.7% between the dependent variable, namely emotional intelligence (X), work-life balance (Z1) and Burnout (Z2) on the dependent variable in the form of Job Satisfaction (Y).

Keywords: Job Satisfaction, Emotional Intelligence. Work Life Balance, Burnout.

How to Cite:

INTRODUCTION

In the current era of globalization, education is considered a very important component and is part of human needs. Where with the development of science and technology, it requires humans to always move, change and become better. One of the things that must be considered is in the field of education, where education aims to build the character of the nation, namely to become a complete human being who has high quality of faith, character and rationality.

This education can be used as a way as well as a benchmark for the progress and success of a country in printing and forming quality human beings. With good quality education will determine the quality of human resources and with good quality education it will improve the quality of human life in all aspects of life.   Teachers or educators are human resources who play an important role in the world of education, namely leading the daily learning activities in schools. In order to achieve competitive advantage and efforts to achieve educational goals, the quality of the human resources in it needs to be considered and improved.
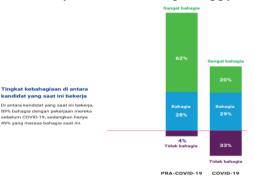
The high quality of teachers and educators will make it easier for schools or educational institutions to achieve the vision and mission that have been designed and prepared in advance. As an effort to improve the quality of human resources within the scope of educational institutions, one of the things that must be considered is the aspect of job satisfaction or in this scope, namely teachers and educators. This is because the job satisfaction of a teacher will have a direct impact on the performance of educators while carrying out their duties and responsibilities in their daily teaching and learning activities.

At the beginning of 2020 there was an unexpected situation, namely various countries in the world including Indonesia had to face an unpleasant situation, in the form of disease barriers or a virus called Covid-19. The spread of the Covid-19 virus is still high and has claimed many lives, causing a situation called the "Covid-19 Pandemic". This situation causes various sectors to experience obstacles, starting from the economic sector, the aviation sector, the education sector and other sectors are also affected. To take steps to prevent the risk of transmission and spread of the Covid-19 virus getting wider and worse, the government has issued various important policies, including Work From Home.

The Manpower, Transmigration, and Energy Office of the DKI Jakarta Province itself has issued a circular letter Number 14/SE/2020 of 2020 regarding the Work From Home Appeal. The issuance of this circular follows up on the Instruction of the Governor of DKI Jakarta Province Number 16 of 2020 concerning Increasing Awareness of the Risk of Transmission of Corona Virus Disease (COVID-19). The issuance of the circular is expected to be able to take preventive steps related to the risk of transmission of COVID-19 infection, namely by doing work at home or known as Work From Home (WFH).

The implementation of Work From Home is not only mandatory to be carried out by workers in companies or agencies, but also mandatory to be carried out by human resources within the scope of education, namely teachers, students and other school members. The regulation is stated in Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency where one of the important points in this circular is related to the Online/Distance Learning (PJJ) policy, which has an explanation that all daily learning activities - days carried out at their respective homes or remotely.

With the issuance of the Work From Home (WFH) policy, it has an impact on job satisfaction felt by workers. Quoted from republica.id, based on the results of a survey conducted by JobStreet in October 2020, information was found that as many as 86% of workers in Indonesia have experienced the impact of the Covid-19 pandemic since early 2020. The results of the survey explained that the quality of life of the workers decreased drastically during the pandemic. Where even though they still have jobs, as many as 33% of workers who took part in this survey have felt no longer happy with their work situation.

Worker Happiness Level
Source: Jobstreet.com

Although not the majority, but one of the factors that can influence their dissatisfaction is the policy of working from home. From the results of the study, it was found that the Work From Home policy had an impact on the low level of happiness felt by workers and the emergence of a sense of dissatisfaction of workers while carrying out their work. So it can be said that during the implementation of Work From Home, there are many obstacles that affect the quality of life of the workers and have an impact on the job satisfaction felt by the employees, and they are no longer happy with their work situation.

