PSYCHOLOGICAL WELL-BEING AND WORK-LIFE BALANCE FOR WOMAN LECTURERS

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ABSTRACT
This study aims to determine the relationship between Psychological Well-Being by reviewing Work-Life Balance for women lecturers at UIN Raden Fatah Palembang. This research used quantitative correlational research. The population in this study was 225 female lecturers at UIN Raden Fatah Palembang. This study used a purposive sampling technique with the criteria of being married, having children, and willing to be the research subject. The sample was 54 female lecturers at UIN Raden Fatah Palembang. The scale used in this study is the Work-Life Balance Scale and the Psychological Well-Being Scale, which are adjusted and adapted based on the theory. This study used simple regression analysis techniques using the Statistical Program for Social Science (SPSS) version 23.0 for windows. The results of the R square test for the Work-Life Balance variable on Psychological Well-Being are 0.081. These results indicate that 8.1% of the variable Psychological Well-Being is influenced by Work-Life Balance, while other factors outside Work-Life Balance influence the rest. From the data on the categorization of Work-Life Balance variables and Psychological Well-Being variables, it is known that the subject is still in the low to medium category.

Keywords: Work-Life Balance, Psychological Well-Being, Female Lecturers

<table>
<thead>
<tr>
<th>Submission</th>
<th>Review Process</th>
<th>Revised</th>
<th>Accepted</th>
<th>Published</th>
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INTRODUCTION
Indonesia confirmed the first case of coronavirus infection that causes Covid-19 in early March 2020 (Pranita, 2020). Restrictions on community activities affect business and industrial activities, which then impact drastic changes in work patterns. Research by Yayla & Eskici Igin (2021) shows that workers' Work-Life Balance (WLB) and Psychological Well-Being (PWB) are negatively affected during the Covid-19 pandemic. Previously, workers were expected to work in the workplace, then during this pandemic, companies and workers must adapt to reduce activities, especially those involving meeting many people. Leaders consider ways of developing new policies for hybrid work models in response to the current pandemic crisis (Gigauri, 2020). One way is implementing the Work From Home (WFH) work pattern (Setiawan & Fitrianto, 2021). Research by Irawanto et al.(2021) revealed that working from home, WLB, and job stress has a significant influence, either directly or indirectly, on job satisfaction. Working from home as a new step can sustain job satisfaction as the current working environment for Indonesian workers. In responding to collectivist situations, working from home can be a positive sign that needs attention from the organization.

Working women face various challenges related to WLB due to social, cultural, family and gender norms. These challenges have become more difficult since the emergence of Covid-19 around the world.

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The findings reveal flexibility and homework, family-partner support, and organizational support as the main driving forces for female WLB during Covid-19. Lack of available time, socio-cultural and family norms, and gender stereotypes are women's main challenges in Muslim patriarchal societies (Uddin, 2021).

The role of working mothers can be understood as a dual role, the role of the family and the role of work that must be carried out simultaneously. The internalization of patriarchal culture makes women's domestic roles cannot be ignored even by a mother who works and has a career outside the home. Anwar et al. (2018) show that career well-being includes emotional, psychological, social, and relationship well-being between family roles. Therefore, the career development of working mothers can be very complex and cannot be understood separately from family relationships. On the other hand, more and more women are occupying higher structural positions in organizations.

Working from home is not only for workers in companies but also applies to teaching staff in the world of education, including lecturers at universities. The work of lecturers is closely related to strenuous efforts to improve the quality of human resources. The human quality needed by the Indonesian nation in the future is to be able to face increasingly fierce competition with other nations. Human quality is produced by the implementation of quality education and professional educators. Law No. 20 of 2003 concerning the National Education System states that educators are professionals.

Lecturers as professional educators have functions, roles, and strategic positions. Lecturers have the vision to realize the implementation of learning following the principle of professionalism to fulfill equal rights for every citizen in obtaining a quality education. In this pandemic situation, a lecturer is required to be able to adapt to new work patterns. Lecturers do WFH because most of the learning process is done online to limit the intensity of face-to-face meetings. With this drastically changing work pattern, not all lecturers can adapt well. Some lecturers can adjust quickly, but some still find it challenging to adapt to new work patterns, especially female lecturers.

