

The Effect of Work Life Balance and the Implementation of Knowledge Management on the Performance of Educational Staff at Universitas Jenderal Achmad Yani

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ABSTRACT

This research addresses the issue of suboptimal educational staff performance in higher education institutions, which is often associated with imbalances between professional and personal life and ineffective organizational knowledge practices. The study aims to analyze the influence of work-life balance and the implementation of knowledge management on the performance of educational staff at Universitas Jenderal Achmad Yani. A quantitative research design grounded in a positivist paradigm was employed. Data were obtained through semantic differential scale questionnaires, supported by observations, interviews, and secondary sources from relevant literature. From a population of 600 educational staff members, 100 respondents were selected using the Slovin formula and purposive sampling. The data were examined using descriptive and associative statistical analyses. The findings reveal that work-life balance, knowledge management implementation, and staff performance are generally perceived as moderate. Partially, work-life balance has a positive effect on educational staff performance, while knowledge management implementation also shows a stronger positive influence. Simultaneously, both variables significantly affect the performance of educational staff. These results highlight that strengthening work-life balance policies and optimizing knowledge management systems are crucial for improving the performance of educational staff in the university context.

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1. INTRODUCTION

Human resources are a key element of an organization, and their role depends on employees' capabilities to plan, manage, and make meaningful contributions to achieving organizational objectives [1]. Effective human resource management is essential because

employees are valuable organizational assets; they play a critical role in managing the organizational life cycle, thereby requiring strategies to optimize employee performance [2].

For human resource management, maintaining employees' health and their ability to work efficiently for extended periods represents a major challenge [3]. Highly productive human resources positively influence an organization's ability to achieve its goals, and vice versa. Therefore, organizations need to identify and implement effective strategies and policies to maximize human resource performance [4].

In today's dynamic work environment, achieving a harmonious balance between professional and personal life has become a critical concern for both employees and organizations [5]. Work-life balance has been widely recognized as an important organizational issue that can positively affect organizational performance (Bataineh, 2019). Work-life balance refers to employees' efforts to allocate their time and energy between work and personal life [6].

In the workplace, work-life balance can influence employees' mental and physical well-being as well as organizational sustainability (Wong et al., 2020). Ideally, employees are expected to perform their tasks efficiently and devote their energy and focus to the organization. However, they also have responsibilities and activities outside their professional roles. Consequently, work-life balance becomes a crucial factor preventing mental and physical strain among employees [7].

Educational staff serve as key supporting pillars in sustaining academic and non-academic activities within the university environment by providing administrative, technical, and operational services that foster a professional, efficient, and inclusive working and learning atmosphere. For educational staff, achieving work-life balance significantly influences performance, as it can reduce stress levels, prevent emotional exhaustion (burnout), and enhance job satisfaction and work motivation [8]. When educational staff perceive that their personal and professional needs are met in proportion, they tend to demonstrate greater loyalty, stronger work engagement, and higher-quality educational services [9]. Therefore, educational institutions that can create a work environment supportive of work-life balance are more likely to produce educational staff who are productive, professional, and highly dedicated to their duties and responsibilities [10].

The researcher conducted a preliminary survey by distributing pre-survey questionnaires to educational staff at Universitas Jenderal Achmad Yani (UNJANI) to obtain an initial overview of the variables under study. The questionnaires were distributed across all faculties to ensure data accuracy. The findings from this pre-survey provided an initial basis for problem formulation and the development of subsequent research instruments.

Based on interviews with several informants, it was revealed that educational staff at Universitas Jenderal Achmad Yani frequently encounter several challenges, including a high workload that is not proportional to the available workforce capacity. When work volume increases significantly without additional personnel or equitable task distribution, employees are forced to assume responsibilities that more people should handle. This

situation generates substantial psychological pressure, reduces concentration levels, and triggers both physical and mental fatigue. Staff shortages also affect operational efficiency, as employees lack sufficient time to complete tasks optimally, which ultimately impacts service quality and the achievement of organizational targets.

These conditions are further exacerbated by newly implemented management policies that fail to consider employees' aspirations or field conditions adequately. One such policy is the reduction of allowances, which has led to dissatisfaction, anxiety, and resistance among employees. The revised compensation policy has undergone numerous changes; previously, base salaries were perceived as relatively adequate, yet following the policy changes, reductions in base pay have had a significant impact on employees. Several salary components, including base salary, allowances, and tax deductions, were adjusted, directly affecting the amount of net salary received each month. Some employees experienced positive effects, particularly those with high performance ratings and marital status, as they received increased allowances. However, many others expressed concerns about higher deductions or the reduction or elimination of allowances previously received regularly.

