

The Role of the Ngayah Tradition in Moderating Work-Family Conflict and Job Stress on Teacher Performance in Ubud, Gianyar

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ABSTRACT

This study aims to analyze the influence of Work-Family Conflict and job stress on teacher performance in Ubud District, Gianyar Regency, and examine the moderating role of the ngayah tradition in this relationship. The study used a quantitative approach with a survey method, involving elementary and junior high school teachers as the population, with purposive sampling. The research instrument was a Likert-scale questionnaire, analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the direct relationship and moderation. The results showed that Work-Family Conflict had no significant effect on teacher performance, while job stress had a significant positive effect, indicating that measurable work pressure can increase focus, creativity, and work responsibility (eustress). The ngayah tradition did not moderate the relationship between Work-Family Conflict and job stress on teacher performance, because its effectiveness depends on individual perceptions, workload, and social context. The conclusion of the study confirms that teacher performance is maintained thanks to social support, family understanding, and good role management. The integration of the ngayah tradition needs to be carried out adaptively to continue to provide benefits, support work-family balance, and strengthen performance according to the principles of Tri Hita Karana. Research suggestions include the implementation of effective time management, work-life balance training, coordination between teachers and schools, and regulating involvement in traditional activities so that cultural values become a source of motivation and not an additional burden.

Keywords: Teachers, Performance, Stress, Ngayah, Conflict

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1. INTRODUCTION

Education is a basic human need that plays an important role in improving the quality of human resources (HR) in order to achieve a progressive and prosperous life. (Benidikto et al., 2025) Education is defined as a conscious and planned effort to create a learning environment that enables students to develop their potential, spiritual strength, self-control, intelligence, noble character, and skills. Education can be obtained through formal or non-formal channels. Schools, as formal educational

institutions, require adequate support from teaching staff, both quantitatively and qualitatively, in terms of teaching strategies and operational aspects, to develop students' potential now and in the future.

Educational resources include educational personnel, the community, funding, facilities, and infrastructure. Educators include teachers, lecturers, counselors, learning facilitators, instructors, facilitators, and other professionals according to their specializations. Education plays a strategic role in producing professional and qualified human resources, making designing an

appropriate education system to realize a golden generation crucial. The role of teachers in welcoming this golden generation includes creating an optimal learning environment, developing innovative learning methods, and preparing relevant skills to face future challenges. Teachers, as agents of change, are expected to produce creative, innovative, and globally competitive graduates.(Amalia et al., 2025).

Teacher performance is a key determinant of the quality of education delivery. Achieving optimal performance requires focused and coordinated human resource development supported by external factors. Teachers play a key role in the process of knowledge transfer and character development for students. Teacher performance is influenced by knowledge, skills, motivation, and competence. Good performance is reflected in the ability to design learning programs, implement teaching and learning processes, conduct evaluations, and analyze learning outcomes.

Previous research has shown a significant relationship between teacher performance and student learning outcomes. Good teacher performance in lesson planning impacts optimal learning outcomes. High teacher quality also impacts performance, including in emergency situations like a pandemic.(Zamzamy et al., 2021).

Teachers face the challenge of work-family conflict, especially those who are married. This conflict arises from limited time, energy, and commitment in fulfilling their roles as educators and family members. Gender equality has led to increased participation of women in dual roles as mothers and workers, including female teachers in Bali. This dual role encompasses productive, reproductive, and social activities.

Balinese women play strategic roles in both the family and the economy. These dual demands often lead to role conflict, particularly in dual-earner families. Teachers face a combination of

administrative and academic burdens at school and cultural and social demands in the community. This situation has the potential to trigger work-family conflict, which impacts work stress, health, and emotional well-being.

Occupational stress is defined as a response to work demands and pressures that exceed an individual's ability to cope. Factors contributing to stress in teachers include high teaching loads, minimal support, excessive administrative demands, and diverse student populations. Chronic occupational stress disrupts psychological balance, reduces productivity, and weakens interpersonal relationships.

Studies show that work stress doesn't always impact performance if the work environment is conducive and teachers are able to conduct themselves professionally. However, most research indicates a negative relationship between high stress levels and decreased teacher performance.

Bali boasts a rich cultural heritage, including the Tri Hita Karana philosophy, which emphasizes a balanced relationship between humans and God (Parhyangan), fellow humans (Pawongan), and nature (Palemahan). The Ngayah tradition is an important social practice, meaning mutual cooperation, or selfless cooperation, typically in religious or social activities. Ngayah values encompass sincere devotion, togetherness, and social harmony.