Working women have multiple roles that must be carried out simultaneously (Ku & Ugc-Pdf, 2016). Female lecturers differ from male lecturers because most female lecturers have multiple roles as workers (lecturers) and housewives. WFH's work pattern requires female lecturers to carry out their dual roles at home at the same time. On the one hand, a female lecturer wants to achieve optimal performance in teaching, research, service, and other supporting elements (Tri dharma of higher education). On the other hand, at the same time, they want to succeed in household roles. Following the socio-cultural conditions that grow and develop in Indonesia, there are three main elements of women's household duties: wives, educators, and homemakers. Running two roles at the same time is prone to conflict. Thus, work problems can affect the mother's role in the family, and family problems can affect her performance as a lecturer. Furthermore, the results of Handayani's research (2013) show that the performance of female lecturers is influenced by family-work conflicts, which means that when a female lecturer has a conflict related to her work, it will result in poor performance.

In addition to having an impact on their performance, the continuous conflict experienced by female lecturers will have an impact on both physical and psychological discomfort. According to Newstrom, both physical and psychological working conditions in the work environment must be considered so that workers feel comfortable working and can increase work productivity (Marliani, 2015).
Various activities that occur in the workplace, such as routines, supervision, and task complexity, affect a person's control ability so that they can feel positive emotions and perceptions about their workplace. When someone assesses the work environment as attractive, fun, and full of challenges, it can be said that they feel happy and shows optimal performance.

This positive assessment is an indicator of well-being. PWB can be known from the presence or absence of happy feelings. If a female lecturer feels happy, she can display optimal lecturer performance. However, in reality, female lecturers should feel happy when carrying out their duties from home (WFO) because they can gather with family to experience the opposite. Female lecturers feel pressured and conflicted because they carry out multiple roles at home, both as lecturers and homemakers who take care of family needs.

UIN Raden Fatah is an Islamic higher education institution in Palembang with a vision to become an international standard university with a national perspective and an Islamic character. At UIN Raden Fatah, the permanent lecturers are civil servant Lecturers who work in State Universities and Non-civil servant Permanent Lecturers. The latter are appointed at State Universities according to the requirements regulated by Permendikbud No. 84 of 2013. PMA No. 62 of 2015 concerning the Statute of UIN Raden Fatah Palembang Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science and technology through education, research, and community service. This research was inspired by Singh & Koradia (2017) research on PLB and WLB working women.

Istiningtyas’ research (2020) shows a significant difference between the psychological well-being of PNS lecturers and non-PNS lecturers at UIN Raden Fatah. In line with the results of a preliminary study conducted by researchers on ten female lecturers at UIN Raden Fatah in May 2020 through questionnaires (open questions) showed that these female lecturers felt pressured and had difficulty dividing their time with work patterns of WFH. They find it difficult to divide their time between work as lecturers and household activities. Such as taking care of their husbands and children, primarily when their husbands work from home (WFH) and their children are doing School From Home (SFH). Dense activities at home make female lecturers feel depressed and less happy because the workload is increasing and demands a high level of patience. Sometimes, these female lecturers feel stressed and burdened with this situation.

On the other hand, some female lecturers feel they are not productive working from home because they are already busy with household activities. So in their spare time, they are not used to completing office work such as correcting thesis, making learning materials, and making research reports, but instead spend more free time resting and chatting with family. This condition makes female lecturers reluctant to complete office work causing many jobs to be neglected. When she remembers the unfinished work, this female lecturer again feels stressed and unhappy.

On the other hand, data also found that one of the efforts made by female lecturers to adapt to WFH work patterns and reduce stress and perceived conflict is good time management, balancing work activities with family activities. They try to focus and concentrate on the activities they are doing. For example, when they work, they focus on work. When they are with their family, they only focus on family activities whose time distribution is arranged so everything can go well. When a female lecturer can balance daily
life activities with work activities (Work-Life Balance), it will positively impact the lecturer.

Work-Life Balance (WLB) is a broad concept that involves setting the right priorities between work (career and ambition) on the one hand and life (happiness, leisure, family, and spiritual development) on the other (Brough et al., 2020).

