
The Influence of the Talented Generation Internship Program (Magenta) on Human Resource Management Readiness At the Port of Indonesia (Persero) I Medan

Hendra Utama¹, Mohammad Yusuf², Zulham Sitorus³, Pebri Ramadani⁴

^{1,2,3,4}Universitas Pembangunan Panca Budi, Indonesia

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Corresponding Author:

Hendra Utama,
Management,
Universitas Pembangunan
Panca Budi, Indonesia.

Email:
hendrau2@gmail.com

ABSTRACT

PT Pelabuhan Indonesia (Persero) or Pelindo is a state-owned company which operates in the port services sector which provides opportunities for vocational/equivalent students, college students and fresh graduates to carry out internships in their environment. During the selection process, it was discovered that several of the interns accepted were interns who already had organizational experience. In carrying out an internship, interns not only help carry out supervisor/mentor duties, but interns are also helped to explore and improve their existing competencies so that they are better prepared to face the real world of work. This research aims to determine the influence of organizational experience and internship experience on work readiness of interns. This research uses quantitative research methods in the form of correlational research and explanatory research models, as well as collecting data through distributing questionnaires to interns at PT Pelabuhan Indonesia (Persero) I Medan. In processing the data, researchers used partial test methods and simultaneous tests for the variables organizational experience, internship experience, and work readiness with the help of SPSS version 26. The results of the study showed that organizational experience had a positive and significant effect on work readiness, internship experience had a positive and significant effect on work readiness, organizational experience and internship experience simultaneously influence work readiness

Keywords: Internship program, Talent generation, Job Readiness, Human resource management, PT. Pelindo I (Persero).

1. INTRODUCTION

One of the tasks of universities is to provide educational services that prepare students to be job ready after graduating without making adjustments for a long time. The aim of education is to increase students' knowledge, train skills and develop professional attitudes. This is stated in the National Education System Law Number 20 of 2003, which explains that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God. Almighty God, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen."

By paying attention to the national education goals above, universities can shape students' attitudes and behavior in accordance with the needs of the world of work, such as: having good morals and ethics, practicing responsibility and discipline, completing assignments well, having the ability to create good innovations. attractive, the ability to organize work well and be goal-oriented, have knowledge and skills in their own field,

mastery and ability to work together in groups, and can help each other in carrying out assigned tasks or work. This is the basis that students must have in facing the competitive world of work.

Competition in the world of work is very selective where every company wants to be the best compared to other companies as competitors. This situation requires every company to obtain or recruit workers with knowledge, skills and abilities that can produce the best performance. In the world of work, companies need quality and competent Human Resources (HR), where quality HR can be obtained through various quality training activities. Through quality training activities, human resources are required to be creative and innovative, have experience in their field, be sensitive to the environment and have the ability to find work that suits their own skills and experience.

An individual's success or failure is strongly correlated with his or her readiness to work. This means that people with optimal readiness will find it easier to achieve success and face the complexities of the world of work. This can be the main tool before diving into the world of work, one of which can be maximized with development and/or training programs such as internships or organizational activities within universities or outside universities. According to Azizah, et al. (2019) explained that organizational experience and internship experience simultaneously influence work readiness, so it can be concluded that through organizations and internship programs, a person will gain extraordinary experience because they can contribute directly to working on projects that can influence the success of the organization or company. Apart from that, someone can also prepare themselves in terms of knowledge, skills and abilities to enter the real world of work.

There are two factors that can influence a person's work readiness, namely factors originating from internal or within the individual and external or outside the individual. Internal factors include intelligence abilities, talents, interests, motivation, attitudes, experiences and skills. External factors include society, family, school and the surrounding environment (Ketut in Nurhaniah 2013). A person can be said to be ready to face the world of work if he or she has four aspects, such as knowledge related to knowledge in their field, career management skills or skills that accommodate performance that can develop, personal circumstances that are closely related to the spirit of personality to ignite potential, and presentation, namely understanding regarding all the knowledge that has been studied.

