International Journal of Economics, Management and Accounting

ISSN: 2988-7615 | Volume 3, Issue 3 (2025)
Page **204-220**

Research Article

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The Influence of Competence and Emotional Intelligence on Work Life Balance and Satisfaction Work as an Intervening Variable for Employees at the Community Health Center Binjai Highlands

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Received: July 23, 2025; **Accepted:** July 29, 2025; **Online:** August 5, 2025 | DOI: https://doi.org/10.47353/ijema.v3i3.327

Abstract: *This study aims to analyze the influence of competence and emotional intelligence on work-life balance with job satisfaction as a mediating variable among employees at Puskesmas Tanah Tinggi Binjai. Employing a quantitative approach with explanatory research design, data were collected through questionnaires from a total population of 80 employees and analyzed using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The results indicate that emotional intelligence has a significant effect on job satisfaction, and job satisfaction positively influences work-life balance. Competence does not affect job satisfaction but has a direct influence on the balance of work. Furthermore, emotional intelligence indirectly affects work-life balance through job satisfaction, while competence does not show a significant indirect effect via the same variable. This study highlights the importance of developing emotional intelligence and competence to enhance work-life balance in the healthcare sector work environment.*

Keywords: *Competence, Emotional Intelligence, Job Satisfaction, Work-Life Balance, Public Health Center.*

Introduction

Human resources are a crucial element in the success of organizations across various sectors, including healthcare. In the healthcare industry, employees are required not only to possess high technical competency but also to manage their emotions effectively in order to provide quality services. Competence and emotional intelligence are closely linked to work-life balance (WLB), which has become a strategic issue in human resource management, particularly in the public sector in recent years.

According to Kusumaningrum et al. (2022), the healthcare sector, including Community Health Centers (Puskesmas), often faces challenges related to the balance between work demands and personal life needs due to the high work intensity and pressure of public service. This situation emphasizes the importance of employee competence in ensuring optimal service quality. Competence encompasses the overall abilities of employees, including skills, knowledge, and attitudes, that enable them to perform their work effectively. In healthcare, competence is especially critical due to the high demands for professionalism. Suhartini et al. (2023) found that employees with high competence are more likely to achieve job satisfaction, which, in turn, leads to a better work-life balance.

On the other hand, emotional intelligence refers to an individual's ability to manage and understand their own emotions, as well as those of others. Goleman (2020) highlights that emotional intelligence plays a vital role in managing work stress and improving interpersonal relationships in the workplace. In the healthcare context, the ability to control emotions is essential, given the frequent pressures workers face, such as patient care demands and limited resources.

Work-life balance (WLB) is the equilibrium between the time and attention allocated to work and personal life, aimed at improving overall quality of life. The Deloitte Insight Report (2021) notes that

employees with a good WLB can experience up to a 40% increase in productivity compared to those without a good WLB.

Previous research has shown that both work competency and emotional intelligence positively influence work-life balance. For example, Setyawan et al. (2022) found that emotional intelligence is directly related to an individual's ability to balance work and personal life. Meanwhile, Hidayati et al. (2023) stated that work competency not only contributes to productivity but also enhances job satisfaction, which ultimately supports the creation of work-life balance. Additionally, Ferine et al. (2021) explained that good leadership models and practices in organizations can significantly influence job satisfaction and performance.

Employee turnover is a frequent challenge at the Tanah Tinggi Binjai Community Health Center. This phenomenon results in a lack of cohesion within the work team and makes it difficult for employees to master the competencies required for their new responsibilities. Luthfi et al. (2021) emphasized that excessive employee turnover can reduce operational efficiency and motivation due to feelings of uncertainty. Moreover, turnover can increase emotional stress among employees, particularly when there is insufficient transition support.

Employees at Community Health Centers often face high workloads, including administrative tasks, patient consultations, and other additional duties. According to Ferzanita et al. (2022), excessive work pressure can lead to chronic stress and negatively affect employees' quality of life. As a result, employees' ability to balance work and personal life demands may be compromised.

Based on the above discussion, the author is interested in conducting research titled "The Influence of Competence and Emotional Intelligence on Work-Life Balance with Job Satisfaction as an Intervening Variable among Employees at the Tanah Tinggi Binjai Health Center."

Literature Review

Competence

Competence refers to the abilities, knowledge, skills, and attitudes an individual possesses to perform a task or job effectively and efficiently. According to Heri et al. (2021), competence is a fundamental characteristic that is causally linked to superior performance in a particular job or situation. Competence encompasses not only technical aspects (hard skills) but also non-technical aspects such as interpersonal skills and attitudes (soft skills) (Heri & Andayani, 2021). Research by Hidayati et al. (2023) emphasizes that work competencies not only enhance productivity but also strengthen employees' sense of job satisfaction. Competencies can be categorized into core, technical, and managerial competencies. According to Rianto et al. (2021), the aspects of competency include:

1. Knowledge: Information or insight that an individual has to complete a task.
2. Skills: Technical or procedural abilities in carrying out work activities.
3. Ability: Behavioral tendencies or attitudes that support the performance of work tasks.

