

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

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Abstract

This study aims to determine the effect of Emotional Intelligence on Job Satisfaction with Work-Life Balance and Burnout as a mediation at State Vocational High Schools Teachers in DKI Jakarta. The research method used is a quantitative method. The population in this study was teachers of State Vocational High Schools in DKI Jakarta with a sample of 255 teachers. The model in this study uses 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.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kecerdasan emosional terhadap kepuasan kerja dengan keseimbangan kehidupan kerja dan Burnout sebagai mediasi pada guru SMK Negeri di DKI Jakarta. Metode penelitian yang digunakan berupa metode kuantitatif. Adapun populasi pada penelitian ini, yaitu guru SMK Negeri yang berada dalam wilayah DKI Jakarta dengan sampel sebanyak 255 guru. Model dalam penelitian ini menggunakan model analisis jalur (path analysis). Teknik analisis yang digunakan dalam penelitian ini berupa model SEM (Structural Equation Modeling) yang dioperasikan dengan program SmartPLS versi 3.0 untuk pengujian hipotesis.

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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 even better. One of the things that must be considered is in the field of education, where education aims to build national character, namely to become a complete human being who has high qualities of faith, character and rationality.

Education can be used as a way as well as a benchmark for the progress and success of a country in producing and forming quality human beings. With a good quality of education will determine the quality of its human resources and with a good quality of 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 running of 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 beforehand.

As an effort to improve the quality of human resources within the scope of educational institutions, then one of the things that must be considered is the aspect of job satisfaction (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 were unexpected events, namely various countries in the world including Indonesia had to face an unpleasant situation, in the form of a disease or virus called Covid-19. The spread of the Covid-19 virus is still high and has claimed many lives, causing a situation to be named "Pandemic Covid-19".

This situation caused various sectors to experience problems starting from the economic sector, the aviation sector, the education sector and other sectors were also affected. To take steps to prevent the risk of contagion and the spread of the Covid-19 virus getting wider and worse, the government issued various important policies including Work From Home.

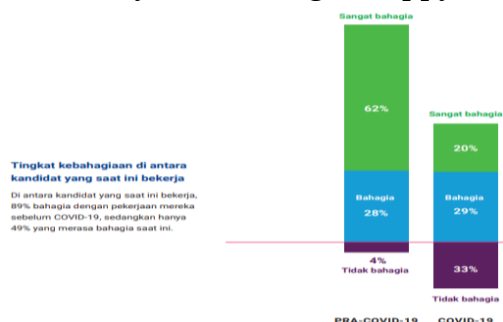
Quoted from Hukumonline.com, the DKI Jakarta Provincial Manpower, Transmigration and Energy Agency has issued a circular letter Number 14/SE/2020 of 2020 regarding the Appeal to Work from Home, the issuance of this circular letter follows the Provincial Governor's Instructions DKI Jakarta Number 16 of 2020 concerning Increasing Vigilance Against the Risk of Transmission of Corona Virus Disease (COVID-19) Infection.

It is hoped that the issuance of this circular letter can take preventive steps related to the risk of transmitting the 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 for workers in companies or agencies, but is also mandatory for human resources in the scope of education, namely teachers, students and other school members.

This regulation is stated in Circular Letter Number 4 of 2020 concerning Implementation of Education During the Coronavirus Disease (Covid-19) Emergency Period where one of the important points in this circular relates to the Online/Distance Learning (PJJ) policy, which has an explanation that all daily learning activities -days carried out at home or remotely.

The issuance of the Work From Home (WFH) policy has an impact on job satisfaction felt by workers. Quoted from Republika.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 were affected by the Covid-19 pandemic since early 2020.

The results of the survey explain that the quality of life for workers has drastically decreased during the pandemic. Where even though they still have jobs, as many as 33% of workers who took part in this survey felt no longer happy with their work situation.