The balance between work life and personal life can be influenced by various factors, both internal (individual) and external (work or social environment) [11]. In this context, educational staff at Universitas Jenderal Achmad Yani can be identified as experiencing internal challenges related to time management between work and personal life. Externally, high job demands can generate stress and fatigue, potentially reducing motivation and productivity.

The pre-survey results among educational staff at Universitas Jenderal Achmad Yani indicate that a proportion of employees still perceive a mismatch between workload and the number of available educational staff, with 16.7% categorized as poor. Additionally, more than 10% of respondents assessed task completion and workload distribution within their respective units as suboptimal. Furthermore, 11.1% of respondents considered the effectiveness of work units in achieving organizational targets with the existing number of staff to be low. Meanwhile, 22% of respondents stated that institutional systems and policy support in addressing high workloads remain in the low category.

Most studies operationalize work-life balance (WLB) based on the dimensions of time and workload [12]. Work-life balance is defined as an employee's ability to maintain equilibrium between work and personal life (Lumunon et al., 2019). Such an imbalance may lead to dissatisfaction, which in turn causes errors that hinder the completion of both production-related and other tasks, as modifications require additional time, resulting in targets not being achieved as planned [13].

In addition to work-life balance, the implementation of knowledge management has a significant influence on improving both organizational and individual performance [14]. Knowledge management contributes to the creation of organizational value by facilitating better decision-making, reducing duplication of work, and enhancing responsiveness to change [15]. Ultimately, these factors directly impact productivity and overall organizational performance [16].

This condition is also experienced by the educational staff of Universitas Jenderal Achmad Yani, as several informants indicated that the lack of effective knowledge management implementation within the institution has led to various adverse impacts, both administrative and academic. The following section presents aggregated data from the pre-survey on the perceived implementation of knowledge management among educational staff at Universitas Jenderal Achmad Yani.

Based on the pre-survey results, more than 10% of the educational staff at Universitas Jenderal Achmad Yani rated poorly the availability of structured systems for knowledge management within their work units, the ease of access to information or knowledge required for task execution, the smooth flow of information communication, and the clarity of work instructions received, which were considered suboptimal. In addition, 22% of respondents assessed the institution's operational efficiency, given the current communication and reporting systems, as still relatively low.

Based on direct observations within the institutional context, the absence of a structured system for managing knowledge, such as inefficiencies in knowledge communication, information sharing, and work reporting from educational staff to supervisors, has been identified as a major obstacle to achieving predetermined performance targets. Irregularities in reporting flows, delays in the delivery of critical information, and the lack of structured documentation have resulted in information gaps between task executors and decision-makers.

These conditions lead to unclear work instructions, inaccurate planning, and slow or poorly targeted decision-making. The situation is further exacerbated by high workloads and multitasking demands placed on educational staff, causing many tasks to overlap or deviate from established priorities. Without efficient communication systems and clear reporting mechanisms, educational staff struggle to perform their duties effectively, making it challenging to meet performance targets and increasing the risk of errors or duplication of work.

From an academic perspective, inadequate documentation and dissemination of knowledge can hinder inter-faculty collaboration, reduce the quality of learning, and slow the development of curricula and research innovation. Moreover, a weak culture of knowledge sharing results in limited integration among the three pillars of Universitas Jenderal Achmad Yani's Tri Dharma: education, research, and community service. Therefore, the effective implementation of knowledge management is a strategic necessity to enhance organizational efficiency, preserve the accumulation of institutional knowledge, and support the sustainable achievement of the vision and mission of Universitas Jenderal Achmad Yani.

Performance is defined as the quality and quantity of work outcomes achieved by an employee in carrying out assigned tasks in accordance with given responsibilities [17]. In other words, performance is a general term used to describe an organization's actions or activities over a given period, with reference to standards such as projected past costs based on efficiency, managerial accountability, and related criteria [18]. When employees perform their responsibilities in accordance with their respective job descriptions to enhance performance, employee performance can be measured by the achievement of both

qualitative and quantitative work results [19]. According to Saiba et al. (2021), individual performance is closely related to work motivation, as motivation functions as an internal driving force that encourages employees to direct their abilities and efforts toward achieving organizational goals.

