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Job Satisfaction Moderated Burnout, Work-Life Balance, And Lecturer Performance During The Industrial Revolution 4.0.

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ABSTRACT

Objective: This study investigates the moderating role of job satisfaction in the relationship between burnout, work-life balance, and lecturer performance in the era of Industrial Revolution 4.0.
This methodology/approach uses a quantitative approach with purposive sampling and partial least squares (PLS) analysis. Using a quantitative research design, a cross-sectional survey was conducted to collect data from the university lecturers. Standard questionnaires were used to measure job satisfaction, burnout, work-life balance, and lecturer performance. Data will be collected through an online survey platform with a minimum response rate of 70%, involving 121 random permanent lecturers from various private universities at the Higher Education Service Institution (LLDIKTI) Region IX Sulawesi. Descriptive statistics were used to summarize the data, and inferential statistics were tested using the partial least squares (PLS) hypothesis.
Findings – Burnout did not significantly affect lecturer performance, while a higher work-life balance led to increased job satisfaction. Increased burnout reduces lecturer performance, but work-life balance has a direct impact on performance. Higher job satisfaction improves lecturer performance and weakens the negative effects of burnout. Job satisfaction moderates the relationship between work-life balance and lecturer performance. These findings emphasize the importance of managing burnout and promoting work-life balance to improve job satisfaction and performance among lecturers in the context of Industrial Revolution 4.0. This study contributes to the understanding of the complex relationship between these variables and provides insights for developing strategies to support lecturers' well-being and performance in the face of technological advances and changes in the work environment.

INTRODUCTION

In the era of Industrial Revolution 4.0, private universities face new challenges and opportunities triggered by technological advancements, globalization, and changes in workforce dynamics. Lecturers, as the main drivers in higher education institutions, are required to not only teach but also innovate in research and contribute to the development of institutions. However, increased work pressure, demands to adapt to new technologies, and the need to maintain a balance between personal and professional life can lead to burnout. The burnout experienced by lecturers can negatively impact their performance, which in turn affects the quality of the education provided.

Rambe and Pareke (2024) identified burnout as a mediating factor among emotional exhaustion, overworkload, and job performance, suggesting that burnout significantly reduces performance among civil servants (Rambe & Pareke, 2024). Similarly, Abdullah and Yuen (2011) found a significant correlation between emotional fatigue, a component of work fatigue, and job performance among nurses, with emotional fatigue being the dominant factor influencing performance (Abdullah & Yuen, 2011). In contrast, Suminar and Yulianti (2013) reported that emotional fatigue did not directly affect lecturers' performance, suggesting that performance remained stable despite high levels of emotional fatigue (Suminar & Yulianti, 2013). Interestingly, while some studies have found a direct negative relationship between fatigue and performance, others have suggested that job satisfaction can be a significant factor influencing this relationship. For example, Suminar and Yulianti (2013) found that job satisfaction had a direct and significant influence on lecturer performance but did not mediate the effect of emotional fatigue on performance (Suminar & Yulianti, 2013). This is in contrast to some studies reporting a direct negative impact of burnout on performance (Abdullah & Yuen, 2011; Rambe & Pareke, 2024), while others suggest that the relationship is indirect and can be mediated by other variables (Moon & Hur, 2011; Suminar & Yulianti, 2013). It is important to consider the context and role of a particular job when assessing the impact of burnout on job performance.

Work-life balance is an important factor that can mitigate the negative impact of burnout. Lecturers who are able to effectively manage the time between work and personal life tend to have better performance and well-being. However, the relationship between work-life balance and lecturer performance is not always linear and can be influenced by various other factors. The results of this study consistently show that work-life balance (WLB) has a significant impact on job performance. Effective WLB practices, such as flexible working hours and supportive supervision, not only increase job satisfaction, but also lead to improved job performance among professionals (Dousin et al., 2019). Additionally, the presence of important factors, such as job security, compensation, and organizational culture, has been shown to affect the balance between career and personal life, which in turn affects job performance. Interestingly, while workload was not found to have a major influence on job performance among schoolteachers, autonomy and WLB were significant factors (Johari et al., 2018). This suggests that the specific context and role of a job can affect how WLB affects performance. In addition, emotional intelligence and work engagement were positively related to job performance, but the direct relationship between WLB and job performance was not statistically significant in one study (Nair et al., 2023). This finding highlights the potential complexity of the relationship between WLB and job performance. In summary, more evidence suggests that WLB is an important determinant of job performance. While there may be variations in the strength and nature of these relationships depending on the context of the job and other mediating factors, such as job satisfaction, the overall trend supports the importance of WLB in improving employee performance. Therefore, organizations should consider implementing and improving WLB practices as a strategy to improve employee productivity and well-being (Dousin et al., 2019). (Johari et al., 2018). (Nair et al., 2023).

One of the factors that has the potential to moderate the relationship between burnout, work-life balance, and lecturer performance is job satisfaction. Job satisfaction reflects the positive feelings that lecturers experience at work, which can boost their motivation and commitment. In this context, job satisfaction can play a moderating role in strengthening or weakening the influence of burnout and work-life balance on lecturer performance.