According to Hidayati et al. (2023), competence consists of several main components that are interrelated, namely:

1. Knowledge: The theoretical and practical understanding required to perform a job. Knowledge includes information, concepts, principles, and procedures relevant to the field of work.
2. Skills: The ability to apply knowledge in practice. Skills can be technical (e.g., operating tools) or non-technical (e.g., communication and negotiation).

3. Attitude: Behavior and values that influence how a person performs their duties. Attitude includes motivation, commitment, work ethic, and responsibility.
4. Cognitive Ability: The ability to think logically, analytically, and creatively in solving problems.
5. Emotional Ability: The ability to manage emotions and interact with others effectively.

Emotional Intelligence

Emotional intelligence (EI) is an individual's ability to recognize, understand, manage, and effectively utilize emotions in interactions with themselves and others. EI is considered a crucial factor influencing a person's success in both personal and professional life (Mukhlisa et al., 2023). According to Mukhlisa et al. (2024), emotional intelligence consists of five main components:

1. Self-Awareness
   The ability to recognize and understand one's own emotions, including strengths, weaknesses, values, and the impact of emotions on behavior. Self-awareness enables individuals to better manage emotional reactions.
2. Self-Regulation
   The ability to control and direct emotions constructively. Individuals with good self-regulation can restrain impulses, manage stress, and remain calm in challenging situations.
3. Motivation
   The ability to use emotions to achieve goals. Motivated individuals tend to have high work ethic, are optimistic, and are able to face failure with a positive attitude.
4. Empathy
   The ability to understand and feel the emotions of others. Empathy enables individuals to build strong interpersonal relationships and respond appropriately to others' needs.
5. Social Skills
   The ability to interact effectively with others, including communication, teamwork, and conflict resolution. Good social skills help individuals build networks and influence others.

Job satisfaction

Job satisfaction refers to the positive or negative feelings an individual has about their job. According to Agustine et al. (2022), job satisfaction is a pleasant or positive emotional state that results from an individual's evaluation of their job or work experience. It reflects the extent to which an individual's expectations and needs are met through their work. Agustine et al. (2022) identify several indicators that influence job satisfaction, including:

1. Work Environment: The physical and psychological conditions in the workplace, such as comfort, safety, and support from coworkers.
2. Salary and Benefits: The financial compensation received by employees, including salary, bonuses, and other benefits.
3. Relationships with Coworkers and Superiors: Positive social interactions with coworkers and superiors can increase job satisfaction.
4. Career Development Opportunities: Opportunities to enhance skills, knowledge and career advancement.
5. Workload: The number and complexity of tasks to be completed. Excessive workloads can decrease job satisfaction.

6. Recognition and Appreciation: Recognition for contributions and achievements made at work.
7. Autonomy and Control: Freedom to make decisions and manage work according to personal preferences.

Work-Life Balance

Work-Life Balance (WLB) refers to the balance between the demands of one's work and personal life. According to Chaniago et al. (2024), WLB is a state in which individuals feel satisfied with their roles both at work and outside of work, without feeling that one aspect interferes with the other. This balance is crucial for maintaining physical, mental, and emotional health. The following indicators affect work-life balance:

1. PLIW (Personal Life Interference with Work): This dimension describes the extent to which a person's work is affected by their personal life. For example, if someone is experiencing personal life issues, it can negatively impact their work performance.
2. WIPL (Work Interference with Personal Life): This dimension refers to the extent to which work activities interfere with a person's personal life. For example, work demands might prevent someone from spending time with family or engaging in personal activities.
3. PLEW (Personal Life Enhancement of Work): This dimension describes how a person's personal life situation can enhance their work performance. For example, when someone feels fulfilled and content in their personal life, it can lead to a positive mood that boosts their work performance.
4. WEPL (Work Enhancement of Personal Life): This dimension refers to the extent to which a job improves a person's quality of life. For example, the skills and knowledge gained through work can be applied to personal situations, thereby improving one's overall life satisfaction.