Based on the results of pre-research conducted on 25 respondents, namely active teachers who teach at State Vocational High Schools in the DKI Jakarta area, it was found that there were 13 respondents who felt dissatisfaction when carrying out their work during Work From Home, while the other 12 respondents felt satisfaction while doing their jobs. them during Work From Home held.

This study was conducted to find the effect of emotional intelligence on job satisfaction with work-life balance and Burnout as a mediating variable, namely by conducting case studies on workers who have an obligation to follow the Work From Home policy of the company or institution where they work. In this study, the selected locations and research samples were State Vocational High School teachers in DKI Jakarta. The school gives an obligation to all their teachers or educators to carry out teaching and learning activities in their respective homes or online and is known as "Distance Learning".

LITERATURE REVIEW

Job satisfaction is one of the most studied aspects today and is part of the critical issues in the field of human resources. Job satisfaction itself is an attitude (cognition-action), a feeling of pleasure (affection-expression), or a gap between what has been

obtained and what is expected (Sunarta, 2019). According to Bagis et al., (2021) job satisfaction reflects a person's attitude towards their work, this can be seen from the positive attitude of employees towards their work and everything they face in their work environment. Job satisfaction as an assessment of the perceived characteristics of the job, work environment and emotional experiences gained in work (Pratama et al., 2022).

According to Wulandari et al., (2020) job satisfaction is the final condition that arises due to the achievement of certain goals, which is an affective reaction from employees (feelings) about aspects of their work situation. Therefore, job satisfaction is an important factor that can encourage the work of employees and organizations, because job satisfaction is the result of employees' perceptions of their work. Where the work is something that is considered important in their daily activities. For an employee, high job satisfaction is very important, with high job satisfaction it will increase employee morale, which can also increase efficiency in carrying out their daily work.

Emotional intelligence is the ability to sense, understand, and effectively apply emotional power and sensitivity as a source of human energy, information, connection, and influence. (Farhan & Alfin, 2019). According to Ebrahimi et al., (2018) emotional intelligence is defined as an individual's awareness of his emotions and the emotions of others and the ability to recognize and control them as well as the ability to express sympathy for others.

 According to Pangestu (2019) emotional intelligence is an individual's skill in encouraging oneself, surviving failure, controlling emotions, and controlling mental conditions. Emotional intelligence can also be defined as the ability to monitor one's own and other's emotions, to distinguish between different emotions and to label them appropriately and to use emotional information to guide thinking and behavior (Ebrahimi et al., 2018). With good emotional intelligence, individuals will find it easier to interact with other people and when the individual is carrying out his work, it will be easier to work together in completing work and achieving the desired goals.

Work-life balance is a form of work pattern that allows employees to combine their work responsibilities with personal responsibilities such as raising children and caring for older/elderly relatives (Ardiansyah & Surjanti, 2020). According to Jaharuddin & Zainol (2019) work-life balance is rooted in the need for employees to strike a healthy balance between wanting to participate fully in their professional life while providing the best for loved ones or in essence between professional and personal responsibilities.

From the employee's point of view, work-life balance is a form of how workers can manage their work accompanied by carrying out personal obligations or responsibilities towards their families, and from the company's point of view, work-life balance is a challenge to create a supportive corporate culture where workers can always focus on work while at work (Asepta & Maruno, 2017).
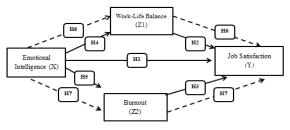
The concept of work-life balance is very important and deserves attention, where this concept is useful for achieving psychological, emotional and cognitive stability of each employee, which will be directly related to the effectiveness of the organization in which they work. A good balance between personal life and professional life will lead to high morale, with this high spirit it can bring job satisfaction felt by workers so that they can provide good performance and there is a sense of full responsibility while carrying out their work and a sense of full responsibility in carrying out their personal lives.