Various studies have consistently shown that job satisfaction has a significantly positive influence on employee performance. For example, leadership and the work environment were found to affect job satisfaction, which in turn had a positive and significant effect on employee performance (Assiddiki, 2023). Similarly, job satisfaction has been shown to positively influence employee performance in the context of spirituality in the workplace (Risnawati & Astuti, 2022) and has also been identified as a strong predictor of intent to survive and perform in the construction industry (Mardanov, 2020). In the education sector, job satisfaction has been found to mediate the relationship between teacher competence, work stress, and teacher performance (Mustaqim et al. 2023). In addition, job satisfaction emerged as the most influential variable affecting employee performance in PT. Federal International Finance Group (Risnawati and Astuti, 2022). However, there are some nuances that need to be considered. For example, job satisfaction does not mediate the influence of workplace spirituality on

deviant behavior in the workplace (Astuti et al., 2020). In some cases, job satisfaction has a stronger impact on the intention to stay than on performance (Mardanov, 2020). In addition, workplace bullying has been found to mediate the relationship between work climate and job satisfaction, which in turn affects job performance and employability among nurses (Olsen et al., 2017). In summary, evidence suggests that job satisfaction is an important factor that positively influences employee performance across different sectors and cultural contexts. Although there is some variation in the role of job satisfaction mediation and its relative impact on various aspects of performance, overall trends support the importance of job satisfaction in improving employee performance (Astuti et al., 2020; Assiddiki, 2023; Mardanov, 2020; Mustaqim et al., 2023; Olsen et al., 2017; Risnawati & Astuti, 2022).

The role of job satisfaction as a moderator in the relationship between burnout, work-life balance, and performance is a multifaceted issue. Job satisfaction appears to have a moderate effect on the relationship between work and life balance and job performance in some studies. For example, Kumari and Aithal (2022) found that job satisfaction and work-life balance significantly impact job performance and reduce the negative effects of emotional work on job performance. Similarly, Suminar and Yulianti (2013) showed that job satisfaction has a direct and significant influence on lecturer performance, although it does not mediate the effect of emotional fatigue on performance. Paradoxically, Hilman et al. (2022) suggested that job satisfaction is not a moderate variable that can strengthen the relationship between work discipline, work motivation, and lecturer performance. This finding suggests that the moderating effect of job satisfaction may vary depending on the specific variables associated with it. In addition, Aamir et al. (2016) found that job satisfaction partially mediates the relationship between work-life balance and retention, which implies that job satisfaction may influence work-life balance outcomes on broader organizational goals such as employee retention. In summary, the literature presents a complex picture of the role of job satisfaction as a moderating variable. While job satisfaction appears to have a significant direct effect on lecturer performance and may mitigate some negative effects, such as emotional work (Kumari & Aithal, 2022), its role as a moderator is not universally supported in all relationships, such as between the work environment and lecturer performance. Therefore, the moderating role of job satisfaction may depend on the context and is influenced by the specific constructs and relationships examined (Aamir et al., 2016; Suminar & Yulianti, 2013).

Job satisfaction is generally found to have a positive correlation with employee performance, suggesting that higher job satisfaction can improve lecturer performance (Pangemanan et al., 2017). On the other hand, burnout is negatively correlated with work performance, suggesting that lecturers who experience higher levels of burnout show a decline in performance. Work-life balance is positively related to job performance, implying that lecturers with a better work-life balance tend to perform better in their roles (Malini & Yulianty, 2023; Pangemanan et al., 2017). Interestingly, while burnout had a negative effect on job satisfaction and performance, the impact was found to be insignificant in one study (Pangemanan et al., 2017) and significant in another (Malini & Yulianty, 2023). Additionally, job crafting, which involves shaping one's work to better suit one's personal skills and interests, has been shown to have a direct positive effect on performance, suggesting that the ability to adjust job roles may be beneficial for lecturers in managing work-life balance and reducing fatigue (Di Apriyanti & Anindita, 2021). In summary, job satisfaction and work-life balance (WLB) seem to have a positive effect on lecturer performance, whereas burnout has a negative impact. However, the direct effect of job crafting on performance shows that empowering lecturers to tailor their work can be a valuable strategy in the context of Industrial Revolution 4.0. These findings underscore the importance of addressing these factors to improve lecturer performance in this evolving era (Dita Di Apriyanti, Rina Anindita, 2021; Malini & Yulianty, 2023; Pangemanan et al., 2017).

This study aimed to investigate the role of job satisfaction as a moderating variable in the relationship between burnout, work-life balance, and lecturer performance in private universities in the era of Industrial Revolution 4.0. By understanding these dynamics, it is hoped that educational institutions can develop more effective strategies to support lecturers in achieving optimal welfare and

performance, which will ultimately improve the quality of education and competitiveness of institutions at the global level.

LITERATURE REVIEW

Burnout Theory

Burnout is a psychological condition caused by chronic work stress that leads to emotional exhaustion, depersonalization, and decline in personal achievement (Bakker & Leiter, 2010). Experts have developed several key theories about burnout, each of which highlights different aspects of this phenomenon. Some of the main theories of burnout are as follows.

