



WORK-LIFE BALANCE IN THE MADRASA EDUCATIONAL STAFF: A PRELIMINARY STUDY

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Abstract: The purpose research examine the work-life balance (WLB) of educational staff in madrasas. This study use a quantitative survey method with correlational design. Subject was conducted on 120 teaching and educational staff using purposive sampling, which are 20 subjects for surveys with open-ended questions and 100 subjects were used to see correlations between variables. The results showed that the estimated variables related to WLB of teaching staff and education in madrasas were intrinsic motivation and servant leadership. Correlation test results between variables indicate that the three variables have a significant influence on each other, with the strongest relationship being the work-life balance variable with intrinsic motivation.

Keyword: Madrasa Educational Staff, Work-Life Balance, Intrinsic Motivation, Servant Leadership.

INTRODUCTION

Madrasa is one of the Islamic educational institutions in Indonesia. Like other educational institutions, madrasas have an education curriculum. Education in madrasas is in the form of religious and / or formal-informal education according to the applicable education curriculum in Indonesia. Madrasas that implement an integrated education system are religious and formal education, have more burdens, both in terms of time allocation of learning activities or other resources needed compared to formal schools in general. The number of madrasas in Indonesia in the EMIS PENDIS KEMENAG RI data in 2018/2019 reached 82,418, both public and private, with a total of 820,000 registered educators¹.

Employees, as a resource in the institution, have an important role in developing an institution in accordance with the established vision and mission. The workload in madrasas seems to be heavier because madrasa curriculums are required to apply 100% of public school curriculums plus specific religious curricula². This will be more felt in employees at madrasas who have boarding or boarding schools. Modern boarding schools are boarding-based education or boarding where students or students who take education in boarding schools are required to live in dormitories and carry out daily activities in

¹ <http://emispendis.kemenag.go.id/dashboard/>

² Faridah Alawiyah, F. "Pendidikan Madrasah di Indonesia". *Aspirasi*, 5:1 (2014), p. 56.

boarding schools. Along with the development of the times, boarding schools as the oldest educational institutions also have experienced changes and developments from all sides. Islamic boarding schools that initially only taught religious knowledge, now there are also many who teach general sciences and daily activities that are scheduled and structured with a curriculum, so that the activities of students are also increasing³.

Along with the increasing number of santri activities, the duties of boarding school caretakers are also now more complicated, because boarding school caretakers do not only take care of activities during school hours but also take care of students' daily activities so that the workload that must be done is more than that of public school teachers. If seen according to *PP No. 19 tahun 2017 pasal 52 ayat 1 dan 2*, then the workload given to boarding school employees experiences gaps because, in addition to conducting face-to-face meetings with students or students, teachers or religious teachers are also obliged to guide the daily activities of students outside school hours. Like employees in general, the balance between work and personal life becomes a very important condition. The employee may have an important role at work, but outside of work, he has other roles as in his family.

Work-life balance (WLB) is level of satisfaction of someone who is involved in several roles, which is associated with a balance or maintaining harmony in his life⁴. The term work-family balance is defined as the level at which a person is able to balance time, emotions, and attitudes from work and responsibilities towards the family simultaneously⁵. Meanwhile, according to Fisher, Bulger and Smith defines work-life balance as an effort made by individuals to balance two or more roles undertaken. Fisher, Bulger and Smith (2009) suggest dimensions of WLB as follows, (1) Work Interference with Personal Life (WIPL), referring to the extent to which work can interfere with the personal lives of individuals. (2) Personal Life Interference with Work (PLIW), refers to the extent to which an individual's personal life interferes with his work life. (3) Personal Life Enhancement of Work (PLEW), refers to the extent to which a person's personal life can improve individual performance in the world of work. (4) Work Enhancement of Personal

³ Imam Syafe'i. "Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter". *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 8 (2017), p. 61

⁴ Hudson, *The Case for Work/Life Balance: Closing the Gap Between Policy and Practice*. (New Zealand: Hudson Highland Group, Inc., 2005), p. 1

⁵ E. Jeffrey Hill, et al. "Finding An Extra Day A Week: The Positive Influence of Perceived Job Flexibility on Work and Family Balance". *Family Relation*, 50:1 (2001), p. 50.

