

## THE INFLUENCE OF WORK-LIFE BALANCE, ORGANIZATIONAL CULTURE, AND EMOTIONAL INTELLIGENCE ON EMPLOYEE PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE

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**Abstract:** This study aims to analyze the influence of work-life balance, organizational culture, and emotional intelligence on employee performance, with job satisfaction as an intervening variable. The study was conducted on employees of the Department of Education and Culture of Cilacap Regency. A quantitative approach was employed, using a survey method through the distribution of questionnaires. The population consisted of 120 employees, all of whom were selected as samples using a saturated sampling technique combined with purposive sampling. The data were analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results of the study indicate that work-life balance, organizational culture, and emotional intelligence have a positive and significant effect on job satisfaction. Job satisfaction, in turn, has a significant positive effect on employee performance. Moreover, job satisfaction is proven to significantly mediate the relationship between the three independent variables and employee performance. Enhancing work-life balance, strengthening a positive organizational culture, and developing employees' emotional intelligence can improve job satisfaction, ultimately leading to better employee performance. These findings highlight the importance of creating a balanced work environment, fostering a supportive organizational culture, and developing emotional intelligence to improve employee performance at the Department of Education and Culture of Cilacap Regency. This research is expected to contribute to the development of human resource management in government institutions.

**Keywords:** *Work-Life Balance, Organizational Culture, Emotional Intelligence, Employee Performance, Job Satisfaction*

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### 1. Introduction

The Sustainable Development Goals (SDGs) emphasize the importance of individual well-being in the context of work, including aspects such as work-life balance, organizational culture, and emotional intelligence. This study aims to explore the influence of these three factors on employee performance at the Department of Education and Culture of Cilacap Regency, with job satisfaction as an intervening variable. A balance between personal and professional life, along with a supportive work environment, is expected to enhance employee

productivity and satisfaction, which in turn contributes to the achievement of sustainable development goals.

In the Department of Education and Culture of Cilacap Regency, despite various efforts to improve employee performance, challenges such as heavy workloads, suboptimal organizational culture, and limited emotional management skills remain significant obstacles. Excessive workload not only reduces the balance between work and personal life but also leads to decreased employee satisfaction and high absenteeism rates. This directly affects employee productivity and performance effectiveness. Although the organizational culture is generally considered good, there is still a need to strengthen collaboration and innovation to create a more dynamic and supportive work environment. Emotional intelligence is also a critical aspect that needs attention, as employees' difficulties in managing stress and emotions can lower work quality and hinder target achievement. Therefore, training and development related to emotional management, as well as strengthening a collaborative work culture, can serve as strategic solutions to improve performance indicators at both the individual and organizational levels. With a more structured approach to these issues, the Department of Education and Culture of Cilacap Regency can foster a more effective work environment and support the achievement of long-term goals.

Hence, this research is crucial to analyze the influence of work-life balance, organizational culture, and emotional intelligence on employee performance, with job satisfaction as an intervening variable in the Department of Education and Culture of Cilacap Regency. Given the importance of these three factors, this study is expected to provide deeper insights into how work-life balance, organizational culture, and emotional intelligence can influence employee performance in the public sector. The research also aims to identify the role of job satisfaction as an intervening variable that may strengthen or weaken the relationship between these three factors and employee performance. The findings of this study are expected to offer practical recommendations for the management of the Department of Education and Culture of Cilacap Regency to enhance employee performance by improving work-life balance, developing a positive organizational culture, and enhancing emotional intelligence among staff. Efforts to build a more inclusive and supportive organizational culture—such as through training and development programs focusing on values of collaboration and innovation—can help create a more positive and productive work environment (Hartanto, 2024).

Work-life balance is becoming increasingly relevant, especially in the modern era where job demands often interfere with personal life. Previous research by Savitri & Gunawan (2023) shows that employees with a good balance between work and personal life tend to be more satisfied and productive. However, there is still a research gap linking work-life balance with employee performance in the public sector, particularly at the Department of Education and Culture. Studies indicate that good work-life balance not only improves individual well-being but also contributes to better workplace performance. In the context of the Department of Education and Culture of Cilacap Regency, it is important to explore how work-life balance affects employee performance and its impact on job satisfaction.