Burnout is a form of physical, emotional, and mental exhaustion that occurs in someone who is in a situation full of long-term emotional demands (Kartono & Hilmiana, 2018). Ayu & Dharmapatni (2019) explained that burnout refers to the loss of interest and job satisfaction due to stressful working conditions. When people experience burnout, they feel emotionally and physically exhausted and unable to respond positively to their responsibilities and career opportunities.

Burnout is also defined as a psychological habit which includes fatigue, depersonalization and reduced skills in carrying out routine activities, causing depression, anxiety, or even sleep symptoms (Arrozak et al., 2020). According to Putri et al., (2019) burnout describes the condition of employees who experience excessive work fatigue, and working period is one of the factors that cause burnout.

Burnout is an important factor that must be considered both for workers and for agencies / institutions, because burnout is a psychological process caused by work stress that cannot be overcome, which leads to emotional exhaustion, personality changes, and decreased sense of achievement. Some of them are caused by work patterns, workloads they have and the amount of time spent working so that it triggers conflicts, both conflicts that occur in their professional lives and conflicts in their personal lives. With the onset of burnout in a worker, it will cause prolonged stress and as a result will affect the satisfaction and performance of workers when carrying out their work.

From the theoretical literacy above, the researcher formulates the following hypothesis:

RESEARCH METHOD

The research method is the method used to obtain data in a study. According to Sugiyono (2016) research method is basically a scientific method that aims to obtain data with a specific purpose based on the characteristics of science, namely rational, empirical, and systematic. The approach in this research is quantitative research. In this study, the selected locations and research samples were State Vocational High School teachers in DKI Jakarta.

According to Cooper & Schindler (2014) population is a collection of individuals who are used as research objects which are assessed based on the characteristics set by the researcher or the object of observation that has the same characteristics, where the individual has the qualities required by the researcher and is used to obtain research results. In this study, the population was State Vocational High School teachers in DKI Jakarta with a total population of 3,181 teachers. The sampling technique in this research is purposive sampling, which is a sampling technique in which objects and subjects are selected based on certain considerations. In this study, the selected locations and research

samples were State Vocational High School teachers in DKI Jakarta.

Because it is not possible to conduct research using all the existing population or all teachers of State Vocational Schools in DKI Jakarta, the researchers used Isaac and Michael's formula to determine the number of research samples from the existing population. The number of samples in this study amounted to 248 teachers of State Vocational High Schools in DKI Jakarta. So that the distribution of the sample by region in DKI Jakarta is as follows:

Pembagian Sampel Wilayah DKI Jakarta

No.	Wilayah	Jumlah Guru	Perhitungan Sampel	Sampel
1.	Jakarta Utara	455	$\frac{455}{3.181}$ x 248	35
2.	Jakarta Timur	867	$\frac{867}{3.181}$ x 248	68
3.	Jakarta Pusat	662	$\frac{662}{3.181}$ x 248	52
4.	Jakarta Barat	393	$\frac{393}{3.181}$ x 248	31
5.	Jakarta Selatan	804	$\frac{804}{3.181}$ x 248	62
	Jumlah	**3.181**		**248**

In this study, researchers used a Likert scale by giving 4 choices, including Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS).

Research Instrument Testing

The measuring instrument in this study was in the form of a questionnaire which was distributed to teachers of State Vocational Schools in DKI Jakarta. The results of the analysis of the data obtained are quantitative (statistical) or using numbers that can be interpreted as a result of proving the hypothesis that was designed previously. The research model used is a path analysis model. The analytical technique used in this study is a SEM (Structural Equation Modeling) model which is operated with the SmartPLS version 3.0 program for hypothesis testing.

Variable	Indicator
Emotional Intelligence	Self-awareness
	Social
	Self management
	Relationship management
Work-Life Balance	Time Balance
	Involvement Balance
	Satisfaction Balance
Burnout	Physical Exhaustion
	Emotional Exhaustion
	Mental Exhaustion
	Low of Personal Accomplishment
Job Satisfaction	The Work Itself
	Salary
	Promotion Opportunities
	Supervision
	Work colleague

RESULTS AND DISCUSSION

Convergent Validity

Testing the validity using the PLS criteria can be done by looking at the value on the loading factor, where the value must be > 0.70, so it can be said to be a valid statement. It can be concluded that the higher the value obtained, the more valid the indicator is.