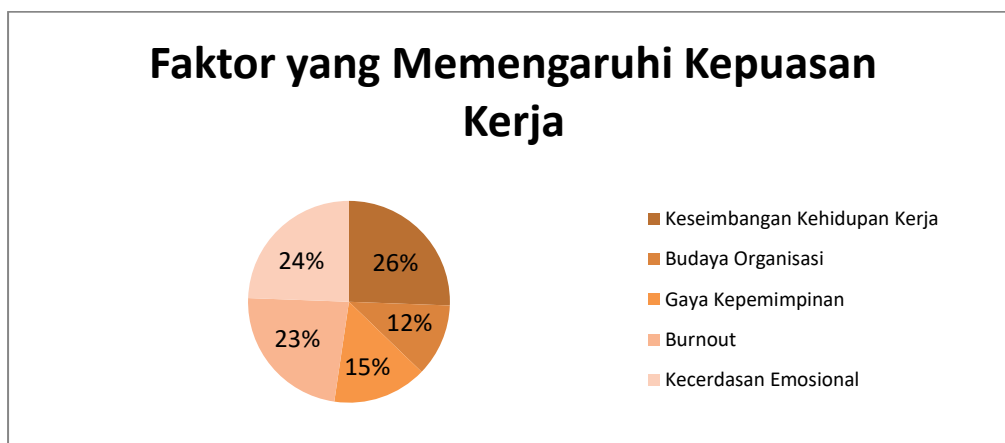
Worker Happiness Level
 Source: Jobstreet.com

Although not the majority, one of the factors that can influence their dissatisfaction is the work from home policy. From the results of this study, information 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 feeling of dissatisfaction with workers while carrying out their work. So it can be said that during the implementation of Work From Home, there were many obstacles that affected the quality of life of the workers and had an impact on the job satisfaction felt by the employees, and they were no longer happy with their work situation.

Several factors that can influence job satisfaction include internal factors (factors from within) and external factors (factors from outside). According to Hariani (2022) employee job satisfaction can be obtained from several factors, including work-life balance, organizational culture and leadership style.

Meanwhile, As'ad stated that employee job satisfaction can be obtained from several factors including psychological factors, social factors and physical factors in the form of monotonous work which can cause burnout (Arrozak et al., 2020). Meanwhile, according to Nuriyani (2021) the level of employee job satisfaction can be influenced by various factors including emotional intelligence and transformational leadership.

Based on the results of pre-research conducted on 25 respondents, namely teachers who actively teach at State Vocational Schools in DKI Jakarta, several factors were found that could influence a teacher's job satisfaction, these factors include the following:



Pre-research Results of Factors Influencing Job Satisfaction

Source: Data Processed By Examiners (2022)

Based on the results of the pre-research it is known that the work-life balance factor has the highest percentage of 26%, followed by emotional intelligence with a percentage of 24%, and burnout with a percentage of 23%. Meanwhile, other factors are considered to have less influence on job satisfaction because they have the lowest percentage, in the form of organizational culture factors with a percentage of 12% and leadership style factors with a percentage of 15%.

With these data, researchers are interested in conducting research by selecting factors that have the greatest influence on a teacher's job satisfaction including emotional intelligence, work-life balance and burnout. Based on the pre-research results, it is found that the variables to be studied include emotional intelligence, work-life balance and burnout.

To support the pre-research results, pre-research interviews were conducted with several active teachers at SMK Negeri 16 Jakarta who were working from home. Based on the results of these interviews it was found that teachers still find it difficult to divide and maintain a balance between their personal life and their work life.

And there are still difficulties in managing emotional intelligence so that emotional feelings often arise when carrying out online learning. Furthermore, from the results of the interviews, information was also found in the form of obstacles that had to be faced by teachers while carrying out Work From Home which resulted in feelings of fatigue both physically, emotionally and mentally and caused signs of Burnout to appear in them.

