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Flexible Work Arrangements, Stress, Work-Life Balance, and Motivation: their Implications on Junior High School Teachers in the Depok Region

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ABSTRACT: This study aims to analyse Flexible Work Arrangements, Stress, Work-Life Balance, and Motivation and Their Implications on Junior High School Teachers in the Depok Region. The research provides both theoretical and managerial implications as inputs for Work-Life Balance influenced by Flexible Work Arrangements and Stress as exogenous variables through Motivation as a moderating variable. The population in this study comprises Junior High School Teachers in the Depok Region, utilizing Snowball Sampling technique in an effort to gather respondents numbering more than 100. Data from these respondents are then analysed for their fit with the research model developed from the theoretical framework using SmartPLS SEM analysis. The results of this study are expected to: (1) Analyse and test all factors influencing Motivation and Work-Life Balance, namely Flexible Work Arrangements and stress, (2) Provide additional information for the Depok City Government for policy formulation regarding assessment and enhancement of motivation as well as efforts to improve teachers' work-life balance for the better, (3) Provide additional information and knowledge for Human Resource Management, especially its implications for enhancing Motivation and Work-Life Balance in schools. The hypothesis testing results prove that: 1) Flexible Work Arrangements have a positive and significant effect on work motivation. 2) Stress has a positive and significant effect on work motivation. 3) Motivation has a positive and significant effect on work-life balance. 4) Flexible Work Arrangements have a positive and significant effect on work-life balance. 5) Stress does not affect work-life balance. 6) Flexible Work Arrangements indirectly have a positive and significant effect on work-life balance through motivation. 7) Stress indirectly has a positive and significant effect on work-life balance through motivation.

KEYWORDS: Flexible Work Arrangements, Stress, Motivation, work-life balance; Teacher; High School; Depok

I. INTRODUCTION

Human resource management (HRM) has become the primary focus for organizations, especially in the educational industry where the role of teachers is crucial. Teachers are not just educators in the classroom but also leaders shaping the future of the nation through education and teaching the younger generation. HRM is considered the most important asset in an organization, and effective HRM is one of the key factors for organizational success [1]. However, the complexity of the teacher's role cannot be underestimated. They not only need to master the subject matter but also possess adequate qualifications and competencies, including pedagogical, personal, social, and professional competencies.

Amidst the challenges faced, one emerging issue is the difficulty teachers encounter in managing their tasks in line with personal needs. A teacher's duties extend beyond the school premises and significantly impact their personal and family life. They are expected to be role models for their students, guiding them to behave and develop character according to the values desired by the state. This places a heavy burden of responsibility on teachers, who must have broad knowledge and versatile skills [2]. However, the difficulty in managing the dual roles of being a teacher and an individual in daily life often leads to stress, which can have negative effects on their physical and mental well-being.

The stress experienced by teachers is not something to be ignored. As expressed by Spielberger & Reheiser, stress is an individual's reaction to environmental pressure that can affect their job performance [3]. Excessive pressure from teaching tasks, curriculum demands, and interactions with students and parents can lead to prolonged stress, potentially harming their health

and well-being. Therefore, it is important to find effective solutions to manage this stress so that teachers can fulfill their duties effectively and maintain a balance between their professional and personal lives.

One proposed solution to address teacher stress is by providing flexible work arrangements. Flexibility in work hours, duration, and location can help teachers adjust their tasks to personal and family needs. Shifrin and Michel show that workers with more flexible work hours tend to have better health [4]. The concept of flexible work arrangements, which allows teachers to have greater control over their work time and environment, has been the focus of research in recent years.

Furthermore, achieving a balance between work life and personal life is also crucial for teacher well-being. Brough et al. explains that work-life balance encompasses four main issues: time, behaviour, tension, and energy [5]. Teachers who can balance their professional tasks with personal and family needs tend to have better well-being and can sustain high performance in the long term [6].

Motivation also plays a significant role in determining teacher performance. Siagian defines work motivation as the drive that pushes someone to exert their abilities, energy, and time to achieve organizational goals [7]. High motivation can enhance productivity and teacher performance, while low motivation can hinder their ability to provide quality teaching. Therefore, it is important to understand the factors influencing teacher work motivation, including flexible work arrangements and the level of stress they experience.

The purpose of this research is to identify the relationship between flexible work arrangements, stress, work motivation, and work-life balance among junior high school teachers in the Depok Region. Thus, this study will provide a better understanding of the factors affecting teacher performance and well-being and contribute to the development of more effective policies in HRM in the field of education.

II. LITERATURE REVIEW

Flexible work arrangements have become increasingly popular in the era of information technology. This concept allows employees to work more freely, both in terms of time and location. Flexible Working Arrangement, often referred to as flexible work arrangements, is a modification of the working system that has evolved from advances in communication technology [8]. It enables employees to work at locations, times, and durations of their choosing. This concept encompasses variations in work systems that provide freedom to employees, including shift arrangements, working hours duration, start and end times, as well as specific permissions. Flexible work arrangements involve several aspects that can be grouped as follows: (1) Location: Allows employees to work in various locations, whether in the office, at home, or elsewhere using telecommunication technology. (2) Time: Provides employees with the freedom to choose working hours that suit their needs, such as flexi-time, term-time working, annual hours, part-time working, and job sharing. Mas and Pallais categorize flexible work arrangements into two main types: Formal Flexible Working, referring to written rules enforced by organizations, and Informal Flexible Working, involving negotiations between employees and managers without written rules [9].

Stress is a common issue in the workplace that can affect the well-being and performance of employees. The causes of stress can stem from various factors, including the imbalance between personal and work life [10]. A survey by Regus Asia found that the majority of workers in Indonesia experience increased stress, which can have negative impacts on their physical and mental health [11]. Robbins identifies three main factors influencing work stress: (1) Environmental Factors: Including economic, political, and technological uncertainties. (2) Organizational Factors: Such as excessive workload, time demands, and relationships with superiors or colleagues. (3) Individual Factors: Encompassing personal issues and personality characteristics [12]. Work stress can lead to various physical and mental symptoms, such as emotional pressure, difficulty sleeping, and health problems. Prolonged stress can also result in decreased productivity and job satisfaction.

