

The Influence of Competency, Career Development, and Work-Life Balance on Job Satisfaction of Library Staff in Bangka Belitung Province

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ABSTRACT

This study investigates the effects of competency (C), career development (CD), and work-life balance (WLB) on job satisfaction (JS) among library staff in the Bangka Belitung Islands Province. Using a quantitative descriptive approach, the study employed survey methods with a sample of 180 participants. Data were analyzed using multiple linear regression, incorporating the t-test, F-test, and coefficient of determination (R^2) analysis. The results show that competency (C) alone does not significantly impact job satisfaction (JS). However, when considered separately, career development (CD) and work-life balance (WLB) each positively and significantly affect JS. C, CD, and WLB positively and significantly influence JS among the Bangka Belitung Islands Province library staff. The coefficient of determination (R^2) analysis reveals an R Square value of 0.383, indicating that these three variables explain 38.3% of the variance in job satisfaction.

Keywords: Competency, Career Development, Work-Life Balance, Job Satisfaction

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INTRODUCTION

The shortage of library staff can lead to suboptimal library operations, significantly hampering efforts to enhance community literacy. Effective library operations are crucial for providing accessible resources and programs that promote reading and information literacy among community members. When insufficient staff members manage and operate libraries efficiently, these services suffer, limiting the community's access to valuable educational resources.

The increase in societal literacy must be supported by ideal, competent, and professional library personnel or human resources (HR). Competent library staff are essential for curating and managing collections, offering literacy programs, providing research assistance, and maintaining an inviting and functional library environment. Professional development and training ensure that library staff are well-equipped to meet the diverse needs of their communities and adapt to the evolving landscape of information technology and digital resources.

According to Indonesian Law No. 43 of 2007 Article 29 (1), library staff includes both librarians and technical staff. Librarians typically focus on information management, user services, and educational programming, while technical staff handle the behind-the-scenes

operations, such as cataloging, processing new materials, and maintaining library systems. Both roles are essential for the smooth functioning of libraries. This legal framework underscores the critical role of all library personnel in achieving the goals of library institutions.

Hariyanti and Noviliya highlight that these personnel are crucial for the success of institutions in the library sector in achieving their goals (Hariyanti and Noviliya, 2022). Libraries aim to be hubs of knowledge, culture, and learning, and without sufficient and skilled staff, they cannot effectively fulfill these roles. Library staff must, therefore, be emphasized to ensure that libraries can fulfill their duties and functions, such as providing access to information, supporting lifelong learning, and fostering a love of reading within the community.

The IFLA Public Library Service Guidelines emphasize that all library staff should have satisfactory working conditions comparable to other professions (Koontz and Gubbin, 2010). Ensuring library staff have favorable working conditions is crucial because it directly impacts their job satisfaction. Satisfied staff are more likely to be motivated and engaged, which enhances their contributions to the library's operations. Job satisfaction encompasses employees' affective responses to various aspects of their work, such as salary, job type, promotions, and work environment (Damayanti, 2017; Suyatno et al., 2020).

Salary is fundamental to job satisfaction, as fair and competitive compensation is essential for maintaining staff motivation and commitment. Job type, or the nature of the tasks and responsibilities, also significantly affects satisfaction. Jobs that are engaging and aligned with staff members' skills and interests tend to boost satisfaction. Promotions and opportunities for career advancement are crucial; when staff perceive a clear path for progression and feel that their efforts are recognized, their job satisfaction improves. Additionally, the work environment, which includes supportive management, good relationships with colleagues, and a safe and pleasant physical space, dramatically contributes to overall satisfaction.

Competence (C) is critical to job satisfaction (JS). Research shows that higher levels of competence are positively and significantly correlated with higher job satisfaction (Silen, 2016). Competence encompasses the skills, knowledge, and behaviors that denote an employee's or leader's excellence and expertise (Haryadi and Nurhasanah, 2021). It relates to what individuals can accomplish and their inherent qualities (Asmalah and Sudarso, 2019).

Competence is reflected in individuals recognized as superior and effective performers within their roles. Such individuals typically possess high task proficiency, demonstrate strong problem-solving abilities, and are committed to continuous improvement. This excellence enhances their performance and contributes to their overall job satisfaction. The alignment between their skills and job requirements often leads to a more fulfilling and rewarding work experience. Consequently, organizations that foster and recognize competence among their staff will likely see higher levels of job satisfaction and better overall performance.

Research by Yusniah et al. highlights that the librarian profession, including librarians and technical staff, is often undervalued (Yusniah et al., 2023). This undervaluation is evident in the lack of recognition and the difficulty many face in attaining functional librarian positions. A significant disparity exists in the Bangka Belitung Islands Province: 82.88% of library staff are non-civil servant Library Officers or Managers, while only 17.12% hold functional librarian positions. This disparity underscores the field's broader career development (CD) challenges.

The difficulties associated with achieving functional librarian positions can substantially impact job satisfaction among library staff. Career development is a critical component of job satisfaction, encompassing opportunities for professional growth, recognition, and advancement. When staff members face barriers to advancing to functional roles, it can lead to feelings of stagnation and undervaluation, negatively affecting their overall job satisfaction.

Librarians frequently focus on routine daily service activities, which can lead to career stagnation due to a neglect of career development (CD). The core responsibilities of a librarian include managing various librarian activities, providing services, and developing library systems. However, many librarians find themselves engaged in tasks beyond these primary duties, a situation that is often exacerbated by underdeveloped functional and structural library management (Tijan, 2023).

This focus on routine tasks can limit librarians' opportunities for professional growth and advancement. When librarians are preoccupied with daily operational responsibilities and ancillary tasks, they may have little time or energy to pursue career development opportunities. This neglect can prevent them from gaining new skills, attaining higher-level positions, or participating in professional development programs. As a result, their careers may stagnate, and their job satisfaction may suffer.

Work-life balance (WLB) refers to an individual's satisfaction with managing and balancing their work and personal life roles (Idris and Hasbiah, 2023). WLB aims to minimize conflict between work responsibilities and non-work activities, harmonizing both aspects of life.

Research demonstrates that WLB significantly and positively influences job satisfaction (JS) (Erliana Krisentia, Anden and Panjaitan, 2023). Employees who achieve a better balance between work and personal lives experience higher job satisfaction. This improved balance reduces stress and enhances overall well-being, contributing to a more positive work experience.

Similarly, studies by Loprang, Tewel, and Sendow support these findings, showing that a better WLB enhances job satisfaction, while an inadequate balance can decrease it (Loprang, Tewel and Sendow, 2023). When employees struggle to balance work and personal life, it can increase stress, burnout, and dissatisfaction with their jobs. Thus, fostering a healthy work-life balance is crucial for maintaining high levels of job satisfaction and ensuring that employees remain motivated and productive in their roles.