This issue becomes even more relevant amid increasing work demands and shifting family dynamics in Indonesia, including in Cilacap Regency. These changes have made work-life balance a crucial issue to study, especially within government institutions such as the Department of Education and Culture. Employees in such institutions often face the dilemma of managing increasing work responsibilities while fulfilling family obligations. An imbalance between work and personal life can potentially lower employee job satisfaction, which in turn can negatively affect their performance. Several previous studies have shown that work-life

balance has a significant positive effect on job satisfaction. For instance, a study by Wahyu et al. (2021) on female lecturers at the State Polytechnic of Malang found that work-life balance not only affected job satisfaction but also indirectly impacted employee performance through job satisfaction. Another study by Andarini (2022) at the Provincial Health Office of Gorontalo found that work-life balance contributed 42.1% to job satisfaction. Similarly, a study by Ganapathi (2020) in the hospitality sector supports these findings, showing that work-life balance significantly affects hotel employees' job satisfaction. However, these studies have mainly focused on the private sector and higher education institutions, and have not specifically addressed regional government sectors such as the Department of Education and Culture in Cilacap Regency. Government institutions have different dynamics compared to the private sector, in terms of bureaucracy, administrative workload, and organizational culture. Furthermore, many existing studies have not deeply explored other factors that may mediate or moderate the relationship between work-life balance and job satisfaction, such as organizational support, work flexibility, or local cultural values.

In addition to work-life balance, organizational culture is also a significant factor identified within the SDGs. Organizational culture plays a vital role in influencing employee performance. A positive culture can create a supportive work environment, enhance motivation, and reduce stress. Although numerous studies have explored organizational culture, few have investigated its impact in the context of the Department of Education and Culture, making this an area worth further exploration. A strong organizational culture can foster a sense of ownership and engagement among employees, which is important for improving performance. When employees feel that their personal values align with those of the organization, they tend to be more committed and satisfied with their work. This, in turn, leads to improved performance, as satisfied employees are more likely to give their best efforts. On the other hand, a negative or unsupportive organizational culture—for example, one that lacks appreciation for collaboration or innovation—can reduce motivation and hinder optimal performance (Maharani et al., 2024). Research by Khoirunnisa (2025), Yervinna et al. (2025), and Djatmiko et al. (2025) shows that organizational culture has a significant positive effect on performance. Conversely, studies by Hadarmawan (2025), Harun et al. (2025), and Achmad Fauzi & Rostina (2025) found that organizational culture does not have a significant positive effect on performance. Therefore, analyzing how organizational culture at the Department of Education and Culture of Cilacap Regency affects employee performance is crucial.

Apart from work-life balance and organizational culture, emotional intelligence is another key factor influencing employee performance. Emotional intelligence refers to an individual's ability to recognize, understand, and manage their own emotions and those of others. Employees with high emotional intelligence tend to manage stress better, communicate more effectively, and build positive work relationships. In the context of the Department of Education and Culture of Cilacap Regency—where employees often interact with various stakeholders—high emotional intelligence can aid in conflict resolution, enhance collaboration, and ultimately improve performance (Johny et al., 2023). Research by Agustina et al. (2020) also indicates that emotional intelligence contributes to higher job satisfaction and better performance. Emotional intelligence not only has a direct impact on performance but also significantly influences job satisfaction. Employees who can effectively manage their emotions tend to be more satisfied with their jobs because they are better equipped to handle work-related challenges and stress. Higher job satisfaction, in turn, contributes to increased performance, as satisfied employees are more motivated to achieve organizational goals. Research has shown that high emotional intelligence is associated with improved job satisfaction and performance

(Hasanudin, 2023). Studies by Humaira (2025), Husnul et al. (2025), and Shabira et al. (2025) also found that emotional intelligence has a significant positive effect on performance.

Training in emotional intelligence has also been shown to be effective in improving employees' ability to manage stress and emotions, which ultimately boosts their performance (Setyaningrum, 2021). In the context of the Department of Education and Culture of Cilacap Regency, this study is expected to provide a comprehensive understanding of how these three factors affect employee performance. Thus, the findings can be used as a basis for designing policies and programs aimed at improving employee performance by enhancing work-life balance, strengthening organizational culture, and developing emotional intelligence. This is crucial, as improved employee performance will ultimately have a positive impact on the quality of services provided to the public—the primary goal of any public sector organization.

Although many studies have explored the relationships between work-life balance, organizational culture, emotional intelligence, and employee performance, several research gaps remain. Most existing studies tend to focus on specific industries, such as the private sector, and therefore do not provide a comprehensive picture of how these variables interact in public sector contexts like the Department of Education and Culture. Public sector research often involves different dynamics and challenges compared to the private sector, making it essential to explore how these factors operate in that context. Additionally, many existing studies have not thoroughly examined the specific mechanisms through which job satisfaction mediates the relationships between work-life balance, organizational culture, emotional intelligence, and performance. Although job satisfaction is widely recognized as an important factor, there is still a need to understand how and why it functions as a bridge among these variables. In-depth research in this area can provide clearer insights into the interaction of these factors. This study is expected to make a significant contribution to the existing literature and offer practical recommendations for organizational managers in creating better work environments, ultimately enhancing employee performance and achieving overall organizational goals.