Work-life balance is an important concept that allows employees to achieve harmony between their work and personal lives. It involves time management, flexibility, satisfaction, and overall well-being [13]. Kofodimos suggests that achieving a satisfying experience requires allocating time and values according to existing aspects, then making conscious choices about the structure of one's life, which is then integrated between personal needs and external demands [14]. Based on this understanding, it can also be said that work-life balance is closely related to satisfaction and happiness. According to research by Accenture, an American business and management consulting firm, only 18 percent of employee respondents in Indonesia stated they were satisfied with the quality of their life and happiness in the workplace [15]. Based on this data, 82 percent of workers in Indonesia are dissatisfied with the quality of life and happiness in their workplace. Deivasigamani and Sankar stated that work-life balance refers to a role balance between work and life with minimal role conflicts [16]. Based on the definitions above, it can be concluded that work-life balance is a state in which individuals feel committed and satisfied with their work and personal life.

In the dimension of issues from personal life to work, it is known that each worker has a different personal life. Each personal life of these workers has different rights and responsibilities. Therefore, the existing roles and things to do are certainly different between personal life and work, so that the roles in personal life can affect the existing work life. Meanwhile, in the dimension of issues from work to personal life, it is known that various roles in work life can also mean various problems arise. Problems in work life unintentionally can affect someone's personal life. Problems that exist in work and then affect personal life can cause new problems or make someone uneasy because the roles they carry out do not match expectations.

In the dimension of improving job quality due to personal life, it is known that the individual's role in a successful personal life or one with good support from someone meaningful can affect work. Successful personal life roles make someone more enthusiastic in carrying out their tasks at work. And that's what makes job quality improve due to enjoyable personal life.

Then in the dimension of improving personal life quality due to work, it is known that everyone who works is usually supported by reasons to support their personal life. Based on these reasons, the success achieved in work makes individuals feel more successful and have fulfilled their responsibilities very well. So, the success achieved in work makes individuals happier and has a positive impact on their personal life.

There are 4 important components that are used as measures of work-life balance [17], namely: 1) Time, which includes the comparison between time used for work and time used for activities outside of work. 2) Behaviour, which includes actions to achieve goals used. This is based on a person's belief that they can achieve what they want in their work and personal goals. 3) Strain, which includes anxiety pressure, loss of important personal activities and difficulty maintaining attention. 4) Energy, which includes energy used to achieve expected goals.

Previous research has produced relevant findings related to the discussed theme. One of them is the influence of work motivation, work-life balance, and employee engagement on employee performance, as conducted by Bramanto and Saputra [18]. The results showed that work motivation and work-life balance partially have a positive and significant influence on employee performance. Meanwhile, the employee engagement variable does not have a significant influence on employee performance. Other research by Semlali and Hassi found that the dimension of work-life balance affects employee performance through job satisfaction [19]. However, the dimension of planning personal life with work does not affect employee performance, while the dimension of improving personal life with work affects job satisfaction. Job satisfaction then mediates the relationship between improving personal life with work and employee performance. Furthermore, another study by Sugalis, Rijal and Mustapa found that work stress has a negative influence on work motivation and employee performance [20]. Work motivation indeed has a positive influence on employee performance, while work stress indirectly affects performance through work motivation as an intervening variable.

Based on the factors related to flexible work arrangements, stress, work-life balance, and motivation, the research paradigm is shown in the following diagram:

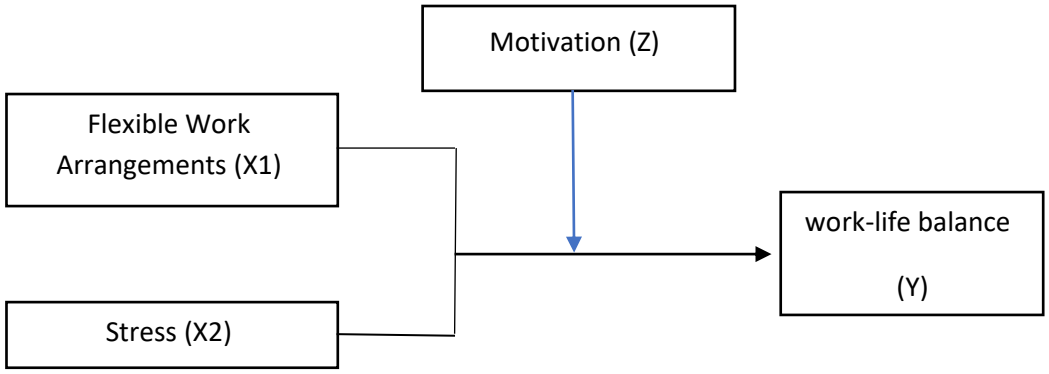

Figure 2.1 Research Framework

Therefore, the hypotheses in this study are as follows:

H1 = Flexible Work Arrangements (X1) influence Motivation (Z).

H2 = Stress (X2) influences Motivation (Z).

H3 = Motivation (Z) influences Work-Life Balance (Y).

H4 = Flexible Work Arrangements (X1) influence Work-Life Balance (Y).

H5 = Stress (X2) influences Work-Life Balance (Y)

H6 = Flexible Work Arrangements (X1) through Motivation (Z) influence Work-Life Balance (Y).