Given the importance of competence, career development, and work-life balance for library staff, understanding these factors' impact on job satisfaction is crucial. This research explores how these variables influence job satisfaction among Bangka Belitung Islands Province library staff.

LITERATURE REVIEW

Competence

The term 'competence' or 'competencies' in English refers to the condition and quality of being capable and suitable, indicating a person's ability to perform tasks effectively. Competence (C) involves skills, knowledge, and abilities that enable individuals to execute their job roles proficiently (Asmalah and Sudarso, 2019). It aligns an individual's capabilities with job requirements, ensuring tasks are performed correctly.

C is an integral aspect of a person, encompassing cognitive, affective, and psychomotor behaviors necessary for optimal performance (Reniati, Yunfin and Febriani, 2023). According to Spencer and Spencer (1994), C comprises knowledge, skills, self-concept, personal characteristics, and motives. These elements collectively determine an individual's effectiveness in their role (Fatihin, Nurmayanti and Rinuastuti, 2022).

Zwell (2000) highlights various elements that affect an individual's competence, including beliefs and values, skills, experience, personality traits, motivation, emotional factors,

intellectual capabilities, and organizational culture (Rapika and Sari, 2019). These factors contribute to an individual's ability to perform their duties successfully.

Career development

Career development (CD) refers to the steps or processes undertaken to enhance and augment an employee's skills officially and continuously, aiming to achieve specific career goals (Muhajir, 2019). Hasibuan (2014) defines CD as transitioning or transferring employee responsibilities to higher positions within an organization or institution, increasing their duties, authority, and rank (Aisy, Susita and Handaru, 2023). Essentially, CD encompasses the stages and activities an employee engages in to secure a higher position in the future. The individual must acquire the necessary knowledge, skills, and behaviors for the desired role.

Busro (2018) identified several dimensions for measuring CD, including career clarity, self-development, and quality of performance improvement (Leonita, 2020). According to Gouzali Saaydam (2000), six factors influence employee CD: company policy, educational background, training, work experience, organizational loyalty, and sociability or interpersonal relationships (Egota and Sutrisna, 2015).

Career clarity involves understanding career paths and future opportunities within the organization. Self-development encompasses efforts to improve one's abilities through continuous learning and training. Performance improvement focuses on enhancing job performance and achieving higher standards of work quality.

Company policies play a crucial role in shaping career development by providing guidelines and opportunities for growth. Employees' educational background contributes to their foundational knowledge and skill set, while training programs offer specific skill enhancement tailored to job requirements. Work experience enriches an employee's expertise and proficiency in their field.

Loyalty to the organization fosters a sense of commitment and dedication, motivating employees to pursue long-term career goals. Sociability, or interpersonal relationships, enhances communication and collaboration, creating a supportive environment for career advancement.

Work-Life Balance

Work-life balance (WLB) refers to effectively managing an individual's work responsibilities and personal life to achieve a harmonious equilibrium (Fitri, Meilanda and Mdk, 2023). This balance is not merely the division of time between professional and personal activities but the successful integration and management of all responsibilities across different aspects of one's life (Idris and Hasbiah, 2023). Achieving WLB means that individuals can manage various roles and responsibilities while maintaining a sense of satisfaction and well-being.

Several factors influence work-life balance:

1) Organizational Support

Organizations play a critical role in fostering WLB by providing supportive policies and practices. This includes flexible working hours, remote work options, leave policies, and employee assistance programs. Such support helps employees manage their work and personal lives more effectively, reducing stress and increasing job satisfaction.

2) Family Support

Support from family members is crucial in achieving a WLB. Understanding and cooperation from family can help individuals manage their professional responsibilities without neglecting personal relationships and family duties.

3) Personality

Individual personality traits also impact WLB. Traits such as resilience, adaptability, and time management skills enable individuals to handle the demands of work and personal life more effectively. Those with a positive outlook and good coping mechanisms are better equipped to maintain balance.

4) Work Orientation

An individual's attitude towards work significantly affects WLB. Those who view work as a central part of their identity may struggle more with balance. At the same time, those who prioritize personal life alongside their career are more likely to achieve equilibrium.

5) Career Path

Career development and progression can influence WLB. Employees in demanding roles or those aspiring for higher positions might struggle to balance due to increased responsibilities. Conversely, clear career paths with manageable expectations can support balance.

6) Organizational Climate

The overall work environment and culture within an organization impact WLB. A positive organizational climate that values employee well-being and promotes healthy work-life integration fosters a supportive atmosphere for achieving balance.

According to Fisher, Bulger, and Smith (2009), four key dimensions shape WLB (Adiningtiyas and Mardhatillah, 2016):

1) Work Interface with Personal Life (WIPL):

This dimension measures how work demands interfere with personal life activities. For instance, long working hours, high job stress, and excessive workload can encroach upon personal time, making it difficult for individuals to engage in personal or family activities. Effective management of work demands is essential to prevent negative spillover into personal life.

2) Personal Life Interface with Work (PLIW):

This dimension assesses how personal life issues affect work performance. Personal problems, such as family conflicts, health issues, or financial stress, can disrupt an individual's focus and productivity at work. Organizations that offer support for personal issues, such as counseling services or flexible leave policies, can help mitigate these effects.

3) Personal Life Enhancement of Work (PLEW):

This dimension evaluates how a fulfilling personal life can positively influence work performance. A satisfying personal life, characterized by supportive relationships, leisure activities, and personal achievements, can boost an individual's mood, energy, and overall performance at work. Employees who feel content in their personal lives will likely bring positivity and motivation to their professional roles.

4) Work Enhancement of Personal Life (WEPL):

This dimension measures how work experiences contribute to improving personal life quality. Skills and competencies acquired at work, such as problem-solving abilities, communication skills, and time management, can be beneficial in managing personal life tasks. Additionally, financial stability and job satisfaction derived from work can enhance the quality of personal life.

Maintaining a healthy WLB is crucial for overall well-being. It helps prevent burnout, reduces stress, and promotes physical and mental health. Employees who achieve WLB are

more likely to be productive, motivated, and satisfied. Employers also benefit, as balanced employees exhibit higher loyalty, reduced absenteeism, and better performance.

Organizations can promote work-life balance by implementing policies that support flexibility, providing resources for personal and professional development, and fostering a culture that values employee well-being. On the other hand, employees should proactively manage their time, set boundaries, and seek support to maintain a harmonious balance between work and personal life.