## **2. Literature Review**

### **Herzberg's Two-Factor Theory (Motivation-Hygiene Theory)**

The Two-Factor Theory or Motivation-Hygiene Theory was developed by Frederick Herzberg in 1959 through his research published in the book *"The Motivation to Work."* This theory states that job satisfaction and dissatisfaction stem from two separate sets of factors, highlighting the need for organizations to address both in order to create optimal working conditions. Motivator Factors are intrinsic factors related to the content of the job itself, which encourage job satisfaction. When these are fulfilled, employees feel motivated and satisfied. Hygiene Factors are extrinsic and relate to the job context or work environment. When these are absent, job dissatisfaction arises; however, their presence does not necessarily lead to higher satisfaction. Indicators derived from the Two-Factor Theory include: (1) Job Satisfaction, (2) Work Motivation, (3) Employee Performance, (4) Turnover, (5) Organizational Commitment, (6) Stress Level, and (7) Work Complaints (Herzberg, 1959).

### **Work-life Balance and Performance**

Work-life balance is a key factor influencing employee performance within organizations. Individuals who manage time and energy well between work and personal life tend to perform better as they can fulfill both roles effectively. Greenhaus and Allen (2011) suggest that a good work-life balance reduces stress and increases job satisfaction, which ultimately enhances

employee performance. This is supported by Kahn et al. (2020), who found that employees with a good work-life balance show higher performance. Similar findings were noted by Sari (2021) and Pratiwi (2022). From Herzberg's perspective, work-life balance is considered a hygiene factor it does not directly motivate but is essential to prevent dissatisfaction. Imbalance can lead to stress and role conflict, negatively affecting job satisfaction and performance. Policies like flexible hours, managerial support, and reasonable workload are crucial to fulfilling this factor. Moreover, effective work-life balance can indirectly support motivator factors such as achievement, recognition, and personal growth. Employees free from work-life conflict can stay focused and intrinsically motivated, potentially leading to superior performance.

**H1: Work-life Balance has a positive and significant effect on Performance.**

### **Organizational Culture and Performance**

Organizational culture refers to a set of values, norms, and practices that guide employee behavior. Schein (2010) emphasized that a strong culture shapes behavior and significantly impacts performance. Supportive cultures—promoting collaboration, open communication, respect, and reward for achievement—boost motivation and loyalty. Hofstede (2011), Wibowo (2021), and Rahmawati (2022) all found positive and significant links between organizational culture and employee performance. As a hygiene factor, a culture that ensures a comfortable environment, good relationships, and clear work structure reduces dissatisfaction. As a motivator, cultures that promote recognition, responsibility, and self-development foster achievement and motivation. Hence, a strong organizational culture both prevents dissatisfaction and strengthens intrinsic motivation, resulting in better performance.

**H2: Organizational Culture has a positive and significant effect on Performance.**

### **Emotional Intelligence and Performance**

Emotional intelligence is the ability to recognize, understand, and manage one's own emotions and those of others. Goleman (1995) noted its importance in maintaining social relationships, stress management, wise decision-making, and self-motivation—factors that improve performance in dynamic, high-pressure environments. Salovey and Mayer (1990) emphasized its role in interpersonal effectiveness and job success. Nugroho (2021) found emotional intelligence positively and significantly influences employee performance. Emotionally intelligent individuals tend to be more motivated, goal-oriented, and responsible—matching motivator factors such as achievement, recognition, and personal growth. Emotionally intelligent employees also foster positive work relationships and reduce conflict, fulfilling hygiene factors. Thus, emotional intelligence plays a dual role in Herzberg's theory—strengthening both motivation and a healthy work environment.

**H3: Emotional Intelligence has a positive and significant effect on Performance.**

### **Work-life Balance and Job Satisfaction**

Work-life balance significantly affects job satisfaction. Employees with high work-life balance tend to feel more satisfied (Pratama & Setiadi, 2021). Conversely, poor balance leads to lower satisfaction. This is supported by Rahmawati & Gunawan (2019), who found a significant positive impact of work-life balance on job satisfaction among millennial workers.

**H4: Work-life Balance has a positive and significant effect on Job Satisfaction.**



### **Organizational Culture and Job Satisfaction**

Organizational culture underpins values and behaviors in a company. Kair et al. (2023) found a strong positive influence of culture on job satisfaction. A supportive culture boosts motivation and makes employees feel valued, comfortable, and motivated to perform. Culture connects to both hygiene (comfort, relationships, structure) and motivator (achievement, responsibility, autonomy) factors. A toxic culture causes dissatisfaction, while a healthy culture fosters motivation and satisfaction.