This research 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 of workers who have an obligation to follow the Work From Home policy of the company or institution where they work. In this study, the location and research sample were chosen, namely teachers at State Vocational Schools in DKI Jakarta. The school gives obligations 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".

THEORETICAL BASIS

Job satisfaction is one of the most researched aspects today and is part of the critical issues in the field of human resources. Job satisfaction itself is an attitude (action-cognition), a feeling of pleasure (expression-affection), or a gap (gab) 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 his 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 work, work environment and emotional experiences gained at work (Pratama et al., 2022). Meanwhile, 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 drive employee and organizational work results, because job satisfaction is the result of employees' perceptions of their jobs. 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 the employee's morale, which can also increase efficiency in carrying out their daily work.

Emotional intelligence is the ability to feel, understand, and effectively apply emotional strength 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 expertise 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 people's emotions, to discriminate between different emotions and to appropriately label and 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 doing his job, it will be easier for him to cooperate 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 taking care of 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 achieve a healthy balance between the desire to fully participate in their professional life while providing the best for loved ones or at its core is between profession and personal responsibility.

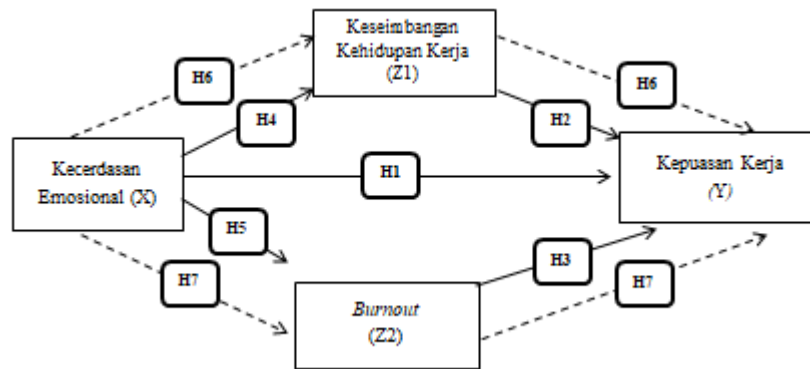
From the employee's point of view, work-life balance is a way for workers to be able to manage their work accompanied by carrying out personal obligations or responsibilities towards the family, and from the company's point of view, work-life balance is a challenge to create a supportive corporate culture, namely workers can always focus on working 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 for 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 enthusiasm 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 the work they have and a sense of responsibility fully in carrying out their personal lives.

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

Burnout is also interpreted as a psychological habit which includes fatigue, depersonalization and reduced expertise in carrying out routine activities, causing depression, anxiety, or even experiencing 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 time is one of the factors causing 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 accomplishment.

Among them are caused by work patterns, workload owned and the amount of time spent at work which triggers conflicts, both conflicts that occur in his professional life and conflicts in his personal life. With the emergence of burnout in a worker, it will cause stress prolonged and as a result will affect the satisfaction and performance of workers when carrying out their work. From the theoretical literacy above, the researcher formulated the following hypothesis:



RESEARCH METHODOLOGY

The research method is a method used to obtain data in a study. According to Sugiyono (2016) the 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 to this research is quantitative research. In this study, the location and research sample were chosen, namely teachers at State Vocational Schools 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 researchers or observation objects that have the same characteristics, where these individuals have the qualities needed by researchers and are used to obtain results. study. In this study, the population was State Vocational School teachers in DKI Jakarta with a total population of 3,181 teachers.