Life (WEPL) refers to the extent to which work can improve the quality of an individual's personal life⁶.

When an individual does not maintain a balance of life and work too much in organizational settings, this can cause psychological (mind, emotion, etc.) and consequently disrupted behavior, as a result his productivity will also be low, which will then trigger stress and will disrupt work life balance. Arrangements are not easy when employees have problems outside of work, in this case family problems. Required arrangements are not only time management but also thoughts that will seize the attention of employees. Problems that weigh on the mind of an employee will burden him and make his work unthinkable. The opposite condition may occur, problems in the workplace that have not been resolved will become a burden on the mind and will carry over to life outside of work.

In previous studies, a study of work-life balance was aimed at workers in a company, female employees, students who have part-time job, and others, but research has not been found in the context of teaching and educational staff in Islamic or madrasa educational institutions⁷. The purpose of this study is as preliminary data to study the existence of work-life balance (WLB) in educational staff in madrasas, analyze some variables that might affect work-life balance, and look for the significance of the relationship between these variables in the context of educators and education staff in madrasas.

METHODS

The method used in this research is the quantitative method. The first stage, the researchers distributed survey questionnaires to 20 educators and education workers who worked at a madrasa randomly, the survey questionnaire contained open-ended questions about things that made one able to balance time, effort, and satisfaction between activities at work and activities outside of work⁸. The second stage, the researcher conducted the coding related to the subject's response, then determined the possible variables that could include those responses to the work-life balance of the teaching staff and the education at

⁶ Gwenith G. Fisher, et al. "Beyond work and family: a measure of work/nonwork interference and enhancement". *Journal of Occupational Health Psychology*, 14:4 (2009), p. 444

⁷ Vincent I. O. Agyapong, V. I., and Wiberforce, O.-A. A. (2012). "Work-Life Balance among Part-Time MBA Students of the Kwame Nkrumah University of Science and Technology School of Business". *International Journal of Business and Social Science*, 3:13 (2012), p. 14

⁸ Hudson, *The Case for Work/Life Balance: Closing the Gap Between Policy and Practice*. (New Zealand: Hudson Highland Group, Inc., 2005), p. 1

the madrasa. The third stage, the researchers gave a questionnaire of three variables based on the results of the previous survey to prove the description of the subject in the field. The questionnaire was given to 100 educators and education in madrasas. The fourth stage, descriptive analysis and preliminary analysis of the relationship between variables using a correlational test with the help of IBM SPSS Version 20.

The questionnaire used to measure work-life balance using a questionnaire was adapted into Indonesian from Fisher, Bulger and Smith (2009) totalling 17 items. Intrinsic motivation variables from Ryan and Deci (2000) totalled 30 items. Servant leadership variables from Dierendonck and Nuijten (2011) totalling 30 items. For reliability that has been tested on 100 subjects, values can be seen in table 1 with criteria based on Sugiyono (2012).

Table 1. Subject's Response to the WLB Survey

Variable	Cronbach's Alpha	Criteria
Work-Life Balance	0.880	Very High
Intrinsic Motivation	0.871	Very High
Servant Leadership	0.916	Very High

RESULT AND DISCUSSION

Preliminary Survey

Based on the results of a survey of 20 educators and education staff in madrasas, about things that make the subject able or unable to balance work and personal interests / work-life balance, a number of responses are generated shown in table 2.