**H5: Organizational Culture has a positive and significant effect on Job Satisfaction.**

### **Emotional Intelligence and Job Satisfaction**

Emotional intelligence also influences job satisfaction. According to Salovey & Mayer (1990) and Goleman (2009), emotional intelligence helps people manage stress, regulate feelings, and stay motivated, all of which contribute to job satisfaction.

**H6: Emotional Intelligence has a positive and significant effect on Job Satisfaction.**

### **Job Satisfaction and Employee Performance**

Job satisfaction is a major determinant of employee performance. Satisfied employees are more motivated, productive, and committed (Locke, 1976; Robbins & Judge, 2017), especially in public service roles that demand high dedication.

**H7: Job Satisfaction has a positive and significant effect on Employee Performance.**

### **Work-life Balance on Employee Performance through Job Satisfaction**

Theoretically, a balance between personal life and work can enhance job satisfaction and ultimately improve performance. However, in the context of the Department of Education and Culture of Cilacap Regency, this pathway was found to be insignificant. This may be due to the fact that job satisfaction is influenced by various other factors besides work-life balance, such as rewards, career advancement, and managerial systems. Employees may experience work-life balance, but it may not be strong enough to improve performance through the feeling of job satisfaction. A similar finding was reported by Ismail and Zulkifli (2020), who found that work-life balance does not mediate the effect on performance through job satisfaction in the public sector, as employee satisfaction is more strongly influenced by organizational structure and complex administrative burdens.

**H8: Work-life Balance has a positive but insignificant effect on Employee Performance through Job Satisfaction.**

### **Organizational Culture on Employee Performance through Job Satisfaction**

Organizational culture can improve job satisfaction; however, this improvement may not be sufficient to result in increased performance through a mediation pathway. This can occur when the organizational values have not been optimally internalized into employees' work behaviors, or when they are not supported by a reward system and effective leadership. Therefore, even though employees perceive a supportive organizational culture, it does not automatically lead to improved performance through job satisfaction. This finding is supported by Setiawan and Haryanto (2019), who found that organizational culture does not significantly affect performance through job satisfaction in local government institutions.

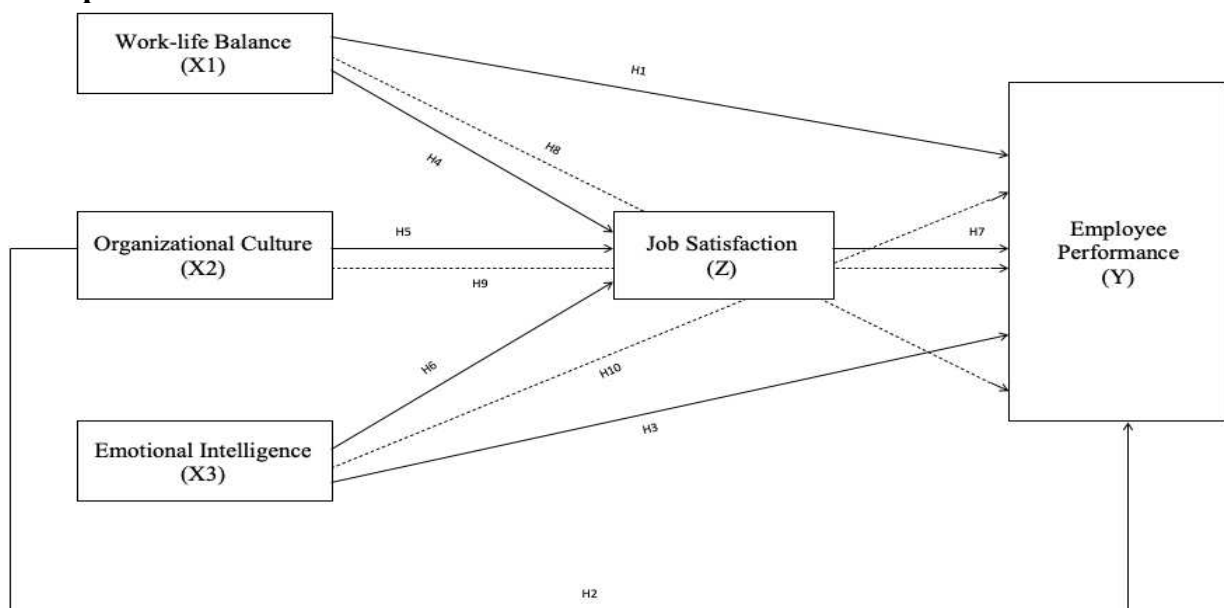
**H9: Organizational Culture has a positive but insignificant effect on Employee Performance through Job Satisfaction.**