The sampling technique in this study was purposive sampling, which is a sampling technique in which objects and subjects are selected based on certain considerations. In this study, the location and research sample were chosen, namely teachers at State Vocational Schools in DKI Jakarta. Because it is not possible to conduct research using the entire existing population or all State Vocational School teachers in DKI Jakarta, the researchers used the Isaac and Michael formula to determine the number of research samples from the total population. The number of samples in this study was 248 State Vocational School teachers in DKI Jakarta. So that the distribution of samples per region in DKI Jakarta is as follows:

Distribution of DKI Jakarta Area Samples

No.	Wilayah	Jumlah Guru	Perhitungan Sampel	Sampel
1.	Jakarta Utara	455	$\frac{455}{3.181} \times 248$	35
2.	Jakarta Timur	867	$\frac{867}{3.181} \times 248$	68
3.	Jakarta Pusat	662	$\frac{662}{3.181} \times 248$	52

4.	Jakarta Barat	393	$\frac{393}{3.181} \times 248$	31
5.	Jakarta Selatan	804	$\frac{804}{3.181} \times 248$	62
Jumlah		3.181		248

Source: Data processed by Researchers (2022)

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

Research Instrument Testing

According to Sugiyono (2016) the 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 to this research is quantitative research. This quantitative method is used to test the hypothesis that the researcher previously determined, namely carrying out research on a particular population or sample using research instruments as a method for collecting research data.

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

Table 1 Research Matrix

Sumber	Variabel	Indikator
Goleman, D. (2016). <i>Emotional Intelligence: Kecerdasan Emosional</i> (Alih Bahasa: T. Hermaya). Jakarta: PT Gramedia Pustaka Utama. Purnama, L. (2010). Tingkat Kecerdasan Emosional Perawat RSIA Hermina Jatinegara. Universitas Indonesia.	Emotional Intelligence	<i>Self-awareness</i> (kesadaran diri)
		<i>Social awareness</i> (kesadaran sosial)
		<i>Self management</i> (pengelolaan diri)
		<i>Relationship management</i> (pengelolaan hubungan).
Arrozak, Sunaryo, K. (2020). Pengaruh Work-Life Balance Dan Burnout Terhadap Kepuasan Karyawan CV. Mitra Jaya Company Malang. Riset Manajemen. Prasetyo, A. P. (2016). Pengaruh Work-Life Balance Terhadap Organizational Citizenship Behavior.	Work-Life Balance	<i>Time Balance</i> (keseimbangan waktu)
		<i>Involvement Balance</i> (keseimbangan keterlibatan)
		<i>Satisfaction Balance</i> (keseimbangan kepuasan)

Universitas Pendidikan Indonesia		
Hananta, D. O. (2018). Identifikasi Burnout Karyawan di Penginapan Allegria Pekalongan. Universitas Katolik Soegijapranata Prasetyo, A. P. (2016). Pengaruh Work-Life Balance Terhadap Organizational Citizenship Behavior. Universitas Pendidikan Indonesia	Burnout	Physical Exhaustion (kelelahan fisik)
		Emotional Exhaustion (kelelahan emosional)
		Mental Exhaustion (kelelahan mental)
		Low of Personal Accomplishment (rendahnya penghargaan diri)
Prasetyo, A. P. (2016). Pengaruh Work-Life Balance Terhadap Organizational Citizenship Behavior. Universitas Pendidikan Indonesia	Job Satisfaction	Pekerjaan itu sendiri
		Gaji
		Kesempatan
		Pengawasan (Supervisi)
		Rekan Kerja
		Pekerjaan itu sendiri

RESULTS AND DISCUSSION

Convergent Validity

Testing the validity of using the PLS criteria can be done by looking at the value of the loading factor, where the value must be > 0.70 , so that 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.

Outer Loading Factor Table

	Kecerdasan Emosional	Keseimbangan Kehidupan Kerja	<i>Burnout</i>	Kepuasan Kerja
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

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

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

Composite Reliability

Composite Reliability

Variabel	Composite Reliability	Average Variance Extracted (AVE)	Keterangan
Kecerdasan Emosional	0.903	0.572	Reliable
Keseimbangan Kehidupan Kerja	0.909	0.624	Reliable
Burnout	0.918	0.528	Reliable
Kepuasan Kerja	0.916	0.578	Reliable

Source: Data processed by researchers (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 of > 0.70 and an Average Variance Extracted (AVE) value with a value of > 0.50 so it can be concluded that all items/statements meet the reliability requirements and can be said to be reliable or can be dependable.

