

The Effect of Work Motivation and Self-Directed Learning on Employee Performance With Work-Life Balance as an Intervening Variable (A Study On Employees Of PT. Propernas Griya Utama)



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ABSTRACT: The role of employees as the backbone of a company has evolved into an asset rather than a financial burden. This research focuses on PT Propernas Griya Utama, which experienced a decline in performance during the COVID-19 pandemic despite implementing a work-from-home (WFH) policy. The aim of this study is to investigate the influence of work motivation and self-directed learning on employee performance, with work-life balance as an intervening variable. Theoretically, this research is expected to contribute to the development of goal-setting theory. From a managerial perspective, the findings can assist PT Propernas Griya Utama in designing policies, providing motivation, and enhancing self-directed learning to improve work-life balance and employee performance. Socially, this research can serve as a reference for further investigations into factors influencing employee performance. The study utilizes an explanatory research approach with a focus on PT Propernas Griya Utama. Data were collected through Likert-scale questionnaires, and structural analysis was performed using SEM-PLS. The results indicate that work motivation has the largest total effect on employee performance (0.488), followed by self-directed learning (0.436) and work-life balance (0.359). The findings confirm the positive and significant impact of work motivation and self-directed learning on employee performance. Work-life balance also plays a crucial role as a mediator, strengthening the influence of work motivation and self-directed learning on employee performance.

KEYWORDS- Work Motivation, Self-Directed Learning, Work-Life Balance, Employee Performance, PT Propernas Griya Utama.

I. INTRODUCTION

Employees are considered the backbone of a company, where the perception of their role has evolved into an asset rather than a financial burden. With their role as the operational engine of the company, employees are regarded as assets that drive the organization forward (Kreitner and Kinicki, 2014). Companies that view employees as assets strive to ensure that employees can work optimally to achieve the company's goals and develop its business (Sembel et al., 2018). The individual performance of employees has an impact on the overall performance of the company, so it is essential for the company to create conditions in which employees can work optimally by meeting their needs (Robbins and Judge, 2015).

Pawirosumarto, Sarjana, and Gunawan (2017) explain that performance is the result of the employees' abilities supported by effort and support. Employee capabilities stem from talent and interest, while effort is supported by motivation, incentives, and the design of the work environment. Several factors, such as work motivation, salary, organizational culture, self-directed learning, and work-life balance, have been identified as influences on employee performance (Shahzadi et al., 2014; J. du Plessis, Douangphichit, and Dodd, 2015; Abioro and Faderera, 2018; Johari, Yean Tan, and Tjik Zulkarnain, 2018; Hudson and Ramamoorthy, 2009; Wang, Xiang, and Liu, 2021).

Expectancy Theory states that an individual's motivation to engage in a specific activity comes from the desire to achieve expected goals (Robbins, 2015). High work motivation can enhance employee performance (Rita et al., 2018). Self-directed learning (SDL) is also a factor that can influence performance, where SDL ability reflects the extent to which an individual learns independently (Hudson and Ramamoorthy, 2009). Work-life balance (WLB) is considered crucial in maintaining employee performance (Abioro and Faderera, 2018). WLB encompasses an individual's ability to successfully blend work and household responsibilities (Wheatley, 2012). Previous research indicates that work-life balance positively influences employee performance (Talukder, 2018; Tamunomiebi and Oyibo, 2020), but there is conflicting research as well (Johari, Tan, and Tjik, 2013).

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In the case of PT Propernas Griya Utama, the performance assessments for the years 2020-2022 indicate that performance did not meet the company's targets. Employees were assessed as lacking motivation, frequently tardy, and experiencing a decline in performance. This situation creates the need to understand the influence of work motivation and SDL on employee performance, with work-life balance as a variable that may mediate this relationship. During the COVID-19 pandemic, the performance of PT Propernas Griya Utama's employees was affected, and the company implemented a work-from-home (WFH) policy. However, after the pandemic, performance did not improve. Therefore, this research aims to investigate the Influence of Work Motivation and Self-Directed Learning on Employee Performance with Work-Life Balance as an intervening variable, specifically among employees of PT Propernas Griya Utama.