The three-dimensional theory of burnout by Maslach and Jackson (1981):

- Emotional Exhaustion: Refers to feeling emotionally drained because of excessive work pressure. Emotional exhaustion is at the heart of burnout, making individuals feel incompetent and overwhelmed.
- Depersonalization: Characterized by a negative, cynical, or uncaring attitude towards service recipients or coworkers. Individuals who experience depersonalization tend to maintain an emotional distance from work and the people around them.
- Decreased Personal Achievement: It feeling of incompetence and underachievement at work. Individuals feel ineffective and lose confidence in their ability to complete tasks.
- Maslach Burnout Inventory (MBI): This instrument used to measure the three dimensions of burnout and is the most commonly used tool in burnout research.

Herbert Freudenberger's theory (1974): Freudenberger was one of the first to introduce the concept of burnout. He defined burnout as a condition of physical and mental exhaustion caused by excessive work demands and chronic stress. According to Freudenberger, symptoms of burnout include fatigue, loss of motivation, and changes in attitudes towards work and co-workers.

Demand-Control-Support Model Theory by Karasek and Theorell

- Job Demands: High job demands that exceed an individual's capacity can lead to stress and burnout.
- Job Control**:** An individual's low control over his or her work, including autonomy and decision-making, can increase the risk of burnout.
- Social Support**:** Lack of social support from coworkers and employers can exacerbate the negative effects of job demands and lack of control, increasing the risk of burnout.

Schaufeli and Enzmann's Theory (1998): Schaufeli and Enzmann emphasized the importance of the imbalance between the energy expended in work and involvement in work. Burnout occurs when the energy required for work exceeds the available resources, both physically and psychologically.

Burnout is a complex psychological condition caused by chronic work stress and other workplace factors (Schaufeli et al., 2009). The main theories on burnout highlight various aspects that contribute to this condition, including emotional exhaustion, depersonalization, decreased personal achievement, workload, control over work, rewards, social relationships, fairness, and organizational values. Understanding these burnout theories is important for developing effective prevention strategies and interventions to improve individual well-being and workplace performance.

Burnout can negatively impact lecturer performance because it leads to decreases in motivation, productivity, and teaching quality. Lecturers who experience burnout are more likely to experience emotional exhaustion, depersonalization, and decreased personal achievement, all of which contribute to their poor performance.

Theory of Work-Life Balance

Work-life balance is a concept that describes how individuals divide their time and energy between work and personal life (Netemeyer et al., 1996). This balance is essential for an individual's mental, physical, and emotional well-being. Some theories and models that explain work-life balance are as follows.

Role Conflict Theory by Greenhaus and Beutell (1985)

- Role Conflict: Greenhaus and Beutell explained that role conflict occurs when the demands of work and personal life conflict with each other, making it difficult for individuals to meet obligations in both areas. These role conflicts can be divided into three categories.

- Time Conflict: Occurs when the time spent on one role reduces the time available for another.
- Tension Conflict: Occurs when the pressure of one role increases stress and reduces the ability to meet the demands of another.
- Behavioral Conflict: Occurs when the behavior required in one role does not match the behavior required in the other.

Segregation and integration theories proposed by Edwards and Rothbard (2000)

- Segregation: Edwards and Rothbard proposed that some individuals prefer to keep their work and personal lives strictly separate to prevent role conflicts.
- Integration: In contrast, other individuals may prefer to integrate these two areas, seeing work and personal life as complementary and supportive.

Border Theory by Clark (2000)

- Border Theory: Clark developed the border theory, which states that work and personal life are separated by physical, temporal, and psychological boundaries. Individuals can set and negotiate these boundaries to achieve the desired balance.
- Physical Boundaries: Different locations for work and personal life.
- Temporal Limits: Clear Timing for Work and Personal Activities.
- Psychological Boundaries: The mental and emotional changes required to switch between work and personal roles.

Work-life balance is a multidimensional concept that involves how individuals manage the demands of their work and personal lives. Various theories of work-life balance, including role conflict, segregation and integration, border theory, spillover theory, enrichment theory, and conservation of resources theory, provide different perspectives on how this balance can be achieved and maintained. Understanding these theories can help individuals and organizations develop effective strategies to improve their well-being and productivity.

A good work-life balance can improve lecturers' performance by reducing stress and increasing overall life satisfaction. Lecturers who have a good work-life balance are more likely to feel satisfied with their jobs, which in turn increases their motivation and performance.

Job Satisfaction Theory

Job satisfaction is the level of comfort or satisfaction felt by individuals in their jobs (Locke 1976). This reflects the extent to which individual expectations and needs are met in the workplace. Some of the main theories explaining job satisfaction include the following.

Two-Factor Theory (motivation-Higiene) by Frederick Herzberg (1959):

- Motivator Factors: Factors related to the content of the job itself, such as achievement, recognition, responsibilities, and opportunities for growth or advancement. These factors increase job satisfaction.
- Hygiene Factors: Factors related to the context of the job, such as company policies, supervision, salary, relationships with coworkers, and working conditions. The absence of these factors can lead to job dissatisfaction, but their presence does not necessarily increase job satisfaction.

