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DIFFERENCES IN WORK-LIFE BALANCE, FLEXIBLE TIME ARRANGEMENT, AND LIFE SATISFACTION OF EMPLOYEES OF THE OMBUDSMAN OF THE REPUBLIC OF INDONESIA ACCORDING TO EDUCATION LEVEL

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ABSTRACT

This research aims to determine the differences in Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction of Indonesian Ombudsman employees according to education level. This research uses a quantitative research approach. The research population used was the Ombudsman of the Republic of Indonesia, while the sample used was 102 employees. The sampling technique uses random sampling for employees who have a high school, diploma, bachelor's degree, level II and level III educational background. The data analysis technique uses the Statistical Package for the Social Sciences (SPSS) application with Two Way ANOVA to test the research hypothesis. The results of this research show that there is no difference in employee work-life balance according to education level, indicated by sig, 0.245>0.05, There is a difference in employee flexible time arrangements according to education level, indicated by p-value 0.030 <0.05, There is a difference in life satisfaction employees according to education level, indicated by a p-value of 0.024 <0.05. Recommendations for further research should be to conduct more research to gain more information and look for solutions to strengthen the life satisfaction of RI Ombudsman employees which can be encouraged with flexible time arrangements so that work-life balance can be carried out well and appropriately in the work of each employee.

Keywords: *Work-life balance, flexible time arrangement, life satisfaction level of education*

INTRODUCTION

Flexible work arrangements were initially one of the organizational or business strategies to minimize the impact of COVID-19 by utilizing advances in information technology. Guidelines regarding flexible work arrangements are based on government directives to mitigate the spread of the Covid-19 virus. Many workers in corporations, freelancers, and government organizations work outside the office, often working from home or with work-from-home (WFH) arrangements. President Joko Widodo issued Presidential Regulation (Perpres) Number 21 of 2023 concerning Working Days and Working Hours of Government Agencies and State Civil Apparatus (ASN) Employees to provide regulations/legal certainty regarding flexibility of location and working time in carrying out the duties of State Civil Apparatus. 21 of 2023 was issued to replace several provisions regarding working days and working hours for ASN employees which are no longer by legal developments and the dynamics of carrying out official duties within government agencies (Kazmi et al., 2017).

The Ombudsman of the Republic of Indonesia has several times implemented policies that are expected to improve individual employee performance, namely implementing flexible work arrangement policies (Halim & Heryjanto, 2021). Flexibility provides changes in work so that people can work without thinking about the time and place when they do the work. This is also supported by work tools that use information technology and E-Office which has

implemented Flexible Working Arrangement (FWA) within the scope of the Ombudsman since 2020, where at that time the aim was to prevent the spread of the COVID-19 virus and in 2023 it will be implemented to the successful implementation of the 43rd ASEAN Summit in September 2023 at which time employees implemented Work From Home to reduce congestion, especially at the Central Indonesian Ombudsman by government policy (Greenhaus & Powell, 2006). At that time, the operating model chosen was Flexible Time, employees could come to the work location according to the hours agreed with their superiors, and a work unit head assignment letter was made. In this case, flexible working arrangements play a role in the balance between work and life and other things will make employees provide good performance and increase employee life satisfaction. In conducting research related to Flexible working arrangements at the Central Indonesian Ombudsman, researchers distributed questionnaires to 102 employees (Gunawan, 2019).

The view from this research proves whether or not there are individual differences in this case the level of employee education in terms of work-life balance, flexible work arrangements, and life satisfaction (Aviola et al., 2022; Frone, 2000). Employees who have a good work-life balance also tend to have Life satisfaction which refers to a feeling of well-being in an individual's life in their environment (del Carmen Cano García et al., 2023). A person's level of life satisfaction is also influenced by certain domains, such as satisfaction with work, marital life, personal assets, and so on. Individuals who have high life satisfaction usually also have stronger social relationships and higher satisfaction in married life (Diener & Seligman, 2002). Several factors that influence life satisfaction include age, education, religion, social relationships, health, longevity, individual social usefulness, employment, and income (Diener & Ryan, 2009; Suryana, 2022).