### Emotional Intelligence on Employee Performance through Job Satisfaction

Emotional intelligence can help employees manage emotions and social relationships; however, it may not be sufficient to enhance performance through increased job satisfaction. This condition may arise from a misalignment between individual psychological aspects and the organizational work system. Employees with high emotional intelligence may be more resilient at work, but if the work environment is unsupportive or lacks proper rewards, job satisfaction may not increase, and thus performance will not be optimally driven. Rahmawati (2021) also found that emotional intelligence does not significantly influence performance through job satisfaction in public sector organizations, as bureaucratic environments tend to hinder the personal actualization of employees.

**H10 :** Emotional Intelligence has a positive but insignificant effect on Employee Performance through Job Satisfaction.

### Conceptual Framework



**Figure 1. Conceptual Framework**

The Following conceptual framework serves as the foundation of this research.

### 3. Research Method

The research design fundamentally aims to uncover the truth and provide solutions to the problems under investigation. To achieve this, a method that is both appropriate and relevant to the research objectives was adopted. According to Sugiyono (2013), the research method employed in this study is quantitative descriptive research. This approach involves identifying independent variables (variables that influence), a dependent variable (the variable being influenced), and an intervening variable. In this context, the independent variables Work-life Balance, Organizational Culture, and Emotional Intelligence are examined for their influence on the dependent variable, namely Employee Performance, with Job Satisfaction as the intervening variable, within the scope of the Department of Education and Culture of Cilacap Regency. The population of this study comprises 120 employees of the Department of Education and Culture of Cilacap Regency, with a census sampling (saturated sample) method applied. According to Junianto and Sabtohadhi (2021), the analytical approach used in this study

is the Structural Equation Modeling–Partial Least Squares (SEM-PLS), using the software SMART PLS 4.0. This method was chosen because the research aims more to predict and explain latent variables rather than test a specific theory, and the sample size is relatively small. The data analysis techniques applied in this study include validity testing, reliability testing, and hypothesis testing using SEM-PLS on the five variables being studied.

## 4. Result and Discussion

### 4.1. Result

#### Descriptive Analysis

The respondents of this study are employees of the Department of Education and Culture of Cilacap Regency, totaling 120 employees.

**Table 1. Descriptive Analysis**

Group / Identity		Frequency	Percentage
Age Range	<30 years	20	16.67%
	30 – 39 years	35	29.17%
	40 – 49 years	40	33.33%
	≥ 50 years	25	20.83%
Gender	Male	70	58.33%
	Female	50	41.67%
Last Education Level	High School or Equivalent (SMA)	10	8.33%
	Associate Degree (D3)	15	12.50%
	Bachelor's Degree (S1)	70	58.33%
	Master's Degree (S2)	25	20.83%

#### Outer Model

The first analysis conducted is convergent validity, which is indicated by the value of the outer loading or loading factor. To assess convergent validity, the outer loading value must exceed 0.70 in confirmatory research. However, loading factor values ranging from 0.60 to 0.70 are still acceptable in exploratory studies. Additionally, the Average Variance Extracted (AVE) should be greater than 0.50. Nonetheless, during the initial stages of measurement instrument development, loading factor values between 0.50 and 0.60 are still considered to meet the standard (Chin, 1998; Ghazali, 2021).

#### Convergent Validity Analysis (*outer loading*)

**Tabel 2 . Convergent Validity (Outer Loading)**

Variable		Loading Factor
<b>Work-life Balance</b>		
WLB1	I remain enthusiastic about doing other activities after work.	0,813
WLB2	I am able to take care of personal matters after office hours.	0,796
WLB3	I do not neglect personal needs even when work is demanding.	0,725
WLB4	I have time to exercise.	0,795
WLB5	I find it difficult to manage personal life when work demands are high.	0,828
WLB6	I can accept criticism without losing focus at work.	0,779