Needs Theory by Abraham Maslow (1943): The Hierarchy of Needs (Maslow) proposes that human beings have five levels of basic needs that must be met gradually: physiological, security, social, reward, and self-actualization. Job satisfaction is achieved when work allows the fulfillment of these needs, especially higher needs such as self-esteem and actualization.

Equity Theory by J. Stacy Adams (1963): Social Justice (Adams) posited that job satisfaction depends on an individual's perception of justice or equity in their work. Individuals compare their inputs (efforts, skills, and experience) and outputs (salary and awards) with those of others. Imbalances and injustices can lead to job dissatisfaction. Victor Vroom’s (1964): The Expectation-Valence-Instrumentality (VIE) Model Vroom states that job satisfaction depends on three factors: expectation (the belief that effort will result in good performance), instrumentality (the belief that good performance

will result in an award), and valence (the value given to the award). High job satisfaction is achieved when individuals believe that their efforts will be rewarded and that the rewards are highly valued.

Job satisfaction is a complex concept influenced by a variety of factors, including motivation, fairness, expectations, and the fit between individuals and the work environment. Major theories, such as Herzberg's Two-Factor Theory, Maslow's needs theory, Adams' equity theory, Vroom's Hope Theory, Dawis and Lofquist's Environmental-People's Suitability Theory, Hackman and Oldham's Theory of Job Characteristics, and Deci and Ryan's Cognitive Evaluation Theory, provide different but complementary perspectives on how job satisfaction can be achieved and maintained (Spector, 1997). Understanding these theories can help individuals and organizations to identify the key factors that affect job satisfaction and develop strategies to improve well-being and productivity in the workplace.

Job satisfaction was directly related to lecturer performance. Lecturers who are satisfied with their work tend to be more motivated, productive, and committed to their work, contributing to better performance. Job satisfaction also reduces the likelihood of burnout and improves work-life balance.

Lecturer Performance Theory

Lecturer performance is an important aspect of higher education and includes various dimensions such as teaching, research, community service, and administrative contribution. Theories that explain lecturer performance often include individual, organizational, and contextual factors that affect the effectiveness of their work. Some of the key theories that can be used to understand lecturer performance are as follows:

Reinforcement theory proposed by B.F. Skinner:

- Positive and Negative Reinforcement: According to this theory, work behavior (performance) can be improved through positive reinforcement (reward) or negative reinforcement (elimination of unpleasant conditions). In the context of lecturers, awards, such as salary increases, promotions, or recognition of achievements, can improve performance.
- Use in Lecturer Performance: Universities can use incentives to encourage lecturers to achieve teaching, research, and community service goals.

Goal-setting theory proposed by Edwin Locke and Gary Latham (1990)

- Setting Specific and Challenging Goals: This theory states that setting specific, challenging, but achievable goals can improve individual performance. Clear goals provide the direction and motivation to achieve better results.
- Application to Lecturers: Lecturers with clear goals in terms of research publications, curriculum development, and student involvement tend to show higher performance.

Victor Vroom’s expectancy theory (1964)

- Expectation-Valence-Instrumentality (VIE) Model: According to Vroom, individual performance is influenced by three factors: expectation (the belief that effort will result in good performance), instrumentality (the belief that good performance will result in an award), and valence (the value given to the award).
- Application to Lecturers: If lecturers believe that their hard work will be recognized and appreciated by the university, they will be more motivated to do well.

Equity Theory by J. Stacy Adams (1963):

- Social Justice in the Workplace: This theory states that individuals compare their inputs (efforts, skills) and outputs (awards, salaries) with others. Imbalances and injustices can affect job satisfaction and performance.
- Lecturer Application: Lecturers who feel treated fairly and receive equal rewards from their peers will be more motivated and perform better.

Competency Theory:

- Competence and Performance: This theory focuses on an individual's competence or ability as a predictor of performance. Competencies include the knowledge, skills, attitudes, and behaviors necessary to perform tasks effectively.
- Application to Lecturers: Lecturer performance can be improved through the development of competencies such as teaching ability, research skills, and interaction with students.

Lecturer performance is influenced by a variety of factors including motivation, purpose, fairness, competence, and job characteristics (Netemeyer et al., 1996). Theories such as the Reinforcement Theory, Purpose Theory, Hope Theory, Justice Theory, Competency Theory, Input-Process-Output Model, and Job Characteristics Theory provide diverse perspectives on how lecturer performance can be improved (Bakker & Leiter, 2010). Understanding these theories will help universities develop effective strategies to improve faculty performance and achieve better educational goals.

Good lecturer performance directly contributes to the reputation and quality of higher education. Productive, innovative, and motivated lecturers can improve the quality of teaching, research, and community services, all of which contribute to the competitiveness and success of private universities in the era of Industrial Revolution 4.0.