Conceptual Framework

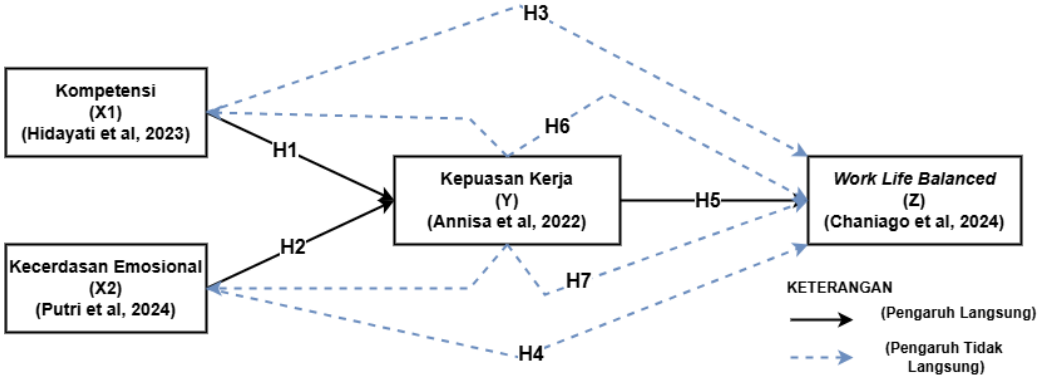

Figure 1. Conceptual Framework
Source: Created by Author

Research Hypothesis

A hypothesis is a tentative statement that describes the relationship between variables in a study. A hypothesis must be empirically testable. Based on the conceptual framework above, the following hypotheses can be proposed:

a. H1: Competence has a positive and significant effect on job satisfaction.
b. H2: Emotional intelligence has a positive and significant effect on job satisfaction.
c. H3: Job satisfaction has a positive and significant effect on work-life balance.
d. H4: Competence has a positive and significant effect on work-life balance.

e. H5: Emotional intelligence has a positive and significant effect on work-life balance.
f. H6: Competence has a positive and significant effect on work-life balance through job satisfaction as an intervening variable.
g. H7: Emotional intelligence has a positive and significant effect on work-life balance through job satisfaction as an intervening variable.

Method

This study uses a quantitative approach with an explanatory research method. The purpose of this study is to examine the effect of competence (X1) and emotional intelligence (X2) on work-life balance (Z), with job satisfaction (Y) as an intervening variable. This study is causal in nature because it aims to analyze the cause-and-effect relationship between variables.

The location of this research was conducted at the Tanah Tinggi Binjai Community Health Center, located in Binjai City, North Sumatra. This location was chosen based on the consideration that the Tanah Tinggi Binjai Community Health Center has a fairly large number of employees and various work units, making it possible to test the variables studied. The time of this research was carried out from February 2025 to March 2025. This time selection was adjusted to the readiness of the respondents and the Community Health Center management.

The population in this study was all employees at the Tanah Tinggi Binjai Community Health Center, totaling 80 people. This population includes employees from various work units, such as medical, administrative, and support services. Given the relatively small population (80 people), according to Sugiyono (2019), this study used a census technique, where the entire population was sampled. This was done to ensure that the data obtained was representative and accurate.

Operational Definition of Research Variables

Table 1. Operational Definition of Variables

Variable Types	Definition	Indicator
Competence (X1)	Work competencies not only increase productivity but also strengthen employees' sense of job satisfaction (Hidayati et al, 2023)	1) Knowledge 2) Skills 3) Attitude 4) Cognitive Ability 5) Emotional Ability (Hidayati et al, 2023)
Emotional Intelligence (X2)	An individual's ability to recognize, understand, manage, and utilize emotions effectively in interactions with themselves and others. (Mukhlisa et al, 2024)	1) Self-awareness 2) Self-Regulation 3) Motivation 4) Empathy 5) Social Skills (Mukhlisa et al, 2024)

Variable Types	Definition	Indicator
Job satisfaction (Y)	A pleasant or positive emotional state resulting from the evaluation of a person's attitude towards their work or work experience (Agustine et al, 2022)	1) Work environment 2) Salary and Benefits 3) Relationships with Coworkers and Superiors 4) Career Development Opportunities 5) Workload 6) Recognition and Appreciation 7) Autonomy and Control (Agustine et al, 2022)
Work-Life Balance (Z)	a state in which individuals feel satisfied with their roles at work and outside of work, without feeling that one aspect interferes with the other. This balance is important for maintaining physical, mental, and emotional health. (Chaniago et al, 2024)	1) PLIW (Personal Life Interference Work) 2) WIPL (Work Interference Personal Life) 3) PLEW (Personal Life Enhancement of Work) 4) WEPL (Work Enhancement of Personal Life) (Chaniago et al, 2024)

Data Analysis Techniques

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of the SmartPLS application. PLS-SEM was chosen because it can handle data with small sample sizes and model complexity involving intervening variables. The analysis was conducted in two stages:

1. Measurement Model (Outer Model): Testing the validity and reliability of research instruments.
2. Structural Model (Inner Model): Tests causal relationships between variables.

Measurement Model (Outer Model)

The measurement model is used to test the validity and reliability of research instruments. The steps involved are:

1. Convergent Validity
2. Reliability

Structural Model (Inner Model)

In Structural Model (Inner Model) analysis using PLS-SEM, in addition to testing R-Square (R^2) and Path Coefficient, there are several additional important tests to perform, namely Predictive Relevance (Q^2) and the t-Statistic. Here's a complete explanation:

1. Coefficient of Determination / R Square (R2)

Evaluating a model using PLS begins by examining the R-square for each dependent latent variable. The interpretation is the same as for regression. Changes in the R-square value can be used to assess the influence of a particular independent latent variable on the dependent latent variable, whether it has a substantive effect (Ghozali, 2022). The R2 value is generally between 0 and 1, measuring the magnitude of the influence of the independent variable on the dependent variable. The R^2 value is interpreted as:

a) 0.19 (weak),
b) 0.33 (moderate),
c) 0.67 (strong).