A person's level of life satisfaction is also influenced by certain domains, such as satisfaction with work, marital life, personal assets, and so on. Therefore, researchers are interested in examining differences in Work-Life Balance, Life Satisfaction, and Flexible Work Arrangement based on their level of education with the assumption that the level of education influences differences in the treatment of Work-Life Balance, Life Satisfaction, and Flexible Work Arrangement, satisfied with all domains of life, then individuals will also feel satisfied with the domain of work they do. Flexible work arrangement is a form of implementing a way of working by giving autonomy to employees to make choices regarding working time and workplace (Mandagi & Wijono, 2023; Virginia & Etikariena, 2021).

METHOD

This research is a type of quantitative research, to determine the differences in Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction of Indonesian Ombudsman employees according to education level. The sampling technique uses Random Sampling which refers to employees who have a high school, diploma, Strata I, Strata II, and Strata III educational background. The data analysis technique in this research uses the Statistical Package for the Social Sciences (SPSS) application with Two Way Anova to test the research hypothesis. The characteristics of the sample used in this research are employees who have worked from home, aged 18— 60 years because it is included in the productive working age category and the retirement age limit (Super, 1980). The number of respondents obtained in this research was 102 active employees who work in legal services, cooperation and

organizations, administrative services, public services and human resources, information technology services, public relations services, and support staff.

Data collection was carried out in November 2023 by distributing questionnaires in the form of Google forms via telecommunications media such as WhatsApp groups and social media. This research consists of three stages. The first stage is the research preparation stage in the form of preparing the research design and measurement instruments. Before collecting empirical data, researchers prepared research instruments. The second stage is the research implementation stage, and the final stage is the data analysis stage. Research hypothesis testing was carried out using SPSS software. The analytical method used was Two-way ANOVA, namely a data analysis technique used to evaluate the influence of two or more factors on the dependent variable. The measuring tool used to measure life satisfaction was the Satisfaction with Life Scale (SWLS) which was developed by (Diener et al., 1985). The SWLS scale consists of five items using a five-point Likert scale, namely category 1 for strongly disagree and category 5 for strongly agree. Then, the measuring tool used to measure flexible work arrangements is the Flexible Work Options Questionnaire (FWOQ) which was compiled by Albion (2004) and has been adapted by Stefanie et al. (2020). FWOQ has two dimensions, namely work/family balance, and barriers. The FWOQ measuring tool consists of eleven items using a five-point Likert scale, namely category 1 for strongly disagree and category 5 for strongly agree. Furthermore, the measuring tool used to measure work-life balance is the Work-life Balance Scale (WLBS) questionnaire belonging to Fisher et al. (2009) which has been adopted and validated (Rahmawati & Gunawan, 2020). The work-life balance questionnaire has seventeen items which are manifestations of two dimensions, namely: 1) the resources dimension, consisting of work interference with personal life (WIPL) and personal life with work interference (PLIW), as well as; 2) demands dimension, consisting of work enhancement of personal life (WEPL) and personal life enhancement of work (PLEW). WLBS uses a five-point Likert scale, namely category 1 for never choices and category 5 for very frequent choices.

RESULTS AND DISCUSSION

Purpose of analysis: to test whether there are differences in Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction of RI Ombudsman employees according to their level of education, to evaluate

Preliminary Test (Normality and Homogeneity)

Before the difference test is carried out, it is first necessary to carry out a normality and homogeneity test to determine the most appropriate type of test. If the data to be analyzed is normally distributed, then the test is carried out parametrically using the ANOVA test, but if the test shows that the data results are not normally distributed, then a non-parametric test (Kruskal Wallis is preferred)

Table 1: Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Work_Life_Balance	.127	102	.000	.897	102	.000
Flexible_Time_Arrangement	.135	102	.000	.906	102	.000
Life_Satisfaction	.168	102	.000	.876	102	.000

a. Lilliefors Significance Correction

Based on the results of the analysis in the table above, it can be seen that the employee Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction data are shown with a significance value of 0.000 < 0.05

Table 2: Homogeneity test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Work_Life_Balance	Based on Mean	3.949	4	97	.055
	Based on Median	2.945	4	97	.094
	Based on the Median and with adjusted df	2.945	4	88.263	.065
	Based on trimmed mean	3.804	4	97	.116
Flexible_Time_Arrangement	Based on Mean	2.517	4	97	.086
	Based on Median	1.730	4	97	.150
	Based on the Median and with adjusted df	1.730	4	90.005	.150
	Based on trimmed mean	2.463	4	97	.050
Life_Satisfaction	Based on Mean	5.755	4	97	.090
	Based on Median	3.900	4	97	.076
	Based on the Median and with adjusted df	3.900	4	73.304	.096
	Based on trimmed mean	5.685	4	97	.078

Based on the results of the homogeneity test in Table 2, the results show that the Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction data for employees in each group according to education level does not have a homogeneous variance, indicated by a significance of > 0.05. The normality test results show that employee Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction data are not normally distributed and do not have homogeneous variance. In statistics, data that is not normally distributed can still be analyzed using the ANOVA test if the number of samples is >20 in each group. , because the number of samples in each group is <20, the ANOVA test cannot be carried out, the difference test must be carried out non-parametrically using the Kruskal-Wallis test.