Cronbach's Alpha

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

Table IV. 14 Cronbach's Alpha

Variabel	Cronbach's Alpha	Keterangan
Kecerdasan Emosional	0.875	Reliable
Keseimbangan Kehidupan Kerja	0.879	Reliable
Burnout	0.901	Reliable
Kepuasan Kerja	0.896	Reliable

Job Satisfaction 0.896 Reliable

Source: Data processed by researchers (2022)

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

Inner Model Analysis R-Square (R²)

Table IV. 15 R Square (R²)

	R Square (R ²)	R Square Adjusted	Keterangan
Kepuasan Kerja (Y)	0.547	0.542	Sedang

Source: Data processed by researchers (2022)

Based on the table above it can be explained that the value of R Square (R²) 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)) on the dependent variable in the form of Job Satisfaction (Y). To get more accurate results, predictions of the effect can also be seen from the value of R Square Adjusted.

From the results of the calculation above, it is known that the value of R Square Adjusted on the dependent variable (Job Satisfaction) is found to be 0.542, which indicates that there is an influence of 54.2% 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).

F-Square (F2)

Table IV. 16 F-Square (f2)

<i>F-Square (f²)</i>	Kecerdasan Emosional	Keseimbangan Kehidupan Kerja	<i>Burnout</i>	Kepuasan Kerja
Kecerdasan Emosional		0.348	0.351	0.313
Keseimbangan Kehidupan Kerja				0.055
<i>Burnout</i>				0.084

Source: Data processed by researchers (2022)

Based on the table above, the results can be explained as follows:

- The relationship between the construct variable emotional intelligence (X) in explaining job satisfaction (Y) is 0.313 indicating that the two variables have a strong relationship.
- 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.
- The relationship between the burnout construct (Z2) in explaining job satisfaction (Y) is 0.084 indicating that the two variables have a weak relationship.
- 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.
- The relationship between the emotional intelligence construct (X) in explaining burnout (Z2) is 0.351 indicating that the two variables have a strong relationship.

Variance Inflation Factor (VIF)

Table IV. 17 Inner Variance Inflation Factor (VIF) Values

<i>Variance Inflation Factor (VIF)</i>	Kecerdasan Emosional	Keseimbangan Kehidupan Kerja	<i>Burnout</i>	Kepuasan Kerja
Kecerdasan Emosional		1.000	1.000	1.630
Keseimbangan Kehidupan Kerja				1.365
<i>Burnout</i>				1.368

Source: Data processed by researchers (2022)

Based on the Inner Variance Inflation Factor (VIF) Values table above, it can be concluded that the variable emotional intelligence (X) on job satisfaction (Y) obtains a value of 1,630, work-life balance (Z1) on job satisfaction (Y) obtains a value of 1,365, burnout (Z2) on job satisfaction (Y) gets a score of 1,368, emotional intelligence (X) on work-life balance (Z1) gets a score of 1,000 and emotional intelligence (X) on burnout (Z2) gets a score of 1,000. All variables are known to have a VIF value <10.00, indicating that there is no multicollinearity problem in the correlation model of this study.

Hypothesis test Path Coefficients

Path Coefficient

	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 (2022)

H1: Emotional Intelligence has a positive effect on Job Satisfaction.

Based on the results of the calculation of the path coefficient listed in the table above, it shows that emotional intelligence has a direct positive effect on job satisfaction, with an original sample value of 0.481 and a t-statistic > 1.96, namely 8,795. Next, regarding the p-values, the results were found to be 0.000 <0.05 indicating that the emotional intelligence variable has a significant effect on job satisfaction.

So that it can be interpreted that the better the employee's emotional intelligence, the worker will feel more satisfied with their work, and if the worker is satisfied with his job then he can provide good performance and productivity as well. So it can be concluded that H1 in this study is accepted.