Previous studies by Fitrah (2022), Warda et al. (2025), and Murpiari et al. (2025) indicate that work-life balance has a significant effect on performance. This finding implies that a better work-life balance is associated with higher work motivation and productivity. Work-life balance is described as the achievement of balance between employees' family or personal life and their work life (Sinambela, 2020). In contrast, studies by Eladira et al. (2024), Hamid and Qamaruddin (2024), Mursham et al. (2022), Oktosatrio (2018), and Siwalankerto (2020) report that work-life balance does not have a significant effect on performance.

Meanwhile, research by Medya et al. (2024) demonstrates that knowledge management positively affects performance. This finding is supported by previous studies conducted by Wahyudi et al. (2022), Nirmalasari (2018), Susanto et al. (2022), and Badrianto and Ekhsan (2021), all of which show that knowledge management positively influences employee performance.

Based on the above background, factors such as work-life balance and the implementation of knowledge management should be examined further, as they may influence performance within the institutional environment of Universitas Jenderal Achmad Yani. Therefore, the researcher is interested in conducting a study entitled **“The Effect of Work Life Balance and the Implementation of Knowledge Management on the Performance of Educational Staff at Universitas Jenderal Achmad Yani.”**

2. METHOD

This study employs a quantitative method grounded in positivism to test hypotheses regarding the effects of work-life balance and the implementation of knowledge management on the performance of educational staff at Universitas Jenderal Achmad Yani. Data were collected from both primary and secondary sources, with primary data obtained through field studies using semantic differential scale questionnaires, observations, and interviews, while secondary data were derived from relevant books, academic journals, and supporting documents. The research population consisted of 440 educational staff members, and a sample of 81 respondents was selected using the Slovin formula and a purposive sampling technique. Data analysis was conducted using descriptive and associative methods, with data processing stages including editing, coding, tabulating, and verification, to ensure data accuracy and support the formulation of valid conclusions in line with the research objectives.

3. RESULTS AND DISCUSSION

Associative Analysis of the Effect of Work Life Balance and the Implementation of Knowledge Management on the Performance of Educational Staff at Universitas Jenderal Achmad Yani

To address the research problem regarding the effects of work-life balance and the implementation of knowledge management on the performance of educational staff at Universitas Jenderal Achmad Yani, multiple regression analysis was employed. Prior to conducting the regression analysis, classical assumption tests were performed.

The results of the normality test yielded a value of 0.086, indicating that the data are normally distributed, as the value exceeds 0.05 (as presented in the appendix). The multicollinearity test showed Variance Inflation Factor (VIF) values of 3.120 for X1 and 4.978 for X2, indicating that the data are free of multicollinearity, as the values are below 10 and reflect the absence of correlation among the independent variables in the regression model. The heteroscedasticity test results showed significance values of 0.210 (> 0.05) for work-life balance and 0.432 (> 0.05) for the implementation of knowledge management, indicating that heteroscedasticity does not occur, meaning there is no variance inequality of residuals across observations (as shown in the appendix). Furthermore, the autocorrelation test produced a residual significance value of 0.978, indicating the absence of autocorrelation in the data (as shown in the appendix).

Subsequently, multiple regression analysis was conducted, yielding the following results:

Table 1. Results of Multiple Regression Analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.725	1.385		1.246	.016
	WLB	.629	.051	.452	4.506	.020
	IKM	.480	.061	.620	3.927	.041

a. Dependent Variable: KINERJA

Source: Output of the SPSS Program, 2026

Based on Table 1, which presents the results of the multiple regression analysis, the following multiple regression equation is obtained:

$$Y_1 = 3.725 + 0.629X_1 + 0.480X_2.$$

The Effect of Work-Life Balance on the Performance of Educational Staff at Universitas Jenderal Achmad Yani

Based on the results of the multiple regression analysis in Table 1, the coefficient value (b_1) for work-life balance is 0.629. This indicates that work-life balance has a positive partial effect on performance, with a coefficient of 0.629. The magnitude of the partial effect of the independent variable on the dependent variable can be observed from

the Standardized Coefficient (Beta) value of 0.452, which indicates that work-life balance contributes 45.2% to performance and is categorized as a moderate effect.