Ubud, as the center of Balinese culture, implements the Ngayah tradition within the hamlet and temple complexes. Teachers in this region bear both professional obligations and customary and religious responsibilities. Balancing these roles requires physical and mental resilience. Ngayah is believed to strengthen social support, foster a sense of community, and help teachers manage work stress and work-family conflict.(Sugiharti et al., 2024).

Teacher performance data in Ubud District shows that the majority of elementary and junior high school teachers achieved the "Good" category, with some experiencing improvement. There are 156 junior high

school teachers and 400 elementary school teachers. Work pressure, administrative burdens, parental demands, student achievement targets, and changing education policies remain challenges. Administrative burdens such as developing lesson plans, developing learning strategies, assessing, and reporting have the potential to diminish focus on learning activities.

High workloads reduce family time, leading to prolonged stress. This pressure can lead to emotional and physical exhaustion, impacting the quality of teaching and student learning outcomes. The combination of work-family conflict and job stress has the potential to reduce teacher performance if not managed effectively.(Indrian et al., 2023).

The Ngayah tradition has the potential to act as a moderating variable that mitigates the negative impact of work-family conflict and job stress on teacher performance. The values of mutual cooperation, sincerity, and togetherness embodied in Ngayah enhance psychological resilience and strengthen social support networks. This study focuses on the relationship between work-family conflict and job stress on teacher performance in Ubud District and examines the role of Ngayah as a moderating factor.(Tripambudi et al., 2022).

Based on the above phenomena, the purpose of this study is to comprehensively analyze various factors that influence teacher performance in Ubud District, Gianyar Regency, with a focus on aspects of Work Family Conflict and job stress as well as the moderating role of the Ngayah tradition. First, this study analyzes the influence of Work Family Conflict on teacher performance, considering that the overlapping roles between work demands and family responsibilities have the potential to reduce teaching effectiveness. Second, this study examines the influence of work stress on teacher performance, where work pressure, administrative burden, and the dynamics of social interactions in schools can affect motivation and the quality of learning. Third, this study

examines the influence of Work Family Conflict on teacher performance by considering the Ngayah tradition as a moderating variable, considering that the values of togetherness, mutual cooperation, and sincerity contained therein have the potential to reduce the negative impact of role conflict. Fourth, this study examines the influence of work stress on teacher performance moderated by the Ngayah tradition, with the assumption that social support and harmony born from Ngayah practices can increase teacher psychological resilience. The results of this study are expected to provide theoretical and practical contributions in the management of educational human resources based on local wisdom in Bali.

2. METHODS

2.1. Scope of Research

This study focused on Hindu teachers teaching in elementary and junior high schools in Ubud District, Gianyar. The study population comprised 46 elementary and six junior high schools in the area. The focus of the study was on the influence of work-family conflict and job stress on teacher performance, with the Ngayah tradition as a moderating variable.

The independent variables in this study include work-family conflict and job stress. Work-family conflict is understood as the clash between work and family demands, as measured by time-based conflict, tension, and behavior. Job stress is defined as pressure arising from the demands of tasks, roles, and interpersonal relationships in the work environment.(Tripambudi et al., 2022).

The dependent variable is teacher performance, which is measured based on the components of learning administration, learning objectives, teaching materials, learning strategies, learning methods and media, assessments, and the completeness of learning documents.

The moderating variable is the Ngayah tradition, a Balinese social and cultural practice that reflects voluntary participation for the common good. This tradition is measured through the dimensions of social participation, cultural commitment, spiritual meaning, social solidarity, and sincerity. This study examines the interrelationships between these variables to understand the factors influencing teacher performance within the context of local wisdom.

2.2. Data Types and Sources

This study uses primary and secondary data. Primary data were obtained directly from sources through questionnaires, interviews, and observations of elementary and junior high school teachers in Ubud District, Gianyar. Secondary data came from the results of teacher performance assessments accessed through the PMM application by the principal. Based on its type, this study uses quantitative data in the form of numbers, including the number of teachers and questionnaire results, as well as qualitative data in the form of descriptions, schemes, and images, including a brief history of Ubud District, Gianyar. The combination of these two types of data is used to analyze the influence of Work-Family Conflict and job stress on teacher performance. (Wu et al., 2024).