Table 2. Subject Responses to the WLB Survey

Respond	Frekuensi
Able to manage the time	6
Perceive that both are a must to be done optimally	5
The manager does not demand overtime	4
Get a manager figure who understands the importance of personal family matters	3
Have targets to be achieved	3
Having a fair manager in the division of labour	3
Can arrange work well	3
Families support working optimally	2

Others	7
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The response of subjects in the survey shows that there are internal reasons that encourage work and optimal performance outside of work. In addition, the leader figure becomes a significant reason for the subject. The presence of a leader who can understand individual needs, is fair, and is a facilitator for the subject, is one of the reasons for the subject to be able to balance work and personal life outside of work. From the survey determined a variable that is possible to include several responses from participants. These variables are intrinsic motivation from Ryan and Deci (2000) consisting of aspects of interesting/enjoyment, effort/importance, pressure/tension, perceived competence, perceived choice, and value/usefulness⁹. Intrinsic motivation lies in someone who is internal. Therefore, intrinsic motivation becomes active or can carry out its functions without the need for external stimulation, because in every individual, there is already an urge to do something. This intrinsic motivation is usually influenced by the human instinct to keep developing, approaching something pleasant and avoiding something that can hurt it. This impulse makes humans automatically want to do something that is fun, interesting, important, valuable to do, or considered to be a dangerous thing if he does not do it¹⁰. Intrinsic motivation is also called a motivator that motivates someone always to strive to achieve satisfaction, in which there is success achieved, recognition, or appreciation for the work itself, responsibilities, and opportunities to develop towards a better person¹¹. The next variable is servant leadership, which is a leader who is very concerned about the growth and dynamics of followers' lives, as well as their community¹². The servant leadership dimension according to theories from Dierendonck and Nuijten (2011), including empowerment, accountability, forgiveness, courage, standing back, humility, authenticity, and stewardship¹³.

OVERVIEW OF VARIABLES IN SUBJECTS

The description of the variables of the subjects totalling 100 people, can be seen from the total score obtained by the subjects compared to the average or median value as a

⁹ Richard M. Ryan and Edward L. Deci. "Intrinsic and Intrinsic Motivation: Classic Definition and New Direction". *Contemporary Educational Psychology*, (2000) h. 54

¹⁰ Richard M. Ryan and Edward L. Deci. "Intrinsic and Intrinsic...", p. 54

¹¹ Wawan Prahawan and Nopiyana Simbolon. "Pengaruh Motivasi Intrinsik Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada PT Intimas Lestari Nusantara". *Jurnal Ekonomi*, 5:1 (2014), p. 36

¹² R. K. Greenleaf. "Servant-leadership. In L. C. Spears (Ed.), *Insights on leadership: Service, stewardship, spirit, and servant-leadership*". (New York: Wiley, 1998), p. 98.

¹³ Dirk van Dierendonck and Inge Nuijten. "The Servant Leadership Survey: Development and Validation of a Multidimensional Measure". *J Bus Psychol*, 26 (2011), p. 249

whole. The average value is used on the intrinsic motivation (IM) and servant leadership (SL) variables because the variable is normally distributed, while for the work-life balance (WLB) variable uses the median value due to the abnormal distribution, the data distribution can be seen in Table 3. Categories are made into three parts, namely high, medium and low.

Table 3. Normality Test

		Servant Leadership	Work-Life Balance	Intrinsic Motivation
N		100	100	100
Normal Parameters ^b	Mean	105.50	59.31	107.32
	Std. Deviation	15.374	9.841	11.743
	Absolute	.127	.165	.115
Most Extreme Differences	Positive	.093	.165	.068
	Negative	-.127	-.062	-.115
Kolmogorov-Smirnov Z		1.273	1.653	1.152
Asymp. Sig. (2-tailed)		.078	.008	.140

a. Test distribution is Normal.

b. Calculated from data.

From table 3, it can be seen that the distribution of data on servant leadership (.078) and intrinsic motivation (.140) variables is more than .05, which means that these variables are normally distributed. As for the significance value of the WLB variable that is .008 < .05, then the variable data is not normal.