ANOVA test

Testing Hypothesis:

Ho: There is no significant difference in Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction of employees according to education level

Ha: There are significant differences in Work-Life Balance, Flexible Time Arrangement, and Life Satisfaction of employees according to education level

Test Statistics: F Statistics in the ANOVA test followed by the Kruskall Walls test (as a substitute for the ANOVA test because the normality requirements are not met)
Significance level: 5%
Testing Criteria: Reject Ho if p-value (sig.) < 0.05

Test result:

Tabel 3:ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Work_Life_Balance	Between Groups	1950.128	4	487.532	1.423	.232
	Within Groups	33242.392	97	342.705		
	Total	35192.520	101			
Flexible_Time_Arrangement	Between Groups	1166.703	4	291.676	2.646	.038
	Within Groups	10694.288	97	110.250		
	Total	11860.990	101			
Life_Satisfaction	Between Groups	467.839	4	116.960	2.991	.022
	Within Groups	3792.475	97	39.098		
	Total	4260.314	101			

Tabel 4 : Kruskal-Wallis Test

Test Statistics[a,b]

	Work_Life_Balance	Flexible_Time_Arrangement	Life_Satisfaction
Kruskal-Wallis H	5.435	10.720	11.207
Df	4	4	4
Asymp. Sig.	.245	.030	.024

a. Kruskal Wallis Test
b. Grouping Variable: Education

The ANOVA test results in the table above show the following results:

1. There is no difference in employee work-life balance according to education level, indicated by sig, 0.245>0.05
2. There are differences in employee Flexible Time Arrangement according to education level, indicated by a p-value of 0.030 < 0.05
3. There are differences in employee life satisfaction according to education level, indicated by a p-value of 0.024 <0.05

The results of the ANOVA test show that there are differences in flexible time arrangements and employee life satisfaction according to education level, therefore post hoc tests need to be carried out on the flexible time arrangement and life satisfaction variables to find out which level of education has the best flexible time arrangements and life satisfaction.

Table 5: Post Hoc Flexible Time Arrangement Test Results

			Subset for alpha = 0.05	
	Education	N	1	2
Duncan[a,b]	Master	12	28.2500	
	Doktoral	3	31.0000	
	Bachelor	64	33.3438	33.3438
	Diploma	15	34.6000	34.6000
	Senior High School	8		43.5000
	Sig.		.277	.069

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 8.013.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

Type I error levels are not guaranteed.

Results: The high school education level has the best flexible time arrangement compared to other employee education levels

Table 6: ***Post Hoc Life Satisfaction test result***

			Subset for alpha = 0.05	
	Education	N	1	2
Duncan[a,b]	Doktoral	3	12.6667	
	Master	12	14.0000	
	Bachelor	64	16.3438	16.3438
	Diploma	15	18.4667	18.4667
	Senior High School	8		22.3750
	Sig.		.103	.079

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 8.013.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.

Type I error levels are not guaranteed.

Results: The high school education level turned out to have the best life satisfaction compared to other employees' education levels

Table 7: Output SPSS Oneway Descriptives

						95% Confidence Interval for Mean		**Minimum**	**Maximum**
		N	**Mean**	**Std. Deviation**	**Std. Error**	**Lower Bound**	**Upper Bound**		
Work_Life_Balance	Senior High School	8	59.3750	5.85388	2.06966	54.4810	64.2690	51.00	72.00
	Diploma	15	61.7333	17.12753	4.42231	52.2484	71.2182	20.00	77.00
	Bachelor	64	52.2500	19.02463	2.37808	47.4978	57.0022	20.00	77.00
	Master	12	53.0833	22.18295	6.40367	38.9890	67.1777	21.00	77.00
	Doktoral	3	39.6667	18.44813	10.65103	-6.1610	85.4944	24.00	60.00
	Total	102	53.9314	18.66657	1.84827	50.2649	57.5978	20.00	77.00