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

Based on the results of the calculation of the path coefficient listed in the table above, it shows that work-life balance has a direct positive effect on job satisfaction, with an original sample value of 0.184 and a t-statistic > 1.96, namely 3.533. Next, regarding the

p-values, the results were found to be $0.000 < 0.05$ 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 owned by a worker results in an increase in job satisfaction that is actually felt by the worker. So it can be concluded that H2 in this study is accepted.

H3: Burnout has a negative effect on job satisfaction.

Based on the results of the calculation of the path coefficient listed in the table above, it shows that Burnout has a direct negative effect on job satisfaction, namely with an original sample value of -0.228 and a t-statistic > 1.96 , namely 4.610. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the Burnout variable has a significant effect on job satisfaction.

So it can be interpreted that with a low level of burnout, the job satisfaction that will be felt by workers while carrying out their work will increase. So it can be concluded that H3 in this study is accepted.

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

Based on the results of the calculation of the path coefficient listed in the table above, it shows that emotional intelligence has a positive effect on work-life balance directly, with an original sample value of 0.508 and a t-statistic > 1.96 , namely 7.263. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the emotional intelligence variable has a significant effect on work-life balance.

So that it can be interpreted that emotional intelligence can be one of the driving factors in achieving a balance of work and personal life, with good emotional intelligence you will have a good balance of work and personal life as well. So it can be concluded that H4 in this study is accepted.

H5: Emotional Intelligence has a negative effect on Burnout.

Based on the results of the calculation of the path coefficient listed in the table above, it shows that emotional intelligence has a direct negative effect on Burnout, with an original sample value of -0.510 and a t-statistic > 1.96 , which is 7.358. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the emotional intelligence variable has a significant effect on Burnout.

So that it can be interpreted that the higher the emotional intelligence possessed by workers, the lower the Burnout level that will be experienced by these workers. Conversely, the lower the employee's emotional intelligence, the higher the Burnout level that the worker will experience. So it can be concluded that H5 in this study is accepted.

Indirect Influence Analysis

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Value
Kecerdasan Emosional	0.116	0.116	0.029	4.021	0.000

→ Keseimbangan Kehidupan Kerja → Kepuasan Kerja					
Kecerdasan Emosional → Burnout → Kepuasan Kerja	0.093	0.095	0.033	2.859	0.004

Source: Data processed by researchers (2022)

H6: Emotional Intelligence with Work-Life Balance as a mediating 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 mediates the influence of emotional intelligence on job satisfaction positively, with an original sample value of 0.116 and a t-statistic > 1.96, namely 4.021. Next, regarding the p-values, the results were found to be 0.000 < 0.05 indicating that the work-life balance variable mediates the influence 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 a work-life balance, and with a balance between work and personal life, workers can also produce high levels of job satisfaction as well. So it can be concluded that H6 in this study is accepted.

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

Based on the results of the calculation of the path coefficient listed in the table above, it shows that Burnout mediates the influence of emotional intelligence on job satisfaction positively, with an original sample value of 0.093 and a t-statistic > 1.96, namely 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 it can be interpreted that with high emotional intelligence it can drive Burnout levels to be low and can make perceived job satisfaction high. So it can be concluded that H7 in this study is accepted.

CONCLUSION

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

1. The results of the first hypothesis test in this study show that emotional intelligence has a direct positive effect on job satisfaction, with an original sample value of 0.481 and a t-statistic > 1.96, namely 8,795. Next, regarding the p-values, the results were found to be 0.000 < 0.05 indicating that the emotional intelligence variable has a significant effect on job satisfaction. So that it can be interpreted that the better the employee's emotional intelligence, the worker will feel more