H7 = Stress (X2) through Motivation (Z) influence Work-Life Balance (Y)

III. RESEARCH METHODOLOGY

The method used in this research is quantitative descriptive method with a Path Analysis approach. This study is conducted based on several hypotheses which will then be tested through data analysis methods using Path Analysis and Structural Equation Model (SEM) approaches. The category in this study is an analytical research category, which links the independent variables (exogenous variables), namely Flexible Work Arrangements (X1) and Stress (X2), to the dependent variable (endogenous variable), namely Work-Life Balance (Y), with the intervening/mediating variable being Motivation (Z).

The population refers to specific objects or subjects within a certain area that meet certain criteria related to the research problem. Therefore, the population in this study is Middle School Teachers in the city of Depok. This research uses snowball sampling technique with a target of more than 100 respondents.

This study employs a written survey research technique structured into questionnaire forms used as research instruments for samples from a population.

IV. ANALYSIS AND DISCUSSION

A. Respondent Profile

This study was conducted with the subject being middle school teachers in the Depok area. The aim was to determine the flexible work arrangements, stress, work-life balance, and motivation experienced by middle school teachers in the Depok area. The data source obtained in this study consisted of distributing questionnaires to middle school teachers in the Depok area with 150 respondents. The following presents an overview of respondent profiles based on gender, age, length of service, and education. The respondent profile based on gender is presented in Table 4.1 below:

Table 4.1 Distribution of Respondents Based on Gender

No	Gender	Total	Percentage
1	Male	50	33.33%
2	Female	100	66.67%
	Total	150	100.00%

Source: Results of Data Analysis (2022)

Based on the table above, it can be observed that out of the 150 respondents surveyed, the majority are female, totaling 100 individuals or 66.67%, while the remainder are male, totaling 50 individuals or 33.33%. In terms of age, it is evident that out of the 150 respondents surveyed, the majority fall into the age category of > 40 years old, comprising 80 individuals or 53.33%. Following this, there are 25 respondents or 16.67% aged between 31-35 years old, 20 respondents or 13.33% aged 36-40 years old, 14 respondents or 9.33% aged 18-25 years old, and the remaining 11 respondents or 7.33% aged 26-30 years old. For further clarity, the profile of respondent ages can be presented in Table 4.2 as follows:

Table 4.2 Distribution of Respondents Based on Age

No	Age Category	Total	Percentage
1	18 - 25	14	9.33%
2	26 - 30	11	7.33%
3	31 - 35	25	16.67%
4	36 - 40	20	13.33%
5	> 40	80	53.33%
	Total	**150**	**100.00%**

Source: Results of Data Analysis (2022)

For a clearer understanding, the respondent profile based on position can be presented in Table 4.3.

Table 4.3 Distribution of Respondents Based on Education

No	Education	Total	Percentage
1	High School	4	2.67%
2	Diploma (D3)	3	2.00%

3	Bachelor Degree	113	75.33%
4	Master Degree	30	20.00%
	Total	150	100.00%

Source: Results of Data Analysis (2022)

Based on the current level of education, it can be observed that out of the 150 respondents surveyed, the majority have a Bachelor's degree (S1), totaling 113 individuals or 75.33%. Following this, there are 30 respondents or 20.00% who have a Master's degree (S2), 4 respondents or 2.67% who have completed high school or equivalent (SMA), and the remaining 3 respondents or 2.00% have a Diploma degree (D3). For further clarity, the respondent profile based on length of service can be presented in Table 4.4.

Table 4.4 Distribution of Respondents Based on Length of Service

No	Length of Service	Total	Percentage
1	1 - 5 years	49	32.67%
2	6 - 10 years	21	14.00%
3	11 - 15 years	23	15.33%
4	16 - 20 years	19	12.67%
5	> 20 years	38	25.33%
	Total	150	100.00%

Source: Results of Data Analysis (2022)

Based on the current length of service, it can be observed that out of the 150 respondents surveyed, the majority have a length of service between 1-5 years, totalling 49 individuals or 32.67%. Following this, there are 38 respondents or 25.33% with a length of service of more than 20 years, 23 respondents or 15.33% with a length of service between 11-15 years, 21 respondents or 14.00% with a length of service between 6-10 years, and 19 respondents or 12.67% with a length of service between 16-20 years.

B. Results Analysis

The testing of structural equation modelling using the Partial Least Squares (PLS) approach is conducted by examining the results of the measurement model (outer model) and the structural model (inner model) of the researched model.

I. The testing of the Measurement Model (Outer Model)

The testing of the Measurement Model (Outer Model) is used to determine the specification of the relationship between latent variables and their manifest variables. This testing includes assessing convergent validity, discriminant validity, and reliability.

1. Convergent Validity

Loading Factor

Convergent validity is related to the principle that manifest variables of a construct should have high correlations. The test of convergent validity can be seen from the Factor Loading values for each indicator of the construct. To assess convergent validity, Factor Loading values are expected to be > 0.70 and can be considered within the range of 0.50-0.70 if they contribute to strengthening the value of Average Variance Extracted (AVE). Additionally, it can also be assessed from the Average Variance Extracted (AVE), which should be greater than 0.5.

Based on the testing results using SmartPLS software, the following results are obtained:

Table 4.10. Outer Loading

Variable	Indicator	Loading Factor	Results
Flexible Work Arrangements (X1)	X1.1	0.725	Valid
	X1.2	0.746	Valid
	X1.3	0.724	Valid
	X1.4	0.751	Valid
	X1.5	0.743	Valid
	X1.6	0.741	Valid
	X1.7	0.712	Valid
	X1.8	0.707	Valid