In this study, it can be observed that there have been several previous research efforts that specifically investigated the relationship between work motivation, self-directed learning, and work-life balance on employee performance. Nevertheless, this study seeks to contribute innovatively by incorporating work-life balance as an intervening variable, an approach anticipated to provide a deeper insight. The focus of this research is on PT Propernas Griya Utama, where employee performance evaluations indicated a decline during the COVID-19 pandemic and thereafter, particularly following the implementation of the work-from-home (WFH) policy. Faced with this context, the research questions encompass key aspects reflecting the relationships between work motivation, self-directed learning, and work-life balance with employee performance. Work-life balance is highlighted as an intervening variable, introducing a new dimension to this inquiry.

The detailed research questions address the aforementioned aspects. For instance, the first and second questions seek an understanding of how work motivation and self-directed learning may influence work-life balance. Subsequently, the third to fifth questions delve into the direct impact of work motivation, self-directed learning, and work-life balance on employee performance. Meanwhile, the sixth and seventh questions explore how work motivation and self-directed learning may influence performance through work-life balance. Through these seven questions, the research objectives unfold as a comprehensive evaluation of the conditions at PT Propernas Griya Utama. The research aims to provide a detailed overview of the impact of work motivation, self-directed learning, and work-life balance on employee performance while exploring the extent to which work-life balance can serve as a mediator in these relationships.

The benefits of this research can be understood across three dimensions. Theoretically, the study is expected to contribute to the development of goal-setting theory, particularly in the pursuit of optimal goal achievement by employees. From a managerial perspective, the research findings can offer valuable information for PT Propernas Griya Utama in designing policies, providing motivation, and enhancing self-directed learning to maintain work-life balance and improve employee performance. Meanwhile, from a social standpoint, this research can serve as a reference for further investigations, both by academics and non-academics, to delve deeper into the factors influencing employee performance amidst the increasingly complex dynamics of work and personal life.

II. LITERATURE REVIEW

A. Goal Setting Theory

This study adopts the goal-setting theory, substantially developed by Locke since 1968. The goal-setting theory plays a central role in addressing various issues related to organizational management. According to Locke (1990), this theory associates individual goals with work behavior, based on the concept that goals held by individuals impact their work behavior. Mindarti (2016) states that the goal-setting theory emphasizes that individuals have various goals, they choose goals, and are motivated to achieve them. The theory highlights the differences in individual or internal aspects and seeks to reveal the thought processes in setting goals. Themba et al. (2021) further add that this theory has proven a significant influence in formulating goals, where the efforts made by individuals to achieve goals are influenced by their choices and motivational levels.

In the goal-setting theory, individual efforts to achieve goals are considered as attributes of goal-setting. High motivation and efforts can influence the development of individual skills and creativity, thereby contributing to overall performance improvement. According to Themba et al. (2021), the goal-setting theory has three main objectives in motivating individuals to achieve performance. First, goal-setting helps individuals to focus more on goal achievement. Second, goal-setting assists individuals in organizing the efforts required to achieve goals. And third, goal-setting provides a basis for individuals to formulate strategies and implement actions in line with the goals they aim to achieve. Therefore, the goal-setting theory not only provides guidance for individuals to achieve goals but also assists them in managing efforts, planning strategies, and enhancing individual performance, ultimately impacting overall organizational performance.

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B. Employee Performance

According to Mangkunegara (2011), performance refers to the work results of an individual (employee) involving both qualitative and quantitative aspects, as well as the completion of tasks in accordance with work responsibilities. Hasibuan (2011) provides a definition of performance as the work results of an individual reflected in the execution of tasks, heavily dependent on skills, experience, dedication, and time allocation. Robbins and Judge (2015) state that the evaluation of employee performance can be conducted through various indicators, including aspects of quality, quantity, timeliness, effectiveness, and independence.

The factors influencing performance, as explained by Mangkunegara (2011), involve the abilities and motivation of employees, encompassing aspects of IQ and practical skills. Meanwhile, motivation is understood as the result of an employee's attitude in facing work situations and is considered a directed condition to achieve goals. Robbins and Judge (2015) complement this concept by stating that the quality of performance is assessed based on employees' perceptions of the produced work, quantity involves the number of outputs or completed activities, timeliness indicates the level of skill and time efficiency, effectiveness involves the optimal use of organizational resources, and independence reflects the commitment and responsibility of employees to their work. Thus, understanding performance involves several factors, including abilities, motivation, and integrated indicators of performance quality.