METHOD

The study will use a quantitative research design with a cross-sectional survey method to collect data from university lecturers. Standard questionnaires were used to measure job satisfaction, burnout, work-life balance, and lecturer performance. Data will be collected through an online survey platform, with a targeted response rate of at least 70%. Descriptive statistics will be used to summarize the data, and inferential statistics will be used to test the hypothesis using SmartPLS to test the effect of job satisfaction moderating on the relationship of burnout and work-life balance on lecturer performance.

Sampling

The trial showed that because our questionnaire was simple enough for our target respondents to understand, random sampling was the most effective method for the study. Large-scale data collection then began; 130 questionnaires were sent, 123 of which were accepted, and 7 questions were excluded from processing because they contained insufficient information. Consequently, 98.15% of the respondents completed the study. Because there is a larger number of permanent lecturers in private universities at the Higher Education Service Institution (LLDIKTI) Region IX Sulawesi. The respondents were selected using a random sampling method. Thus, using the items included in the study, the sample size should be ten times based on modeling the structural equations. We made more information available to respondents and worked to gather more responses to better understand their perspectives. As there are numerous permanent lecturers in private universities, it is necessary to use the Slovin formula to draw a representative sample size. Therefore, a sample size of N = 121 was used in this study.

Analysis

Bootstrapping, consistent PLS Algorithm methods, and partial least squares analysis were used to show the results and model. For path analysis, structural equation modeling was used. The validity and reliability of the variables in this study served as the basis for testing and verifying the measurement model. includes the inferential and descriptive results. The main driver of SmartPLS is its widespread use and acceptance of applications (Hair, Sarstedt, Ringle, et al., 2012; Ghozali & Latan, 2015). PLS was later considered more practical and one of the systems created (McDonald, 1996). Nonetheless, the main purpose of utilizing this program is included in this study: mediation and moderation effects (Ringle et al., 2015). Most experts in all disciplines now support SmartPLS (Camilleri, 2024; Chakraborty & Mansor, 2013; Hauff et al., 2024; Joana Carolina et al., 2024; Robina-Ramírez et al., 2024; Shomotova et al., 2024).

RESULT AND DISCUSSION

RESULT

The study used a single factor Harman test and a full collinearity test to ensure that the data were free of common method bias. The results of the Harman single-factor test show that a single factor explains only 2.5% of the total variance, which is well below 50.0% (Podsakoff et al., 2003). In addition,

following the latest advice in the PLS-SEM literature (Kock & Hadaya, 2018), this study uses a full collinearity approach, specifically the variance inflation factor (VIF), to detect evidence in CMB. The results shown in Table 3 indicate that CMB is not a major concern because the calculated VIF is less than three (Hair et al., 2011). Again, following previous research (Sharma & Fatima, 2024), the current work concludes that because of a study that examines the effects of moderation, it is very difficult for respondents to manipulate lecturer performance. Therefore, concerns about CMB are minimal; therefore, in this analysis, the potential for CMB is low.

Before moving towards analysis, the study used the recommended Kaiser-Meyer-Olkin (KMO) to measure the adequacy of sampling and ensure data suitability. The KMO test result is 0.921, which is greater than the acceptable threshold of 0.50; hence, it is considered substantial for explanatory factor analysis (Çetinkaya and Karabulut, 2016; Chan, 2019). In addition, the results of the Bartlett test reflect a significance level of 0.000, and are thus considered good because they are below the significance level of 0.05. No research items were removed from the model because the loading factor was less than 0.7, as Hair et al. (2011) suggested.

Measurement Model

Partial least squares structural equation modeling (PLS-SEM) was used to analyze the results. Several tests were conducted to determine reliability, validity, and path coefficients. In addition, the data are free from multicollinearity and bias related to other measured data (Hais Jr. et al., 2010). The analysis section uses a two-way approach to assess the results: 1) assessment of measurement models and 2) structural models (Hais Jr. et al., 2010).

1) Measurement Model Assessment

Fit (Henseler and Fassott, 2010) suggestions to measure the model in this study are needed to assess "individual item reliability, internal consistency, content validity, convergent validity, and discriminatory validity."

Reliability of individual items: Assessed through the external loading of items associated with a specific dimension (Hair, Sarstedt, Pieper, et al., 2012; Sarstedt et al., 2016), it is recommended that it should be maintained within 0.40 and 0.70. As shown in Table 3, all grades are satisfactory and meet the standards, and the study items are currently maintained between 0.604 and 1.135. According to a study by Chin et al. (2003), Cronbach's alpha (CA) should be greater than 0.7. The CA values were maintained between 0.704 and 1,000. Therefore, this study is sufficient to meet the standards of action reliability.

Internal consistency reliability (Bagozzi & Yi, 1988) proposes that the composite reliability (CR) value should be equal to or exceed 0.7. Table 3 shows the CR of the construct, which was maintained between 0.704 and 1,000, indicating adequate action reliability.

Convergent validity: According to Fornell and Larcker (1981), the rule of thumb for an AVE value should be equivalent to 0.5 or more. The study's AVE value was maintained between 0.523 and 1,000, and it was concluded that this study met the requirements for a satisfactory level of convergent validity.