WLB7	I can handle pressure from my supervisor without it affecting my work.	0,814
WLB8	I usually do not work more than 12 hours a day.	0,814
WLB9	I usually do not work more than 6 days a week.	0,796
WLB10	I still find work enjoyable even when facing personal problems.	0,770
<b>Organizational Culture</b>		
BO1	I am encouraged by my supervisor to innovate in my work.	0,785
BO2	I am ready to take risks in my job.	0,864
BO3	I am required to complete work according to standard operating procedures (SOP).	0,827
BO4	I work with an emphasis on achieving optimal results.	0,817
BO5	I prefer to work in a team to achieve better outcomes.	0,878
BO6	I am fully trusted by my supervisor.	0,789
BO7	I am ready to take responsibility for work-related risks.	0,754
BO8	I am required to be highly result-oriented.	0,773
BO9	I carry out my work with full dedication.	0,910
BO10	I enjoy working in a team.	0,757
<b>Emotional Intelligence</b>		
KE1	I can recognize my own feelings and make good decisions.	0,762
KE2	I can control my emotions in stressful situations.	0,793
KE3	I see failure as an opportunity to learn.	0,807
KE4	I can understand others' emotions in daily interactions.	0,846
KE5	I can manage other people's emotions in social situations.	0,876
KE6	I do not work well alone with colleagues.	0,838
KE7	I feel appreciated in a good work environment.	0,818
KE8	I would recommend this workplace for building a career.	0,803
KE9	I am able to tolerate job-related risks.	0,834
KE10	I am able to align with the company's vision and mission.	0,851
<b>Employee Performance</b>		
KP1	I am able to achieve or exceed work targets.	0,718
KP2	I am able to complete the tasks assigned to me.	0,746
KP3	I am able to complete tasks with high accuracy.	0,775
KP4	I am able to complete tasks neatly.	0,822
KP5	I am able to minimize mistakes in my work.	0,824
KP6	I am able to innovate in completing tasks.	0,805
KP7	I am able to complete tasks on time.	0,740
KP8	I make decisions quickly.	0,771
KP9	I can use my time effectively and efficiently.	0,812
KP10	I arrive at the office on time.	0,830
<b>Job Satisfaction</b>		
KK1	I feel satisfied with this job.	0,826
KK2	I feel that my input is respected in the workplace.	0,861
KK3	I am satisfied with my work.	0,850
KK4	I am satisfied with the recognition I receive for my work.	0,840
KK5	I am satisfied with my salary compared to other organizations.	0,820

KK6	I have good working relationships with my colleagues.	0,796
KK7	I am satisfied with the way my supervisor leads.	0,800
KK8	I am able to complete tasks assigned by my supervisor.	0,823
KK9	I take responsibility for tasks assigned by my supervisor.	0,862
KK10	My colleagues and I help each other complete our tasks.	0,851

Source : SmartPLS4 output, 2025

The results of the data analysis show that the convergent validity values (outer loadings) in Table 1 for each variable produce outer loading outputs indicating that the loading values for the indicators exceed 0.7. Therefore, they are considered valid.

**Table 3. Cronbach's Alpha, Composite Reliability, and AVE**

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Criteria
WLB(X1)	0.935	0.940	0.629	Reliable
BO (X2)	0.944	0.947	0.667	Reliable
KE (X3)	0.947	0.950	0.678	Reliable
KK (Z)	0.951	0.953	0.694	Reliable
KP (Y)	0.931	0.934	0.617	Reliable

Source : SmartPLS4 output, 2025

The results of the analysis in Table 3 show that each variable in this study is reliable, as indicated by Cronbach's Alpha values greater than 0.7. Therefore, the data is considered reliable, and it can be concluded that the data has passed the reliability test, allowing the analysis to proceed to the next stage.

### **Inner Model**

**Table 4. Result of R-Square Value**

Variable	R-Square	R-Square Adjusted
KK (Z)	0.508	0.495
KP (Y)	0.501	0.484

Source : SmartPLS4 output, 2025

The R-Square value, or the coefficient of determination, for the Job Satisfaction variable in this model is 0.509, which means that Job Satisfaction is influenced by Work-life Balance, Organizational Culture, and Emotional Intelligence by 50.9%, while the remaining 49.1% is influenced by other variables. Meanwhile, the R-Square value for the Employee Performance variable in this model is 0.500, indicating that 50% of Employee Performance is influenced by Work-life Balance, Organizational Culture, and Emotional Intelligence, while the remaining 50% is influenced by variables outside the scope of this study.

**Table 5. Test the hypothesis (bootstrapping)**

Variable	Original sample (O)	T Statistic ( O/STDEV )	P Value	Conclusion
WLB (X1) → KK (Z)	0.324	3.086	0.000	Supported
WLB (X1) → KP (Y)	0.095	0.713	0.238	Not Supported
BO (X2) → KP (Y)	0.077	0.872	0.192	Not Supported
BO (X2) → KK (Z)	0.373	3.761	0.000	Supported
KE (X3) → KP (Y)	0.611	5.873	0.000	Supported
KE (X3) → KK (Z)	0.107	0.584	0.280	Not Supported

KP (Y) → KK (Z)	0.064	0.390	0.348	Not Supported
WLB (X1) → KP (Y) → KK (Z)	0.006	0.210	0.417	Not Supported
BO (X2) → KP (Y) → KK (Z)	0.005	0.270	0.394	Not Supported
KE (X3) → KP (Y) → KK (Z)	0.039	0.359	0.360	Not Supported

Source : SmartPLS4 output, 2025

Notes : \*P-value >0,05 (not supported); \*\*P-value <0,05 (supported).