Table 4. Overview of Variables in Subjects

Category	Percentage		
	Work-Life Balance	Servant Leadership	Intrinsic Motivation
High	19%	8%	19%
Middle	70%	80%	62%
Low	11%	12%	19%
Total	100%	100%	100%

The variable description of the subject tends to be in the medium category, meaning that the level of WLB, SL, or IM on the subject is at the normal level. WLB difference in subjects who have high and low categories of 8%, more in the high part, the ability of the subjects in this study have the ability to balance work, and personal interests tend to be moderate to high. Balance is generally seen as the absence of conflict between one and the

other. In work-life balance the balance is the effectiveness of functioning, productive, and satisfaction, and a positive impact on work or its role in the family or personal life. The situation of subjects with high WLB is interpreted as a balance with the lowest point of conflict between one role and another. While the middle level has a sufficient level of conflict, and low is greater than the middle level.

RELATIONSHIP BETWEEN INTRINSIC MOTIVATION, AND SERVANT LEADERSHIP TO WORK-LIFE BALANCE

Analysis of the relationship between variables is important to see the pattern of influence between variables, as well as an important reference for further research. The correlation analysis results can be seen in table 5. From table 5, relationship between variables has a significant level of relationship (.000 <.050). The SL variable with WLB (.382) and IM (.421) has a fairly strong relationship, while WLB with IM (.808) has a very strong relationship.

Table 5. Correlation Test between Variables

			Servant Leadership	Work-Life Balance	Intrinsic Motivation
Spearman's rho	<i>Servant Leadership</i> (SL)	Correlation Coefficient	1.000	.382**	.421**
		Sig. (2-tailed)	.	.000	.000
		N	100	100	100
	<i>Work-Life Balance</i> (WLB)	Correlation Coefficient	.382**	1.000	.808**
		Sig. (2-tailed)	.000	.	.000
		N	100	100	100
	<i>Intrinsic Motivation</i> (IM)	Correlation Coefficient	.421**	.808**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The state of the subject's balance between work and personal interests outside of work is largely determined by the desire or encouragement in the subject to be able to get maximum results between the two. The way the subject enjoys work, targets made in his

life, feels able to divide his time, etc., have a very important role in creating a balanced condition between work and his personal life. Furthermore, the role of the madrasa leader who facilitates the subject to develop is oriented towards the comfort of his staff, understands the subject's conditions, and so on, gives a fairly strong impact on the way the subject can be balanced between work and life outside of work. In addition, the emergence of positive encouragement or motivation to develop on the subject is influenced by the role of the leader. The treatment of madrasa leaders or school principals on the subject can provide motivation to be able to work optimally and maximize the other potential within their employees¹⁴. Leadership can be defined as a process of directing and giving influence to the activities of a group of members who are interconnected with their duties. The influence provides a stimulus to staff to act, an action starts from an impulse called motivation. It proves that the role of leader becomes an important variable in the presence of a motivation for employees. In motivating, leaders must be oriented to the frame of reference of people. Because motivation is for employees not for leaders, therefore leaders must make it possible for employees to behave and act according to the level of expected needs, therefore servant leadership becomes a leadership style that best suits the situation.

CONCLUSION

Variables that are estimated related to the work-life balance (WLB) of teaching staff and education in madrasas include intrinsic motivation and servant leadership. Intrinsic motivation is an internal drive within an individual to achieve satisfaction, pleasure, or challenges, without the influence of external encouragement, pressure, or appreciation. Servant leadership is a leader who is very concerned about the growth and dynamics of the lives of followers, he and his community. Correlation test results between variables indicate that the three variables have a significant influence on each other, with the biggest relationship being the work-life balance variable with intrinsic motivation. Further research is needed to examine a large sample in accordance with the population of educators and/or teaching staff in an area so that the results of the analysis can be more perfect and describe a population. In addition, relationship variables are suggested to place intrinsic motivation variables as intervening variables.

¹⁴ Dwija Suwignyo, et al. "Pengaruh Peran Kepala Sekolah Sebagai Pendidik, Pemimpin Dan Administrator Terhadap Motivasi Kerja Guru SMP". *Jurnal Pendidikan dan Pembelajaran*, 2:3 (2013), p. 1.

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