For students, the way to face the world while working is to actively join an organization or take part in an internship program. Students can join various kinds of organizations according to their interests, within the scope of the institution where they are studying or outside that range, and those that are profit or non-profit, such as the Student Association, Student Executive Board, AIESEC, Youth of Indonesia, Student Catalysts and others. Apart from that, there are several internship programs that students can take part in, such as the Merdeka Campus initiated by the Minister of Education and Culture, the Talented Generation Internship Program (Magenta) initiated by the Ministry of BUMN in collaboration with the Indonesian Human Capital Forum, the Certified Student Internship Program (PMMB) initiated by the Human Capital Forum Indonesia, and other internship programs.

Organizational activities can contribute to work readiness, where through organizations they can increase motivation, sense of responsibility, skills, abilities, interests and skills for the students themselves. Optimal development of student potential can be achieved by actively participating in activities outside study hours, namely internal organizations within the university or external organizations.

According to Nedi in Rahmat (2013), 80% of work success is determined by non-academic factors, while only 20% is determined by academic factors so that organizations are one of the activities that can be participated in to prepare oneself for entering the world of work. According to data collected in 2022 by the Central Statistics Agency (BPS), the open unemployment rate based on education level has decreased compared to 2021, where the unemployment rate with a Diploma degree was 4.59% and the unemployment rate with a Bachelor's degree was 4.80%. According to Ida Fauziah as Minister of Manpower, the open unemployment rate can decrease due to programs from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), namely the Independent Campus internship program and the Certified Student Internship Program (PMMB) initiated by the Indonesian Human Capital Forum (FHCI).

Table 1. Open Unemployment Rate Based on Education Level

Educational level	Open Unemployment Rate		
	2020	2021	2022
Never been to school/not finished, up to elementary school	3,61	3,61	3,59
SLTP	6,46	6,45	5,95
SLTA	9,89	9,09	8,57
SM Kejuruan (SMK)	13,55	11,13	9,42
Diploma I,II, III	8,08	5,87	4,59
university	7,35	5,98	4,80

Source: National Labor Force Survey (Sakernas)

According to the results of a survey conducted by Yulius on 456 respondents using a questionnaire from the SPADA DIKTI application, it was proven that 69% of students felt that the independent campus program activities were able to increase their competence or skills as preparation for work after graduation. The impact of this research shows that students become more flexible in the study process, increase their experience with the community and equip students to be ready to work after graduating from college. One of the companies that organizes internship programs to help universities prepare their students to enter the world of work is PT Pelabuhan Indonesia (Persero) or Pelindo. Pelindo is a state-owned company that operates in the port services sector and is the largest port operator in Indonesia, which has 4 regions, 4 subholdings and 94 branches spread from Sabang to Merauke.

Pelindo provides opportunities for vocational/equivalent students, diploma students, undergraduate students and fresh graduates to carry out internships in their environment. There are several internship programs run by Pelindo such as Field Work Practices (PKL) which can be participated in by vocational school/equivalent students, the Certified Student Internship Program (PMMB) and the Talented Generation Internship Program (Magenta) which can be participated in by all Indonesian students and programs. Regular Internship is a Pelindo internship program which can also be participated in by all Indonesian students, including diploma students, undergraduate students and fresh graduates.

This internship program has a minimum internship duration of three months to one year. In the selection process for implementing internships, there is an administrative selection process and interview selection. Based on this selection, it is known that several of the interns accepted were interns who already had organizational experience or internship experience before undertaking an internship at PT Pelabuhan Indonesia (Persero). However, there are also several interns who use Pelindo as a place to carry out internships for the first time.