### **Hypothesis Testing Criteria**

The hypothesis testing criteria use a significance level of 0.05 or 5%. If the significance value is < 0.05 and the t-statistic exceeds the t-table value of 1.658, then the independent variable has a significant effect on the dependent variable (hypothesis accepted). Conversely, if the significance value is > 0.05 and the t-statistic < 1.658, then the independent variable does not have a significant effect on the dependent variable (hypothesis rejected).

## **4.2. Discussion**

### **The Effect of Work-life Balance on Performance**

The results show that work-life balance has a positive and significant effect on performance. This indicates that the better the balance between employees' work and personal life, the higher their performance. This aligns with the two-factor theory proposed by Frederick Herzberg (1959), which categorizes work-life balance as a motivator. According to this theory, motivators such as meaningful achievement drive job satisfaction and performance. When employees feel that their lives are balanced, they tend to be more motivated, loyal, and focused on completing tasks, which ultimately has a positive impact on performance. These findings are consistent with the research of Putri & Wahyuni (2025), Ramdani et al. (2025), and Sari & Nugroho (2025), who found that work-life balance positively and significantly affects performance, and contradict the studies by Situmorang (2024) and Wulandari et al. (2023), which found no effect.

### **The Effect of Work-life Balance on Job Satisfaction**

The results show that work-life balance does not significantly affect job satisfaction. Although employees may succeed in maintaining a balance between work and personal life, this does not always increase their job satisfaction. This finding contradicts the two-factor theory, where work-life balance is supposed to enhance intrinsic motivation and job satisfaction. However, the insignificance suggests that even when motivators are met, other factors may have a stronger influence on job satisfaction. This result supports the studies of Bukit et al. (2025) and Adhikari & Gyawali (2024), which found no effect of work-life balance on job satisfaction, and contradicts the research of Pratiwi et al. (2024), Kinanti et al. (2024), and Wibowo (2021), which found a positive and significant relationship.

### **The Effect of Organizational Culture on Performance**

The results show that organizational culture does not influence performance. Although employees may perceive organizational values and norms positively, the culture may exist only formally in documents without being internalized, thus not affecting daily performance behavior. This contradicts Herzberg's two-factor theory, where organizational culture as a motivator should enhance performance, yet in this case, it does not. This suggests that the organizational values are not strong or internalized enough and contradict Herzberg's principle that motivators directly affect performance. These findings are in line with the research by Agustin et al. (2020) and Siregar et al. (2021), and contradict studies by Ulyanah et al. (2019) and Khosrowjerdi & Bornmann (2019) showing a significant positive effect.

### **The Effect of Organizational Culture on Job Satisfaction**

The findings show that organizational culture has a positive and significant effect on job satisfaction—the stronger and more positive the organizational cultural values, the higher the employees' satisfaction. The existing culture in the Cilacap District Education and Culture Office provides comfort and emotional attachment to employees, ultimately increasing job satisfaction. A supportive, fair, and communicative culture can enhance satisfaction. This is consistent with Herzberg's two-factor theory (1959), which states that job satisfaction is influenced by motivators such as achievement, recognition, responsibility, and meaningful work. A supportive culture is classified as a motivator. These results align with the research of Sofyanty & Setiawan (2020), Jalil et al. (2020), and Dwinanda et al. (2021), and contradict the findings of Paais et al. (2020), which showed no effect.

### **The Effect of Emotional Intelligence on Performance**

The findings show that emotional intelligence has a positive and significant effect on performance. Employees with high emotional intelligence can understand and manage their own emotions and build good social relationships with coworkers and supervisors. This leads to improvements in productivity, stress resilience, conflict resolution, and team collaboration. This supports Herzberg's (1959) two-factor theory, where performance is influenced by intrinsic motivators. Emotional intelligence is considered an intrinsic motivator as it reflects the individual's ability to manage emotions and self-motivation. With good emotional intelligence, employees tend to be more responsible, able to make decisions, and manage work pressure positively, ultimately improving performance. This is consistent with the research of Rahayuningsih et al. (2024), Rosyida et al. (2024), and Aziz et al. (2024), and contradicts the findings of Wahyuni et al. (2024), who found no effect.