2. Predictive Relevance (Q2)

Predictive Relevance (Q^2) is used to measure the extent to which a research model has relevant predictive ability. Q^2 is calculated using the Stone-Geisser's Q^2 method through a blindfolding procedure.
Interpretation of Q^2:
If $Q^2 > 0$, the model is considered to have relevant predictive ability.
If $Q^2 \leq 0$, the model has no relevant predictive ability.
Q^2 Criterion:
$Q^2 \geq 0.02$: Small predictive relevance.
$Q^2 \geq 0.15$: Medium predictive relevance.
$Q^2 \geq 0.35$: High predictive relevance.

3. t-Statistic

The t-statistic is used to test the significance of the relationship between variables in a structural model. The t-statistic value is obtained through a bootstrapping procedure with a replicated sample size.

a) Interpretation of t-Statistic: If the t-Statistic > 1.96 (at a 5% significance level), the relationship between the variables is considered significant. If the t-Statistic ≤ 1.96, the relationship between the variables is considered insignificant.
b) t-Statistic Criteria: t-Statistic > 1.96: Significant at the 95% confidence level. t-Statistic > 2.58: Significant at the 99% confidence level.

4. Path Coefficient

Testing the significance of direct and indirect influences between variables. The p-value must be <0.05 to be considered significant.

5. Structural Model Analysis Steps

a) R-Square (R^2) Test:
   1) Calculate the R^2 value for each dependent variable (e.g., Job Satisfaction and Work-Life Balance).
   2) Interpret the R^2 value based on the criteria: 0.19 (weak), 0.33 (moderate), 0.67 (strong).
b) Path Coefficient Test:
   1) Check the path coefficient and p-value for each relationship between variables.
   2) Make sure the p-value is < 0.05 to consider the relationship significant.
c) Predictive Relevance Test (Q^2):
   1) Perform the Blindfolding procedure to calculate Q^2.
   2) Interpret the Q^2 value based on the criteria mentioned.
d) t-Statistic Test:
   1) Perform the Bootstrapping procedure to obtain the t-Statistic value.
   2) Compare the t-Statistic value with the critical value (1.96 or 2.58) to determine significance.

e) Mediation Test:
   1) If there is an intervening variable (for example, Job Satisfaction), conduct a mediation test by checking the indirect effect and t-Statistic values.
   2) Make sure the p-value is < 0.05 to consider mediation significant.

Results and Discussion

Inferential testing is a statistical technique used to draw conclusions or make predictions about a population based on data taken from a sample. The goal is to determine whether the results obtained from the sample can be generalized/applied to the entire population/larger group. The analysis was conducted using SmartPLS 4.1, which applies the Partial Least Squares (PLS) and Structural Equation Modeling (SEM) methods based on variance. PLS is a technique used to analyze the relationship between variables in complex models, while SEM is used to test the causal relationship between the variables involved. Figure 1 is the latent variable model that will be analyzed in this study.