Female lecturers who can balance family life and work-life will help her get happiness and psychological well-being. Family life and work are two essential things for female lecturers. When both are obtained simultaneously, it will undoubtedly make female lecturers feel psychologically comfortable. This psychological comfort will positively impact his work productivity as a lecturer.

It follows Wilkinson's (2013) statement, which revealed a significant positive relationship between WLB and PWB. Employees who feel their work and life are balanced have a more positive PWB. This study aimed to determine the relationship between PWB and WLB on femalelecturers at UIN Raden Fatah Palembang. This research is helpful for the development of higher education policies and the self-development of female lecturers.

RESEARCH METHODS
Participants and Procedure

The population in this study were female civil servant lecturers and female non-civil servant lecturers at UIN Raden Fatah Palembang, totaling 225 people. The sampling technique in this study used purposive sampling with the criteria of being married, having children, and being willing to be the research subject.

The research sample was 54 female lecturers at UIN Raden Fatah Palembang. Before conducting the research, the researcher distributed a pre-field questionnaire containing questions about PWB to 10 married female

lecturers at UIN Raden Fatah Palembang online using a google form. Furthermore, filling out the WLB and PWB instruments was carried out by 54 research subjects online using the google form.

Instrument

This study uses a Likert scale with response choices of totally agree (Sangat setuju-SS), agree (setuju-S), neutral (netral-N), disagree (tidak setuju-TS), and totally disagree (Sangat tidak setuju-STS). The scale used in this study is the WLB Scale which was adapted based on aspects of WLB according to Banu and Duraipandian (2014). Work Place Support, Work Interference with Personal Life, Personal Life Interference With Work, Satisfaction with work-life balance, and Improve Effectiveness At Work totaled 44 items. While the PWB scale is measured using a modified and adapted scale based on the PWB dimensions according to Ryff (2014), autonomy, environmental assignments, personal growth, positive relationships with others, life goals, and self-acceptance total 42 items.

The validity test of the items on the WLB and PWB scales uses the corrected item-total correlation technique with a limit coefficient of 0.3. This research uses the used test method, or the users try out the method, the research process that uses the same sample as the sample in the validity and reliability test. The trial of 44 items on the WLB scale obtained 37 valid items and seven failed items. Meanwhile, the 42 items on the PWB scale trial obtained 40 valid and two failed items. Dropped items occur because inappropriate language is not following the measured aspects, and the subject answers inconsistently. The reliability of the WLB and PWB scales was measured using the Cronbach Alpha method. The results of the reliability test of the research scale obtained a Cronbach WLB Alpha value of 0.924 and a PLB value of
0.857. These results indicate that the scale of this study is reliable because it is getting closer to 1.00 (Azwar, 2017).

Statistical analysis

Hypothesis testing in this study used a simple regression analysis technique using the Statistical Packages For Social Sciences (SPSS) version 23.0 for the windows program. Normality test using Kolmogorov Smirnov technique. If the p-value > 0.05, the data distribution is declared normal in this technique. On the other hand, if the p-value < 0.05, the data distribution is declared abnormal. The prerequisite test consists of normality and linearity tests.

RESULTS

Description of Research Data

The results of the description of the research data using the level of categorization of research variables based on empirical scores (mean and standard deviation) can be seen in the following table:

Table 1
Description of Research Data

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLB</td>
<td>54</td>
<td>111</td>
<td>183</td>
<td>146.52</td>
<td>14.753</td>
</tr>
<tr>
<td>PWB</td>
<td>54</td>
<td>134</td>
<td>185</td>
<td>157.83</td>
<td>12.428</td>
</tr>
</tbody>
</table>

Next, the researcher categorizes individuals into separate groups in stages according to a continuum based on the measured attributes (Azwar, 2017). The categorization of variable scores can be seen in the table below:

Table 2
WLB Variable Score Categorization

<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>X &gt; 149.50</td>
<td>High</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>142.00 &lt; X</td>
<td>Medium</td>
<td>19</td>
<td>35%</td>
</tr>
<tr>
<td>&lt; 149.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X &lt; 142.00</td>
<td>Low</td>
<td>19</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the calculation of the WLB variable score categorization, the results showed that 19 people (35%) were in a low category, 19 people (35%) were in the medium category, and 16 people (30%) were in the high category. It shows that female lecturers have WLB at a relatively low level.