Based on the calculation results of the loading factor listed in the table above, it is known that all items or indicators of emotional intelligence, work-life balance, burnout and job satisfaction have a value of > 0.70, so it can be concluded that all items or indicators meet the validity requirements and can be said to be valid.

	Emotional Intelligence	Work-Life Balance	Burnout	Job Satisfaction
X.1	0.710			
X.2	0.714			
X.3	0.755			
X.4	0.735			
X.5	0.786			
X.6	0.782			
X.7	0.805			
Z1.1		0.770		
Z1.2		0.773		
Z1.3		0.813		
Z1.4		0.839		
Z1.5		0.788		
Z1.6		0.752		
Z2.1			0.722	
Z2.2			0.703	
Z2.3			0.720	
Z2.4			0.713	
Z2.5			0.712	
Z2.6			0.742	
Z2.7			0.717	
Z2.8			0.737	
Z2.9			0.784	
Z2.10			0.713	
Y.1				0.770
Y.2				0.815
Y.3				0.790
Y.4				0.769
Y.5				0.750
Y.6				0.712
Y.7				0.748
Y.8				0.726

Composite Reliability

Variable	Composite Reliability	Average Variance Extracted (AVE)	Keterangan
Emotional Intelligence	**0.903**	**0.572**	*Reliable*
Work-Life Balance	**0.909**	**0.624**	*Reliable*
Burnout	**0.918**	**0.528**	*Reliable*
Job Satisfaction	**0.916**	**0.578**	*Reliable*

Source: Data processed by researchers with Smart PLS 3.0 (2022)

Based on the results of the calculations listed in the table above, it is known that all items/statements have a composite reliability value > 0.70 and an Average Variance Extracted (AVE) value with a value > 0.50 so it can be concluded that all items/statements meet the reliability requirements and can be said to be reliable or can reliable.

Cronbach's Alpha

Cronbach's Alpha value is used for the purpose of strengthening the reliability test results, where a variable can be said to be reliable if the Cronbach's alpha value > 0.70.

Variable	Cronbach's Alpha	Keterangan
Emotional Intelligence	**0.875**	*Reliable*
Work-Life Balance	**0.879**	*Reliable*
Burnout	**0.901**	*Reliable*
Job Satisfaction	**0.896**	*Reliable*

Source: Data processed by researchers with Smart PLS 3.0 (2022)

Based on the results of Cronbach's Alpha calculations listed in the table above, it is known that all items/statements have a value > 0.70 so it can be concluded that all items/statements meet the reliability requirements and can be said to be reliable or reliable.

Inner Model Analysis

R-Square (R2)

	R Square (R^2)	R Square Adjusted
Kepuasan Kerja (Y)	**0.547**	**0.542**

Source: Data processed by researchers with Smart PLS 3.0 (2022)

Based on the table above, it can be explained that the value of R Square (R^2) on the dependent variable (Job Satisfaction) was found to be 0.547 which indicates that there is an influence of 54.7% between the dependent variable, namely emotional intelligence

(X), work-life balance (Z1) and Burnout (Z2) to the dependent variable in the form of Job Satisfaction (Y). To get more accurate results, the predicted effect can also be seen from the value of R Square Adjusted. From the above calculation, it is known that the value of R Square Adjusted on the dependent variable (Job Satisfaction) was found to be 0.542, which indicates that there is an influence of 54.2% between the dependent variables, namely emotional intelligence (X), work-life balance (Z1) and Burnout (Z2) on the dependent variable in the form of Job Satisfaction (Y).