For the implementation of internships at Pelindo, interns not only help carry out supervisor/mentor tasks, but interns are also helped to explore and improve their existing competencies so that they are better prepared to face the real world of work through various methods such as providing activities, mentoring/coaching, being involved in resolving a problem that is currently occurring within the company, being given the opportunity to go on a business trip with a mentor who can provide more experience regarding the world of work, being given the opportunity to create competitions between interns, being given training regarding personal competencies and others so that it has a structured forum that is used to accommodate creativity and innovation, as well as increasing the potential that exists within apprentices, namely Agent of Change (AoC). The following are the activities that have been carried out by PT. Pelabuhan Indonesia (Persero) interns apart from carrying out daily activities given by the mentor:

Table 2. Opening of the Magenta Internship Program

PT Pelabuhan Indonesia (Persero)						
No.	Month	Name of activity		Theme		
1	June 12-16, 2023	Registration		Via the Magenta Portal, www.magenta.fchibumn.com .		
2	June 19-28, 2023	Selection and Interview		After registering there will be an Administration selection and user interview.		
3	June 30, 2023	Reception and Provision.		After being informed that you have passed, there will be a debriefing stage at the Placement Unit Position.		
4	03 July – 31 December 2023	Implementation of internships		After all stages have been passed, participants will carry out an internship in the period 19 – 28 June 2023.		

Source: Data from PT Pelabuhan Indonesia (Persero)

In this way, Pelindo hopes that after the interns have completed their internship at Pelindo, the interns will be ready to work and be better prepared to face the challenges that will come.

2. LITERATUR REVIEW

a. Definition of Work Life Balance

According to Wardani et al. (2021), work-life balance is about achieving an individual's balance goal both in the work life and in the personal life of the individual. According to Lestari et al. (2021), work-life balance is a condition where every employee has the opportunity to balance their career life with their personal life, and there is no inequality causing stress and fatigue in performing work. Work-life balance is one of the factors influencing employee loyalty, job satisfaction, and company productivity (Lestari et al., 2021). Then, according to Laksono et al. (2019), work-life balance can be described as how balanced the time an individual spends working compared to the time with family and activities that someone enjoys. If someone's schedule is difficult to manage and home life is uncontrollable, it can lead to depression, decreased workplace performance, conflicts with family, and feelings of fatigue.

b. Definition Of Work Stress

According to Sartika (2023), work stress is a condition in which someone experiences pressure or tension in their work environment, causing negative responses and feelings of burden when carrying out their responsibilities. According to Makkira et al. (2022), stress is a state of tension that affects an individual's emotional, mental, and physical condition. Inability to effectively cope with stress often results in difficulties for individuals to interact positively. Then, according to Indriani et al. (2019), it is concluded that work stress can be defined as a state of emotional tension that arises when someone faces significant pressures, complex obstacles, and opportunities that play a crucial role in the context of their work.

c. Definition of Job Satisfaction

According to Spector (2022), job satisfaction is the extent to which an individual perceives their personal job and various aspects of that job. Another definition by Harahap et al. (2019) states that job satisfaction is the subjective evaluation by employees of how well their job meets personal needs and expectations, reflected through the results produced. Then, according to Mousazadeh et al. (2018), job satisfaction is a set of positive feelings and attitudes an individual has toward their job, and if these feelings fade, someone might consider quitting their job. To reinforce both statements, job satisfaction is a feeling that arises as a response to the work conditions faced and impacts the work outcomes resulting from the actions taken by an employee in their job (Hermingsih et al., 2020).