C. Work Motivation

According to Sunyoto (2012), corporate leadership focuses on motivation because of its significant correlation with the achievement of individual, organizational, or societal goals. Mangkunegara (2011) details motivation as the internal needs that employees must fulfill to adapt to the environment and achieve established goals. Robbins (2015) elucidates that motivation involves the strength, direction, and perseverance of individuals in reaching specific goals. Victor Vroom's Expectancy Theory, as explained by Robbins (2015), posits that motivation arises when an individual has expected goals, emphasizing the relationships between effort-performance, performance-reward, and reward-personal goals.

Siagian (2015) presents indicators for measuring work motivation, including driving force, willingness, skill formation, skill development, responsibility, obligation, and goals. The driving force includes the enthusiasm provided by the company to motivate employees, such as rewards or bonuses. Willingness reflects an individual's desire to develop talents and improve their standard of living. Willingness indicates an individual's sincerity in completing tasks to achieve goals and meet the company's expectations. The formation of skills and expertise involves developing abilities that align with the tasks or jobs assigned to employees. Responsibility reflects awareness of good behavior, whether intentional or not, while obligations are tasks that must be carried out by each individual. Goals represent the initial steps in planning to achieve predetermined targets.

Thus, it can be concluded that high work motivation is reflected through employees' efforts to attain rewards or recognition, a strong desire to contribute, willingness to complete tasks, well-developed skills and abilities, responsibility for assigned tasks, and a continuous commitment to fulfilling obligations and achieving goals that align with the company's vision (Sunyoto, 2012; Mangkunegara, 2011; Robbins, 2015; Siagian, 2015).

D. Self-Directed Learning

Learning organizations emphasize the significance of learning at three main levels: individual, team, and organizational levels (Power and Waddell, 2004). Hudson and Ramamoorthy (2009) assert that adult learners are highly motivated to direct their own learning, driven by internal needs or a combination of both. Self-directed learning (SDL) and an individualistic orientation can influence preferences and learning outcomes. The concept of SDL refers to the extent to which individuals tend to learn independently and direct the learning process. High involvement in SDL has been associated with various learning outcomes, such as performance, creativity, life satisfaction, information exchange, training design, and alignment with learning styles (Power and Waddell, 2004; Hudson and Ramamoorthy, 2009).

Leatemia, Susilo, and van Berkel (2016) define SDL as an activity in which individuals control their own learning process through planning, execution, monitoring, and evaluation. Individuals identify their learning needs, formulate learning goals, and monitor their own progress. Responsibility for the learning experience, assessment of new skills, solutions found, new ideas, and acquired knowledge are all part of individuals' evaluation of their learning. Evaluation instruments for SDL abilities include five dimensions, such as learning motivation, planning and execution, self-monitoring, and interpersonal communication (Cheng et al., 2010). Another study by Wang, Xiong, and Liu (2021) employs three assessment dimensions: learning motivation, learning preferences, and learning practices. Therefore, understanding and measuring SDL abilities are essential in developing effective learning strategies at various levels within the organizational context.

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E. Work Life Balance

Work-Life Balance (WLB), as defined by Greenhaus, Collins, and Shaw (2003), encompasses the extent to which an individual is engaged in both work and family simultaneously while experiencing equal satisfaction in their roles within the professional and familial or personal spheres. Sturges and Guest (2004) emphasize that WLB represents an individual's ability to fulfill job responsibilities, meet family commitments, and engage in other activities such as social endeavors. From the employee's perspective, Russell and Bowman (2000) view WLB as the maintenance of a balance between responsibilities in the workplace and at home.