	X1.9	0.652	Valid
	X1.10	0.617	Valid
Stress (X2)	X2.1	0.706	Valid
	X2.2	0.711	Valid
	X2.3	0.723	Valid
	X2.4	0.705	Valid
	X2.5	0.687	Valid
	X2.6	0.681	Valid
	X2.7	0.725	Valid
	X2.8	0.698	Valid
	X2.9	0.755	Valid
	X2.10	0.750	Valid
Motivation (Z)	Z.1	0.726	Valid
	Z.2	0.717	Valid
	Z.3	0.753	Valid
	Z.4	0.765	Valid
	Z.5	0.681	Valid
	Z.6	0.673	Valid
	Z.7	0.719	Valid
	Z.8	0.685	Valid
	Z.9	0.729	Valid
	Z.10	0.726	Valid
Work-Life Balance (Y)	Y.1	0.700	Valid
	Y.2	0.702	Valid
	Y.3	0.693	Valid
	Y.4	0.703	Valid
	Y.5	0.745	Valid
	Y.6	0.737	Valid
	Y.7	0.777	Valid
	Y.8	0.718	Valid
	Y.9	0.730	Valid
	Y.10	0.733	Valid

Source: Results of Data Analysis (2022)

Based on the data presented in table 4.10 above, it is evident that many indicators of the research variables have outer loading values > 0.7. However, there are still several indicators with outer loading values < 0.7. According to Ghozali, outer loading values between 0.5 - 0.6 are already considered sufficient to meet the criteria for convergent validity and are deemed suitable or valid for research use and further analysis [21].

Average Variance Extracted Test

In addition to observing the factor loading values, convergent validity can also be assessed through another method, namely by examining the values of Average Variance Extracted (AVE) for each indicator. It is required that these values should be > 0.5 for a good model. In this study, the AVE values for each construct are presented in Table 4.11.

Table 4.11. *Average Variance Extracted* (AVE) Results

Variable	**AVE**
Flexible Work Arrangements	0.525
Motivation	0.514
Work-Life Balance	0.508
Stress	0.510

Source: Results of Data Analysis (2022)

From Table 4.11, it is known that the AVE values for each construct are above 0.5. Therefore, there are no issues with convergent validity in the tested model, indicating that the constructs in this research model can be considered to have good convergent validity.

2. Discriminant Validity

Cross Loading

Discriminant validity is related to the principle that different construct measures (manifest variables) should not have high correlations with other manifest variables. Discriminant validity testing with PLS software can be determined by the cross-loading values, comparing the correlation of indicators with their latent variables, which should be greater than the correlation between indicators and other latent variables, or by comparing the square root of AVE for each construct with the correlation values between constructs in the model. Good discriminant validity is indicated when the square root of AVE for each construct is greater than the correlation between constructs in the model. Based on the testing results using SmartPLS 2.0 software, the following results are obtained:

Table 4.12. Cross Loading Test Results

Indicators	Flexible Work Arrangements	Stress	Work-Life Balance	Motivation
X1.1	0.725	0.298	0.461	0.495
X1.2	0.746	0.350	0.513	0.489
X1.3	0.724	0.331	0.490	0.481
X1.4	0.751	0.285	0.463	0.460
X1.5	0.743	0.470	0.483	0.559
X1.6	0.741	0.332	0.409	0.454
X1.7	0.712	0.272	0.371	0.414
X1.8	0.707	0.539	0.509	0.540
X1.9	0.652	0.443	0.393	0.452
X1.10	0.617	0.318	0.403	0.383
X2.1	0.392	0.706	0.453	0.498
X2.2	0.429	0.711	0.356	0.506
X2.3	0.365	0.723	0.393	0.486
X2.4	0.332	0.705	0.357	0.460
X2.5	0.428	0.687	0.542	0.615
X2.6	0.262	0.681	0.328	0.415
X2.7	0.334	0.725	0.522	0.534
X2.8	0.351	0.698	0.440	0.566
X2.9	0.387	0.755	0.467	0.543
X2.10	0.377	0.750	0.398	0.530
Y.1	0.414	0.554	0.700	0.588
Y.2	0.481	0.446	0.702	0.572
Y.3	0.481	0.555	0.693	0.558
Y.4	0.390	0.411	0.703	0.487
Y.5	0.496	0.384	0.745	0.579
Y.6	0.539	0.427	0.737	0.572
Y.7	0.507	0.493	0.777	0.681
Y.8	0.404	0.373	0.718	0.605
Y.9	0.446	0.327	0.730	0.581
Y.10	0.437	0.419	0.733	0.601
Z.1	0.448	0.546	0.583	0.726
Z.2	0.567	0.516	0.607	0.717
Z.3	0.454	0.546	0.623	0.753

Z.4	0.479	0.594	0.620	0.765
Z.5	0.499	0.431	0.559	0.681
Z.6	0.474	0.467	0.618	0.673
Z.8	0.475	0.579	0.508	0.719
Z.9	0.478	0.548	0.516	0.685
Z.10	0.437	0.474	0.565	0.729

Source: Results of Data Analysis (2022)

Based on the data presented in Table 4.12 above, it can be observed that each indicator in the research variables has the highest cross-loading value on the variable it forms compared to the cross-loading values on other variables. Based on these results, it can be stated that the indicators used in this study have good discriminant validity in constructing their respective variables.

3. Reliability

In addition to validity testing, the measurement model (outer model) also undergoes construct reliability testing to ascertain the accuracy, consistency, and precision of the instruments in measuring the constructs. In PLS, to assess the reliability of a construct with reflective indicators, the composite reliability test is conducted. If a construct has composite reliability and Cronbach's alpha values greater than 0.7, it can be inferred that the manifest variables have good accuracy, consistency, and instrument precision in measuring the construct. The results of the testing using SmartPLS software are presented in the following table:

Table 4.13. Cronbach's Alpha and Composite Reliability

Cronbach's Alpha		**Composite Reliability**	**Results**
Flexible Work Arrangements	0.899	0.917	Reliable
Motivation	0.882	0.905	Reliable
Work-Life Balance	0.892	0.912	Reliable
Stress	0.894	0.912	Reliable

Source: Results of Data Analysis (2022)

Based on Table 4.13, it is evident that the values of Cronbach's alpha and composite reliability generated for all constructs are excellent, being above 0.7. Therefore, it can be concluded that all construct indicators are reliable. In other words, all manifest variables of the four latent variables are proven to have accuracy, consistency, and instrument precision in measuring the constructs effectively.