Job satisfaction

One of the primary objectives of Human Resource Management (HRM) is to achieve organizational effectiveness through the optimal contribution and performance of employees (Masram and Mu'ah, 2017). A key strategy for achieving this goal is fostering employee job satisfaction (Idris and Hasbiah, 2023). Job satisfaction (JS) refers to an employee's overall feelings of contentment or dissatisfaction with their job, which organizations must prioritize. Satisfied employees tend to exhibit higher loyalty to the company, resulting in mutually beneficial outcomes (Nadhifa, Frendika and Firdaus, 2023).

According to Armstrong and Taylor (2014), job satisfaction encompasses an individual's attitudes and feelings towards work (Gorenak, Špindler and Brumen, 2019). It is defined as a range of employees' emotional responses regarding various aspects of their job, such as salary, colleagues, job type, and work environment (Suyatno et al., 2020). JS results from employees' work experiences and alignment with organizational goals. It is inherently individualistic and influenced by personal achievements and perceptions.

Kaswan (2017) states that job satisfaction results from aligning an individual's expectations and what they receive (Wuarlima, Kojo and Greis M, 2019). This concept aligns with the Value Theory, which posits that JS is achieved when the work produced meets an individual's expectations. This theory emphasizes that job satisfaction can be attained through various means that best satisfy employees, such as identifying and fulfilling their specific desires (Sinambela, 2016).

The Balance Theory (Equity Theory) introduced by Adam suggests that JS results from comparing one's outcomes with those of other employees. Employees who perceive that they receive fair treatment and rewards than their peers are more likely to be satisfied (Sinambela, 2016).

Based on the above theories and concepts, it can be concluded that JS is influenced by factors such as competency (C), career development (CD), and work-life balance (WLB). Within this framework, the relationship between the independent variables (competency, career development, and work-life balance) and the dependent variable (job satisfaction) can be illustrated as follows:

1) Competency (C)

C involves the skills, knowledge, and behaviors that enable employees to perform their tasks effectively. Higher competency levels often increase JS as employees feel more capable and successful.

2) Career Development

Career development (CD) includes the processes and activities that help employees advance. Opportunities for growth, promotions, and professional development contribute significantly to JS by fulfilling employees' aspirations and enhancing their sense of achievement.

3) Work-Life Balance (WLB)

WLB refers to effectively managing work responsibilities alongside personal life. Employees who achieve a satisfactory balance between their professional and personal lives will likely experience higher JS, as they can fulfill both responsibilities without undue stress.

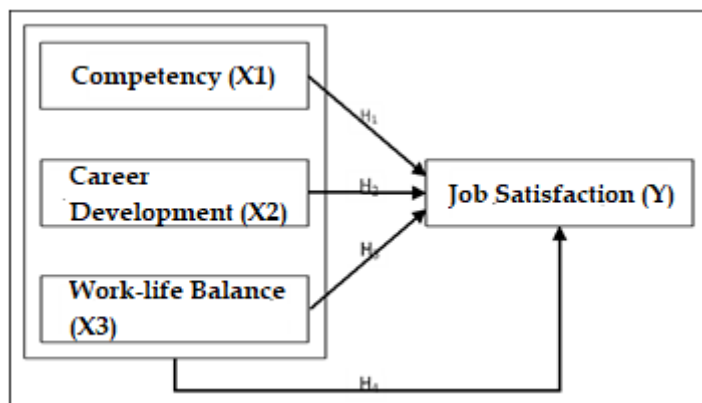


Figure 1. Hypothesis

Source: modified by researcher (2024)

Based on the theoretical study above, the hypothesis of this research is as follows:

H₁: Competency (C) has a positive and significant effect on the job satisfaction (JS)

This hypothesis posits that higher C levels among library staff will increase JS. Competency (C) involves the knowledge, skills, and behaviors required to perform job tasks effectively. When employees possess high competency, they are more likely to feel capable, confident, and satisfied with their work, as they can perform their duties proficiently and achieve desired outcomes.

C encompasses three main components: knowledge, skills, and behaviors. Knowledge refers to the theoretical understanding and information required to perform tasks. This includes library employees’ knowledge of library science, information management, and technological advancements. Employees with this knowledge can manage collections, provide accurate reference services, and utilize technology effectively, increasing job satisfaction as they feel more competent and valuable.

Skills, both technical and interpersonal, are crucial for effective job performance. Technical skills involve efficiently using library management software, cataloging systems, and classification schemes. Employees with strong technical skills can complete their tasks faster and more accurately, reducing frustration and enhancing JS. Interpersonal skills, such as communication and customer service abilities, are equally important. Library staff who can communicate well with patrons, understand their needs, and provide appropriate assistance will likely feel more accomplished and satisfied.

Behaviors, including professionalism and adaptability, also significantly affect job satisfaction. Professional behaviors, such as a strong work ethic, punctuality, and dedication to the job, indicate high competency. Employees who exhibit these behaviors are often recognized and appreciated by their colleagues and supervisors, increasing job satisfaction. Adaptability, the ability to adjust to new technologies, policies, and procedures, is another key behavior. Adaptable employees can navigate workplace changes more smoothly, reducing stress and enhancing job satisfaction.

H₂: Career Development (CD) has a positive and significant effect on job satisfaction (JS)

This hypothesis suggests that CD opportunities significantly enhance library staff JS. The CD includes training, promotions, and other professional growth opportunities. When employees see a clear path for advancement and feel that their organization invests in their development, they are more likely to be motivated and satisfied with their jobs. The CD also provides a sense of achievement and progression, contributing to overall JS.

CD plays a crucial role in shaping the JS of library employees through several mechanisms. Firstly, training programs provide employees with new skills and knowledge, enabling them to perform their duties more effectively and confidently. This enhances JS as employees feel better equipped and capable in their roles.

Promotional opportunities within the organization offer employees tangible goals to strive for and a clear path for advancement. The prospect of moving up the career ladder based on merit and competence motivates employees to perform well and invest in their professional growth. Moreover, promotions often come with increased responsibilities and recognition, further contributing to JS by affirming employees' contributions and value to the organization.

Professional growth opportunities beyond promotions, such as attending conferences, workshops, or pursuing further education, also play a significant role. These activities broaden employees' knowledge base, expand their professional networks, and keep them abreast of industry trends and best practices. Such experiences not only enhance job skills but also foster a sense of personal and professional fulfillment, leading to higher JS.

Additionally, CD initiatives demonstrate organizational commitment to employee growth and well-being. Employees who perceive that their organization invests in their career development develop a stronger sense of loyalty and commitment. This, in turn, enhances job satisfaction by fostering a positive organizational climate where employees feel valued and supported in their career aspirations.