Validity of discrimination: Two methods were used to evaluate the "validity of the discrimination" variables. It is ensured that the cross-loading indicator is higher than other opposite constructions (Hair et al., 2012). 2) According to the criterion (Fornell & Larcker, 1981), the square root of the AVE for each construct must exceed the intercorrelation of the construct with the construct of the other model. Therefore, as shown in Table 3, it can be concluded that all the constructs used in this study have an adequate level of discriminatory validity.

2) Structural Model Assessment

This article uses PLS bootstrapping with 5000 bootstraps and 121 cases with motives to analyze the hypothetical model and its significance (Henseler et al., 2009) Figure 1 shows a comprehensive illustration of the structural model assessment along with statistics related to job satisfaction moderation.

Structural model collinearity problem: To ascertain the multicollinearity problem, this study required the heterotrait-monotrait (HTMT) ratio (Gold et al., 2001), which proposes that the

construct value should not exceed 0.9. Table 3 shows that the maximum value of the construct was 0.319, and this study is free from the problem of multicollinearity.

Table 1. Evaluation of measurement model

Construct	Items code	Loadings	CA[1]	CR[2]	AVE[3]	Inner VIF
Moderating BR*KK	BR^KK	0,914	1,000	1,000	1,000	1,851
Moderating WLB^KK	WLB^KK	1,135	1,000	1,000	1,000	1,648
Burnount (BR)			0,849	0,747	0,524	1,238
	x1.1	0,788				
	x1.2	0,966				
	x1.3	0,634				
Job Satisfaction (KK)			0,818	0,866	0,523	1,303
	y1.1	0,804				
	y1.2	0,762				
	y1.3	0,773				
	y1.4	0,788				
	y1.5	0,631				
	y1.6	0,745				
Lecturer Performance (KD)			0,782	0,732	0,626	
	y2.1	0,804				
	y2.2	0,762				
	y2.3	0,773				
	y2.4	0,788				
	y2.5	0,631				
Work Life Balance (WLB)			0,704	0,790	0,705	1,275
	x1.2	0,810				
	x1.3	0,761				
	x2.1	0,779				
	x2.2	0,604				
	x2.3	0,832				
	x2.4	0,674				

Note: CA[1] = Cronbach's Alpha; CR[2] = Composite Reliability; AVE[3] = Average Value Extracted.

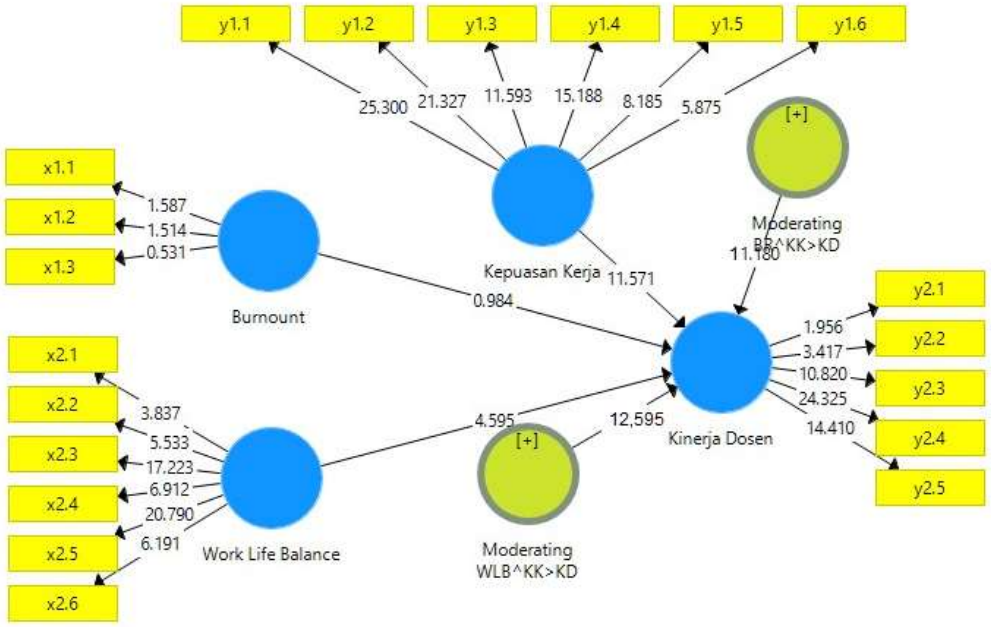

Figure 1. Modeling of structural equations (path coefficients and p-values).

Table 2. Discriminant validity coefficient.

Constructs	BR	BR^JS	JS	LP	WLB	WLB^JS
BR	0,724					
BR^KK	0,322	1,000				
KK	0,207	0,150	0,723			
KD	0,278	0,220	0,762	0,653		
WLB	0,169	0,059	0,455	0,590	0,636	
WLB^KK	0,003	0,591	0,047	0,055	0,034	1,000

Table 3. Heterotrait-Monotrait ratio (HTMT).