c. Conceptual Framework

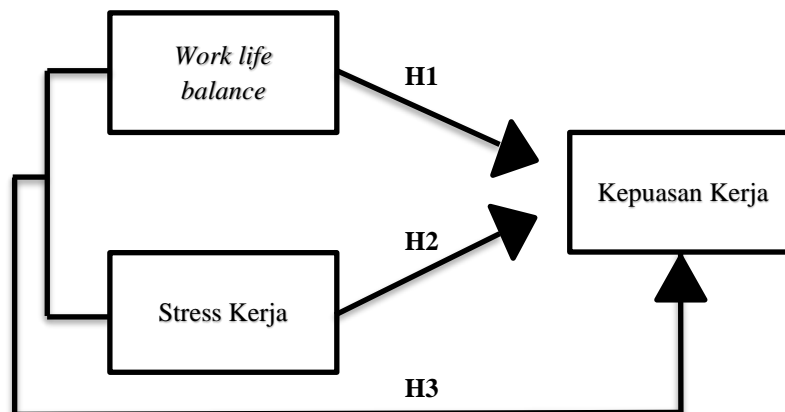


Figure 1. Conceptual Framework
Source : Data Processed, 2024

The Influence of Work-life Balance on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

This result is in line with the research by Sihalohe et al. (2021), which explains that work-life balance has a significant positive effect on employee job satisfaction. Furthermore, the study conducted by Murwida (2021) states that work-life balance influences job satisfaction. A similar assertion is made by Febriani et al. (2021), stating that work-life balance influences employee job satisfaction, and this is reinforced by Yusvia (2021), explaining the same, that work-life balance influences employee job satisfaction. This is also supported by the research by Aliya et al. (2020), which explains that work-life balance has a significant impact on employee job satisfaction. Based on the presented studies, the hypothesis can be formulated as follows:

H1: Work-life balance has an impact on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

The Influence of Job Stress on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

Research conducted by Tupamahu et al. (2022) presents results that job stress has a significant impact on job satisfaction. In line with the research by Sanjaya (2021), stating that job stress significantly influences job satisfaction. Furthermore, according to Farisi et al. (2021), job stress influences job satisfaction. These results align with the findings of Cahyadi et al. (2020), which found that job stress has a significant impact on job satisfaction, and are reinforced by the research by Santosa (2021), explaining that job stress influences employee job satisfaction. Based on the presented studies, the hypothesis can be formulated as follows:

H2: Job Stress has an impact on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

The Influence of Work-life Balance and Job Stress on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

Research conducted by Yusvia et al. (2021) concludes that employee job satisfaction is influenced simultaneously by work-life balance and job stress. Similar results are found in the study by Paryanti (2022), which explains that work-life balance and job stress have a significant simultaneous impact on job satisfaction. These results are also in line with the research conducted by Cahyadi et al. (2020), which states that work-life balance and job stress have an impact on employee job satisfaction. These findings are reinforced by the research by Saputra (2023), stating that work-life balance and job stress have a significant simultaneous impact on job satisfaction. Based on the presented studies, the hypothesis can be formulated as follows:

H3: Work-life balance and Job Stress have an impact on Employee Job Satisfaction at PT Rukun Mitra Sejati South Jakarta Branch.

3. RESEARCH METHOD

This research employs a quantitative method. According to Sugiyono (2022), quantitative research can be defined as a research method based on positivist philosophy, used to investigate a specific population

or sample, collect data using research instruments, conduct quantitative/statistical data analysis, with the aim of testing established hypotheses. This study utilizes a deductive approach, wherein to answer a research problem, concepts or theories are used to formulate a hypothesis (Sugiyono, 2022).

4. RESULTS AND ANALYSIS

a. INSTRUMENT TEST

Validity Test

According to Ghazali (2018), validity testing is conducted to measure the validity of a questionnaire. A questionnaire is considered valid if the questions within it can effectively capture what the questionnaire aims to measure. The object of this research is all employees of PT Rukun Mitra Sejati South Jakarta Branch, with a total of 35 employees.