H₃: Work-life balance (WLB) has a positive and significant effect on the job satisfaction (JS)

This hypothesis proposes that a good WLB positively impacts JS. WLB refers to effectively managing work responsibilities alongside personal life. Employees who can balance their work and personal lives will likely experience lower stress levels and higher JS. A balanced approach ensures that employees are not overwhelmed by work demands and can fulfill personal commitments, leading to a more fulfilling and satisfying work experience.

Through several key factors, WLB is pivotal in determining JS for library employees. Balancing work and personal life allows employees to recharge and rejuvenate outside work hours. This leads to improved well-being and mental health, critical contributors to overall JS.

Employees who feel they have adequate time for personal pursuits, hobbies, and relationships are likelier to feel fulfilled and motivated in their roles. This fulfillment extends beyond the workplace, positively influencing their overall quality of life and JS. Conversely, when work demands encroach excessively on personal time, employees may experience burnout, reducing JS and productivity.

Furthermore, a supportive organizational culture that promotes WLB enhances JS. Policies such as flexible work hours, telecommuting options, and generous leave policies demonstrate organizational commitment to employee well-being. Such initiatives empower employees to

manage their work schedules in ways that accommodate personal responsibilities, fostering a positive work environment and strengthening employee loyalty.

Achieving work-life balance also promotes job engagement and retention. Employees who feel their personal lives are respected and supported by their employer are more likely to remain committed to their jobs and contribute positively to organizational goals. This alignment between personal values and organizational practices enhances JS by fostering a sense of alignment and mutual respect.

H₄: Competency (C), career development (CD), and work-life balance (WLB) simultaneously positively and significantly affect the job satisfaction (JS)

This hypothesis asserts that C, CD, and WLB collectively impact JS. It suggests that these three factors do not work in isolation but interact to influence overall JS. For instance, an employee with a high C who also experiences opportunities for CD and maintains a healthy WLB will likely report higher JS.

C, encompassing the knowledge, skills, and behaviors required for effective job performance, forms the foundation. Employees who are competent in their roles tend to feel more confident and capable, which positively influences their satisfaction with their work.

CD plays a pivotal role by offering employees opportunities for growth and advancement within the organization. These opportunities recognize and reward competency and motivate employees to strive for higher performance. CD initiatives, such as training programs and promotions, provide clear pathways for progression, contributing to employees' sense of achievement and JS.

Furthermore, maintaining a healthy WLB is essential for employee well-being and satisfaction. Employees who can manage their work responsibilities effectively while prioritizing personal life commitments experience reduced stress levels and improved overall quality of life. A supportive work environment that promotes WLB through flexible work arrangements, wellness programs, and policies that encourage time off fosters a positive atmosphere where employees feel valued and supported.

The interaction among C, CD, and WLB is mutually reinforcing. For instance, employees with high C levels are better equipped to handle job demands efficiently, alleviating stress and contributing to a healthier WLB. Similarly, CD opportunities enhance competency and empower employees to achieve their career goals, enhancing JS.

METHODS

Population and Sample

The population for this study consisted of library staff from the Bangka Belitung Islands Province, as listed in the 2022 Region 1 library staff directory, totaling 327 individuals. The sample was selected using purposive sampling, resulting in a sample size of 180 participants.

Data Collection

Data for the study was collected using a structured questionnaire distributed online via Google Forms. This method ensured that participants could conveniently access and complete the questionnaire from any location with internet access. The questionnaire was meticulously designed to measure four key variables: competency (C), career development (CD), work-life balance (WLB), and job satisfaction (JS).

Questions related to C assessed the skills and knowledge of the library staff, focusing on their ability to perform their job duties effectively. The CD section explored opportunities for

professional growth, training, and advancement within the library system. The WLB portion aimed to understand how well the staff could balance their professional responsibilities with personal life, including stress levels and job demands. Finally, the JS section evaluated the overall contentment of the staff with their job, covering aspects such as work environment, compensation, and organizational culture.

Variables and Indicators

1) Competency (C)

Measured using 12 indicators derived from the C dimensions (Nurmalaya and Endratno, 2022).

2) Career Development (CD)

Assessed using nine indicators based on the CD dimensions (Leonita, 2020).

3) Work-life Balance (WLB)

The study was evaluated using 12 indicators reflecting the dimensions of WLB (Adiningtiyas and Mardhatillah, 2016).

4) Job Satisfaction (JS)

Measured with 12 indicators derived from the JS dimensions (Damayanti, 2017).

Each construct was assessed using a 5-point Likert scale.

Data Processing and Analysis

Data was processed using IBM SPSS version 26. The analysis involved several steps:

1) Validity and Reliability Testing

Validity and reliability testing ensure that a questionnaire accurately measures the intended variables and yields consistent results. Validity testing ensures that the questionnaire items effectively capture what they are meant to assess. This involves several methods: content validity confirms that the items cover all relevant aspects of the variables by having experts review the questions; construct validity checks whether the questionnaire measures the theoretical construct it is intended to by examining the relationships between the items and other established measures; and criterion validity evaluates how well the questionnaire correlates with an external criterion or outcome that it should theoretically relate to.

On the other hand, reliability testing examines the consistency of the results obtained from the questionnaire. It ensures the questionnaire provides stable and dependable results over time and across different contexts.

2) Classical Assumption Tests

Classical assumption tests are essential for ensuring that data meets the necessary assumptions for performing regression analysis. These tests include assessments for normality, multicollinearity, and heteroscedasticity.

3) Hypothesis Testing

Hypothesis testing is a critical step in statistical analysis used to determine the significance of relationships between variables. It involves conducting partial and simultaneous tests to assess whether the observed data supports the proposed hypotheses.

4) Multiple Linear Regression Analysis

Multiple Linear Regression involves creating a regression model that includes multiple predictors (independent variables) to assess their collective influence on the outcome (dependent variable). Using this method, researchers can determine the strength and direction of the relationships between each independent variable and job satisfaction while controlling for the effects of the other variables.

5) Analysis of the Coefficient of Determination

The analysis of the coefficient of determination, denoted as R^2 , is a fundamental step in assessing how well the independent variables explain variations in the dependent variable within a multiple linear regression model. This metric quantifies the proportion of the total variability in the dependent variable that is accounted for by the independent variables included in the model.