In the pursuit of balancing work and non-work life, policies have been formulated, according to McDonald, Brown, and Bradley (2005), including flexible work options (e.g., part-time work, flexible scheduling), special leave policies (e.g., parental leave, career break schemes), and dependent care benefits (e.g., subsidized child care, child care referrals). Fisher (2001) identifies key components of work-life balance, encompassing time (quantitative and qualitative aspects of time spent on work compared to non-work contexts such as family and socializing), behavior (actions taken by an individual to achieve desired goals), tension (including factors like pressure, anxiety, and the loss of personal life activities), and energy (utilized as a means to achieve goals). Greenhaus, Collins, and Shaw (2003) propose indicators for measuring work-life balance, consisting of time balance (referring to the amount of time allocated by an individual for both work and non-work activities), involvement balance (relating to the psychological and commitment levels of an individual towards their work and non-work activities), and satisfaction balance (pertaining to an individual's satisfaction level with their work and non-work activities).

F. Interrelationship Among Variables

Effective management of work motivation enables employees to fully concentrate on their tasks without encountering significant obstacles. Frequently, challenges arise concerning the conflict between personal and work life, where employees feel that one aspect may interfere with the other. Therefore, achieving a balance between work and non-work life is essential, as an ideal condition allowing employees to contribute optimally to the progress of the company. Research by Tamunomiebi and Oyibo (2020) emphasizes that this balance supports the mental health of employees, enabling them to make more significant contributions to organizational development. Moreover, harmony between personal and work life can enhance overall employee motivation, as highlighted in the study by Talukder (2018).

Self-directed learning (SDL), as a flexible learning approach, has a positive impact on employee performance. SDL empowers employees to make optimal decisions in their learning processes, resulting in autonomy and self-confidence. Geng, Law, and Niu (2019) affirm that the freedom provided by SDL for employees to manage their lives can create a positive balance between work and life. The ability to learn independently also makes employees more effective and efficient in their work, reducing dependence on instructions or commands from superiors (Heslin, Keating, and Ashford, 2020). Therefore, the implementation of SDL can act as a catalyst for achieving a proper balance between work and non-work life.

Work motivation has a direct impact on employee performance. High levels of motivation are associated with better performance, providing significant benefits to the company. Robescu and Iancu (2016) state that motivation encompasses internal and external forces that drive individuals to achieve specific goals. In the context of employees, high motivation encourages efforts to improve performance, while low motivation can result in unsatisfactory performance. Therefore, attention to work motivation factors is crucial to enhancing employee productivity and performance to the fullest extent.

III. METHOD

This research employs an explanatory research approach with the aim of elucidating the positions of the variables: work motivation, self-directed learning, work-life balance, and employee performance, as well as analyzing the reciprocal influences among these variables. The scope of the study is concentrated on the essence of the issues to ensure a focused and easily comprehensible discussion. The research is specifically focused on PT. Propernas Griya Utama, involving an evaluation of the impact of work motivation and self-directed learning on work-life balance, and their subsequent effects on employee performance within the company.

The variables under investigation encompass work motivation, self-directed learning, work-life balance, and employee performance at PT. Propernas Griya Utama. The study integrates two types of data, namely quantitative data obtained through a Likert-scale questionnaire ranging from 1 to 5, and qualitative data derived from explanations of the observed variables. Primary data sources include responses from the questionnaire, while secondary data involve information from the company, relevant literature, previous research, and an overview of the institution. The research population comprises 81 employees of PT. Propernas Griya Utama, with a census method employed for sampling, ensuring the inclusion of all employees in the study.

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Primary data collection is carried out through the questionnaire, while a literature review is conducted to gather information from relevant books and journals.

Data processing begins with steps such as editing, coding, scoring, and tabulating. Data analysis employs the structural equation modeling (SEM) technique, specifically SEM-PLS (Partial Least Squares). Descriptive statistical analysis involves weighting based on scoring criteria, resulting in an index value subsequently classified into low, moderate, or high categories. Subsequent steps include testing the measurement model (outer loading) to assess the validity and reliability of constructs. Convergent and discriminant validity, as well as reliability, are measured through loading factors, Average Variance Extracted (AVE), Fornell-Larcker Criterion, Cronbach's alpha, and composite reliability.