Table 1 Validity Test

Variable	Item	Sig.(2-tailed)	Conclusion
Work life balance (X1)	X1.01	.000	Valid
	X1.02	.000	Valid
	X1.03	.000	Valid
	X1.04	.000	Valid
	X1.05	.000	Valid
	X1.06	.000	Valid
	X1.07	.000	Valid
	X1.08	.000	Valid
	X1.09	.000	Valid
Work Stress (X2)	X2.01	.000	Valid
	X2.02	.000	Valid
	X2.03	.000	Valid
	X2.04	.000	Valid
	X2.05	.000	Valid
	X2.06	.000	Valid
	X2.07	.000	Valid
	X2.08	.000	Valid
	X2.09	.000	Valid
Job Satisfaction (Y)	Y1.01	.001	Valid
	Y1.02	.000	Valid
	Y1.03	.000	Valid
	Y1.04	.003	Valid
	Y1.05	.000	Valid
	Y1.06	.001	Valid
	Y1.07	.002	Valid
	Y1.08	.000	Valid
	Y1.09	.000	Valid

Source : Data Processed by SPSS, 2024

The questionnaire was distributed to 35 employees of PT Rukun Mitra Sejati. Based on the results of the validity test using IBM SPSS 26, the results are declared valid, where the correlation is significant at the 0.05 level (2-tailed). It can be concluded that the items on work-life balance, work stress, and employee satisfaction are valid.

Reliability Test

According to Ghazali (2018), reliability testing is a tool to measure a questionnaire, which is an indicator of a variable. A questionnaire is considered reliable if a person's responses to the questions are consistent or stable over time.

Table 2 Reliability Test

VARIABLE	Cronbach's Alpha	Conclusion
Work life balance (X1)	.814	RELIABEL
Work Stress	.865	RELIABEL
Job Satisfaction	.731	RELIABEL

Source : Data Processed by SPSS, 2024

Based on the reliability results above, it is stated that the variables have a Cronbach's alpha higher than 0.70 (Cronbach's alpha > 0.70) with values of 0.814 for work-life balance, 0.865 for work stress, and

0.731 for job satisfaction. The results above can be concluded that work-life balance, work stress, and job satisfaction have reliable and dependable outcomes.

Classical Assumption Test

Normality Test

According to Ghozali (2018), in regression models, the normality of residual values is tested using the normality test. If the probability of the Z value in the KS test is greater than 0.05, then the data is considered to be normally distributed.

Table 3 Normality Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N	35	
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.06240830
Most Extreme Differences	Absolute	.108
	Positive	.095
	Negative	-.108
Test Statistic	.108	
Asymp. Sig. (2-tailed)	.200 ^{c,d}	

Source : Data Processed by SPSS, 2024

Multicollinearity Test

If the tolerance value is > 0.1 and VIF is < 10, it can be interpreted that there is no multicollinearity in the study.

Table 4 Multicollinearity Test

Coefficients^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	WLB	.685	1.459
	STRESS	.685	1.459

Source : Data Processed by SPSS, 2024

From the table above, it can be concluded that the independent variables, namely work-life balance and work stress, do not experience multicollinearity because the tolerance value of 0.685 > 0.1 and VIF of 1.459 < 10. It can be interpreted that there is no multicollinearity in the study.

Heteroscedasticity Test

If the significance probability value is ≥ 0.05, then heteroscedasticity does not occur. The results of the heteroscedasticity test are as follows:

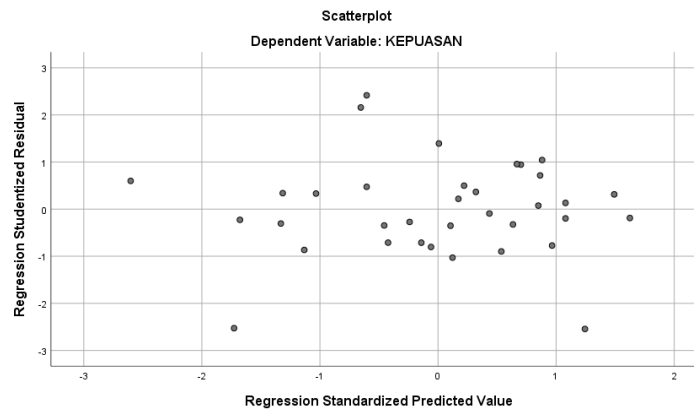
Table 5 Heteroscedasticity Test

Coefficients^a					
Unstandardized					
Coefficients					
Model		B	Std. Error	t	Sig.
1	(Constant)	2.943	1.744	1.688	.101
	WLB	-.058	.061	-.948	.350
	STRESS	.043	.058	.739	.465