Table 3
Categorization of PWB Variable Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>X &gt; 162.50</td>
<td>High</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>152.25 &lt; X</td>
<td>Medium</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>&lt; 162.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X &lt; 152.25</td>
<td>Low</td>
<td>22</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>54</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the calculation of the PWB variable score categorization, the results obtained that 22 people (41%) were in a low category, 16 people (30%) were in the medium category, and 16 people (30%) were in the high category. It shows that female lecturers have PWB at a relatively low level.

Prerequisites and Hypotheses Test

Table 4
Results of Research Scale Normality Test

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PWB</td>
<td>.087</td>
<td>54</td>
</tr>
<tr>
<td>WLB</td>
<td>.120</td>
<td>54</td>
</tr>
</tbody>
</table>

Based on the table of normality test results for the WLB and PWB variables, it can be seen that the significance value of the WLB variable is 0.200 (p > 0.05) and the PWB variable is 0.052 (p > 0.05).

It can be concluded that the data of the two variables are normally distributed, so they meet the requirements of the normality test. The linearity test was carried out with a test for linearity at a significance level of 0.05. If Deviation from Linearity > 0.05, then the two variables are declared to have a linear relationship, and if the significance value is <
0.05, then the two variables are considered to have a linear relationship.

**Table 5**

<table>
<thead>
<tr>
<th>Linearity Test Results of Research Scale</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tot_PWB *(Between Groups) (Combined)</td>
<td>.082</td>
</tr>
<tr>
<td>Tot_WLB *(Between Groups)</td>
<td>.020</td>
</tr>
<tr>
<td>Deviation from Linearity</td>
<td>.119</td>
</tr>
</tbody>
</table>

Based on the table of linearity test results on the WLB and PWB variables, the significance value on Deviation from Linearity is 0.119. It can be interpreted that with the significance value of \( p > 0.05 \), it can be concluded that the relationship between the WLB and PWB variables has a linear relationship \((0.119 > 0.05)\) so that the linearity test is fulfilled.

**Table 6**

<table>
<thead>
<tr>
<th>Simple Regression Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
</tr>
<tr>
<td>R Square</td>
</tr>
<tr>
<td>Adjusted R Square</td>
</tr>
<tr>
<td>Std. Error of the Estimate</td>
</tr>
</tbody>
</table>

Based on the hypothesis test results above, the practical contribution value (R square) is 0.081. It can be concluded that the effective contribution of the WLB variable to PWB is 8.1%. In comparison, other factors outside the WLB determine the rest. In addition to looking at the effective contribution of the WLB variable as a whole, the researcher also conducted a simple regression analysis to see the effective contribution of each aspect of the WLB variable to the PWB. The results of the analysis can be seen in the following table:

**Table 7**

<table>
<thead>
<tr>
<th>WLB Scale Analysis Per Aspect</th>
<th>R Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWB WPS WIPL PLIW SWLB IEW</td>
<td></td>
</tr>
<tr>
<td>0.003 0.120 0.056 0.068 0.102</td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the analysis above, the value of the practical contribution (R square) of the Work Place Support (WPS) aspect is 0.003 or 3%, and the value of the practical contribution (R square) of the Work Interference with Personal Life (WIPL) aspect is 0.120 or 12%. The value of the practical contribution (R square) of the Personal Life Interference with Work (PLIW) aspect is 0.056 or 5.6%, and the value of the practical contribution (R square) of the Satisfaction with Work-Life Balance (SWLB) aspect is 0.068 or 6.8%, and the value of the practical contribution (R square) of the Improve Effectiveness at Work aspect is 0.102 or 10.2%

**DISCUSSION**

Based on the results of hypothesis testing, it is found that the results of the R square test of the WLB variable on PWB are 0.081. These results indicate that 8.1% of PWB variables are influenced by WLB, while other factors outside WLB influence the rest. Based on the research results, it can be concluded that WLB influences the PWB of female lecturers at UIN Raden Fatah Palembang. This study's results align with Oktafianna's (2019) study, which evaluated the WLB program from PT. Bio Farma on "aspects of working life" and "aspects of family life." The results showed a moderate relationship between the WLB and PWB variables with a high significance. It means that the higher the WLB, the higher the PWB for the marketing division employees of PT Bio Farma.