Table 1. Questionnaire Validity Test Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.723
Bartlett's Test of Sphericity	Approx. Chi-Square	821.223
	Df	378
	Sig.	<,001

Table 2. Questionnaire Reliability Test Results

No	Variable	Cronbach Alpha
1	Employee Performance	0,817
2	Work-life balance	0,627
3	Work Motivation	0,732
4	Self-directed learning	0,837

Source: Processed Data (2023)

Testing of the structural model (inner model) is conducted to examine the research hypotheses. The influences among variables are evaluated by considering p-value, Q2, and R2 values. A pretest is performed with 31 respondents, and the construct validity is confirmed based on the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test. Subsequently, the results of the validation and reliability testing are presented in Tables 1 and 2. Construct validity is confirmed through loading factors exceeding 0.4, and reliability is measured with Cronbach's alpha exceeding 0.6. All research indicators are deemed valid, and the research sample is considered adequate for validity testing.

IV. RESULTS AND DISCUSSION

The results of the outer model testing, with a specific focus on convergent validity, discriminant validity, and reliability, are presented in this section. Convergent validity measurement is applied through the outer loading method and average variance extracted (AVE). As noted in Table 3, the results indicate that the AVE for all variables, including work motivation, self-directed learning, work-life balance, and employee performance, exceeds the threshold of 0.5, meeting the criteria for convergent validity.

Table 3. Results of Convergent Validity Test (AVE)

Variable	Average variance extracted (AVE)
Work Motivation	0,708
Self Directed Learning	0,661
Work-Life Balance	0,666
Employee Performance	0,705

Source: Data Processing Results (2023)

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Further analysis, as documented in Table 4, shows that the convergent validity test using outer loading produces values exceeding 0.7 for each indicator, confirming convergent validity for all variables in this study. All indicators are considered valid as they exhibit strong outer loading values above the established threshold.

Table 4. Results of Convergent Validity Test (Outer Loading)

<i>Construct</i>	<i>Indicator</i>	<i>Outer Loading</i>	<i>Evaluation</i>
Work Motivation	MK1	0,747	Valid
	MK2	0,861	Valid
	MK3	0,876	Valid
	MK4	0,905	Valid
	MK5	0,824	Valid
	MK6	0,860	Valid
	MK7	0,808	Valid
Work-life balance	WLB1	0,792	Valid
	WLB2	0,810	Valid
	WLB3	0,730	Valid
	WLB4	0,785	Valid
	WLB5	0,861	Valid
	WLB6	0,870	Valid
	WLB7	0,855	Valid
Self directed learning	SDL1	0,801	Valid
	SDL2	0,846	Valid
	SDL3	0,779	Valid
	SDL4	0,863	Valid
	SDL5	0,878	Valid
	SDL6	0,798	Valid
	SDL7	0,713	Valid
Employee Performance	KIN1	0,861	Valid
	KIN2	0,900	Valid
	KIN3	0,878	Valid
	KIN4	0,756	Valid
	KIN5	0,884	Valid
	KIN6	0,841	Valid

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<i>Construct</i>	<i>Indicator</i>	<i>Outer Loading</i>	<i>Evaluation</i>
	KIN7	0,743	Valid

Source: Data Processing Results (2023)

Note:

MK : Work Motivation

WLB : Work-life Balance

SDL : Self-directed Learning

KIN : Employee Performance

In the subsequent stage, the discriminant validity test using the Fornell-Larcker Criterion and HTMT, documented in Tables 5 and 6, strengthens the argument that all variables demonstrate adequate discriminant validity. With AVE square roots greater than latent variable correlations and HTMT values below 0.90, it can be concluded that these variables have satisfactory discriminant validity.

Table 5. Discriminant Validity Test Results (Fornell-Larcker Criterion)

	<i>Employee Performance</i>	<i>Work Motivation</i>	<i>Self-directed learning</i>	<i>Work life balance</i>
Employee Performance	0,839			
Work Motivation	0,759	0,842		
Self-directed learning	0,760	0,792	0,813	
Work life balance	0,794	0,759	0,724	0,816

Source: Data Processing Results (2023)

Table 6. Discriminant Validity Test Results (HTMT)

	<i>Employee Performance</i>	<i>Work Motivation</i>	<i>Self-directed learning</i>	<i>Work life balance</i>
Employee Performance				
Work Motivation	0,803			
Self-directed learning	0,811	0,844		
Work life balance	0,839	0,800	0,770	

Source: Data Processing Results (2023)

Reliability testing, as depicted in Table 7, employs the composite reliability and Cronbach’s Alpha methods. All variables show reliability values above 0.7, providing confidence that the measurement instrument used in this study has an adequate level of consistency and reliability. Within the framework of frequency distribution, the interpretation of average value categories utilizes the Three Box Method. From the weighting results, structured conclusions about low, moderate, and high categories can be drawn, offering a deeper understanding through frequency distribution analysis.