RESULTS

Descriptive Recapitulation of Research Variables

Table 1. Results of Descriptive Recapitulation of Research Variables

Variable	Rate-rate	Rating Category
Competency (X1)	3.83	Height
Career Development (X2)	3.84	Height
Work-Life Balance (X3)	3.99	Height
Job Satisfaction (Y)	3.82	Height
Total	3.87	Height

Source: Primary data processed by researchers (2024)

The table above summarizes the average scores and corresponding rating categories for the four variables investigated in this research: C, CD, WLB, and JS.

1) Competency (X1)

This variable had an average score of 3.83, which falls within the high category.

2) Career Development (X2)

This variable scored an average of 3.84, also categorized as high.

3) Work-Life Balance (X3)

This variable had the highest average score of 3.99, placing it firmly in the high category.

4) Job Satisfaction (Y)

This variable had an average score of 3.82, categorized as high.

The overall average score across all variables was 3.87, categorized as high. This categorization is based on the scoring interval used in the study, where scores between 3.41 and 4.20 are considered high. The high average scores indicate that the Bangka Belitung Islands Province library staff generally rated their competency, career development, work-life balance, and job satisfaction positively.

VALIDITY TEST

The validity test involves comparing the calculated correlation coefficient (r_{count}) with the critical value (r_{table}) based on a specific degree of freedom (df), which is calculated as $df = n - 2$, where n represents the sample size. In this study, with 180 respondents and a significance level of 5%, the critical value (r_{table}) is 0.146. The validity criterion states that if r_{count} exceeds r_{table} , the data is considered valid. Since all items' calculated r_{values} (r_{count}) were greater than 0.146, all research instruments were validated, confirming their validity.

Table 2. Validity Test Results

Variable	Item	r_{count}	r_{table}	Information
Competency (X1)	X1.1	0.452	0.146	Valid
	X1.2	0.497		
	X1.3	0.544		
	X1.4	0.445		
	X1.5	0.434		
	X1.6	0.519		
	X1.7	0.447		
	X1.8	0.320		
	X1.9	0.600		
	X1.10	0.558		
	X1.11	0.408		
	X1.12	0.405		
Career Development (X2)	X2.1	0.453	0.146	Valid
	X2.2	0.523		
	X2.3	0.458		
	X2.4	0.401		
	X2.5	0.456		
	X2.6	0.490		
	X2.7	0.540		
	X2.8	0.610		
	X2.9	0.604		
Work-Life Balance (X3)	X3.1	0.525	0.146	Valid
	X3.2	0.431		
	X3.3	0.493		
	X3.4	0.516		
	X3.5	0.539		
	X3.6	0.431		
	X3.7	0.183		
	X3.8	0.480		
	X3.9	0.358		
	X3.10	0.363		
	X3.11	0.404		
	X3.12	0.568		
Job Satisfaction (Y)	Y.1	0.271	0.146	
	Y.2	0.259		
	Y.3	0.485		
	Y.4	0.325		
	Y.5	0.377		
	Y.6	0.426		
	Y.7	0.525		
	Y.8	0.465		
	Y.9	0.410		

Variable	Item	r count	r table	Information
	Y.10	0.402		
	Y.11	0.566		
	Y.12	0.546		

Source: Primary data processed by researchers (2024)

Reliability Test

Reliability testing evaluates the consistency of a research instrument in measuring a variable using Cronbach’s Alpha (α) coefficient. A variable is considered reliable if its Cronbach’s Alpha value is above 0.60, indicating that the measurement is sufficiently dependable and likely to produce consistent results across various test instances.

Table 3. Reliability Test Results

Variable	Cronbach’s Alpha (s)	Standard Cronbach’s Alpha(s)	Information
Competency (X1)	0.844	0.60	Reliable
Career Development (X2)	0.801	0.60	Reliable
Work-Life Balance (X3)	0.830	0.60	Reliable
Job Satisfaction (Y)	0.794	0.6	Reliable

Source: Primary data processed by researchers (2024)

According to the table, the reliability test results show that each variable in the study has a Cronbach’s Alpha (α) value exceeding 0.60. This is significant because Cronbach’s Alpha is a measure of internal consistency, evaluating how closely related a set of items are as a group and thus measuring the reliability of the instrument used in the study. Although a commonly accepted threshold for Cronbach’s Alpha is 0.70, values above 0.60 are often considered acceptable in the social sciences, especially in exploratory research. A value above 0.60 suggests that the items within each variable are measuring the same underlying construct, indicating consistent responses across different items within the same variable.

This high level of reliability implies that if the same study were repeated under similar conditions, it would yield consistent results, which is crucial for the credibility and validity of the research findings. It also means that the questions within each variable (such as competency, career development, work-life balance, and job satisfaction) are well-correlated, effectively capturing the intended aspects without diverging into unrelated areas.

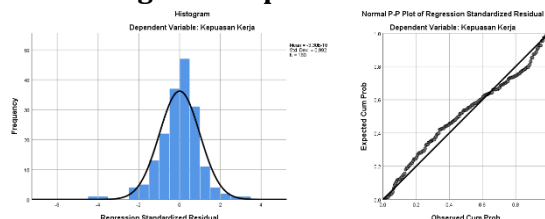
CLASSIC ASSUMPTION TEST NORMALITY TEST

Normality testing is essential to determine whether the data to be analyzed is normally distributed. This assessment is conducted through both graphical and statistical analyses.

Graphical analysis involves two primary methods. Firstly, histogram graphs compare observational data with a normal distribution. If the data is normally distributed, the histogram will display a bell-shaped curve indicative of normality. Secondly, normal probability plots are utilized. In these plots, if the data points align closely with a straight line, the data follows a normal distribution.

Statistical analysis further supports the evaluation of normality. The Kolmogorov-Smirnov test is a common statistical method employed for this purpose. This test compares the sample data with a normal distribution and assesses the significance of the differences. If the test results indicate that these differences are not significant, the data is considered to be normally distributed. Additionally, Monte Carlo methods can be used as alternative steps. These methods involve repeated random sampling to generate numerical estimates, aiding in the evaluation of data distribution.

Figure 2. Histogram Graph and Normal P-Plot Graph



Source: Primary data processed by researchers (2024)

The figure above presents a histogram and a normal P-P plot of regression standardized residuals, both utilized to evaluate the normality of residuals. The histogram displays a symmetrical bell curve, with data peaking in the center and tapering off at the ends, indicating a normal distribution. The normal P-P plot shows data points distributed around the diagonal line, closely aligning with it, further confirming normality. These normality test results, depicted in the two graphs, demonstrate that the regression model is suitable for analysis.