2.3. Data Collection Methods and Techniques

Data collection in this study used observation, interviews, literature review, and questionnaires. Observations were conducted by directly observing the phenomena occurring among elementary and junior high school teachers in Ubud District, Gianyar. Interviews were conducted with the Bendesa Adat (traditional village head), the principal, the vice principal, and teachers to gather more in-depth information. The literature review utilized references from books, journals, theses, and data from the Education Office and Ubud District, Gianyar. Questionnaires

were distributed to all teachers as an instrument to collect written data, both in the form of open-ended and closed-ended questions, to support the analysis of the research variables.

2.4 Research Instruments

The research instrument was a questionnaire used to measure work-family conflict, work stress, ngayah tradition, and teacher performance. Measurements were conducted using a Likert scale of 1–5, ranging from “Strongly Agree” to “Strongly Disagree.” The data obtained were analyzed through validity and reliability tests. The validity test was used to ensure the accuracy of the instrument, with valid criteria if the correlation is positive and $r > 0.30$. The reliability test aimed to measure the consistency of the instrument, using the Cronbach's alpha technique, with reliable criteria if $\alpha > 0.60$. The test results ensured that the questionnaire was suitable for use in collecting research data. (Sedana & Astawa, 2019).

2.5. Data Analysis Method

Descriptive analysis aims to describe and analyze data characteristics based on actual conditions without generalization. Descriptive statistics include sample size, frequency, minimum value, maximum value, mean, and standard deviation. Partial Least Squares (PLS) within a Structural Equation Modeling (SEM) framework is used to maximize the variance of the dependent variable and examine the relationships between latent variables.

The PLS model evaluation includes an outer model and an inner model. The outer model assesses the relationship between indicators and latent variables through convergent validity, discriminant validity, and reliability. Convergent validity is achieved if the factor loading is greater than

0.70 or 0.50–0.60 during the development stage. Discriminant validity is achieved if the AVE root is greater than the correlation between constructs and the AVE value is greater than 0.50. Reliability is measured using composite reliability and Cronbach's alpha, with a minimum value of 0.70.(Nur et al., 2025).

The inner model examines the structural relationships between latent variables through multicollinearity testing, hypothesis testing, 95% confidence interval analysis, and the F-square test. Multicollinearity does not occur if the VIF value is less than 5. The hypothesis is accepted if the t-statistic exceeds 1.96 or the p-value is below 0.05. Path coefficients are analyzed at the 95% confidence level. An F-square value of 0.02 indicates a weak effect, 0.15 a moderate effect, and 0.35 a strong effect.(Krisentia et al., 2022).

Model fit was measured using R-Square, Q-Square, and SRMR. An R-Square value of 0.67 is categorized as high, 0.33 as moderate, and 0.19 as low. A Q-Square value above zero indicates predictive

relevance. An SRMR value below 0.08 indicates good fit, below 0.10 as fair fit, and above 0.10 as poor fit.

Moderating variables in PLS-SEM consist of pure moderators, quasi-moderators, homologous moderators, and predictor moderators. Classification is based on the significance of the interaction coefficients and direct relationships in the model. This approach provides a comprehensive evaluation of the instrument's reliability, the strength of the relationships between variables, and the overall quality of the research model.

3. RESULTS AND DISCUSSION

Based on the analysis of this research model using the Structural Equation Modeling Partial Least Square (SEM-PLS) method using SmartPLS 3 software. The stages of research model analysis consist of evaluation of the measurement model (outer model), evaluation of the structural model (inner model), and hypothesis testing.