Source : Data Processed by SPSS, 2024

Based on Table 5, it can be observed that for each independent variable, work-life balance (X1) and work stress (X2), the significance value is > 0.05 . Therefore, it can be concluded that there is no heteroscedasticity (homoscedasticity). Furthermore, the heteroscedasticity test uses the scatterplot method, which can be seen in the image below:

Figure 2 scatterplot



Source : Data Processed by SPSS, 2024

Based on the results in Figure 2, the heteroscedasticity scatterplot test shows that the points do not form a specific pattern, indicating the absence of heteroscedasticity. Therefore, the assumption of heteroscedasticity is fulfilled.

b. HYPOTHESIS TEST

Partial Test (t-test)

To determine the partial influence of the independent variables work life balance (X1) and job stress (X2) on the dependent variable job satisfaction (Y), whether it has a significant effect or not. If the significance value > 0.05 , then H_0 is accepted, and H_a is rejected.

Table 6 Partial Test

	Model	t	Sig.
1	(Constant)	7.739	.000
	X1	6.383	.000
	X2	-2.044	.049

Source : Data Processed by SPSS, 2024

Based on Table 6, the results can be obtained as follows:

1. Sig. $0.000 < \alpha = 0.05$, and the T-table value using the formula $DF = N - K - 1 = 35 - 2 - 1 = 32$, which means the T-table value is 1.69. Furthermore, the calculated T value obtained in the table is 6.383. Thus, the influence of work life balance (X1) on job satisfaction (Y) is significant. This means H_0 is rejected, and H_a is accepted, so it can be concluded that job satisfaction can be significantly influenced by work life balance. By improving work life balance, job satisfaction will also increase.
2. Sig. $0.049 < \alpha = 0.05$, and the T-table value using the formula $DF = N - K - 1 = 35 - 2 - 1 = 32$, which means the T-table value is -1.69. Furthermore, the calculated T value obtained in the table is -2.044. Thus, the influence of job stress (X2) on job satisfaction (Y) is significant. This means H_0 is rejected, and H_a is accepted, so it can be concluded that job satisfaction can be significantly influenced by job stress. By reducing job stress, job satisfaction will increase.

Simultaneous Test (F-test)

To determine whether there is a simultaneous influence of independent variables. If the significance value (Sig.) is ≤ 0.05 , then the variables work life balance and job stress (X) simultaneously (together) affect the variable job satisfaction (Y).

Table 7 Simultaneous Test

ANOVA ^a		
Model	F	Sig.
1 Regression	22.092	.000 ^b
Residual		
Total		

a. Dependent Variable: KEPUASAN
b. Predictors: (Constant), WLB, STRESS

Source : Data Processed by SPSS, 2024

Based on Table 7, the results can be obtained as follows:

1. The significance value (Sig.) is 0.000 < 0.05, indicating that the regression analysis model is significant. The calculated F value is 22.092, and the tabled F value is 2.48. Since the calculated F value > tabled F value (22.092 > 2.48), this can be interpreted as rejecting Ho and accepting H1. Therefore, it can be concluded that work-life balance (X1) and job stress (X2) influence the variable job satisfaction (Y).

Coefficient of Determination Test

To determine the magnitude of the contribution of the independent variables work-life balance (X1) and job stress (X2) to the dependent variable job satisfaction (Y), the R-Square value is used. The R-Square value can be seen in the following table:

Table 8 Coefficient of Determination Test

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580	.554	3.15666

Source : Data Processed by SPSS, 2024

The coefficient of determination (R²) value is used to test the feasibility of the model obtained from the multiple regression analysis results. Since multiple regression is used, the R² value is used with a value of 0.580, indicating the proportion of influence from the work-life balance variable (X1) and the influence from the job stress variable (X2) on Job Satisfaction (Y). This means that 58% of Job Satisfaction is contributed by work-life balance (X1) and job stress (X2), while the remaining 42% is contributed by other variables not examined in this study.