Furthermore, research conducted by Dirfa and Prasetya (2019) shows that the higher the WLB of the employee, the higher the PWB. On the other hand, the lower the WLB, the lower the PWB. Female lecturers who can balance family life and work-life will help her get happiness and psychological well-being. Family life and work are two essential things for female lecturers. When both are obtained simultaneously, it will undoubtedly make female lecturers feel psychologically comfortable. This psychological comfort will...
positively impact his work productivity as a lecturer. It follows Wilkinson's (2013) statement, which revealed a significant positive relationship between WLB and PWB. Employees who feel their work and life are balanced have a more positive PWB.

The results of this study indicate that only 8.1% of the PWB variables influenced by WLB are average. It is given the significant situation affecting human life, the Covid-19 pandemic. A lecturer must be able to adapt to new work patterns, in addition to Work From Office (WFO) and Work From Home (WFH) because most of the learning process is carried out online to limit the intensity of face-to-face meetings. With this drastically changing work pattern, not all lecturers can adapt well. Some lecturers can adjust quickly, but some still find it challenging to adapt to new work patterns, especially female lecturers. Female lecturers differ from male lecturers because most female lecturers have multiple roles as workers (lecturers) and housewives. WFH's work pattern requires female lecturers to carry out multiple roles at home at the same time. If a female lecturer feels happy, she can display optimal lecturer performance.

Nevertheless, in reality, not all female lecturers should feel happy when they can carry out their duties from home (WFH). Even though they can gather with their families, female lecturers feel pressured and conflicted because they carry out multiple roles at home, both as lecturers and housewives who take care of family needs. Carrying out multiple responsibilities at home and work causes psychological problems among married working women, which in turn affects the perceived psychological happiness. Sadiq and Ali (2014), in their study of PWB in married working women with multiple responsibilities, found that they reported significantly more social dysfunction and depression.

In addition to looking at the whole WLB variable's effective contribution, the researcher also conducted a simple regression analysis to see the effective contribution of each aspect of the WLB variable to the PWB. According to Banu and Duraipandian (2014), WLB is divided into five dimensions that can be used to understand perceptions and evaluate the effectiveness of existing WLB programs in an organization.

Namely: 1) WorkPlace Support (WPS): support provided by the workplace environment for its employees can encourage the creation of WLB in employees. 2) Work Interference with Personal Life (WIPL): the state of a disturbance in work life that can affect the employee's personal life. 3) Personal Life Interference with Work (PLIW): an employee's office work is disrupted due to the influence of the employee's personal life. 4) Satisfaction with Work-Life Balance (SWLB): the overall satisfaction resulting from a person's success at and outside work. 5) Improved Effectiveness at Work (IEW): The situation on the dimension lies if the balance of work and life outside work is to develop practices to encourage a culture where individuals are happy because they can meet the demands of work and life outside of work. So that employees can quickly adapt to changes and make employees more effective at work with all organizational policies that support the creation of WLB.

Based on the research analysis results, the value of the practical contribution (R square) of the Work Interference with Personal Life (WIPL) aspect is 0.120 or 12%. Aspects of WIPL have a more dominant influence among other aspects. It can explain the condition of female lecturers who feel a situation where there is a disturbance in work life that can affect the personal life of employees. It is supported by the results of a preliminary (pre-field) study conducted by researchers on ten female lecturers at UIN Raden Fatah in May 2020 by filling out a questionnaire (open-ended questions). They
find it difficult to divide their time between working as lecturers and taking care of the household, such as caring for their husbands and children, especially now that husbands work from home and children do distance learning. Dense activities at home make female lecturers feel depressed and unhappy because the workload is increasing and demands a high level of patience. Sometimes, these female lecturers feel stressed and burdened with this situation.