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Flexible_Time_Arrangement	Senior High School	8	43.5000	3.81725	1.34960	40.3087	46.6913	36.00	49.00
	Diploma	15	34.6000	10.14044	2.61825	28.9844	40.2156	15.00	49.00
	Bachelor	64	33.3438	11.15009	1.39376	30.5585	36.1290	14.00	49.00
	Master	12	28.2500	9.42072	2.71953	22.2644	34.2356	15.00	42.00
	Doktoral	3	31.0000	13.11488	7.57188	-1.5792	63.5792	19.00	45.00
	Total	102	33.6569	10.83677	1.07300	31.5283	35.7854	14.00	49.00
Life_Satisfaction	Senior High School	8	22.8750	1.35620	.47949	21.7412	24.0088	20.00	24.00
	Diploma	15	17.2667	5.66274	1.46211	14.1307	20.4026	6.00	25.00
	Bachelor	64	16.0000	6.29184	.78648	14.4283	17.5717	6.00	25.00
	Master	12	14.0000	7.81607	2.25630	9.0339	18.9661	6.00	25.00
	Doktoral	3	12.6667	9.07377	5.23874	-9.8738	35.2072	6.00	23.00
	Total	102	16.3922	6.49472	.64307	15.1165	17.6678	6.00	25.00

From the descriptive table above, it can be seen that respondents with high school/equivalent education have a higher work-life balance and flexible time arrangement than other levels of education. This picture is unique because based on the data it can be seen that the lower a person's level of education, the higher the level of work-life balance and flexibility. the time arrangement.

Table 8:Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Work_Life_Balance	Based on Mean	3.949	4	97	.005
	Based on Median	2.945	4	97	.024
	Based on the Median and with adjusted df	2.945	4	88.263	.025
	Based on trimmed mean	3.804	4	97	.006
Flexible_Time_Arrangement	Based on Mean	2.517	4	97	.046
	Based on Median	1.730	4	97	.150
	Based on the Median and with adjusted df	1.730	4	90.005	.150
	Based on trimmed mean	2.463	4	97	.050
Life_Satisfaction	Based on Mean	5.755	4	97	.000
	Based on Median	3.900	4	97	.006
	Based on the Median and with adjusted df	3.900	4	73.304	.006
	Based on trimmed mean	5.685	4	97	.000

Table 9: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Work_Life_Balance	Between Groups	1950.128	4	487.532	1.423	.232
	Within Groups	33242.392	97	342.705		
	Total	35192.520	101			
Flexible_Time_Arrangement	Between Groups	1166.703	4	291.676	2.646	.038
	Within Groups	10694.288	97	110.250		
	Total	11860.990	101			
Life_Satisfaction	Between Groups	467.839	4	116.960	2.991	.022
	Within Groups	3792.475	97	39.098		
	Total	4260.314	101			

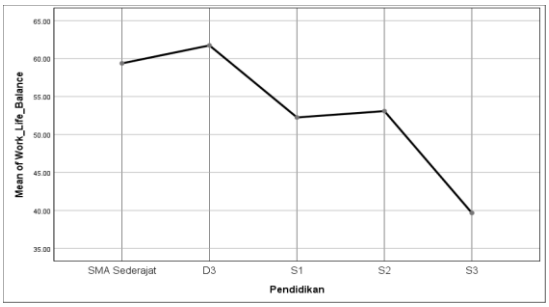
Table 10: Post Doc test Multiple Comparisons