MULTIPLE LINEAR REGRESSION

According to Ghozali (2018), Multiple Linear Regression is used for research that has more than one independent variable. The results of multiple regression analysis can be seen in the following table:

Table 9 Multiple Linear Regression

Coefficients ^a				
Unstandardized Coefficients				
Model	B	Std. Error	t	Sig.
1 (Constant)	20.482	2.647	7.739	.000
WLB	.594	.093	6.383	.000
STRESS	-.179	.087	-2.044	.049

a. Dependent Variable: KEPUASAN

Source : Data Processed by SPSS, 2024

Based on Table 9, the regression equation is obtained as follows:

$$Y = 20.482 + 0.594X1 - 0.179X2$$

1. The results of the multiple linear regression test show that the constant obtained in this study is 20.482. It can be concluded that the variables work-life balance and work stress are considered constants,

indicating that, by controlling the variables of work-life balance and the level of work stress, there is a positive contribution of 20.482 to employee job satisfaction.

2. The regression coefficient for the variable work-life balance is 0.594 and has a positive sign, indicating that work-life balance has a direct relationship with job satisfaction. This can be interpreted as an increase of one unit in work-life balance (X1) will increase job satisfaction (Y) by 0.594, assuming the other variables are considered constant.
3. The regression coefficient for the variable work stress is -0.179 and has a negative sign, indicating that work stress has an inverse relationship with job satisfaction. This can be interpreted as an increase of one unit in work stress (X2) will decrease job satisfaction by -0.179, assuming the other variables are considered constant.

c. DISCUSSION

The Influence of Work-Life Balance on Job Satisfaction

Based on the above testing, the variable work-life balance has a regression coefficient of 0.594 and a significance value of 0.000, which is smaller than the significance level of 0.05. Therefore, the work-life balance variable has a positive and significant effect on the job satisfaction of employees at PT Rukun Mitra Sejati South Jakarta Branch. This result is in line with the study by Sihaloho et al. (2021), which explains that work-life balance has a significantly positive effect on employee job satisfaction.

The Influence of Work Stress on Job Satisfaction

Based on the above testing, the work stress variable has a regression coefficient of -0.179 with a negative sign, indicating that each increase in one unit of work stress will decrease job satisfaction by -0.179. With a significance value of 0.049, which is smaller than the significance level of 0.05, the work stress variable has a negative and significant effect on job satisfaction among employees at PT Rukun Mitra Sejati South Jakarta Branch. This study is in line with Adha's research (2021), which explains that work stress negatively affects job satisfaction, meaning that high work stress leads to low job satisfaction.

The Influence of Work-Life Balance and Work Stress on Job Satisfaction

Based on the results of the F-test, it can be known that both independent variables, namely work-life balance (X1) and work stress (X2), together or simultaneously influence the dependent variable, namely job satisfaction (Y). This is evidenced by the significance value of $0.000 < 0.05$, meaning that the variables work-life balance (X1) and work stress (X2) simultaneously influence job satisfaction (Y). This study aligns with Tupamahu et al.'s research (2022), which explains that work-life balance and work stress have a simultaneous effect on employee job satisfaction.

5. CONCLUSION

The research results indicate that work-life balance and job stress significantly influence the job satisfaction of employees at PT Rukun Mitra Sejati Cabang Jakarta Selatan. The company can take concrete steps to address work-life balance, and it is expected to pay special attention to factors causing employee stress. Both of these measures aim to enhance work-life balance and reduce job stress, ultimately improving the job satisfaction of employees at PT Rukun Mitra Sejati.

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