Table 4. Normality Test Results

		Unstandardized Residual	
N		180	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	3.60040620	
Most Extreme Differences	Absolute	.081	
	Positive	.081	
	Negative	-.081	
Test Statistic		.081	
Asymp. Sig. (2-tailed)		.006 ^c	
Monte Carlo Mr. (2-tailed)	Say.	.175 ^d	
	99% Confidence Interval	Lower Bound	.166
		Upper Bound	.185

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Based on 10000 sampled tables with starting seed 299883525.

Source: Primary data processed by researchers (2024)

The table indicates that the asymptotic significance value (asyp. sig, 2-tailed) is 0.006, below the 0.05 threshold, suggesting that the data is not normally distributed. To address this, the Monte Carlo simulation method was applied. Using this method, the significance value (Monte Carlo sig, 2-tailed) was determined to be 0.175, greater than 0.05. Hence, it can be concluded that the residuals, or the research data, are normally distributed according to the Monte Carlo method.

MULTICOLLINEARITY TEST

The results of the multicollinearity test are shown by the tolerance values and the Variance Inflation Factor (VIF) values. Multicollinearity is considered present if the tolerance value is below 0.10 or the VIF value is greater than 10. These thresholds indicate whether there is a problematic correlation between the independent variables in the regression model.

Table 5. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Competence	.500	2.000
Career development	.466	2.145
Work-Life Balance	.723	1.383

Source: Primary data processed by researchers (2024)

According to the table above, which presents the results of the multicollinearity test, the tolerance values are above 0.10, and the Variance Inflation Factor (VIF) values are below 10. These results indicate that the regression model in this study does not exhibit multicollinearity symptoms. This suggests that the independent variables in the model are not highly correlated, confirming the validity of the regression analysis performed.

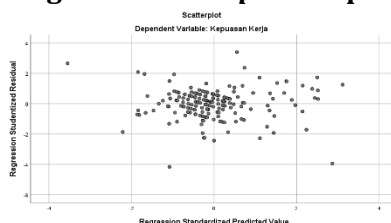
HETEROSCEDASTICITY TEST

The heteroscedasticity test in this study is conducted to ascertain whether there is unequal variance among the residuals within the regression model. This evaluation involves two main approaches: visual inspection using Scatterplot graphs and statistical testing, specifically the Glejser test.

Visual inspection through Scatterplot graphs allows researchers to observe the pattern of residuals plotted against predicted values or independent variables. If the dispersion of residuals varies systematically across different levels of the independent variables, it suggests the presence of heteroscedasticity. Patterns such as a widening or narrowing spread of residuals can indicate unequal variance.

Statistical testing, such as the Glejser test, provides a quantitative method to confirm the presence of heteroscedasticity. This test examines whether there is a significant relationship between the absolute values of residuals and the independent variables. A significant result indicates that the variability of residuals is inconsistent across the range of independent variable values, thus indicating heteroscedasticity.

Figure 3. Scatterplot Graph



Source: Primary data processed by researchers (2024)

The Scatterplot graph above is utilized to visualize the results of the heteroscedasticity test. The figure shows that the points on the Scatterplot are scattered both above and below the zero line on the Y-axis, and no discernible pattern is forming.

Based on this observation, it can be concluded that no evidence of heteroscedasticity was found in any variable in this study. The uniform distribution of residuals around zero indicates that the variance of residuals does not systematically vary with the values of the independent variables. Therefore, heteroscedasticity does not affect the regression model used in this study, affirming the reliability of the regression analysis results.

Table 6. Heteroscedasticity Test Results

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.557	1.653		.337	.736
	Competence	.013	.042	.027	.302	.763
	Career development	-.037	.057	-.060	-.651	.515
	Work-Life Balance	.052	.039	.101	1.337	.182

a. Dependent Variable: ABS_RES

Source: Primary data processed by researchers (2024)

The table above shows the results of the heteroscedasticity test using the Glejser Test. The significance values for the variables competency (C), career development (CD), and work-life balance (WLB) are 0.763, 0.515, and 0.182, respectively. These values all exceed the 0.05 significance level.

From these findings, it can be concluded that heteroscedasticity is not present in the regression model used in this study. The non-significant p-values indicate no systematic relationship between the residuals and the independent variables of C, CD, and WLB. Therefore, the assumption of homoscedasticity (equal variance of residuals) is upheld, ensuring the reliability of the regression analysis results.

MULTIPLE LINEAR REGRESSION ANALYSIS

This study utilized multiple linear regression analysis to investigate the influence of several independent variables—competence (C), career development (CD), and work-life balance (WLB)—on the dependent variable, job satisfaction. C refers to the skills and knowledge library staff possess, while CD assesses their opportunities for advancement. WLB measures how effectively staff manage their professional and personal responsibilities.

Table 7. Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	12.312	3.319	
	Competence	.058	.078	.063
	Career development	.363	.104	.303
	Work-Life Balance	.382	.074	.358

Source: Primary data processed by researchers (2024)

Based on the table above, the multiple regression equation generated is:

$$Y=12,312 + 0,058 C + 0,363 CD + 0.382 WLB + e$$

In this equation:

- **Y** represents the dependent variable, job satisfaction.
- **12.312** is the constant term (intercept), which indicates the expected value of job satisfaction when all independent variables (C, CD, WLB) are zero. It serves as a starting point for the regression equation.
- **0.058** is the regression coefficient for C, indicating that a one-unit increase in competence is expected to raise JS by 0.058 units, holding other variables constant. The coefficient for C is positive, indicating that as the C of library staff increases, so does their JS. Specifically, a one-unit increase in C leads to a 0.058-unit increase in JS, assuming other variables remain constant. This suggests that investing in training and skill development can positively affect employee satisfaction.
- **0.363** is the regression coefficient for CD, implying that a one-unit increase in CD will enhance JS by 0.363 units, holding other variables constant. The positive coefficient for CD shows that opportunities for advancement are crucial for JS. A one-unit increase in CD opportunities results in a 0.363-unit increase in JS, holding other factors constant. This highlights the importance of creating clear pathways for career growth within the organization.
- **0.382** is the regression coefficient for WLB, showing that a one-unit increase in WLB is expected to increase JS by 0.382 units, holding other variables constant. The WLB coefficient is also positive, the highest among the three variables, indicating a strong impact on JS. A one-unit increase in WLB leads to a 0.382-unit increase in JS, assuming other variables remain constant. This underscores the importance of policies and practices that help employees effectively manage their work and personal lives.
- **e** represents the error term, which accounts for unexplained variability in JS that is not captured by the independent variables.