Table 7. Reliability Test Results

<i>Variable</i>	<i>Cronbach Alpha</i>	<i>Composite (rho_a)</i>	<i>Reliability</i>	<i>Composite (rho_c)</i>	<i>Reliability</i>	<i>Rule of Thumb</i>	<i>Evaluation</i>
Employee Performance	0,930	0,938		0,943			Reliable
Work Motivation	0,931	0,933		0,944		>0,7	Reliable
Self-directed learning	0,914	0,922		0,931			Reliable
Work life balance	0,916	0,926		0,933			Reliable

Source: Data Processing Results (2023)

1. Work Motivation

Based on the conducted descriptive statistical analysis, the evaluation of the work motivation variable illustrates the response patterns of respondents regarding several indicators reflecting work motivation in the PT Propernas Griya Utama environment. The average score for employees' work motivation falls within the moderate category, with a mean value of 4.3007. Indicators measuring motivation related to the desire to obtain a high salary (MK1), pleasure when receiving bonuses based on personal

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performance assessments (MK2), and efforts to achieve the best performance (MK3) show a fairly balanced level of motivation within the moderate category. However, motivational aspects such as feeling motivated to perform tasks accurately and quickly (MK5) and making efforts to produce the best results for the company (MK6) indicate a higher level of motivation, placing them in the high category. This analysis provides a more in-depth understanding of the dynamics of work motivation within the company.

2. Self-Directed Learning

Based on the analysis of respondent responses gathered through questionnaires with self-directed learning indicators, descriptive statistics reveal patterns of self-directed learning behaviors among employees at PT Propernas Griya Utama. The overall average score for self-directed learning is 4.9118, categorizing employees' abilities in this aspect as moderate. When looking at individual indicators, the lowest average score is found in SDL3, "Saya mau untuk merencanakan proses pembelajaran bagi diri saya sendiri" (I am willing to plan the learning process for myself) with a score of 4.2143. Conversely, the highest average score of 5.2716 is associated with SDL4, "Saya mampu bekerja tanpa menunggu instruksi dari atasan" (I am able to work without waiting for instructions from superiors). This assessment indicates that employees demonstrate a commendable level of self-directed learning ability, especially in aspects related to initiating work without waiting for others and setting their own criteria for evaluating learning outcomes.

3. Work-Life Balance

The evaluation results of employee responses through a survey using the work-life balance indicator provide a detailed perspective on PT Propernas Griya Utama employees' views regarding the balance between their work and personal lives. From the analysis of the average scores, it is evident that employees express a positive assessment of work-life balance, with an overall average of 5.1323 categorized as high. Indicator WLB6, stating "Saya mampu menyelesaikan tugas pekerjaan di kantor dan rumah dengan sama baiknya" (I am able to complete work tasks at the office and home equally well), obtained the lowest average score of 4.8272, indicating an opportunity to improve the ability to complete tasks in both locations. In contrast, indicator WLB3, stating "Ketika saya bekerja ataupun melakukan aktivitas pribadi, saya memiliki semangat yang sama-sama tinggi" (When I work or engage in personal activities, I have equally high enthusiasm), achieved the highest average score of 5.5432, demonstrating a high level of enthusiasm in both aspects. These findings reflect that employees experience positive work-life balance, while also presenting opportunities for improvement in specific aspects to enhance the effectiveness of this balance.