C. Structural Model (Inner Model)

In this study, we will discuss the results of the path coefficient test, goodness of fit test and hypothesis test.

1. Path Coefficient Test

Evaluation of path coefficients is used to indicate how strong the effect or influence of independent variables on dependent variables is. Meanwhile, the coefficient of determination (R-Square) is used to measure how much the endogenous variable is influenced by other variables.

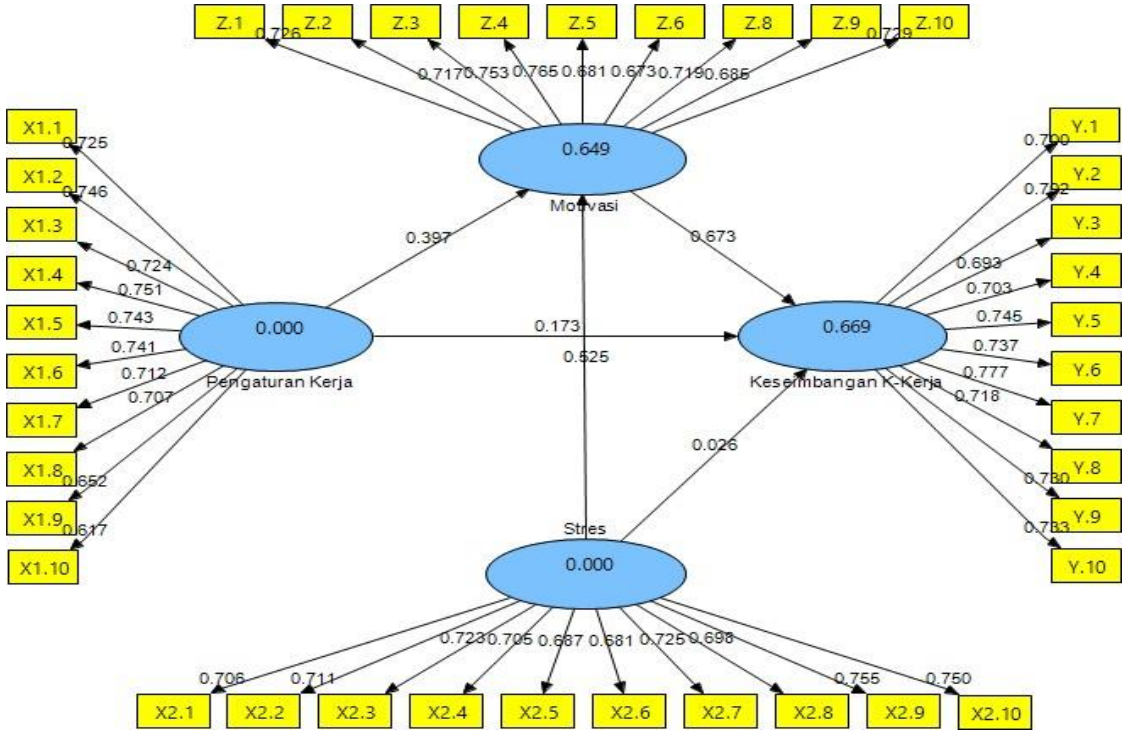

Figure 4.1 Structural Model Results (Standardised Output) – PLS Algorithm

Source: Results of Data Analysis (2022)

Based on the above diagram, the structural equation model obtained is as follows:

Z = 0,397X1 + 0,525X2 + ⍰

Y = 0,173 X1 + 0,026X2 + 0,673Z+ ⍰

The correlation coefficients above can be explained as follows:

a) The correlation coefficient obtained between flexible work arrangements and motivation, which is 0.397, indicates that the model is strong because it falls within the interval > 0.35. The positive correlation coefficient indicates that the relationship between them is positive, meaning that better flexible work arrangements will result in increased motivation.

b) The correlation coefficient obtained between stress and motivation, which is 0.525, indicates that the model is strong because it falls within the interval > 0.35. The positive correlation coefficient indicates that the relationship between them is positive, meaning that better stress management will result in increased motivation.

c) The correlation coefficient obtained between flexible work arrangements and work-life balance, which is 0.173, indicates that the model is moderate because it falls within the interval > 0.15 - 0.35. The positive correlation coefficient indicates that the relationship between them is positive, meaning that better flexible work arrangements will result in increased work-life balance.

d) The correlation coefficient obtained between stress and work-life balance, which is 0.026, indicates that the model is weak because it falls within the interval < 0.15. The positive correlation coefficient indicates that the relationship between them is positive, meaning that better stress management will result in increased work-life balance.

e) The correlation coefficient obtained between motivation and work-life balance, which is 0.673, indicates that the model is strong because it falls within the interval > 0.35. The positive correlation coefficient indicates that the relationship between them is positive, meaning that higher motivation will result in increased work-life balance.

2. Goodness of Fit

a. Determination Coefficient (R^2)

The coefficient of determination is a number that indicates the extent of contribution of the exogenous latent variables to the endogenous latent variables. Chin states that an R-squared result of 0.67 or above for endogenous latent variables in structural models indicates a strong influence of exogenous variables (influencing) on endogenous variables (affected). Meanwhile, if the result is between 0.33 and 0.67, it falls into the moderate category, and if it is between 0.19 and 0.33, it falls into the weak category. Based on the data processing conducted using SmartPLS 2.0 software, the obtained R-Square values are as follows::

Table 4.14. Inner Model (Determination R^2)

Variable	R-Square
Motivation	0,649
Work-Life Balance	0,669

Source: Results of Data Analysis (2022)

Based on Table 4.14, the R-square value obtained from the analysis using SmartPLS software for the motivation variable is 0.649. This means that the goodness of fit of the motivation model in the study can be well explained by the flexible work arrangement and stress variables, with a value of 64.9%, while 35.1% is explained by other variables outside the scope of this study.