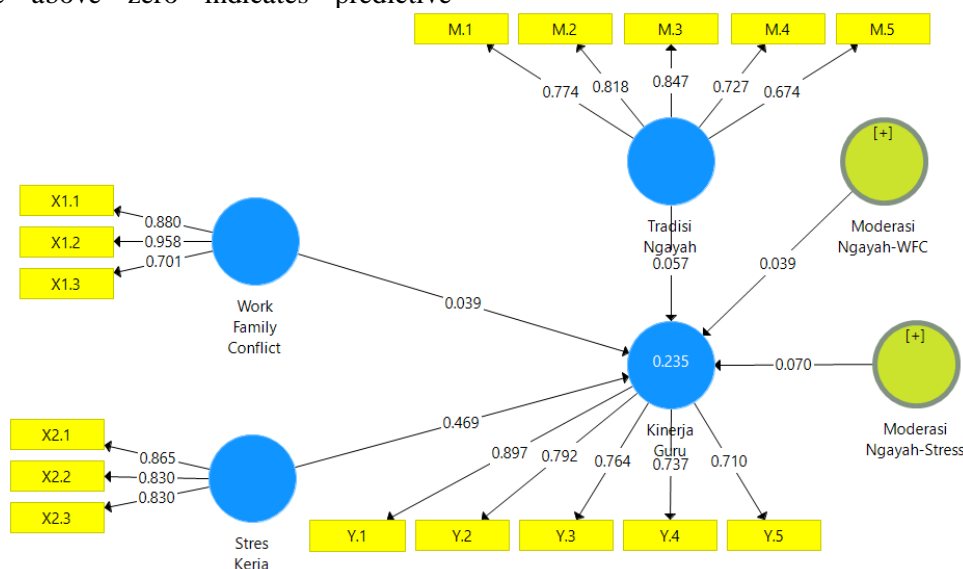


Figure 1. PLS Algorithm Analysis Results

3.1. Measurement Model Analysis (Outer Model)

Convergent validity is the criterion used to determine the validity of indicators for each

variable. Convergent validity is evaluated by examining the factor loading values of the latent variables and their indicators. The process of analyzing the research model using SmartPLS software begins with calculating the PLS algorithm (running the

PLS algorithm).(Retnaning Dyah Dharmayanti et al., 2024).

The results of the first analysis showed that there were two indicators with loading factor values below 0.60, which is a requirement to pass the validity test: indicator Y6 (loading factor value of 0.391) and Y7 (loading factor value of 0.350). The results of the convergent validity test are shown in Figure 1.

Discriminant validity is a validity measurement conducted by comparing the AVE root coefficient of each variable with the correlation coefficient between variables in the research model. The model

is declared discriminantly valid if the AVE root value is greater than the correlation between other variables (Hair et al., 2017). The results of the discriminant validity test are shown in Tables 5.12 and 5.13. Table 5.12 shows that the AVE root value is greater than the correlation between other variables, so it can be stated that all research instruments meet the discriminant validity criteria. The Heterotrait-Monotrait Ratio (HTMT) criteria are also met, where all values do not exceed 0.9 (the HTMT ratio must be <0.9) so it can be declared discriminant valid (Table 1).

Table 1 Test(*Fornell-Larcker Criterion*)

	Teacher Performance	Work Stress	Ngayah Tradition	Work-Family Conflict
Teacher Performance	0.783			
Work Stress	0.475	0.842		
Ngayah Tradition	0.080	0.040	0.771	
<i>Work-Family Conflict</i>	0.066	0.047	0.232	0.853

Source: Processed data (2025)

Table 2. Test*Discriminant Validity (Heterotrait-Monotrait Ratio/HTMT)*

	Teacher Performance	Work Stress	Ngayah Tradition	Work-Family Conflict
Teacher Performance				
Work Stress	0.510			
Ngayah Tradition	0.082	0.091		
<i>Work-Family Conflict</i>	0.070	0.073	0.411	

Source: Processed data (2025)

Table 3 Test Results*Composite Reliability and Cronbach's Alpha*

Variables	Cronbach's Alpha	Composite Reliability	Information
Teacher Performance	0.842	0.887	Reliable
Work Stress	0.803	0.879	Reliable
Ngayah Tradition	0.856	0.879	Reliable
<i>Work-Family Conflict</i>	0.833	0.888	Reliable

Source: Processed data (2025))

Composite Reliability and Cronbach's Alpha are measures of reliability between indicator blocks of the variables that make up the research model. A research instrument is considered reliable if the Composite Reliability and Cronbach's Alpha values are above 0.70. The reliability test results in Table 5.14 show that the Composite Reliability and Cronbach's Alpha values for each variable are greater than 0.70, thus being considered reliable.

3.2. Structural Model Analysis (Inner Model)

The accuracy test of this research model is based on three criteria, namely R-Square (R²) and Goodness of Fit (GoF).