4. Employee Performance

From the results of descriptive statistical analysis regarding employee performance at PT Propernas Griya Utama, it can be observed that the overall average falls into the moderate category, reaching the figure of 4.5767. Indicator KIN4, which reveals the ability "I can achieve the set work targets," obtained the lowest average score of 4.1605, indicating room for improvement in achieving the established work targets. Meanwhile, the highest average score of 5.1975 is associated with indicator KIN1, namely "I am capable of completing the assigned tasks," indicating that respondents feel they have good abilities in completing assigned tasks. Overall, the average score in the moderate range reflects adequate employee performance, and these findings can serve as a basis for enhancing the achievement of established work targets. The analysis of the model indicates that work motivation has the largest total effect influencing employee performance at PT Propernas Griya Utama. With a path coefficient of 0.488, work motivation has a more significant impact compared to other variables, such as self-directed learning (0.436) and work-life balance (0.359). This finding illustrates that a high level of work motivation can optimally enhance employee performance. This conclusion is consistent with the goal-setting theory, stating that individual efforts to achieve goals are influenced by motivation and the level of dedication given. This view is supported by Themba et al.'s (2021) perspective, highlighting the three main goals of goal-setting: focusing on goal achievement, assisting in managing efforts, and providing guidance in designing strategies to attain goals. Therefore, high work motivation can be considered a key driver in improving employee performance. Furthermore, the positive and significant impact of work motivation on work-life balance also reflects a balance between work and personal life. Increased work motivation leads employees to be more focused, engaged, and enthusiastic in carrying out both work-related and personal activities. This finding aligns with the research by Mendis & Weerakkody (2018), concluding that work motivation contributes positively to work-life balance. Meanwhile, the influence of self-directed learning on work-life balance is also positive and significant. Employees who take the initiative to learn independently tend to have a better balance between work and personal life. This finding corresponds with the results of the study by Leatemia et al. (2016), stating that self-directed learning has a positive impact on work-life balance. In terms of employee performance, work motivation and self-directed learning have significant impacts. Work motivation stimulates employee engagement, productivity, and innovation, while self-directed learning has a positive impact on employees' skills, knowledge, and abilities. This finding supports the research by Iqbal et al. (2020) and Geng et al. (2019), stating that work motivation and self-directed learning have positive and significant effects on employee

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performance. Furthermore, work-life balance also proves to have a positive and significant impact on employee performance. When work and personal life are balanced, employees tend to be more productive and engaged in their work. This conclusion aligns with the research by Johari et al. (2013), demonstrating that work-life balance has a positive impact on employee performance. The final finding is that work-life balance acts as a mediator that strengthens the influence of work motivation and self-directed learning on employee performance. This means that work-life balance can enhance the positive impact of work motivation and self-directed learning on performance. This result aligns with the research by Johari et al. (2018) and Koubouva & Buchko (2013), stating that work-life balance plays a crucial role in improving employee performance through the influence of work motivation and self-directed learning. This conclusion provides significant insights for PT Propernas Griya Utama to enhance employee performance by increasing work motivation, self-directed learning, and efforts to create a well-balanced work-life environment. Consequently, the company can design more effective human resource management strategies to achieve organizational goals.

V. CONCLUSION

Based on the conducted research, it can be concluded that work motivation has a positive and significant impact on the balance between work and life (work-life balance) for employees at PT Propernas Griya Utama. Similarly, a comparable effect is observed in self-directed learning, where the initiative for independent learning also significantly contributes to the work-life balance of employees in the company. Furthermore, work motivation and self-directed learning also have positive and significant impacts on the performance of employees at PT Propernas Griya Utama. Additional findings indicate that work-life balance has a positive and significant influence on the performance of employees. In the context of mediation, work-life balance emerges as a mediator that strengthens the influence of work motivation and self-directed learning on the performance of employees. Therefore, creating harmony between job responsibilities and personal life not only enhances individual well-being but also provides a substantial positive contribution to their performance, emphasizing the relevance and importance of these aspects in the context of human resource management at PT Propernas Griya Utama. Based on the research findings and conclusions, several recommendations can be provided to PT Propernas Griya Utama. Firstly, it is advisable to consider providing bonuses that align more closely with the assessment of individual performance, with the expectation that such action will offer additional motivation to employees. The management of PT Propernas Griya Utama is encouraged to enhance recognition of employees, creating a more motivating work environment. Additionally, the company should offer training to employees on the systematic planning of self-directed learning processes. Furthermore, providing effective learning materials is expected to enhance the skills of employees more rapidly. In the effort to improve the quality of future research, it is recommended that subsequent studies explore different research objects to provide a more comprehensive comparison. Through the implementation of these recommendations, it is anticipated that PT Propernas Griya Utama can be more effective in optimizing employee performance and achieving organizational goals.

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