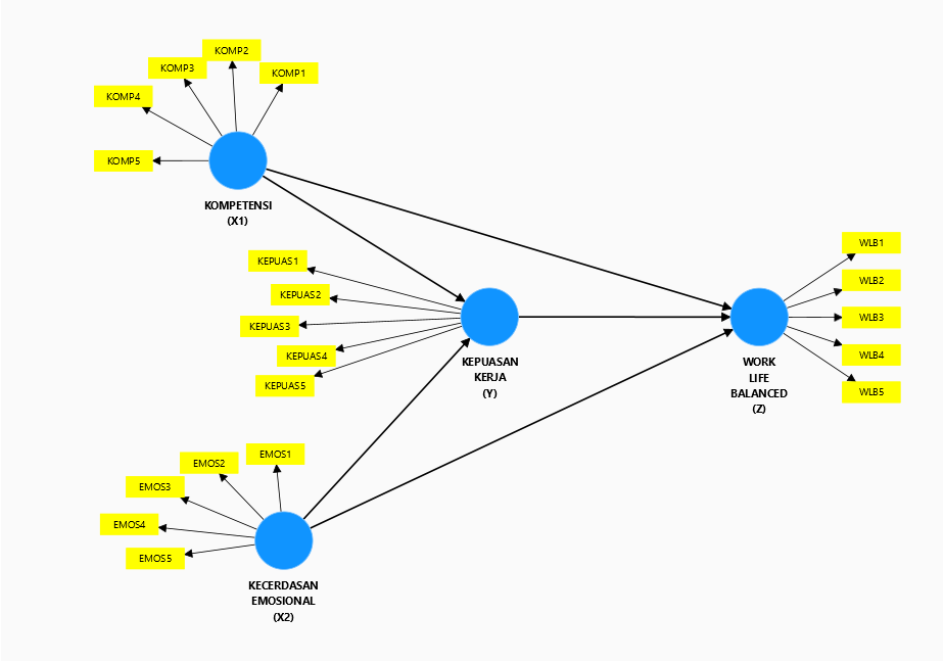

Figure 2. Latent Variable Model of Research

Data Processing Stages with SmartPLS 4.1

There are two stages in testing the research model: the Outer Model and the Inner Model. The Outer Model focuses on the validity and reliability of the indicators used to measure latent variables through Convergent Validity, Discriminant Validity, and Construct Reliability tests. The Inner Model focuses on the relationships between latent variables and tests the strength and significance of these relationships using tests such as R2, Path Coefficient, and Path Significance.

Developing a Measurement Model (Outer Model)

The outer model focuses on the relationship between latent variables and indicators. Testing the outer model aims to ensure that the instruments used to measure latent variables have good validity and reliability. The measurement model is formed based on the latent constructs and predetermined indicators:

1) Competence (X1) consists of 5 indicators adapted from Hidayati (2023).

2) Emotional Intelligence (X2) has 5 indicators based on Putri's theory (2024).
3) Job Satisfaction (Y) 5 indicators based on Annisa's indicators (2022).
4) Work-Life Balance (Z) 5 indicators based on indicators from Chaniago (2024).

There are three main types of testing in the outer model: Convergent Validity, Discriminant Validity, and Construct Reliability. The raw data from the questionnaire was entered into a CSV file and imported into SmartPLS.

1) Convergent Validity has two evaluation criteria: the loading factor value or the Average Variance Extracted (AVE) value. The output of the outer loading estimation is measured by the correlation between the indicator (instrument) score and its construct (variable). An indicator is considered valid if its correlation value is above 0.70, which is considered sufficient (Wiyono, 2020). Any indicator that does not meet the criteria must be discarded. The results of the first stage of convergent validity in the study are shown in Table 1.

Table 2. Outer Loading Results of Convergent Validity Test Stage 1

	EMOTIONAL INTELLIGENCE (X2)	JOB SATISFACTION (Y)	COMPETENCY (X1)	Work Life Balance (Z)	Information
EMOS1	0.884				Valid
EMOS2	0.874				Valid
EMOS3	0.949				Valid
EMOS4	0.892				Valid
EMOS5	0.897				Valid
SATISFACTION1		0.774			Valid
SATISFACTION		0.755			Valid
SATISFACTION3		0.896			Valid
SATISFACTION4		0.896			Valid
SATISFACTION5		0.900			Valid
COMP1			0.473		Invalid
COMP2			0.652		Invalid
COMP3			0.877		Valid
COMP4			0.853		Valid
COMP5			0.849		Valid
WLB1				0.756	Valid
WLB2				0.864	Valid
WLB3				0.876	Valid
WLB4				0.910	Valid
WLB5				0.851	Valid

The output loading factor value for the Competence variable (X1) has two statements with values of 0.473 and 0.652 < the loading factor value of 0.70. Therefore, statements that have a value < loading factor 0.70 must be removed and retested. The following table 2 presents the results of the loading factor test stage 2.

Table 3. Outer Loading Results of Convergent Validity Test Stage 2

	EMOTIONAL INTELLIGENCE (X2)	JOB SATISFACTION (Y)	COMPETENCY (X1)	Work Life Balance (Z)	Information
EMOS1	0.884				Valid
EMOS2	0.874				Valid
EMOS3	0.949				Valid
EMOS4	0.892				Valid
EMOS5	0.897				Valid
SATISFACTION1		0.773			Valid
SATISFACTION		0.754			Valid
SATISFACTION3		0.896			Valid
SATISFACTION4		0.896			Valid
SATISFACTION5		0.901			Valid
COMP3			0.925		Valid
COMP4			0.904		Valid
COMP5			0.869		Valid
WLB1				0.753	Valid
WLB2				0.863	Valid
WLB3				0.880	Valid
WLB4				0.910	Valid
WLB5				0.851	Valid

The output of the loading factor values of this second stage of testing shows that all statements of the Competency variable (X1) have a value > loading factor 0.70, so all are considered valid. This indicates that the statement indicators used successfully measure the correlation between the statement indicator scores and their constructs, thus supporting the construct validity of the measurement model.

2) Average Variance Extracted (AVE) The output of the estimation results can be seen in Table 3. A variable is said to be valid if it has an average variance extracted (AVE) value > 0.5.