F-Square (F2)

F-*Square* (f^2)	Kecerdasan Emosional	Keseimbangan Kehidupan Kerja	*Burnout*	Kepuasan Kerja
Kecerdasan Emosional		0.348	0.351	0.313
Keseimbangan Kehidupan Kerja				0.055
Burnout				0.084

Source: Data processed by researchers with Smart PLS 3.0 (2022)

Based on the table above, the results can be explained as follows:
a. The relationship between the variable constructs of emotional intelligence (X) in explaining job satisfaction (Y) is 0.313, indicating that the two variables have a strong relationship.
b. The relationship between the work-life balance construct (Z1) in explaining job satisfaction (Y) is 0.055 indicating that the two variables have a weak relationship.
c. The relationship between the burnout construct (Z2) in explaining job satisfaction (Y) is 0.084 indicating that the two variables have a weak relationship.
d. The relationship between the construct of emotional intelligence (X) in explaining work-life balance (Z1) is 0.348 indicating that the two variables have a strong relationship.
e. The relationship between the construct of emotional intelligence (X) in explaining burnout (Z2) is 0.351 indicating that the two variables have a strong relationship.

Hypothesis Test
Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Value
Kecerdasan Emosional → Kepuasan Kerja	0.481	0.478	0.055	8.795	0.000
Keseimbangan Kehidupan Kerja → Kepuasan Kerja	0.184	0.186	0.052	3.533	0.000
Burnout **→ Kepuasan Kerja**	-0.228	-0.229	0.049	4.610	0.000
Kecerdasan Emosional → Keseimbangan Kehidupan Kerja	0.508	0.508	0.070	7.263	0.000
Kecerdasan Emosional → *Burnout*	-0.510	-0.507	0.069	7.358	0.000

Source: Data processed by researchers with Smart PLS 3.0 (2022)

H₁: Emotional Intelligence has a positive and significant effect on job satisfaction.

Based on the results of the calculation of the path coefficients listed in the table above, it shows that emotional intelligence has a positive effect on job satisfaction directly, with the original sample value of 0.481 and t-statistics > 1.96 which is 8,795. Next, related to the p-values, the results were $0.000 < 0.05$ indicating that the emotional intelligence variable had a significant effect on job satisfaction. So that it can be interpreted that the better the emotional intelligence of workers, the workers will feel more satisfied with their work, and if the workers are satisfied with their work, they can provide good performance and productivity as well. So it can be concluded that H1 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Erlangga Arya Mandala & Faresti Nurdiana Dihan (2018) which states that workers with higher emotional intelligence have the possibility to achieve good job satisfaction. Emotional intelligence has a positive influence on job satisfaction and means that the better the emotional intelligence an individual has, the more satisfied the individual will be with their work.

H₂: Work-life balance has a positive and significant effect on job satisfaction.

Based on the results of the calculation of the path coefficients listed in the table above, it shows that work-life balance has a positive effect on job satisfaction directly, with the original sample value of 0.184 and t-statistics > 1.96 which is 3.533. Next, related to the p-values, the results were $0.000 < 0.05$, indicating that the work-life balance variable has a significant effect on job satisfaction. So that it can be interpreted that the increasing work-life balance of a worker results in increased job satisfaction which is actually felt by the worker. So it can be concluded that H2 in this study is accepted.

. The results of this study are in accordance with the results of previous research conducted by Hanisa Putri Pratama & Iwan Kresna Setiadi (2021) which stated that work-life balance has a positive effect on job satisfaction, namely the higher the work-life balance owned by employees, the higher the job satisfaction. perceived by the employee.

H₃ : Burnout has a negative and significant effect on job satisfaction.

Based on the results of the calculation of the path coefficients listed in the table above, it shows that Burnout has a negative effect on job satisfaction directly, namely with the original sample value of -0.228 and t-statistics > 1.96 which is 4.610. Next, related to the p-values, the results were 0.000 < 0.05 indicating that the Burnout variable had a significant effect on job satisfaction. So that it can be interpreted that with a low level of burnout, the job satisfaction that will be felt by workers while undergoing their work will increase. So it can be concluded that H3 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Pangemanan et al., (2017) which explains that burnout has a negative effect on job satisfaction which indicates that the lower the burnout level possessed by workers, the higher job satisfaction will be felt by workers. the worker.