Table 4. R Square

	R Square	R Square Adjusted
Teacher Performance	0.235	0.218

Source: Processed data (2025)

Goodness of Fit (GoF) is a criterion for determining the level of precision or accuracy of a model. GoF has a value range between 0 (zero) and 1 (one), where the closer to one, the better the GoF. (Yuslinda et al., 2023). The GoF formula is as follows:

$$GoF = \sqrt{\text{average } R^2 \times \text{average AVE}}$$

The R-Square (R²) value for the teacher performance variable is 0.235. This result indicates that teacher performance is influenced by Work-Family Conflict and work stress by 23.5%, while the remaining 76.5% is influenced by other factors outside this research model. The coefficient of determination of the research model has a sufficient/moderate predictive level. This relatively small R-Square value may be caused by the characteristics of the research instrument, especially the use of statements with negative forms in several questionnaire items (Paramarta, 2024).

The GoF results showed a value of 0.394, which is considered high based on Hair et al.'s (2017) criteria. This means the research model has a high level of accuracy. This research model was declared robust based on the results of the structural model evaluation (inner model) as measured by the R-Square and Goodness of Fit (GoF) criteria. Both stages of the measurement model evaluation (outer model) and the structural model evaluation (inner model) have produced good results.

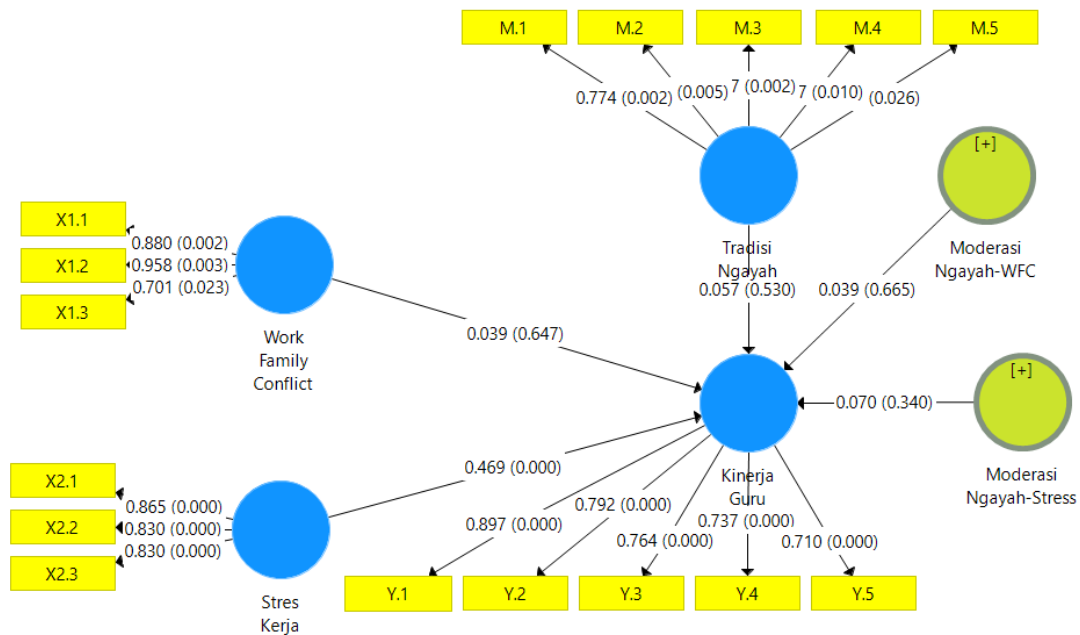


Figure 2. SmartPLS Bootstrapping Results

Table 5. Results of the Test of the Influence Between Variables

Path Analysis	Coefficient	T Statistics	P Values	Information
Work-Family Conflict →Teacher Performance	0.039	0.459	0.647	Not Significant
Work Stress→Teacher Performance	0.469	12,848	0,000	Significant
Ngayah-WFC Moderation→Teacher Performance	0.039	0.434	0.665	Not Significant
Stress Moderation→Teacher Performance	0.070	0.956	0.340	Not Significant

Source: Processed data (2025)

3.3. Results of Research Hypothesis Testing

The results of the research hypothesis testing can be seen in Figure 2 and Table 5. The conditions for the hypothesis to be accepted are if the t-statistic value is greater than the t-table value of 1.96 and the probability value (p value) is less than the 5% significance level ($\alpha = 0.05$).