Constructs	BR	BR^JS	JS	LP	WLB	WLB^JS
BR						
BR^KK	0,399					
KK	0,335	0,144				
KD	0,528	0,352	0,900			
WLB	0,494	0,184	0,523	0,810		
WLB^KK	0,062	0,591	0,076	0,139	0,164	

Coefficient of determination: To evaluate the variance of the construct, PLS-SEM evaluates the coefficient of determination (R2), which is also called the coefficient of determination (Hair et al., 2011), 2013) and R2 values of 0.60, 0.33 and 0.19 are established as the rules of thumb, respectively, and these values are described as substantial, moderate, and weak. Hair et al. (2010) proposed that the R2 coefficient is subject to the situation in which a particular study was conducted. However, as per Falk and Miller (1992), the recommendation of an R2 coefficient of 0.10 is also acceptable. Meanwhile, as shown in Table 5, the R2 value was 0.674. The value of 0.674 shows that the variation of Lucturer Performance (LP) of 22.7% occurs due to BR, WLB, and the moderate role of KK.

Model predictive relevance: Given the reflective nature of the action, this study used the Q2 cross-validated redundancy measure, to evaluate the model as suggested (Ringle et al., 2020) This is an indicator of the model's predictive strength beyond the sample or the predictive relevance given by

(Geisser, 1974; Ghozali & Latan, 2015) Q2 value. In the structural equation model, a Q2 value greater than zero for a particular reflective endogenous latent variable indicates the predictive relevance of the path model for a given dependent construct. In addition, as a relative measure of predictive relevance, Q2 values of 0.02, 0.15, and 0.35, respectively, indicate that exogenous constructs have small, moderate, or substantial predictive relevance for a given endogenous construct, respectively. Therefore, as reflected in Table 5, the results show that this study has a predictive value of 0.249 or 24.90 %.

Effect Size (f2): To check the R2 value of all endogenous constructs, the change in R2 value when a particular exogenous construct is omitted from the model can be used to evaluate whether the omitted construct has a substantive impact on the endogenous construct. In addition, the values of 0.02, 0.15, and 0.35, respectively, represent small, medium, and large effects (Cohen, 2013) If the f2 value < 0.02, this indicates that there is no effect. The results of the study, shown in Table 7, indicate that there is an effect.

Testing the moderation effect: The PLS-SEM product indicator technique was used to identify and assess the strength of the moderating effect of job satisfaction on burnout, work life balance, and lecturer performance (Chin et al., 2003) This study used the product indicator method because the recommended moderation construct is continuous (Rigdon et al., 2017) Furthermore, (Cohen, 2013) the rule was used to assess the moderation effect.

Given H2 and H5, it is proposed that job satisfaction moderates the relationship between lecturer burnout performance and work-life balance-lecturer performance. As shown in Table 6 and Figure 1 propose that (Moderation Effect 1 and Moderation Effect 2 -> lecturer performance has a t-value = 10.240* > 1.96, and 2.959 > 1.96, respectively, which is significant. Therefore, H2 and H5 were fully supported.

Determining the strength of the moderating effect: The strength of the moderating effect can be evaluated by matching the R2 values of the main model and the full R2 (Henseler & Fassott, 2010) and the strength of the moderating effect can be assessed by using the formula given below (Cohen, 2013)

$$Effect\ Size\ \ (f)^2 = \frac{R^2 model\ with\ moderator - R^2 model\ without\ moderator}{1 - R\ model\ with\ moderator}$$

The values of 0.02, 0.15 and 0.35, respectively represent as weak, moderate and strong moderate effects (Cohen, 2013) As per the rule (Cohen, 2013) the strength of the moderate effect of job satisfaction assessed and reported in Table 5 is 0.326. Chin et al. (2003) state that small effect sizes do not necessarily mean that moderate causal effects are irrelevant. "Even small interaction effects can be meaningful under extreme moderate conditions; if the resulting beta changes are meaningful, then it is important to consider these conditions" (Chin et al., 2003). It has been recommended that job satisfaction plays a moderating role in burnout-and-wark life balance. The skew of the relationship between burnout and work-life balance (WLB) on lecturer performance moderated by job satisfaction becomes stronger when job satisfaction is high.

Table 4. Path coefficients and hypothesis testing.
Notes: Critical values. *t-value > 1.96 (p < 0.05).

Hypothesis	Relationship	Path coefficient	Mean	SD (STDEV)	t-value	Decision	f Square
H1	BR -> KD	0,354	0,047	0,047	0,984	Unsupported	0,609
H2	BR^KK -> KD	0,195	0,085	0,085	11,180*	Supported	0,427
H3	KK -> KD	0,199	0,602	0,602	11,571*	Supported	0,835
H4	WLB -> KD	1,198	0,296	0,296	4,595*	Supported	0,221
H5	WLB^KK -> KD	0,047	0,024	0,024	12,959*	Supported	0,636

Table 5. Structural model.

Model	Construct cross-validated redundancy			Coefficient of determination		Goodness of fit (SRMR)
Constructs	SSO	SSE	Q^2 (= 1-SSE/SSO)	R^2	Adj. R^2	
Lecturer Performance (KD)	605,000	454,490	0,249	0,674	0,660	0,326

Source: Researcher.