H4: Emotional Intelligence has a positive and significant effect on Work-Life Balance.

Based on the calculation results of the path coefficients listed in the table above, it shows that emotional intelligence has a positive effect on work-life balance directly, with the original sample value of 0.508 and t-statistics > 1.96 which is 7.263. Next, regarding the p-values, the results were 0.000 < 0.05, indicating that the emotional intelligence variable has a significant effect on work-life balance. So it can be interpreted that emotional intelligence can be one of the driving factors in achieving work and personal life balance, with good emotional intelligence it will have a good work and personal life balance as well. So it can be concluded that H4 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Shylaja & Prasad (2017) which states that emotional intelligence on work-life balance has a positive and significant influence, so it can be concluded that the higher the emotional intelligence of an individual, the higher the emotional intelligence of an individual. the greater the opportunity to achieve a balance between an individual's professional and personal life (Work-Life Balance).

H5: Emotional Intelligence has a negative and significant effect on Burnout.

Based on the results of the calculation of the path coefficients listed in the table above, it shows that emotional intelligence has a negative effect on Burnout directly, with the original sample value of -0.510 and t-statistics > 1.96 which is 7358. Next, related to the p-values, the results were 0.000 < 0.05 indicating that the emotional intelligence variable had a significant effect on Burnout. So it can be interpreted that the higher the emotional intelligence of the worker, the lower the level of burnout that will be experienced by the worker. Conversely, the lower the emotional intelligence of the worker, the higher the level of burnout that will be experienced by the worker. So it can be concluded that H5 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Karim et al., (2021) showing that emotional intelligence has a significant negative effect on burnout, where individuals with high emotional intelligence can reduce the level of burnout felt by these individuals. So it can be concluded that individuals with a high level of emotional intelligence can help individuals to minimize the existence or occurrence of burnout in themselves.

Indirect Influence Analysis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Value
Kecerdasan Emosional → Keseimbangan Kehidupan Kerja → Kepuasan Kerja	0.116	0.116	0.029	4.021	0.000
Kecerdasan Emosional →*Burnout* **→ Kepuasan Kerja**	0.093	0.095	0.033	2.859	0.004

Source: Data processed by researchers with Smart PLS 3.0 (2022)

H₆: Emotional Intelligence with Work-Life Balance as a mediation has a significant effect on Job Satisfaction.

Based on the calculation results of the path coefficients listed in the table above, it shows that work-life balance mediates the effect of emotional intelligence on job satisfaction positively, with the original sample value of 0.116 and t-statistics > 1.96, namely 4.021. Next, related to the p-values, the results were found to be 0.000 < 0.05 indicating that the work-life balance variable mediates the effect of emotional intelligence on job satisfaction significantly. So that it can be interpreted that emotional intelligence can be one of the driving factors in achieving work-life balance (Work-Life Balance), and with a balance of work and personal life, workers can also produce a high level of job satisfaction as well. So it can be concluded that H6 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Nurjanah & Indawati (2021) which showed that work-life balance was proven to fully mediate (perfect mediation) the effect of emotional intelligence on job satisfaction. So that it can be interpreted that emotional intelligence can be one of the driving factors in achieving work-life balance, and with a balanced work life, workers can also produce a high level of job satisfaction.

H₇: Emotional Intelligence with Burnout as a mediation has an effect on Job Satisfaction.

Based on the calculation results of the path coefficients listed in the table above, it shows that Burnout mediates the influence of emotional intelligence on job satisfaction positively, with the original sample value of 0.093 and t-statistics > 1.96 which is 2.859. Next, regarding the p-values, the results were found to be 0.004 < 0.05, indicating that the Burnout variable mediates the effect of emotional intelligence on job satisfaction significantly. So that it can be interpreted that high emotional intelligence can encourage low burnout levels and can make job satisfaction high. So it can be concluded that H7 in this study is accepted.