The positive regression coefficients (0.058 for competency, 0.363 for CD, and 0.382 for WLB) indicate that these variables positively correlated with JS. This means that higher levels of C, CD opportunities, and WLB are associated with higher levels of JS among library staff in the Bangka Belitung Islands Province. This regression equation provides valuable insights into factors influencing JS and can inform strategies to enhance employee satisfaction and overall organizational effectiveness.

PARTIAL TEST (T-TEST)

The t-test is used to determine whether an independent variable significantly influences the dependent variable, in this case, job satisfaction (JS). This statistical test compares the calculated t-value to the critical t-value from the t-table. For significance, the calculated t-value must be greater than the critical t-value, and the significance level (p-value) must be less than 0.05.

If the calculated t-value exceeds the critical t-value and the p-value is below 0.05, it indicates that the independent variable significantly impacts JS. This validates the regression model and ensures that the findings are statistically significant. The critical t-value (T table) is determined using the following formula:

$$T_{table} = (0.05; -k-1)$$

Given the parameters:

$n=180$ (sample size)

$k=4$ (number of independent variables, including the intercept)

Calculate T_{table} :

$$T_{table} = (0.05; 180 - 4 - 1)$$

$$T_{table} = (0.05; 175)$$

$$T_{table} = 1.654$$

Therefore, if the calculated t-value for an independent variable exceeds 1.654 and its associated significance value (p-value) is less than 0.05, the independent variable indicates a statistically significant effect on JS. This methodology ensures that only meaningful relationships between independent and dependent variables are considered in the analysis, contributing to the robustness of the findings.

Table 8. Partial Test Results (t)

Variable	t count	t table	Say
Competency (X1)	0,747	1,654	0,456
Career Development (X2)	3,491	1,654	0,001
Work-Life Balance (X3)	5,142	1,654	0,000

Source: Primary data processed by researchers (2024)

SIMULTANEOUS TEST (F TEST)

The F test evaluates whether all independent variables (competence, career development, work-life balance) collectively influence the dependent variable, job satisfaction. This statistical test compares the calculated F value to the critical F value from the F-table. For significance, the calculated F value must be greater than the critical F value, and the significance level (p-value) must be less than 0.05.

To find the critical F value (F_{table}), the following calculation formula is used:

$$F_{table} = F(\alpha; df1, df2)$$

Given the parameters:

$$df1 = k - 1 = 4 - 1 = 3 \text{ (degrees of freedom for the numerator)}$$

$$df2 = n - k = 180 - 4 = 176 \text{ (degrees of freedom for the denominator, where } n \text{ is the sample size and } k \text{ is the number of independent variables)}$$

Calculate F_{table} :

$$F_{table} = F(0.05; 3, 176)$$

$$F_{table} = 2.656$$

Therefore, if the calculated F value for the set of independent variables exceeds 2.656 and its associated significance value (p-value) is less than 0.05, it indicates that the independent variables (competence, career development, work-life balance) collectively have a statistically significant effect on job satisfaction. This test ensures that the combined influence of all

independent variables is rigorously evaluated, providing a comprehensive understanding of their impact on the dependent variable.

Table 9. Simultaneous Test Results (f)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1431.614	3	477.205	36.196	.000 ^b
	Residual	2320.364	176	13.184		
	Total	3751.978	179			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Work-Life Balance, Competency, Career Development

Source: Primary data processed by researchers (2024)

ANALYSIS OF THE COEFFICIENT OF DETERMINATION R²

Table 10. Results of Analysis of the Determination Coefficient R²

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.382	.371	3.631

a. Predictors: (Constant), Work-Life Balance, Competency, Career Development

Source: Primary data processed by researchers (2024)

Based on the table, the coefficient of determination (R²) is calculated to be 0.382, which equates to 38.2%. This statistic indicates the proportion of variance in the dependent variable, job satisfaction (JS), which can be explained by the independent variables: competence (C), career development (CD), and work-life balance (WLB).

The R² value represents the proportion of the total variance in the dependent variable (JS) explained by the model's independent variables (C, CD, and WLB). In this case, an R² of 0.382 means that the combined effect of C, CD, and WLB can account for 38.2% of the variability in JS.

This percentage indicates that the model has a moderate level of explanatory power. While it shows that the independent variables significantly impact JS, it also suggests that other factors influencing JS are not included in this model.

The remaining 61.8% of the variance in JS is due to factors not considered in this study. These could include the personal attributes of the employees, organizational culture, management practices, external economic conditions, and other job-related factors such as salary, job security, and working conditions.

DISCUSSION

The influence of competence (C) on job satisfaction (JS)

The study on the impact of competence on job satisfaction (JS) among library staff in the Bangka Belitung Islands Province reveals some interesting findings. The partial tests conducted on the competency variable showed a calculated t-value of 0.747, less than the critical value of 1.654, and a significance value of 0.456, more significant than the significance level of 0.05. These statistics indicate competence (C) does not significantly affect JS for the library staff

surveyed. Furthermore, the multiple linear regression analysis produced a C coefficient value of 0.054, reinforcing the conclusion that C has a minimal impact on JS in this context.

The findings of this study differ from several other studies (Rohmah, 2020; Nurmalaya and Endratno, 2022; Malini and Yulianty, 2023). These studies reported that competence (C) significantly influenced JS. The discrepancy between these results may stem from various factors, including differences in the populations or groups studied in these other research efforts, which might differ significantly from the Bangka Belitung Islands Province library staff. Additionally, the periods during which these studies were conducted might have influenced the outcomes. Changes in external conditions, organizational culture, or even shifts in job market dynamics could alter the relationship between C and JS.

Interestingly, the findings of this study are consistent with the research (Panjaitan and Sinaga, 2022; Sagala and Putra, 2022). These studies also concluded that C does not significantly impact JS. This alignment suggests that under certain conditions or within specific contexts, the influence of C on JS might be minimal or negligible.

There are several potential reasons for the differences in findings across various studies. Different studies might use varying instruments or metrics to assess C and JS, leading to different outcomes. Organizational culture, management practices, and employee expectations in different regions or sectors can significantly impact the relationship between C and JS. Additionally, the demographic and professional characteristics of the sample populations, such as age, experience level, and job roles, can also influence the results.

The influence of career development (CD) on job satisfaction (JS)

The study on the impact of career development (CD) on job satisfaction (JS) among library staff in the Bangka Belitung Islands Province provides significant insights. Based on partial tests, the research reveals a calculated t-value of 3.491, greater than the critical value of 1.654, and a significance value of 0.001, less than the significance level of 0.05. These findings indicate that CD significantly influences JS for the library staff surveyed. Furthermore, the multiple linear regression analysis produced a CD coefficient value of 0.363. This positive regression coefficient suggests that CD has a favorable impact on JS among the library staff in the province.