The results of the study show that lecturers working in private universities with good job satisfaction tend to have high performance. In short, job satisfaction had a greater impact on lecturer performance. The relationship between burnout and work-life balance is stronger when employees have high job satisfaction in private universities.

Discussion

By considering factors such as intrinsic motivation, good stress management skills, workload adjustment, and a supportive work environment, it is understandable why burnout may not always have a significant direct influence on lecturer performance. The combination of individual factors and a supportive environment allows lecturers to maintain good performance. Although burnout (BR) can affect many aspects of life and work, there are various factors that can mitigate its negative influence on lecturer performance (KD), so that the direct influence may not always be significant, with a t-value of 0.984 < 1.96. As with the same results of previous studies (Abdullah & Yuen, 2011; Rambe & Pareke, 2024).

Different results Burnout (BR) has a significant influence on the decline in lecturer performance (KD), but this impact can be moderated by job satisfaction (KK) having a t-value of 11.180* > 1.96. Lecturers who are satisfied with their work are better able to overcome burnout and maintain good performance. Job satisfaction acts as a buffer that strengthens faculty resilience, motivation, and commitment, which ultimately reduces the negative impact of burnout, supporting previous findings (Moon & Hur, 2011; Suminar & Yulianti, 2013). In the era of Industry 4.0, the role of job satisfaction has become increasingly crucial because rapid technological changes and work dynamics require constant adaptation. Higher education institutions, especially private universities, need to focus on increasing lecturer job satisfaction to achieve optimal performance and high quality of education.

A good work-life balance (WLB) has a significant direct influence on lecturer performance (KD) with a t-value of 4.595* > 1.96, increasing productivity, mental and physical health, motivation, creativity, interpersonal relationships, and reducing attendance and turnover. This balance creates a more harmonious and supportive work environment, which ultimately improves the quality of education provided by lecturers in the era of the industrial revolution 4.0.

work-life balance (WLB) has a significant influence on lecturer performance (KD), and this influence is moderated by a very high level of lecturer job satisfaction, this can be seen from the t-value of 12.959* > 1.96, where job satisfaction (KK) plays an important factor that strengthens the positive impact of work-life balance on lecturer performance, this result is in line with (Dousin et al., 2019; Johari et al., 2018; Nair et al., 2023). . Lecturers who are satisfied with their jobs tend to be better able to manage the time between work and personal life effectively, ultimately improving their productivity, mental health, and general well-being. Thus, higher education institutions, especially private universities, need to pay attention to lecturers' job satisfaction to maximize the benefits of work-life balance and achieve optimal academic performance.

Job satisfaction (KK) has a significant direct influence on lecturer performance (KD) has a t-value of 11,571* > 1.96, by increasing motivation, productivity, creativity, commitment, mental well-being, teaching quality, and interpersonal relationships, in general the results of both are in line with (Astuti et al., 2020; Assiddiki, 2023; Mardanov, 2020; Mustaqim et al., 2023; Olsen et al., 2017; Risnawati & Astuti, 2022). That high job satisfaction creates a positive and supportive work environment, which ultimately contributes to the achievement of the goals of educational institutions and the improvement of the quality of education provided by lecturers in the era of the industrial revolution 4.0

These results show that job satisfaction plays a significant moderation role in the relationship between burnout and lecturer performance. By increasing job satisfaction, the negative impact of burnout can be minimized, allowing lecturers to remain productive, motivated, and dedicated in their work. This creates a more positive and supportive work environment, which ultimately contributes to improving the quality of education provided.

Job satisfaction plays a significant moderating factor in the relationship between work-life balance and lecturer performance in private universities. By increasing job satisfaction, lecturers can more easily manage their work-life and personal balance, which ultimately supports improved performance. Job satisfaction helps reduce stress, increase motivation and commitment, and strengthen mental and emotional well-being, all of which contribute to better lecturer performance and higher quality education in the era of the Industrial Revolution 4.0 in the academic professions.

CONCLUSION

In the context of private universities in the Industry 4.0 era, burnout, work-life balance, and job satisfaction have a significant influence on lecturer performance. Burnout tends to reduce the productivity and quality of lecturers' work through its impact on mental, physical, and interpersonal health. On the other hand, a good work-life balance can improve lecturer performance by reducing stress and improving general well-being.

Job satisfaction plays an important role as a moderating variable in the relationship between burnout, work-life balance, and lecturer performance. Lecturers with high job satisfaction can overcome the negative impact of burnout and maximize the benefits of work-life balance. Job satisfaction serves as a buffer that increases lecturers' resilience, motivation, and commitment so that they can remain productive and motivated despite facing challenges in their work and personal lives.

In the era of Industry 4.0, where private universities are facing rapid changes due to technology and globalization, increasing lecturer job satisfaction is becoming increasingly crucial. Educational institutions must create a supportive work environment and provide policies that increase job satisfaction, such as flexibility in working hours, mental health support, and recognition of lecturers' achievements. Thus, the institution can ensure that lecturers continue to perform optimally, ultimately improving the quality of education and competitiveness of the institution at the global level.

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