Dependent Variable		(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Work_Life_Balance	Dunnett T3	Senior High School	Diploma	-2.35833	4.88265	1.000	-17.6503	12.9336
			Bachelor	7.12500	3.15258	.253	-2.3149	16.5649
			Master	6.29167	6.72982	.978	-15.8580	28.4414
			Doktoral	19.70833	10.85025	.625	-65.7909	105.2076
		Diploma	Senior High School	2.35833	4.88265	1.000	-12.9336	17.6503
			Bachelor	9.48333	5.02116	.484	-5.9456	24.9122
			Master	8.65000	7.78227	.943	-15.5384	32.8384
			Doktoral	22.06667	11.53262	.572	-50.0590	94.1924
		Bachelor	Senior High School	-7.12500	3.15258	.253	-16.5649	2.3149
			Diploma	-9.48333	5.02116	.484	-24.9122	5.9456
			Master	-.83333	6.83097	1.000	-23.0583	21.3916
			Doktoral	12.58333	10.91328	.881	-71.2532	96.4198
		Master	Senior High School	-6.29167	6.72982	.978	-28.4414	15.8580
			Diploma	-8.65000	7.78227	.943	-32.8384	15.5384
			Bachelor	.83333	6.83097	1.000	-21.3916	23.0583
			Doktoral	13.41667	12.42785	.919	-50.0533	76.8866
		Doctoral	Senior High School	-19.70833	10.85025	.625	-105.2076	65.7909
			Diploma	-22.06667	11.53262	.572	-94.1924	50.0590
			Bachelor	-12.58333	10.91328	.881	-96.4198	71.2532
			Master	-13.41667	12.42785	.919	-76.8866	50.0533
	Dunnett T3	Senior High School	Diploma	8.90000	2.94562	.062	-.2899	18.0899
			Bachelor	10.15625*	1.94010	.000	4.2720	16.0405

Flexible_Time_Arrangement			Master	15.25000*	3.03599	.001	5.5057	24.9943
			Doktoral	12.50000	7.69121	.698	-48.8774	73.8774
		Diploma	Senior High School	-8.90000	2.94562	.062	-18.0899	.2899
			Bachelor	1.25625	2.96611	1.000	-7.8650	10.3775
			Master	6.35000	3.77506	.629	-5.1815	17.8815
			Doktoral	3.60000	8.01178	.999	-50.6523	57.8523
		Bachelor	Senior High School	-10.15625*	1.94010	.000	-16.0405	-4.2720
			Diploma	-1.25625	2.96611	1.000	-10.3775	7.8650
			Master	5.09375	3.05588	.642	-4.5806	14.7681
			Doktoral	2.34375	7.69908	1.000	-58.8015	63.4890
		Master	Senior High School	-15.25000*	3.03599	.001	-24.9943	-5.5057
			Diploma	-6.35000	3.77506	.629	-17.8815	5.1815
			Bachelor	-5.09375	3.05588	.642	-14.7681	4.5806
			Doktoral	-2.75000	8.04544	1.000	-56.4446	50.9446
		Doctoral	Senior High School	-12.50000	7.69121	.698	-73.8774	48.8774
			Diploma	-3.60000	8.01178	.999	-57.8523	50.6523
			Bachelor	-2.34375	7.69908	1.000	-63.4890	58.8015
			Master	2.75000	8.04544	1.000	-50.9446	56.4446
Life_Satisfaction	Dunnett T3	Senior High School	Diploma	5.60833*	1.53873	.019	.7174	10.4993
			Bachelor	6.87500*	.92112	.000	4.1907	9.5593
			Master	8.87500*	2.30669	.021	1.1565	16.5935
			Doktoral	10.20833	5.26064	.585	-34.0116	54.4283
		Diploma	Senior High School	-5.60833*	1.53873	.019	-10.4993	-.7174
			Bachelor	1.26667	1.66022	.996	-3.8347	6.3680
			Master	3.26667	2.68862	.906	-5.1296	11.6630
			Doktoral	4.60000	5.43895	.967	-34.9899	44.1899
		Bachelor	Senior High School	-6.87500*	.92112	.000	-9.5593	-4.1907
			Diploma	-1.26667	1.66022	.996	-6.3680	3.8347
			Master	2.00000	2.38945	.990	-5.8081	9.8081
			Doktoral	3.33333	5.29745	.993	-39.7892	46.4559
		Master	Senior High School	-8.87500*	2.30669	.021	-16.5935	-1.1565
			Diploma	-3.26667	2.68862	.906	-11.6630	5.1296
			Bachelor	-2.00000	2.38945	.990	-9.8081	5.8081
			Doktoral	1.33333	5.70398	1.000	-33.7449	36.4115
		Doctoral	Senior High School	-10.20833	5.26064	.585	-54.4283	34.0116
			Diploma	-4.60000	5.43895	.967	-44.1899	34.9899
			Bachelor	-3.33333	5.29745	.993	-46.4559	39.7892
			Master	-1.33333	5.70398	1.000	-36.4115	33.7449

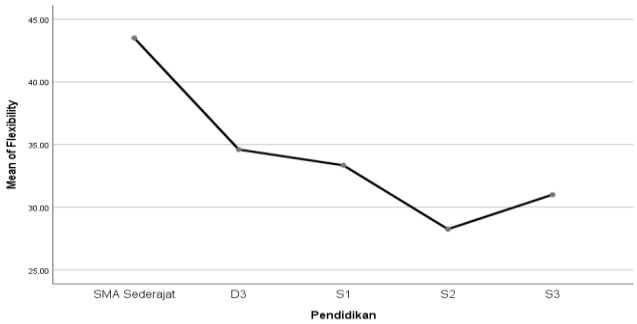
*. The mean difference is significant at the 0.05 level.