The Effect of the Implementation of Knowledge Management on the Performance of Educational Staff at Universitas Jenderal Achmad Yani

Based on the results of the multiple regression analysis in Table 1, the coefficient (b₂) for knowledge management implementation is 0.480. This indicates that knowledge management implementation has a positive partial effect on performance, with a coefficient of 0.480. The magnitude of the partial effect is evident in the Standardized Coefficient (Beta) value of 0.620, indicating that knowledge management implementation contributes 62% to performance and is classified as a strong or high effect.

The Effect of Work Life Balance and the Implementation of Knowledge Management on the Performance of Educational Staff at Universitas Jenderal Achmad Yani

This study also examines the extent to which the model explains the dependent variable. If the R-squared value approaches 0, the independent variables have a weaker ability to explain the dependent variable; conversely, if the R-squared value approaches 1, the independent variables have a stronger ability to explain the dependent variable. The results are presented in the following table:

Table 2. Determination of the Effect of Work-Life Balance and the Implementation of Knowledge Management on Performance

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.554 ^a	.510	.508	1.231

a. Predictors: (Constant), IKM, WLB

Source: Results of SPSS Data Processing, 2026

Based on these results, the combined effect of work-life balance and the implementation of knowledge management on performance is indicated by the coefficient of determination (R²) value of 0.510. This means that the variables of work-life balance and the implementation of knowledge management explain 51% of the variance in performance, which falls into the strong effect category.

Hypothesis Testing

Partial Test

The partial test is conducted to determine the individual (partial) effect of the independent variables (X) on the dependent variable (Y). This calculation was performed using SPSS. In addition, the degrees of freedom (df) were first determined to obtain the t-table value.

Thus, the degrees of freedom were $81 - 2 - 1 = 78$, yielding a t-table value of 1.990. The calculation results are presented in the following table:

Table 3. Results of the Partial Test of Work Life Balance and the Implementation of Knowledge Management on Performance

Variable	t _{count}	t _{table}	Sig.	Prob.	Description
X1	4,506	1,990	0,020	0,05	Significant
X2	3,927	1,990	0,041	0,05	Significant

Source: SPSS Program Output, Reprocessed 2026

The t count value is greater than the t table value ($4.506 > 1.990$). The magnitude of the partial effect of work-life balance on performance is indicated by a significance value of $0.020 (< 0.05)$. Therefore, H_a is accepted, and H_0 is rejected, indicating that work-life balance has a positive and significant effect on performance.

For the knowledge management variable, the t count value is greater than the t table value ($3.927 > 1.990$). The magnitude of the effect of implementing knowledge management on performance is indicated by a significance value of $0.041 (< 0.05)$. Thus, H_a is accepted, and H_0 is rejected, indicating that knowledge management implementation has a positive and significant effect on performance.

Simultaneous Test

The simultaneous test (F test) is used to determine whether the independent variables (X_1 and X_2) jointly affect the dependent variable (Y). Based on the results of the simultaneous test using SPSS version 26.0, the calculated F value (F count) is 4.266. The F table value is determined by the degrees of freedom ($2; 81 - 2 = 79$), resulting in an F table value of 3.11. The calculation results are presented in the following table:

Table 4. Results of the Simultaneous Test of the Effect of Work-Life Balance and the Implementation of Knowledge Management on Performance

Variable	f _{count}	f _{table}	Sig.	Prob.	Description
<i>Work-life balance and implementation of knowledge management</i>	4,266	3,11	0,029	0,05	Significant

Source: SPSS Program Output, Reprocessed 2026

Based on the F test results, the calculated F value of 4.266 is greater than the F table value of 3.11, with a significance value of $0.029 (< 0.05)$. It can therefore be concluded that H_a is accepted and H_0 is rejected, indicating that work-life balance and the implementation of knowledge management simultaneously have a significant effect on performance.

4. DISCUSSION

The results of this study provide empirical evidence that work-life balance and the implementation of knowledge management significantly influence the performance of educational staff at Universitas Jenderal Achmad Yani. These findings not only confirm the proposed hypotheses but also reinforce existing theoretical and empirical research in

human resource management and organizational behavior, particularly in higher education institutions.