Table 4. AVE Results of Convergent Validity Test

	Average variance extracted	Information
EMOTIONAL INTELLIGENCE_(X2)	0.809	Valid
JOB SATISFACTION(Y)	0.717	Valid
COMPETENCY_(X1)	0.809	Valid
WORK_LIFE_BALANCE_(Z)	0.728	Valid

The AVE value of each variable is Competence (X1) of 0.809. Emotional Intelligence (X2) of 0.809. Job Satisfaction (Y) of 0.717. Work Life Balance (Z) of 0.728. These four variables have a value > 0.50 meaning that all four variables are categorized as valid.

3) Discriminant validity is used to ensure that constructs or variables in a measurement model truly represent distinct and non-overlapping variables. In other words, discriminant validity measures the extent to which different constructs in a measurement model can be distinguished from one another. Discriminant validity can be measured using one of three evaluation criteria: cross-loading, the Fornel-Larcker Criterion, and the heterotrait-monotrait ratio.

Table 5. Cross Loading Results of Discriminant Validity Test

	Emotional Intelligence_(X2)	Job Satisfaction (Y)	Competency_(X1)	Work_Life Balance_(Z)	Information
EMOS1	**0.884**	0.365	0.278	0.206	Valid
EMOS2	**0.874**	0.312	0.299	0.143	Valid
EMOS3	**0.949**	0.345	0.326	0.138	Valid
EMOS4	**0.892**	0.254	0.274	0.166	Valid
EMOS5	**0.897**	0.469	0.190	0.082	Valid
SATISFACTION1	0.316	**0.773**	0.027	0.167	Valid
SATISFACTION	0.286	**0.754**	0.076	0.146	Valid
SATISFACTION3	0.336	**0.896**	0.045	0.324	Valid
SATISFACTION4	0.374	**0.896**	0.140	0.420	Valid
SATISFACTION5	0.368	**0.901**	0.107	0.322	Valid
COMP3	0.261	0.090	**0.925**	0.300	Valid
COMP4	0.255	0.121	**0.904**	0.270	Valid
COMP5	0.294	0.054	**0.869**	0.277	Valid
WLB1	0.123	0.289	0.267	**0.753**	Valid
WLB2	0.180	0.353	0.249	**0.863**	Valid
WLB3	0.138	0.312	0.317	**0.880**	Valid
WLB4	0.082	0.313	0.198	**0.910**	Valid
WLB5	0.158	0.189	0.303	**0.851**	Valid

The Cross Loading value for the Competence (X1), Emotional Intelligence (X2), Job Satisfaction (Y), and Work-Life Balance (Z) variables has a correlation value between the indicators (instruments) and their constructs (variables) that is greater than the indicators (instruments) in other constructs (variables). The results of the convergent validity test show consistent figures with all indicators being declared valid. This indicates that the model used has a good fit and is able to differentiate between different constructs effectively. Thus, it can be concluded that the measuring instrument used in this study is valid.

1. Latent Variable Correlation

Latent variable correlation is part of the process for determining discriminant validity, examining the extent of the relationship between constructs in the model. High correlations between constructs can indicate discriminant validity and multicollinearity issues. The estimation results are shown in Table 6 as follows.

Table 6. Latent Variable Correlation AVE and Square Root of AVE Values

	Emotional Intelligence (X2)	Job Satisfaction (Y)	Competency (X1)	Work_Life Balance (Z)	Information		Emotional Intelligence (X2)
EMOTIONAL INTELLIGENCE (X2)	1,000	0.400	0.299	0.161	0.809	0.899	Valid
JOB SATISFACTION (Y)	0.400	1,000	0.099	0.347	0.717	0.847	Valid
COMPETENCY (X1)	0.299	0.099	1,000	0.314	0.809	0.899	Valid
Work Life Balance (Z)	0.161	0.347	0.314	1,000	0.728	0.853	Valid

The latent variable correlation value can be seen by comparing the square root of the AVE. The AVE root value must be greater than the correlation value between variables in the same row/column. If the result is greater, then the validity discriminant is met.

Reliability testing can be done using one of two methods: Cronbach's Alpha and Composite Reliability. Both methods are used to test the reliability of indicators within a variable.

1) Cronbach's Alpha

Cornbach's Alpha is an important indicator in testing the reliability of variables in a PLS-SEM model. A high Cronbach's Alpha value indicates that the construct/variable is measured well and consistently, ensuring measurement validity in PLS analysis. Conversely, a low Cronbach's Alpha value may indicate that the statement indicators used are not reliable enough and need to be improved or replaced.

Table 7. Cronbach's Alpha Value

	Cronbach's alpha	Information
EMOTIONAL INTELLIGENCE (X2)	0.941	Reliable
JOB SATISFACTION (Y)	0.901	Reliable
COMPETENCY (X1)	0.882	Reliable
Work Life Balance (Z)	0.905	Reliable

The analysis results in Table 7 show that the Cronbach's alpha value for the construct/variable competency (X1) is 0.905, Emotional Intelligence (X2) is 0.941, Job Satisfaction (Y) is 0.901 and Work Life Balance (Z) is 0.905. All Cronbach's alpha values are > 0.70 so all variables have good reliability.