On the other hand, some female lecturers feel they are not productive working from home because they are already busy with household activities. So in their spare time, they are not used to completing office work such as correcting thesis, making learning materials, and making research reports, but instead spend more free time resting and chatting with family. This condition makes female lecturers reluctant to complete office work causing much work to be neglected. This female lecturer feels stressed and unhappy again when remembering the many unfinished works made.

The research data for categorization calculations, both WLB and PLB variable scores, show a low to moderate category. The level of WLB and PLB for female lecturers at UIN Raden Fatah appears to have not been achieved and needs to be increased. In this situation, a female lecturer must be capable of organizing and managing activities at home and in-office work. When a female lecturer can balance her personal life with work, the lecturer will feel satisfied in carrying out this dual role. According to Handayani (2013) WLB is a condition when a person can share roles and feel satisfaction in these roles, as indicated by low levels of Work-Family Conflict and high levels of Work-Family Facilitation or Work-Family Enrichment. PWB is very much needed for a worker, including female lecturers. When female lecturers experience conflicts between household work and work in the office, it will undoubtedly affect their productivity as lecturers.

One way to minimize the conflict between work and family is to balance work and family activities. WLB is a condition in which individuals can manage and divide between work responsibilities, family life, and other responsibilities so that there is no conflict between family life and work career, and there is an increase in motivation, productivity, and loyalty to work. Based on the results of a preliminary study conducted by researchers on ten female lecturers at UIN Raden Fatah in May 2020 through filling out questionnaires (open questions). Data was generated that one of the efforts made by female lecturers was to adapt to WFH work patterns and reduce stress. The perceived conflict is good time management and balancing work and family activities. They try to focus and concentrate on the activities they are doing. For example, when they work, they focus on work. When they are with their family, they only focus on family activities whose time division is arranged so everything can run well. Carvalho et al. (2018) found a direct relationship between PWB and sleep-wake patterns and self-efficacy and demonstrated an interaction between work routines and sleep-wake patterns. The results demonstrate the importance of the interaction between individual and social rhythms concerning PWB. When a female lecturer can balance daily life activities with work activities (WLB), it will positively impact the lecturer.

This study also discusses the data findings of subject categories based on age groups. The age division is categorized into three age groups based on the stages of adult development, namely 18-40 years, 41-60 years, and over 60 years. Based on WLB data, it can be concluded that the category of subjects aged 18-40 years shows a tendency to have low WLB compared to other age groups.
It is because subjects at this productive age still have high enough energy both at work and in taking care of the household. However, environmental demands are also relatively high at this age because junior lecturers must adapt to the existing system and remember the lack of human resources in the field. UIN Raden Fatah Palembang is usually a junior lecturer who is delegated administrative and additional tasks (structural positions), which are pretty burdensome. At this age, the subject is also in a period of adaptation to marriage and having young children, so they need more attention from the female lecturer. It follows the results of research conducted by Singh and Koradia (2017), which found that employees in a higher age group (35-45 years), age are psychologically more balanced. Therefore their WLB is better compared to people from this group. In addition, research conducted by Lumbangaol & Ratnaningsih (2020) found that in the middle and late adult age categories, individuals have had more experience and skills, which affects how individuals see and deal with existing problems, where things which will result in high PWB levels.

This study also discusses the findings of subject category data based on the length of the marriage. The length of a marriage that has been undertaken is divided into three groups, namely 1-5 years, 6-15 years, and above 15 years. Based on PWB data, it can be concluded that subjects who fall into the category of marriage duration above 15 years tend to have lower PWB compared to other groups. It is because the subject of the long marriage period above 15 years has mature enough children who can be independent in taking care of themselves. So many subjects focus more on work to get additional income and feel more confident looking for activities outside the home. The length of the marriage period also creates boredom in the household and directly impacts the subject's PWB.