- satisfied with their work, and if the worker is satisfied with his job then he 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 show that work-life balance has a direct positive effect on job satisfaction, with an original sample value of 0.184 and a t-statistic > 1.96 , namely 3.533. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ 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 owned by a worker results in an increase in job satisfaction that 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 show that Burnout has a direct negative effect on job satisfaction, with an original sample value of -0.228 and t statistic > 1.96 , namely 4.610. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the Burnout variable has a significant effect on job satisfaction. So it can be interpreted that with a low level of burnout, the job satisfaction that will be felt by workers while carrying out 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 show that emotional intelligence has a positive effect on work-life balance directly, with an original sample value of 0.508 and a t-statistic > 1.96 , namely 7.263. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the emotional intelligence variable has a significant effect on work-life balance. So that it can be interpreted that emotional intelligence can be one of the driving factors in achieving a balance of work and personal life, with good emotional intelligence you will have a good balance of work and personal life 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 show that emotional intelligence has a direct negative effect on Burnout, with an original sample value of -0.510 and a t-statistic < 1.96 , which is 7.358. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the emotional intelligence variable has a significant effect on Burnout. So it can be interpreted that the higher the employee's emotional intelligence, the lower the Burnout level that will be experienced by the worker. On the other hand, the lower the individual's emotional intelligence, the higher the Burnout level that arises. So it can be concluded that H5 in this study is accepted.
 6. The results of the sixth hypothesis test in this study show that work-life balance mediates the influence of emotional intelligence on job satisfaction in a positive way, with an original sample value of 0.116 and a t-statistic > 1.96 , namely 4.021. Next, regarding the p-values, the results were found to be $0.000 < 0.05$ indicating that the work-life balance variable mediates the influence 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 a balance of work and personal life, and with a balance of work and personal life, workers can also produce high levels 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 show that Burnout mediates the effect of emotional intelligence on job satisfaction in a positive way, with an original sample value of 0.093 and a t-statistic > 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 it can be interpreted that with high emotional intelligence it can drive Burnout levels to be low and can make perceived job satisfaction high. So it can be concluded that H7 in this study is accepted.

Based on the conclusions, implications and limitations of the research that has been described previously, the researcher can provide some suggestions that can be used as a reference, description or reference for research objects, leaders and for other researchers to carry out similar research in the future, including:

1. State Vocational School teachers 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 be able to achieve work-life balance and be able to 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 level of burnout in a teacher, the easier it will be to achieve the desired job satisfaction.
2. School leaders and educational institutions at State Vocational Schools 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 teacher performance while carrying out all their duties and responsibilities in leading the smooth process everyday learning. With high teacher job satisfaction, it will increase teacher enthusiasm and motivation to teach and can have a positive influence on students and the desired work value, so as to facilitate the process of achieving learning objectives and increase opportunities to achieve the desired achievements.
3. For other researchers who will conduct similar research with the same topics and variables, it is hoped that they can refine the results of previous studies by deepening research results and proving theories by adding research samples, changing research objects to become even wider, and so on. which can support research to be more diverse.

No.	Pernyataan	Alternatif Jawaban			
		STS	TS	S	SS
Kepuasan Kerja (Y)					
Pekerjaan itu sendiri					
1.	Saya merasa senang menjalankan tugas yang diberikan. (Y.1)				
2.	Saya merasa pekerjaan ini sesuai dengan kemampuan yang dimiliki. (Y.2)				

3.	Saya tidak mendapatkan kesempatan untuk bertanggungjawab atas tugas yang diberikan. (Y.3)				
Gaji					
4.	Adanya rasa adil dalam pembagian gaji yang diberikan oleh lembaga sesuai dengan beban pekerjaan saya. (Y.4)				
5.	Saya sudah puas terhadap tunjangan-tunjangan yang diberikan oleh perusahaan diluar gaji pokok yang telah diterima. (Y.5)				
Kesempatan Promosi					
6.	Adanya promosi/kenaikan pangkat yang dilakukan oleh lembaga memotivasi saya untuk lebih berkembang dan maju. (Y.6)				
Pengawasan (Supervisi)					
7.	Pimpinan tidak memberikan kesempatan untuk penyampaian ide-ide atau masukan yang mungkin berguna dalam mendukung tercapainya program-program kerja. (Y.7)				
Rekan Kerja					
8.	Saya memiliki rekan kerja yang menyenangkan sehingga dapat membangun harmonisasi yang baik saat bekerja. (Y.8)				
Kecerdasan Emosional (X)					
Self-awareness (kesadaran diri)					
1.	Saya dapat dengan mudah menjelaskan perasaan yang sedang dirasakan. (X.1)				
Social awareness (kesadaran sosial)					