2) Composite Reliability

Composite Reliability is used to ensure internal consistency and the indicators that form the latent variables. In SmartPLS, Composite Reliability is the main tool for measuring reliability and a CR value > 0.7 is considered to meet the standards for research. The results of this analysis show that the composite reliability value for the construct/variable Competence (X1) is 0.927, Emotional

Intelligence (X2) is 0.955, Job Satisfaction (Y) is 0.926, Work Life Balance (Z) is 0.930. All composite reliability values are > 0.70 so that all variables have good reliability.

Inner Model

The inner model in PLS-SEM describes the relationships between latent variables and is evaluated to determine the strength and significance of these relationships. The evaluation covers three main aspects: relationship significance (Hypothesis Testing), R-Square, and Effect Size.

1. R Square (R2)

   The R-squared value in PLS-SEM measures how well the latent independent variables in a model explain the variability of the latent dependent variable. The R2 value indicates the overall predictive power of the model. R2 values range from 0 to 1, with higher values indicating a better model at explaining variance. The R-squared values in this analysis are as follows.

Table 8. Results of the R Square (R2) Test

	R-square	R-square adjusted
JOB SATISFACTION (Y)	0.160	0.138
Work Life Balance (Z)	0.203	0.170

The Job Satisfaction variable shows that 80% of the variation in this variable can be explained by the independent variables in the model, while the remaining 20% is influenced by other factors outside the model, so the relationship between the independent variables and job satisfaction can be considered sufficient. Meanwhile, the R-Square value of 0.203 for the Work Life Balance variable shows that 45% of the variation in this table can be explained by the independent variables in the model with 55% influenced by external factors. This value shows a fairly moderate relationship, meaning the model is able to explain most of the factors that influence Work Life Balance, although there are still many influences from outside the model. The following is an image of the PLS SEM algorithm output to see the R2 of the research model.

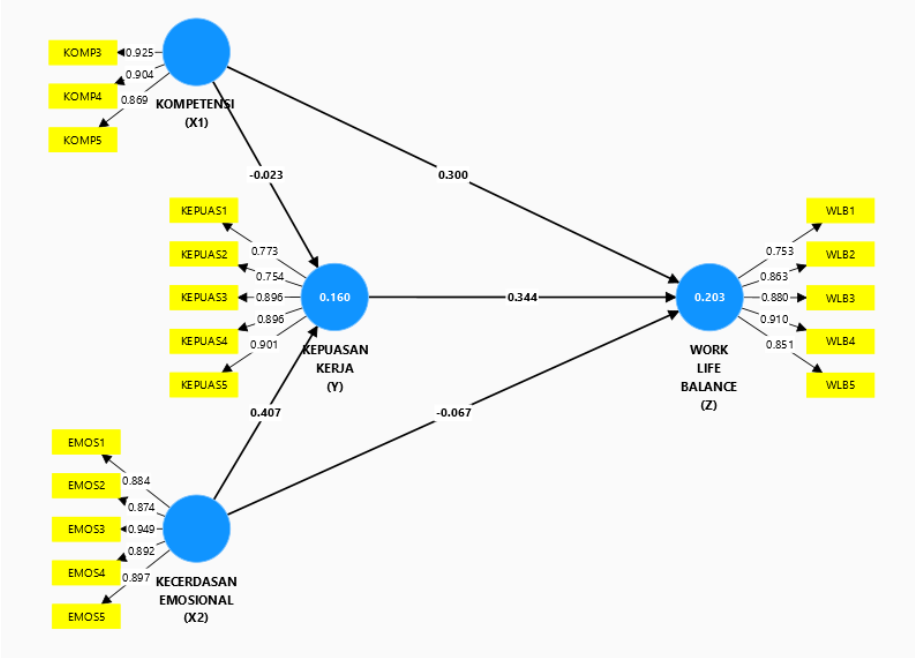

Figure 2. PLS SEM Algorithm model output

2. Significance (Hypothesis Testing)

The significance test of the relationship in PLS-SEM is conducted to determine whether the relationship between latent variables in the model can be considered statistically significant. This process usually uses the bootstrapping technique, where data is resampled to calculate the path coefficient and its standard error. The results are reported in the form of a t-statistic or p-value. A relationship is considered significant if the p-value is smaller than a predetermined significance level (in this study, a significance level of 0.05 is used). A significant path coefficient indicates that the relationship between the latent independent and dependent variables has a strong statistical relationship, so the proposed hypothesis can be accepted. The following are the bootstrapping results for the direct and indirect effect research models.