The findings of this study align with several other studies (Jesus et al., 2019; Faronsyah and Trisninawati, 2020; Rohmah, 2020; Fitri, Meilanda and Mdk, 2023). These studies also concluded that CD significantly and positively affects JS. This consistency across multiple studies strengthens the validity of the current research and underscores the importance of CD in enhancing JS.

However, the results of this research differ from a study (Nurmalaya and Endratno, 2022). Their research found that while CD positively influenced job satisfaction, the effect was not statistically significant. This discrepancy could be attributed to several factors, such as differences in the research populations, methodologies, or contextual factors unique to each study.

The alignment of the current research with many previous studies suggests that CD is crucial in enhancing JS. Effective CD initiatives can provide employees with a clear path for growth, skill enhancement, and career progression, leading to higher JS. Conversely, the inconsistency with the study (Nurmalaya and Endratno, 2022) indicates that the impact of CD on JS may vary depending on specific organizational or contextual factors.

Several potential reasons could explain the differences in findings across studies. Variations in the measurement tools used to assess CD and JS could lead to different outcomes.

Organizational culture, management practices, and employee expectations can significantly impact how CD influences JS. Additionally, the demographic and professional characteristics of the sample populations, such as age, experience level, and job roles, can play a crucial role in shaping the results.

Influence of work-life balance (WLB) on job satisfaction (JS)

The study on the influence of WLB on JS among library staff in the Bangka Belitung Islands Province reveals important findings. Based on partial tests, the research indicates a calculated t-value of 5.142, significantly greater than the critical value of 1.654, and a significance value of 0.000, much less than the significance level of 0.05. These results demonstrate that WLB statistically significantly affects JS for the library staff surveyed. The multiple linear regression analysis also produced a WLB coefficient value of 0.382. This positive regression coefficient further supports the conclusion that WLB positively influences JS among the library staff in the province.

The finding that WLB significantly impacts JS aligns with previous studies (Abhitha and Hebbar, 2022; Fitri, Meilanda and Mdk, 2023; Malini and Yulianty, 2023). These studies also found that WLB positively and significantly affects JS. This consistency across multiple research efforts underscores the importance of WLB in enhancing JS.

WLB is critical in maintaining JS as it allows employees to effectively manage their professional and personal responsibilities. A good WLB can lead to reduced stress, higher productivity, and a greater sense of well-being, all contributing to overall JS. The alignment of the current research with previous studies suggests that initiatives aimed at improving WLB can substantially positively impact employees' JS.

The significant positive relationship between WLB and JS found in this study highlights the need for organizations to consider policies and practices that promote a healthy WLB. Such initiatives might include flexible working hours, remote work options, and programs that support employees' personal lives.

Influence of competence (C), career development (CD), and work-life balance (WLB) on job satisfaction (JS)

The study on the combined influence of competence (C), career development (CD), and work-life balance (WLB) on job satisfaction (JS) among library staff in the Bangka Belitung Islands Province yields significant insights. The calculations conducted in the F-test produce a calculated F value of 36.196, which is substantially higher than the table F value of 2.656. Additionally, the significance value is 0.000, which is well below the threshold of 0.05. These results indicate that C, CD, and WLB collectively and significantly enhance JS among the library staff in the province.

The findings of this study align with the research (Fitri, Meilanda and Mdk, 2023), which indicates that CD and WLB together have a positive and significant effect on JS. Similarly, Siti Sanidatur Rohmah found that C and CD influence JS (Rohmah, 2020). The current study extends these findings by demonstrating that C, CD, and WLB substantially and positively impact JS.

The significant combined effect of these three variables underscores their collective importance in promoting JS. Competence ensures that employees feel capable and effective in their roles, career development provides opportunities for growth and progression, and work-life balance ensures that employees can effectively manage their professional and personal

responsibilities. These factors create a supportive and fulfilling work environment that enhances overall job satisfaction.

Organizations looking to improve employee job satisfaction should consider integrated approaches that address competence, career development, and work-life balance. For instance, continuous training and development opportunities can enhance employees' competence. Implementing career development programs can offer clear pathways for advancement, and fostering a culture that values work-life balance can help employees maintain their well-being. Such holistic strategies can lead to higher job satisfaction, increased productivity, and reduced turnover.

CONCLUSION

Based on the analysis and discussion, several key conclusions can be drawn regarding the influence of competence (C), career development (CD), and work-life balance (WLB) on job satisfaction (JS) among library staff in the Bangka Belitung Islands Province.

Firstly, the overall assessment of all variables—C, CD, WLB, and JS—among library staff in the Bangka Belitung Islands Province is categorized as high/good. This indicates that, generally, the library staff perceive themselves as competent, see opportunities for CD, experience a satisfactory WLB, and report high levels of JS.

Secondly, the analysis reveals that C does not significantly affect JS among these library staff members. Despite C being categorized as high, it does not directly translate into increased JS. This finding suggests that other factors may be more crucial in influencing JS for these employees.

In contrast, CD is shown to have a positive and significant effect on JS. Library staff who perceive strong career growth and development opportunities tend to report higher levels of JS. This highlights the importance of providing clear career paths, opportunities for advancement, and professional development programs to enhance JS.

Similarly, WLB also positively and significantly affects JS. Employees who feel they can effectively balance their work responsibilities with personal life demands are more likely to be satisfied with their jobs. This underscores the need for policies and practices that promote flexible working conditions, manageable workloads, and support for personal well-being.

Finally, the combined influence of C, CD, and WLB on JS is significant. These three factors substantially impact JS among Bangka Belitung Islands Province library staff. This finding emphasizes the multifaceted nature of JS, where multiple aspects of the work environment and personal capabilities influence overall JS.

While C alone does not significantly affect JS, CD and WLB enhance JS among library staff. The combined effect of these variables further highlights the importance of a holistic approach in creating a supportive and satisfying work environment. Organizations should focus on providing CD opportunities and promoting WLB to foster higher employee JS.

Suggestion

Future research should aim to develop different research instruments that consider additional variables outside the scope of this study. Incorporating variables such as position, class, age, financial security, social responsibility, and quality supervision can provide a more comprehensive understanding of JS. These variables could influence JS significantly and offer deeper insights into the factors contributing to employee well-being.

Moreover, future studies should consider selecting different target populations, such as teachers, lecturers, and other professionals who play a direct role in human resource development. By examining JS among these groups, researchers can gain valuable insights into how JS factors vary across professional contexts. This broader approach can help identify specific needs and preferences within various professions, ultimately contributing to more effective strategies for enhancing JS across diverse work environments.

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