This study also discusses the data findings of subject categories based on years of service. The tenure division at UIN Raden Fatah Palembang is divided into three groups, namely 1-10 years, 11-20 years, and more than 20 years. Based on WLB data, it can be concluded that in the category of the length of service at UIN Raden Fatah Palembang, more than 20 years, there is a tendency for better WLB. It is only natural considering that the longer the work period, the subject has passed the adaptation period so that he is considered able to divide the focus between work at the office and taking care of the household. Lecturers who work for more than 20 years are senior lecturers who are not burdened with additional administrative tasks and have families with children who are mature and independent enough so that they are no longer bothered with taking care of children at home.

Meanwhile, based on the PWB data, it can be concluded that the subjects in the category of working years at UIN Raden Fatah Palembang 1-10 years showed a tendency to have a low PWB compared to other groups. It is also natural considering that female lecturers are still adapting both works in the office and family life. Junior lecturers are usually burdened with additional tasks and have children who are still young and require more attention. This adaptation process has a direct impact on the subject's PWB.

This study also discusses the data findings of subject categories based on the number of children. The number of children owned is divided into three groups, namely 1-2 people, 3-4 people, and 5-6 people. Based on the WLB data, it can be concluded that the subjects who fall into the category of the number of children owned by 1-2 people show a lower tendency for WLB. The subjects that fall into this category are young mothers who have children at a young age, so they are still in the process of adapting to regulate the balance between work and family matters. The
small number of children also makes mothers inexperienced in managing time management to take care of the family.

Meanwhile, based on PWB data, it can be concluded that subjects in the number of children owned by 3-4 people have lower PWB compared to other groups. Because the subjects in this category have children with more varied needs, they require more energy and time. It has a direct impact on the subject's perceived PWB.

Working women face various challenges related to WLB due to social, cultural, family and gender norms. These challenges have become more difficult since the emergence of Covid-19 around the world. The findings reveal flexibility and homework, family-partner support, and organizational support as the main driving forces for female WLB during Covid-19. Lack of available time, socio-cultural and family norms, and gender stereotypes are women's main challenges in Muslim patriarchal societies (Uddin, 2021). For female lecturers, they were working as teaching staff is a matter of pride. When a female lecturer can divide the time between office work and household work, a balance between the two things will be achieved. Islam itself views positively about work-life balance (WLB).

On the one hand, Muslims are commanded to earn a living, and Allah honors those who earn a living. Then, the income is more critical if it is used to help support the family. Islam also teaches not to overdo it in loving wealth. On the other hand, Muslims are also obliged to protect their families from hell, which is done through examples that require the presence of a mother figure in their family. Mothers who manage their time well for work and family will achieve PWB and feel satisfied and happy. Effective time management, stress management, making husband and family members happy, sustainable management of professional and personal life, and making priority lists are valuable techniques that women adopt to integrate work-family commitments. This finding provides a potential solution for women to effectively manage work-family responsibilities in a patriarchal society (Uddin, 2021). Work involvement positively mediates the harmful effects of WFH on WLB (Palumbo, 2020). The results of research by Marais et al. (2020) show that mindfulness-based programs are effective in promoting adaptive functioning, well-being, and optimal use of time in academia, thus underscoring the potential of a valuable perspective to help academics improve mental health and time management.

CONCLUSION

This study concludes that Work-Life Balance influences the Psychological Well-Being of female lecturers at UIN Raden Fatah Palembang. This research certainly has research limitations, namely 1) Given the pandemic conditions, data collection is done online, so there are data that cannot be obtained directly; 2) The number of subjects did not meet the researcher's target, considering that data collection was carried out under WFH conditions; 3) This study only uses internal variables to explain PWB, so it does not get a comprehensive picture of the variables to be studied.

For development suggestions, universities are expected to be able to regulate workloads, clarify the work system that is applied, carry out a continuous evaluation monitoring system, implement an open communication system, provide facilities to support work completion, and provide training to female lecturers.

Female lecturers are expected to improve WLB, which will have a direct impact on PWB by managing themselves (time, energy, and available resources) as well as possible, increasing communication both with family and the workplace, and interpreting
positively in order to continue to work productively in a pandemic condition. Future researchers are expected to conduct research directly (not online) to obtain deeper data, expand the scope of research (subject and research population), and examine other variables that affect PWB female lecturers, for example, external variables and others.

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