Similarly, for the work-life balance variable, the R-square value obtained is 0.669. This indicates that the goodness of fit of the work-life balance model in the study is well explained by the flexible work arrangement, stress, and motivation variables, with a value of 66.9%, while 33.1% is explained by other variables outside the scope of this study.

b. Predictive – Relevance (Q^2)

The obtained R^2 is then entered into the following Q-Square equation:

Q-Square = $1 – [(1 – R21) \times (1 – R 2)]$

$= 1 – [(1 – 0,649) \times (1 – 0,669)]$

$= 1 – (0,351 \times 0,331)$

$= 1 – 0,116$

$= 0,884$

Based on the calculation results above, the Q-Square value obtained is 0.884. This indicates that 88.4% of the variability in the research data can be explained by the research model. Meanwhile, the remaining 11.6% is explained by other factors outside of this research model. Thus, based on these results, it can be stated that this research model has a good goodness of fit.

c. Hypotheses Testing

The hypothesis testing in this study is based on the values obtained from the SEM analysis with the threshold values for hypothesis testing. Here are the results of the testing for the complete model and hypotheses of this research:

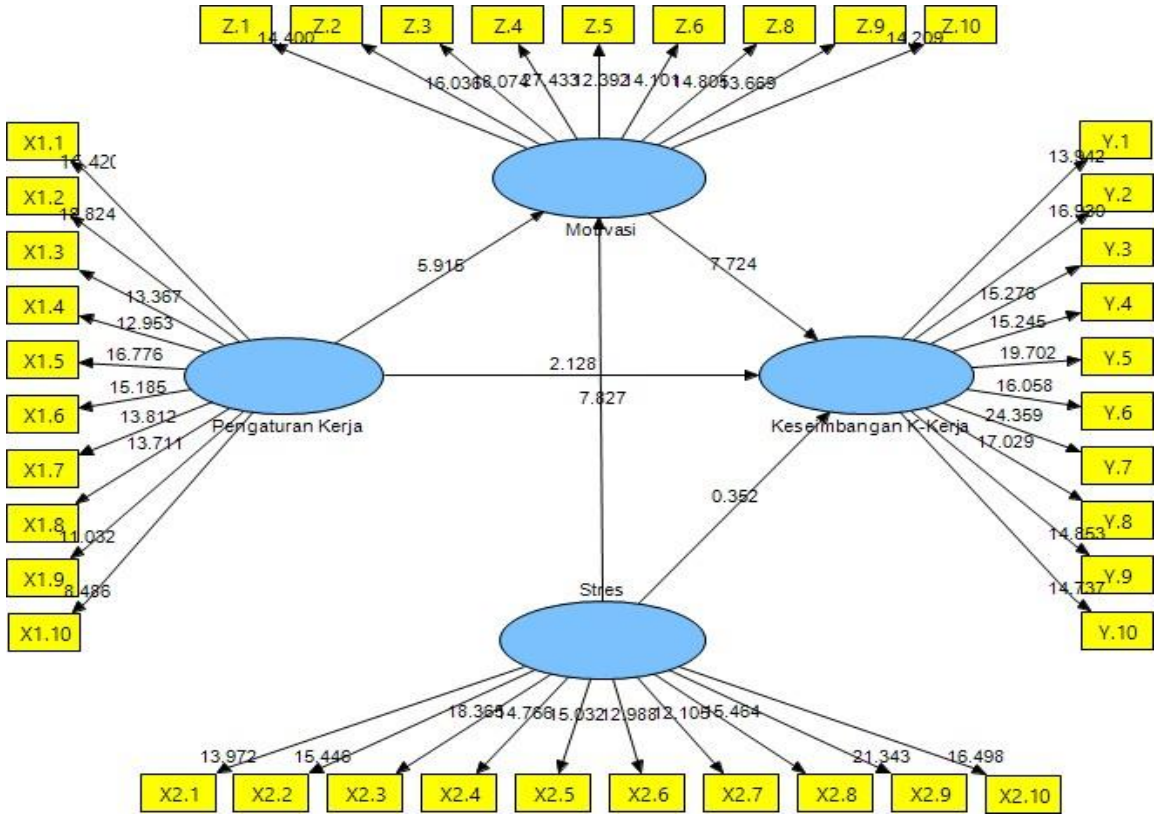

Figure 4.2. Structural Model Results (Standardized Output) – Bootstrapping

Source: Results of Data Analysis (2022)

The t-test is known as a partial test, which is used to examine how each independent variable individually influences the dependent variable. This test can be conducted by comparing the calculated t-value with the tabulated t-value or by examining the significance column for each calculated t-value. It is intended to test whether the independent variables individually have a significant effect on the dependent variable.

The SmartPLS 2.0 program only provides the bootstrap resampling method. According to Ghozali, the significance value used is 1.96 (significance level = 5%). Therefore, constructs with a t-value greater than 1.96 are considered to have a significant effect. Meanwhile, to obtain the t-value of the intervening variable, calculations will be performed using the Sobel Test [21]. Here is a summary of the hypothesis testing results.

Tabel 4.15. Hypotheses Statistic

Hypothesis	Correlation	Path	T –Value	T – Table	Result
Direct Influence					
H1	Flexible Work Arrangements → Motivation	0.397	5.915	1,96	Accepted
H2	Stress → Motivation	0.525	7.827	1,96	Accepted
H3	Motivation → Work-Life Balance	0.673	7.724	1,96	Accepted
H4	Flexible Work Arrangements → Work-Life Balance	0.173	2.128	1,96	Accepted
H5	Stress → Work-Life Balance	0.026	0.352	1,96	Rejected
INTERVENING					
		Path	**T –Value**	**T – Table**	
H6	Flexible Work Arrangements → Motivation → Work-Life Balance	0.267	4.732	1,96	Accepted
H7	Stress → Motivation → Work-Life Balance	0.353	5.692	1,96	Accepted

Source: Results of Data Analysis (2022)

Based on the hypothesis testing results in table 4.15, the following can be explained:

H1: Influence of Flexible Work Arrangement on Motivation

Hypothesis 1 explains the effect of flexible work arrangements on motivation. By examining the results of the data processing, it is known that the path coefficient value is 0.397 and the t-statistic value is 5.915, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected, and H1 is accepted, indicating that the flexible work arrangements variable has a positive and significant effect on motivation.