2.	Saya dapat mengerti perasaan seseorang dengan melihat wajah, mata, dan sikap tubuhnya. (X.2)				
3.	Saya membantu orang lain dalam mengatasi masalah emosi mereka. (X.3)				
Self management (pengelolaan diri)					
4.	Saya tidak dapat menyadari kekuatan dan kelemahan yang dimiliki dan tidak berusaha untuk menjadikannya sebagai pelajaran dalam mengembangkan diri. (X.4)				
5.	Bagi saya kegagalan atau kemunduran dapat dikendalikan. (X.5)				
Relationship management (pengelolaan hubungan)					
6.	Saya mampu mempengaruhi orang lain baik secara langsung maupun tidak langsung. (X.6)				
7.	Saya tidak dapat membuat orang lain terpengaruh. (X.7)				
Keseimbangan Kehidupan Kerja (Z1)					
Time Balance (keseimbangan waktu)					
1.	Saya dapat membagi waktu antara kehidupan pribadi dengan kehidupan pekerjaan.(Z1.1)				
Involvement Balance (keseimbangan keterlibatan)					
2.	Saya selalu menjalankan kewajiban dan tugas untuk bekerja apapun situasi atau masalah yang sedang dihadapi. (Z1.2)				
3.	Saya tidak dapat menyelesaikan pekerjaan sesuai dengan bobot/volume yang diberikan. (Z1.3)				
4.	Saya dapat menyelesaikan pekerjaan sesuai dengan waktu dan target yang ditentukan. (Z1.4)				

Satisfaction Balance (keseimbangan kepuasan)					
5.	Saya merasa puas setelah selesai menjalankan tugas dan pekerjaan. (Z1.5)				
6.	Saya tidak merasa puas saat memenuhi target pekerjaan sehingga kebutuhan keluarga dapat terpenuhi. (Z1.6)				
Burnout					
Physical Exhaustion (kelelahan fisik)					
1.	Saya merasa letih saat harus bangun di pagi hari untuk memulai mengerjakan tugas dan pekerjaan. (Z2.1)				
2.	Saya merasa bekerja terlampau keras sehari-hari. (Z2.2)				
3.	Saya tidak merasa beban pekerjaan yang ada terlalu banyak. (Z2.3)				
Emotional Exhaustion (kelelahan emosional)					
4.	Saya merasa emosi terkuras sebab pekerjaan atau tugas yang harus diselesaikan dan kerjakan. (Z2.4)				
5.	Saya sering merasa jenuh terhadap pekerjaan yang ada. (Z2.5)				
6.	Saya sering merasa kesal/marah sebab merasa lelah yang timbul dalam diri. (Z2.6)				
Mental Exhaustion (kelelahan mental)					
7.	Saya sering merasa putus asa untuk menjalankan pekerjaan sehari-hari. (Z2.7)				
8.	Saya tidak merasa lelah secara mental dan timbul rasa bosan selama menjalankan pekerjaan. (Z2.8)				
Low of Personal Accomplishment (rendahnya penghargaan diri)					

9.	Saya sering merasa karir saat ini tidak akan meningkat atau proses peningkatan jabatan/golongan akan lambat. (Z2.9)				
10.	Saya tidak bahagia ditempat kerja. (Z2.10)				

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