### **The Effect of Emotional Intelligence on Job Satisfaction**

The results show that emotional intelligence does not significantly influence job satisfaction. Even though employees may have high emotional intelligence, it does not necessarily result in high job satisfaction. This contradicts Herzberg's (1959) theory, where emotional intelligence is classified as an intrinsic motivator. However, if hygiene factors such as reward systems, workload, or salary are unmet, emotional intelligence alone is not sufficient to increase job satisfaction. Emotionally intelligent employees may still be dissatisfied if basic job factors are disappointing. This finding aligns with Wahyuni et al. (2024) and Rosyida et al. (2024), and contradicts Jalil et al. (2020), who found a significant effect.

### **The Effect of Work-life Balance on Employee Performance Through Job Satisfaction**

The results show that work-life balance does not affect employee performance through job satisfaction. Employees feel a balance between work and personal life, but this does not sufficiently create the level of job satisfaction needed to drive performance. This contradicts Herzberg's (1959) theory that job satisfaction, as a motivator, can increase performance if driven by responsibility, recognition, and achievement. Work-life balance may only prevent dissatisfaction but is not strong enough to drive intrinsic motivation or performance if not internalized as a work value. These findings are consistent with Marsyanda & Rozaq (2024), Pratiwi & Fatoni (2023), and Lavena et al. (2024), and contradict Asari et al. (2022), Hardiyanti & Purnomo (2022), and Suhartini et al. (2024), who found a significant mediating effect.

### **The Effect of Organizational Culture on Employee Performance Through Job Satisfaction**

The results indicate that organizational culture does not affect employee performance through job satisfaction. Employees perceive the organizational values positively, but the culture remains formal and is not yet fully internalized into daily behavior. As a result, it fails

to foster strong and sustainable job satisfaction, thus not improving performance. This contradicts Herzberg's (1959) theory that organizational culture, as a motivator, should directly impact job satisfaction and consequently performance. However, in this study, the existing culture was not strong enough due to the lack of real implementation among employees. The culture exists more in policies or documents but not in practice. A strong culture requires real actions, leadership involvement, and consistent reward systems to shape satisfaction that affects performance. These findings are in line with Agustin et al. (2020) and Siregar et al. (2021), and contradict Nasution (2021), Devi Agustin et al. (2022), and Sayekti & Suhartini (2024), who found a significant mediating effect.

#### **The Effect of Emotional Intelligence on Employee Performance Through Job Satisfaction**

The results show that emotional intelligence does not affect employee performance through job satisfaction. Most employees can manage emotions, recognize their own and others' feelings, and maintain interpersonal relationships well, but this does not automatically generate high job satisfaction. Emotional intelligence does not have a direct or indirect effect on performance. This contradicts Herzberg's (1959) theory that psychological aspects related to intrinsic motivation influence job satisfaction and performance. Emotional intelligence should drive job satisfaction by helping individuals handle job pressure and creating a positive work environment. However, in this study, it was ineffective due to a lack of organizational support such as supportive leadership, appropriate rewards, or a conducive environment. Emotionally intelligent employees alone are not enough to produce satisfaction that leads to better performance. These findings align with Safitri & Nugroho (2021), Wulandari et al. (2022), and Ramadhani & Putra (2023), and contradict Yuliana & Sari (2020) and Lestari et al. (2024), who found a significant effect.

## **5. Conclusion**

- a) The Work-life Balance variable shows that the balance between personal life and work has a positive and significant effect on employee performance.
- b) The Work-life Balance variable does not have a significant effect on job satisfaction. This indicates that even though employees may feel they have a good balance between work and personal life, it does not necessarily make them feel satisfied in their job.
- c) The Organizational Culture variable does not have a significant effect on employee performance, suggesting that organizational values and norms do not directly drive employee performance.
- d) The Organizational Culture variable has a positive and significant effect on job satisfaction. This means that a supportive and conducive work culture increases employees' satisfaction with their jobs.
- e) The Emotional Intelligence variable has a positive and significant effect on employee performance. The higher the employees' ability to manage emotions and build interpersonal relationships, the better their performance.
- f) The Emotional Intelligence variable does not have a significant effect on job satisfaction. This shows that although employees may be emotionally intelligent, it does not necessarily lead to greater job satisfaction.
- g) The Job Satisfaction variable, as a mediating (intervening) variable, does not mediate the relationship between work-life balance, organizational culture, and emotional intelligence on employee performance. This indicates that job satisfaction is not a pathway that strengthens the indirect relationship between these three independent variables and employee performance at the Department of Education and Culture of Cilacap Regency.



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