H2: Influence of Stress on Motivation

Hypothesis 2 explains the effect of stress on motivation. By examining the results of the data analysis, it is known that the path coefficient value is 0.525 and the t-statistic value is 7.827, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected, and H2 is accepted, indicating that the stress variable has a positive and significant effect on motivation.

H3: Influence of Motivation on Work-Life Balance

Hypothesis 3 explains the effect of motivation on work-life balance. By examining the results of the data analysis, it is known that the path coefficient value is 0.673 and the t-statistic value is 7.724, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected, and H3 is accepted, indicating that the motivation variable has a positive and significant effect on work-life balance.

H4: Influence of Flexible Work Arrangement on Work-Life Balance

Hypothesis 4 explains the effect of flexible work arrangements on work-life balance. The test results show a regression coefficient of 0.173 for the direct effect of flexible work arrangements on work-life balance, with a t-statistic value of 2.128, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected, and H4 is accepted, indicating that the variable of flexible work arrangements has a positive and significant effect on work-life balance.

H5: Influence of Stress on Work-Life Balance

Hypothesis 5 explains the effect of stress on work-life balance. By examining the results of the data processing, it is found that the path coefficient value is 0.026 and the t-statistic value is 0.352, which is less than 1.96 at α 0.05. Therefore, the null

hypothesis (Ho) is accepted, and H5 is rejected, indicating that the stress variable does not have a significant effect on the work-life balance variable.

H6: Influence of Flexible Work Arrangement on Work-Life Balance through Motivation

Hypothesis 6 explains the indirect effect of flexible work arrangements on work-life balance through motivation. By examining the results of the data processing, it is found that the path coefficient value is 0.267 and the t-statistic value is 4.732, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected, and H6 is accepted, indicating that flexible work arrangements indirectly influence work-life balance positively and significantly through motivation. Thus, the motivation variable successfully acts as an intervening factor between flexible work arrangements and work-life balance.

H7: Influence of Stress on Work-Life Balance through Motivation

Hypothesis 7 describes the indirect effect of stress on work-life balance through motivation. By examining the results of the data processing, it is found that the path coefficient value is 0.353 and the t-statistic value is 5.692, which is greater than 1.96 at α 0.05. Therefore, the null hypothesis (Ho) is rejected and H7 is accepted, indicating that stress indirectly influences work-life balance positively and significantly through motivation. Thus, the motivation variable successfully serves as an intervening factor between stress and work-life balance.

D. Direct and Indirect Relationship

The direct and indirect effects of flexible work arrangements (X1) and stress (X2) on work-life balance (Y) through work motivation (Z).

Table 4.16 Direct and Indirect Influence

Correlation	Direct Influence	Indirect Influence	Total Influence
Flexible Work Arrangement → Motivation	0.397		0.397
Stress → Motivation	0.525		0.525
Motivation → Work-Life Balance	0.673		0.673
Flexible Work Arrangement → Work-Life Balance	0.173	0.267	0.440
Stress → Work-Life Balance	0.026	0.353	0.379

Source: Results of Data Analysis (2022)

Based on Table 4.16 above, the direct and indirect effects are as follows:

The direct and indirect effects of flexible work arrangements on work-life balance through work motivation of junior high school teachers in the Depok area. Based on the table, the magnitude of the direct effect of flexible work arrangements on work-life balance can be seen from the beta coefficient value, which is 0.173 (17.3%). In other words, 17.3% of work-life balance is influenced by flexible work arrangements. In this case, the remaining 82.7% of work-life balance is influenced by factors outside of the flexible work arrangements being studied. The indirect effect is the result of multiplying the beta coefficient of the effect of flexible work arrangements on motivation by the coefficient of motivation on work-life balance, which is (0.397) * (0.673) = 0.267 or 26.7%. Thus, the indirect effect in this study is higher or greater than the direct effect. The higher the level of flexible work arrangements, the higher the motivation, and with increasing motivation, the work-life balance of junior high school teachers in the Depok area will also increase.

The direct and indirect effects of stress on work-life balance through work motivation of junior high school teachers in the Depok area. Based on the table, the magnitude of the direct effect of stress on work-life balance can be seen from the beta coefficient value, which is 0.026 or 2.6% of work-life balance is influenced by stress. In this case, the remaining 97.4% of work-life balance is influenced by factors outside of the stress being studied. The indirect effect is the result of multiplying the beta coefficient of the effect of stress on motivation by the coefficient of motivation on work-life balance, which is (0.525) * (0.673) = 0.353 or 35.3%. In other words, 35.3% of stress affects motivation and work-life balance. Thus, the indirect effect in this study is higher or greater than the direct effect. The higher the stress level, the higher the motivation, and with increasing motivation, the work-life balance of junior high school teachers in the Depok area will also increase

E. DISCUSSION

a. Influence of Flexible Work Arrangement on Motivation

The results of this study demonstrate that flexible work arrangements have a positive and significant impact on the motivation of junior high school teachers in the Depok area. Therefore, the higher the level of flexible work arrangements, the greater the impact on increasing the motivation of junior high school teachers in the Depok area.

This aligns with the statement by Bramanto and Saputra (2022) that the implementation of flexible working hours enables employees to adjust the demands of personal and professional life. Employees who have flexibility in adjusting their working hours tend to have good motivation at work, resulting in good performance.