The results of this study are in accordance with the results of previous research conducted by Kiziloglu & Sahin (2022) which showed that burnout was able to significantly mediate the effect of emotional intelligence on job satisfaction. So that it can be interpreted that with good emotional intelligence and low burnout can have an influence on job satisfaction felt by workers.

CONCLUSION

Based on the results of the research and discussion that have been described previously through descriptive data analysis, statistical data processing and interpretation of research data, the following conclusions can be drawn:

1. The results of the first hypothesis test in this study indicate that emotional intelligence has a positive and significant effect on job satisfaction. So that it can be interpreted that the better the emotional intelligence of workers, the workers will feel more satisfied with their work, and if the workers are satisfied with their work, they can provide good performance and productivity as well. So it can be concluded that H1 in this study is accepted.

2. The results of the second hypothesis test in this study indicate that work-life balance has a positive and significant effect on job satisfaction. So that it can be interpreted that the increasing work-life balance of a worker results in increased job satisfaction which is actually felt by the worker. So it can be concluded that H2 in this study is accepted.

3. The results of the third hypothesis test in this study indicate that Burnout has a negative and significant effect on job satisfaction. So that it can be interpreted that with a low level of burnout, the job satisfaction that will be felt by workers while undergoing their work will increase. So it can be concluded that H3 in this study is accepted.

4. The results of the fourth hypothesis test in this study indicate that emotional intelligence has a positive and significant effect on work-life balance. So it can be interpreted that emotional intelligence can be one of the driving factors in achieving work and personal life balance, with good emotional intelligence it will have a good work and personal life balance as well. So it can be concluded that H4 in this study is accepted.

5. The results of the fifth hypothesis test in this study indicate that emotional intelligence has a negative and significant effect on Burnout. So that it can be interpreted that the higher the emotional intelligence of the worker, the lower the level of burnout that will be experienced by the worker. On the other hand, the lower the emotional intelligence of the individual, the higher the level of burnout that will arise. So it can be concluded that H5 in this study is accepted.

6. The results of the sixth hypothesis test in this study indicate that the work-life balance variable mediates the effect of emotional intelligence on job satisfaction significantly. So it can be interpreted that emotional intelligence can be one of the driving factors in achieve a balance of work and personal life, and with a balance of work and personal life, workers can also produce a high level of job satisfaction as well. So it can be concluded that H6 in this study is accepted.

7. The results of the seventh hypothesis test in this study indicate that the Burnout variable mediates the effect of emotional intelligence on job satisfaction significantly. So that it can be interpreted that high emotional intelligence can encourage low burnout levels and can make job satisfaction high. So it can be concluded that H7 in this study is accepted.

Suggestions

Based on the conclusions, implications and limitations of the research that have been described previously, the researcher can provide several suggestions that can be used as references, descriptions or references for the object of research, leaders and for other researchers to conduct similar research in the future, including:

1. Teachers of State Vocational Schools in DKI Jakarta should pay more attention to emotional intelligence, work-life balance and signs of burnout in themselves, because with good emotional intelligence, it will help the teacher to achieve work-life balance and can achieve job satisfaction which is good too. And with good emotional intelligence it will minimize the emergence of burnout in a teacher, and if the lower the burnout level in a teacher, the easier it will be to achieve the desired job satisfaction.

2. School leaders and state vocational education institutions in DKI Jakarta should pay more attention to the level of job satisfaction felt by teachers, because job satisfaction is one of the important factors that will directly affect the performance of teachers while carrying out all their duties and responsibilities leading the smooth process. daily learning. With high teacher job satisfaction, it will increase the enthusiasm and motivation of teachers to teach and can have a positive influence on students and the desired work value, so as to facilitate the process of achieving learning goals and increase opportunities to achieve the desired achievement.

3. To other researchers who will conduct similar research by raising the same topic and variables, it is hoped that they can improve the results of previous studies by deepening research results and proving theories by adding research samples, changing the research object to be wider, and so on. which can support more diverse research.

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