Table 9. Results of the Direct Effect Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Information
EMOTIONAL INTELLIGENCE (X2) -> JOB SATISFACTION (Y)	0.407	0.418	0.093	4,363	0.000	Proven
EMOTIONAL INTELLIGENCE (X2) -> WORK LIFE BALANCE (Z)	-0.067	-0.074	0.132	0.504	0.307	Not Proven
JOB SATISFACTION (Y) -> WORK LIFE BALANCE (Z)	0.344	0.355	0.119	2,884	0.002	Proven
COMPETENCY (X1) -> JOB SATISFACTION (Y)	-0.023	-0.019	0.122	0.188	0.425	Not Proven
COMPETENCY (X1) -> WORK LIFE BALANCE (Z)	0.300	0.298	0.129	2,324	0.010	0.010

1) The Influence of Emotional Intelligence on Job Satisfaction. The results show that emotional intelligence has a positive influence on job satisfaction, with a coefficient of 0.407, a T-statistic of 4.363 (>1.96), and a P-value of 0.000 (<0.05). This indicates that the better a person's emotional intelligence, the higher their job satisfaction.
2) The Effect of Emotional Intelligence on Work Life BalanceThe results show that emotional intelligence does not have a significant effect on work life balance with a coefficient value of -0.067, T-statistic 0.504 (<1.96), and P-value 0.307 (>0.05). This means that emotional intelligence does not directly influence employees' ability to balance work and personal life.
3) The Effect of Job Satisfaction on Work Life BalanceThe results of the analysis show that job satisfaction has a positive and significant effect on work life balance with a coefficient value of 0.344,

T-statistic 2.884 (>1.96), and P-value 0.002 (<0.05). This indicates that the higher the level of employee job satisfaction, the better the balance between work life and personal life.

4) The Effect of Competence on Job SatisfactionThe results show that competence does not have a significant effect on job satisfaction with a coefficient value of -0.023, T-statistic 0.188 (<1.96), and P-value 0.425 (>0.05). This shows that even though employees have good competence, it does not necessarily increase job satisfaction without the support of other factors such as the work environment or reward system.
5) The Effect of Competence on Work-Life BalanceThe results show that competence has a positive and significant effect on work-life balance with a coefficient value of 0.300, a T-statistic of 2.324 (>1.96), and a P-value of 0.010 (<0.05). This means that the higher the competence an employee has, the better their ability to manage time between work and personal life.

The results of bootstrapping the indirect effects can be seen in table 11 as follows

Table 10. Path Coefficient Bootstrapping Indirect Effect Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Information
EMOTIONAL INTELLIGENCE (X2) -> JOB SATISFACTION (Y) -> WORK LIFE BALANCE (Z)	0.140	0.151	0.068	2,062	0.020	Proven
COMPETENCY (X1) -> JOB SATISFACTION (Y) -> WORK LIFE BALANCE (Z)	-0.008	-0.005	0.045	0.174	0.431	Not Proven

1) The Effect of Emotional Intelligence on Work-Life Balance through Job Satisfaction The results show that emotional intelligence has a significant indirect effect on work-life balance through job satisfaction, with an influence coefficient value of 0.140, a T-statistic of 2.062 (>1.96), and a P-value of 0.020 (<0.05). This indicates that emotional intelligence can improve work-life balance if accompanied by increased job satisfaction. This means that job satisfaction acts as a mediator that strengthens the relationship between emotional intelligence and work-life balance.
2) The Effect of Competence on Work-Life Balance through Job Satisfaction The results show that competence does not have a significant indirect effect on work-life balance through job satisfaction, with a coefficient value of -0.008, a T-statistic of 0.174 (<1.96), and a P-value of 0.431 (>0.05). This indicates that job satisfaction is not a significant mediator in the relationship between competence and work-life balance. Although competence can have a direct effect on work-life balance (see previous results), the effect is not strong enough if it is through the job satisfaction pathway.

Closing

Conclusion

Based on the results of data analysis and discussion in this study, several things can be concluded as follows:

1. Emotional intelligence has a significant influence on job satisfaction**,** shows that employees who are able to understand and manage emotions have higher levels of job satisfaction.
2. Job satisfaction has a significant effect on work life balance**,** indicates that job satisfaction allows employees to have a better balance in managing work and personal life.
3. Competence does not affect job satisfaction**,** but it has a direct impact on work-life balance. IThis shows that competent employees can complete work more efficiently, even though they are not always satisfied with their work.
4. Emotional intelligence has an indirect effect on work life balance through job satisfaction. This means that new emotional influences have an impact on life balance if employees also feel job satisfaction.
5. Competence does not have an indirect effect on work life balance through job satisfaction which means that job satisfaction is not an effective mediator in the relationship between competence and work life balance.

Suggestion

1. Management of the Tanah Tinggi Binjai Community Health Center: It is recommended to prioritize the improvement of employee emotional intelligence through programs focused on soft skills training, stress management, and empathy enhancement in order to boost job satisfaction.
2. Developing Technical Competencies: While developing the technical competencies of permanent employees is crucial, it should be accompanied by a reward and recognition system to ensure a meaningful impact on job satisfaction.
3. Flexible Work Policies: It is recommended to implement flexible work policies, such as adjusting working hours and offering leave options, to better support employee work-life balance.

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