Flexible work arrangements in this context include shift scheduling, duration of work, start and end times, compressed work hours, leave, and specific permissions due to any hindrance. With these work arrangements, teachers feel comfortable in teaching, reducing the likelihood of conflicts between work and family, thereby increasing their motivation to work or teach.

b. Influence of Stress on Motivation

The results of this study prove that stress has a positive and significant impact on the motivation of junior high school teachers in the Depok area. Therefore, the higher the level of stress control, the greater the impact on increasing the motivation of junior high school teachers in the Depok area.

This is consistent with the research by Sugralis et al. (2020), which found that job stress has a positive and significant effect on motivation, meaning that if employees' job stress increases, it will increase their work motivation, and conversely, if job stress is reduced, it will decrease work motivation. This differs from the findings of the study by Nanda and Sugiarto (2020), which demonstrated that stress has a negative effect on motivation.

The stressful work conditions, often spending long hours in front of computers or other teaching tools, have become common nowadays and are prone to trigger stress in teachers.

Teachers experiencing stress are still able to control and channel it positively by maintaining regular eating patterns and not delaying their responsibilities. Professionally, teachers are able to fulfill their roles as educators by engaging in social interactions with colleagues and superiors, which influences their motivation to remain high.

c. Influence of Motivation on Work-Life Balance

The results of this study prove that motivation has a positive and significant impact on the work-life balance of junior high school teachers in the Depok area. Therefore, higher motivation will have an impact on increasing the work-life balance of junior high school teachers in the Depok area.

Teachers with high motivation will be able to establish good working relationships with all employees or fellow teachers at the workplace harmoniously. Teachers with positive motivation enjoy the work responsibilities given by superiors or in line with their job descriptions. Institutional leaders can motivate teachers by praising them if they have good work performance. With high work motivation, it will positively impact the work-life balance of teachers, especially junior high school teachers in the Depok area.

d. Influence of Flexible Work Arrangement on Work-Life Balance

The results of this study prove that flexible work arrangements have a positive and significant impact on the work-life balance of junior high school teachers in the Depok area. Therefore, teachers who work under a highly flexible work arrangement system tend to have high work-life balance, and vice versa. Thus, the higher the level of flexible work arrangements, the greater the impact on increasing the work-life balance of junior high school teachers in the Depok area.

These findings support previous research by Maharani et al. (2020) and Gunawan and Fransiska (2020), which demonstrated that flexible work arrangements have a positive and significant effect on work-life balance. Work-life balance primarily occurs in competitive and evolving work environments today, with demands on personal life and a high level of people trying to juggle multiple roles and create an environment that fosters balance between life and work.

Flexible work arrangements, as a regulation in the work system that allows employees to determine working hours, working times, and work locations, enable teachers to work optimally according to their schedules. Teachers feel comfortable with flexible and fair teaching and work schedules. The presence of flexible work arrangements will provide work-life balance for teachers, for example, by not bringing school-related issues home. Thus, the family will provide full support to the teacher in carrying out their duties as educators. As the teaching profession is an ideal, teachers will perform their duties to the best of their ability.

e. Influence of Stress on Work-Life Balance

The research findings indicate that stress does not affect the work-life balance of junior high school teachers in the Depok area. Therefore, whether a teacher experiences high or low levels of stress does not impact their work-life balance in Depok.

These results contradict previous findings by Maharani et al. (2020), which demonstrated that stress does affect work-life balance. The more stress an individual experiences, the less work-life balance they tend to have. If someone is prone to emotional drain and unable to control crucial aspects of their life, feeling anxious and uneasy, they will likely struggle to balance work and personal life. Various stress factors related to oneself, family, and environment contribute to this dilemma, particularly for individuals with dual roles. It's not uncommon for individuals to juggle multiple roles, often needing to make quick decisions about household matters while at work, and vice versa.

Despite experiencing work-related stress, teachers remain professional in their duties, viewing teaching as a means to seek the blessings of the Almighty and as a way to actualize their abilities and potential for self-improvement. Therefore, the level of stress experienced by teachers does not significantly affect their work-life balance.

f. Influence of Flexible Work Arrangement on Work-Life Balance through Motivation

The research findings demonstrate that flexible work arrangements indirectly have a positive and significant impact on work-life balance through motivation. Therefore, motivation successfully serves as an intervening variable between flexible work arrangements and work-life balance. The higher the motivation, the stronger the impact on the relationship between flexible work arrangements and work-life balance.*Moreover, the path coefficient results also prove that the indirect effect, namely the influence of flexible work arrangements on work-life balance through motivation, is higher or greater than the direct effect, which is the influence of flexible work arrangements on work-life balance. Thus, motivation plays a crucial role in mediating between flexible work arrangements and work-life balance among junior high school teachers in Depok.*

Enhanced motivation exerts a positive influence on work-life balance, particularly in the presence of flexible work arrangements. This indicates that the work-life balance of junior high school teachers in Depok will improve with better motivation, especially in the context of flexible work arrangements.

g. The Influence of Stress on Work-Life Balance through Motivation

The results of this study prove that stress indirectly has a positive and significant effect on work-life balance through motivation. Thus, motivation successfully serves as an intervening variable between stress and work-life balance. The higher the motivation, the stronger the impact on the relationship between stress and work-life balance.

Moreover, the path coefficient results also demonstrate that the indirect effect, namely job stress on work-life balance through motivation, has a higher or greater value compared to its direct effect, which is job stress on work-life balance. Therefore, the role of motivation is crucial in mediating the relationship between job stress and work-life balance among junior high school teachers in Depok.

Better motivation yields a positive influence on work-life balance, especially in the presence of higher stress levels, thereby leading to a more proportional and improved work-life balance among junior high school teachers in the Depok area.

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