Means Plots



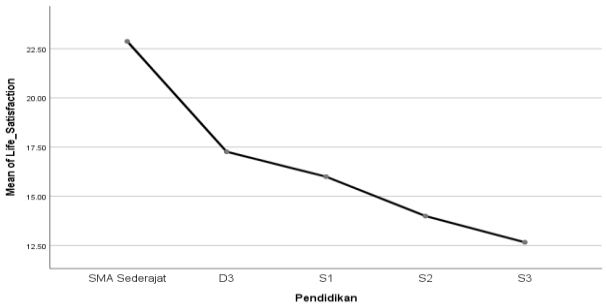
Graph 1: Homogeneous Subsets Work-Life Balance

The Homogeneous Subsets graph above shows the difference in mean Work-Life Balance, where there are significant differences between each group of education levels. It can be seen that a Diploma 3 education has the highest mean Work-Life Balance and a Doctoral degree education has the lowest mean Work-Life Balance.



Graph 2: Homogeneous Subsets Flexible Work Arrangement

The Homogeneous Subsets graph above shows the difference in the mean Flexible Work Arrangement where there are significant differences between each group based on the Flexible Work Arrangement level of education. It can be seen that a Diploma 3 education has the highest mean Work-life Balance and a Master's degree education has the lowest mean work-life balance.



Graph 3: Homogeneous Subsets Life Satisfaction

Based on the Homogeneous Subsets graph above, shows differences in mean life satisfaction where there are significant differences between each group based on educational

level. It can be seen that high school or equivalent education has the highest mean life satisfaction and doctoral education has the lowest mean life satisfaction.

Tabel 11 : NPar Tests Kruskal-Wallis Test Ranks

	Education	N	Mean Rank
Work_Life_Balance	Senior High School	8	55.00
	Diploma	15	64.93
	Bachelor	64	48.45
	Master	12	53.79
	Doctoral	3	31.00
	Total	102	
Flexible_Time_Arrangement	Senior High School	8	78.25
	Diploma	15	53.80
	Bachelor	64	51.09
	Master	12	34.92
	Doctoral	3	43.67
	Total	102	
Life_Satisfaction	Senior High School	8	82.25
	Diploma	15	54.87
	Bachelor	64	49.25
	Master	12	42.63
	Doctoral	3	36.17
	Total	102	

The Kruskal-Wallis test is a non-parametric statistical test that is used to test whether there are significant differences between groups of independent variables and the dependent variable as an alternative to two-way ANOVA because normality is not fulfilled after carrying out the ANOVA test. The Kruskal-Wallis test looks at comparisons of more than 2 population groups with ranking data as in the table above.

Tabel 12 : Test Statistics[a,b]

	Work_Life_Balance	Flexible_Time_Arrangement	Life_Satisfaction
Kruskal-Wallis H	5.435	10.720	11.207
df	4	4	4
Asymp. Sig.	.245	.030	.024

a. Kruskal Wallis Test

b. Grouping Variable: Education

CONCLUSION

The results of the analysis when testing the differences one by one, found that there were no differences in employee work-life balance according to education level, indicated by sig, 0.245>0.05, there were differences in employee flexible time arrangements according to education level, indicated by p-value 0.030 < 0 .05, the high school education level has the best flexible time arrangement compared to other education levels and there are differences in employee life satisfaction according to education level, shown by the p-value 0.024 <0.05, the high school education level has the best life satisfaction compared to other education levels.

This research was used to determine the differences in balance between employees' personal and work lives or work-life balance, flexible time arrangements or flexible time arrangements during the working hours of RI Ombudsman employees and can illustrate the differences in the amount of life satisfaction or satisfaction with each individual's life. the employees. The author recommends that further research is expected to be able to provide an overview explore more in-depth information and provide solutions to strengthen the life satisfaction of RI Ombudsman employees which can be encouraged with flexible time arrangements so that work-life balance can be carried out well and appropriately in the work held by each -each employee.

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