The results of data analysis show that the work-family conflict variable (X1) does not have a significant effect on teacher performance (Y). This result is evidenced by the path value from X1 to Y of 0.039

with a t-statistic of $0.459 < 1.96$ (t-table) and a p-value of $0.647 > 0.05$ (hypothesis 1 is rejected). The effect of the work stress variable (X2) on teacher performance (Y) is positive and significant. This result is evidenced by the path value from X2 to Y of 0.469 with a t-statistic of $12.848 > 1.96$ (t-table) and a p-value of $0.000 < 0.05$ (hypothesis 2 is accepted). The ngayah tradition variable (M) does not moderate the effect of work-family conflict (X1) on teacher performance (Y). This result is proven by the path value of 0.039 with a t-statistic of $0.434 < 1.96$ (t-table) and a p-value of $0.665 > 0.05$ (hypothesis 3 is

rejected). The ngayah tradition variable (M) does not moderate the effect of work stress (X2) on teacher performance (Y). This result is proven by the path value of 0.070 with a t-statistic of $0.956 < 1.96$ (t-table) and a p-value of $0.340 > 0.05$ (hypothesis 4 is rejected).

This study found that work-family conflict had no significant effect on teacher performance in Ubud. In theory, role conflict between work and family often negatively impacts performance. Role theory explains that role conflict is not always detrimental if individuals possess good role management skills and adequate environmental support. Teachers in Ubud are embedded within strong socio-cultural networks, have role flexibility within the traditional community, and are tolerant of traditional obligations by school institutions. Role integration allows for the alignment of household activities, work, and social interactions, reducing friction between roles. (dananjaya et al., 2024)

The Job Demands-Resources Model positions work-family conflict as a job demand. Its impact on performance is influenced by resource availability. Teachers in Ubud have sufficient resources, and this conflict does not reduce performance or drive work motivation. Some teachers adapt to role conflict as a normal part of life. Competence, motivation, and social support are more dominant factors influencing performance.

Job stress has a positive effect on teacher performance at the right intensity. The concept of eustress explains that measured pressure can motivate and increase productivity. Pressure in the form of learning targets, deadlines, and student expectations stimulates work enthusiasm. The Job Demands-Resources Model views job stress with adequate resources such as pedagogical skills, principal support, and harmonious working relationships as challenge stressors that encourage increased effort, not threats. Managed stress improves performance through high

motivation and self-control. (Paramarta & Karyati, 2024).

The Ngayah tradition was tested as a moderating variable. The results showed that ngayah did not moderate the influence of work-family conflict on teacher performance, nor did it moderate the influence of work stress on performance. Ngayah values, which encompass togetherness, mutual cooperation, and dedication, do not automatically function as a psychological buffer. Effectiveness depends on individual perception and the context of role load. Role Theory views ngayah as being able to strengthen harmony when well-integrated, potentially becoming an additional demand during high workloads. The Job Demands-Resources Model and Conservation of Resources Theory position ngayah as a resource if it provides emotional support, positive meaning, and energy recovery. Ngayah loses its function if it reduces rest time or increases workload.

Tri Hita Karana positions ngayah as a reinforcement of Pawongan and Parhyangan. The high intensity of traditional activities coupled with work demands shifts this essence into a source of stress. Differences in teachers' perceptions are a determining factor. Some interpret ngayah as an honor and a source of support. Others see it as an additional burden that interferes with work and reduces rest time. (Narendra et al., 2021).

The research results show that the ngayah tradition neither strengthens nor weakens the influence of role conflict or work stress on teacher performance. Preserving cultural values requires workload management and flexibility in teacher involvement in traditional activities. The value of ngayah should remain a source of motivation and well-being, not additional stress.

4. CONCLUSION

This study shows that work-family conflict does not significantly impact teacher performance in Ubud. Despite facing dual roles, teachers are able to maintain their

performance thanks to social support, family understanding, role flexibility, and time management skills. Job stress has been shown to positively impact performance, in line with the concept of eustress, where measured pressure fosters focus, creativity, and work responsibility. Support from pedagogical competence, a sense of professional belonging, and coworker solidarity reinforce this effect.

The tradition of *ngayah* does not moderate the relationship between work-family conflict and job stress on teacher performance. The noble values of *ngayah*, such as togetherness, mutual cooperation, and devotion, do not always act as psychological buffers, as their effectiveness depends on individual perceptions, workload, and social context. For some teachers, *ngayah* serves as a source of motivation and cultural identity; for others, particularly those with high workloads, *ngayah* becomes an additional demand.

These results confirm that cultural values do not always have a universal protective effect, but rather are contextual. Integrating *ngayah* into professional life requires adaptive management to maintain emotional support, maintain work-family balance, and maintain optimal performance in accordance with the principles of Tri Hita Karana.

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