The positive and significant effect of work-life balance on educational staff performance indicates that employees who can manage their work responsibilities alongside personal and family demands tend to perform better. This result aligns with previous studies, which argue that balanced work and personal lives reduce stress, minimize burnout, and increase job satisfaction, ultimately leading to improved performance. Research by Booker et al. [20] similarly found that work-life balance enhances employee motivation and productivity, as employees feel more supported by their organizations. In higher education administration, where staff often manage complex tasks and fluctuating workloads, adequate work-life balance helps employees maintain psychological well-being and sustain consistent work quality. However, this finding contrasts with several studies reporting an insignificant relationship between work-life balance and performance, suggesting that contextual factors such as organizational culture, job characteristics, and individual coping mechanisms may influence the strength of this relationship [21].

The implementation of knowledge management demonstrates a stronger positive effect on educational staff performance than work-life balance. This finding supports existing research that emphasizes that effective knowledge management systems facilitate better decision-making, improve operational efficiency, and reduce errors caused by information gaps. Studies by Vanheusden et al. [22] similarly concluded that structured knowledge-sharing practices and accessible information systems significantly enhance employee performance. In the university setting, effective knowledge management enables educational staff to perform administrative and academic support tasks more efficiently by ensuring clarity of procedures, consistency in service delivery, and continuity of institutional knowledge. The stronger influence of knowledge management found in this study suggests that organizational systems and processes play a dominant role in shaping staff performance, particularly in knowledge-intensive environments such as higher education institutions.

Furthermore, the simultaneous effect of work-life balance and knowledge management implementation on performance indicates that these variables complement each other rather than operate independently. This result is consistent with integrative human resource management models, which argue that employee performance is a function of both individual well-being and organizational support systems. Schmidt et al. [23] highlight that the interaction between knowledge management practices and supportive work environments enhances job satisfaction, which in turn improves performance outcomes. In line with this perspective, the present study demonstrates that even well-designed knowledge management systems may not achieve optimal results if employees experience excessive workload and insufficient personal time. Conversely, favorable work-life balance conditions may not fully translate into high performance if employees lack access to relevant knowledge and clear work guidelines [24].

Overall, this study's findings contribute to the existing body of knowledge by confirming that work-life balance and knowledge management are critical determinants of

educational staff performance in higher education institutions [25]. The results extend prior research by demonstrating their combined effect within the specific context of a university environment. This implies that higher education leaders should adopt a holistic approach to human resource management by simultaneously promoting employee well-being and strengthening organizational knowledge systems. Such an approach is likely to enhance not only individual performance but also institutional effectiveness and sustainability in the long term.

5. CONCLUSION

Based on the research findings and discussion concerning work-life balance and the implementation of knowledge management in relation to performance, the following conclusions can be drawn:

- a. Descriptive analysis of the research variables indicates the following:
 - 1) Work-life balance has an average total score of 3.17, which falls within the *moderate* category. This suggests that respondents tend to perceive the benefits of their work in enhancing their personal quality of life; however, they still experience work-related disruptions that significantly affect their personal lives. This condition indicates that the balance between work demands and personal life has not yet been fully optimized. Therefore, organizational efforts are needed to manage workloads, working hours, and support employee well-being in order to achieve a more effective and sustainable work-life balance.
 - 2) The implementation of knowledge management has an average total score of 3.15, which also falls within the *moderate* category. This indicates that, in general, the implementation of knowledge management practices within the organization has been well accepted, particularly in knowledge creation, which appears relatively strong. Nevertheless, weaknesses remain in the knowledge-sharing process, which is still at a moderate level. This suggests that mechanisms for exchanging ideas, information, and experiences among organizational members have not yet been fully optimized.
 - 3) Performance has an average total score of 3.23, which is categorized as *moderate*. This indicates that, overall, respondents' performance is at an adequate level, although it is not very high. Respondents tend to produce work of good quality in accordance with expected standards. This implies that, despite the workload or challenges encountered, respondents maintain accuracy, precision, and consistency in their work outcomes. However, lower scores on the timeliness subvariable indicate that respondents still experience difficulties in completing tasks on time. This may be attributed to various factors, such as increased workload, frequently changing work priorities, or limitations in time management.
 - b. Work-life balance has a positive effect on the performance of educational staff at Universitas Jenderal Achmad Yani.
 - c. The implementation of knowledge management has a positive effect on the performance of educational staff at Universitas Jenderal Achmad Yani.
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- d. Work-life balance and the implementation of knowledge management simultaneously have a significant effect on the performance of educational staff at Universitas Jenderal Achmad Yani.

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